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The Epistemological Aspects of Curriculum Development and Implementation for the Medical Laboratory Technology Diploma in Uganda

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Author(s)
Wilson Rwandembo Mugisha, Christopher B. Mugimu

ABSTRACT
A study was conducted to investigate the epistemological aspects found in the curriculum, teaching, learning and practice of Medical Laboratory Technology (MLT) in Uganda. The study involved the analysis of the curriculum document for the diploma in MLT implemented at Mulago Paramedical Schools (MPS) in Kampala Uganda. It further involved getting the views of learners, educators and clinical supervisors of the MLT diploma programme. The results of the study revealed that various epistemological aspects were applied during the development and implementation of the MLT curriculum as well as during the practice of MLT in Uganda. Application of these aspects during curriculum development and implementation led to acquisition of various types of knowledge. It further led to the development of different and appropriate ways of knowing that is necessary for the training and practice of MLT.

KEYWORDS
Curriculum Development; Implementation; Epistemological Aspects

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