

An introduction to WHO Learning on TAP

Competency-based learning
for primary and community
workforce



A screenshot of a web browser displaying the WHO Learning on TAP website. The browser's address bar shows the URL "https://www.gate-tap.org". The website's header includes the "Learning on TAP" logo, a search icon, the language "English", a "Login" button, and a "Get started" button. The main content area features the title "Learning on TAP" in large blue font, followed by a paragraph: "Learning on TAP is an innovative WHO blended learning resource. Hosting online modular courses on a range of health topics. The aim? To provide training for primary health care and other community-level workforce and increase access to health services." Below this text are two buttons: "Get started" (blue) and "Learn more" (white with blue border). To the right of the text is a photograph of a healthcare worker in a white coat interacting with a group of people, including a woman holding a child. At the bottom of the page, the text "Brought to you by the" is followed by the WHO logo and the text "World Health Organization". Below this is a section titled "Explore courses" with the subtext "Discover our interactive courses and start your learning journey today!".

What is Learning on TAP?

- Part of the WHO Academy
- Open-access online learning platform
- Blended learning resource
- For primary health care/community workforce
- Task sharing approach
- Modular courses on a range of health topics



**World Health
Organization**

WHO Academy



**Learning
on TAP**

Background



WHO's Global health strategy 2025–2028

The 14th Global programme of work has 6 strategic objectives:

Respond to **climate change**, an escalating health threat

1

Advance the **PHC approach and essential health system capacities** for UHC

3

Prevent, mitigate and prepare for health risks from all hazards

5

Address **determinants of health and root causes of ill health**

2

Improve health **service coverage and financial protection**

4

Rapidly detect and sustain response to health emergencies

6

Global strategy on human resources for health

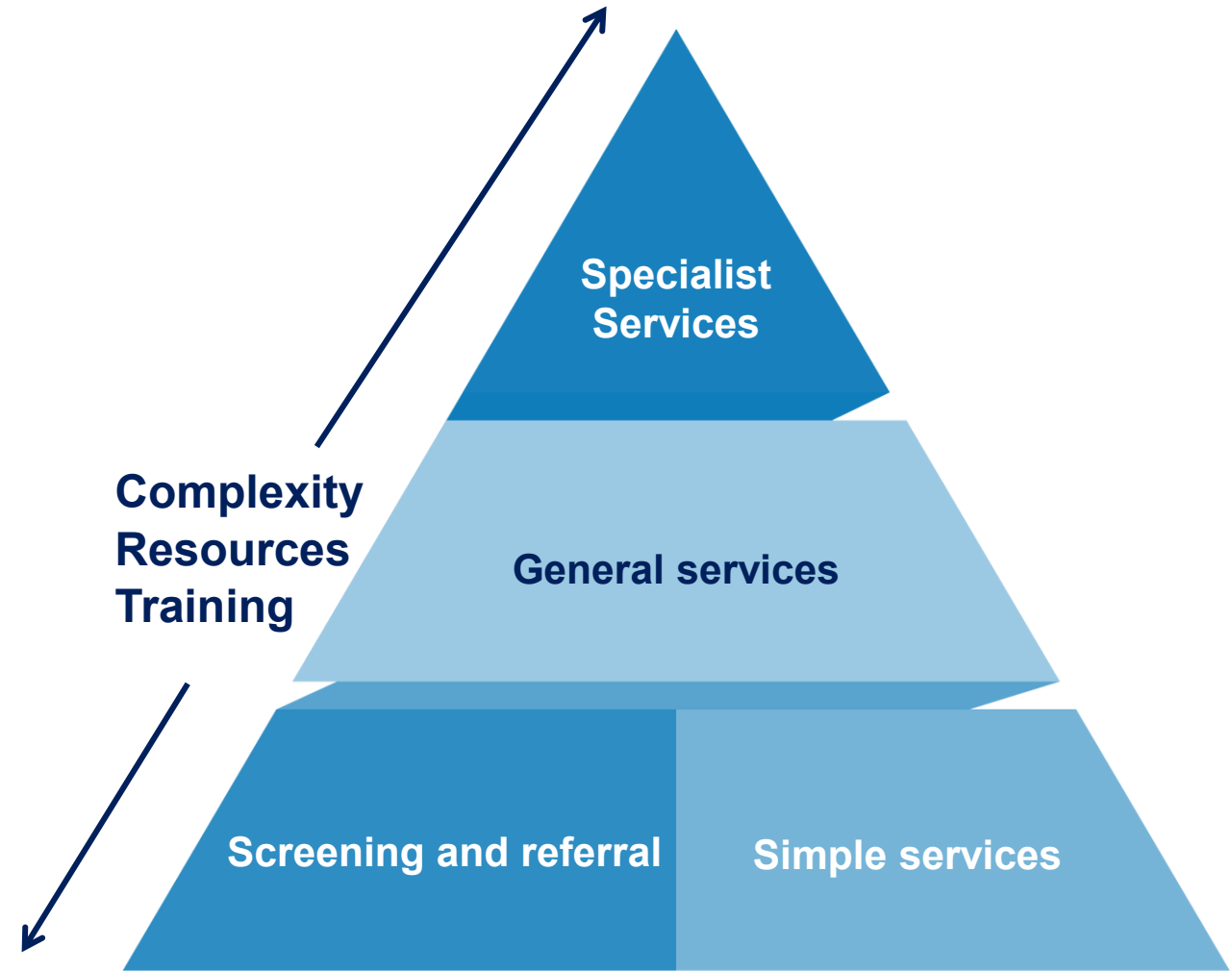
- Skills mix geared to primary health care
- Invest in trainers and build education institution capacity
- Rural education pipelines
- Adapt curricula and training approaches to competency-based learning
- Build accreditation systems



Task sharing as a strategy

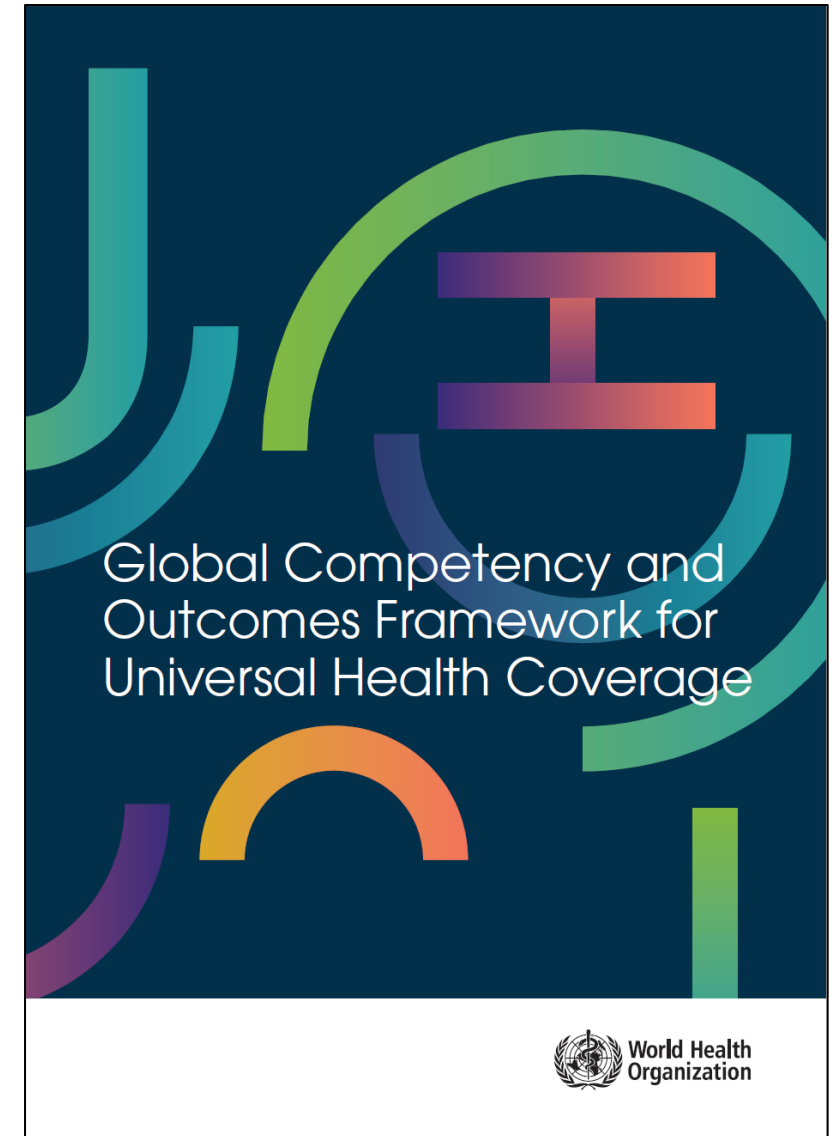
The rational redistribution of responsibilities among health workforce teams. Specific tasks or roles are shared, where appropriate, to less specialized health workers in order to make more efficient use of the available personnel.

It should be accompanied by appropriate measures in terms of education, supervision, management support, licensing, regulation and remuneration.



Global competency framework for UHC

- Lists competencies, activities and tasks for Universal health coverage (UHC)
- Maps these to four health worker profiles with 1-4 years of pre-service education
- Includes provision for a range of assistive products



Why TAP?

- Shortfall of 11 million health workers by 2030, worse in less resourced settings and non-urban settings
- Increase the range of services available closer to communities, for example:
 - Early identification of vision and hearing problems
 - Ear and eye health interventions
 - Provision of assistive products.




Supporting countries on the road to universal health coverage


Introduction to the Learning on TAP platform



TAP platform design


- Evidence-based
- Meets WCAG 2.1 AA accessibility standards
- Plain English (and other languages)
- Interactive modules:
 - Discussion questions and activities
 - Real-world scenarios
 - Videos
 - Quizzes
 - Supporting forms and documents
- Resources hub

 Meet Malicka



Malicka is 70 years old. She is a grandmother who lives with her family. Malicka has hearing loss and finds it difficult to understand what her family are saying.

Malicka had a hearing test and was assessed for preprogrammed hearing aids. Malicka is very happy. Now she can hear what her family are saying and joins family gatherings.

 Question

When may you need to make a referral?

Select all that apply.

- a. When a dressing aid does not help a person to dress/undress
- b. When a person is not safe to use a dressing aid
- c. When a person has difficulty with thinking skills
- d. When a person might need another assistive product that you cannot provide

[> Click to check answer](#)

Resources hub

Quick access to resources including:

- Resources for Coordinators:
 - Planning templates
 - Sample training timetables
- Resources for Mentors:
 - Mentor's notes
 - Service delivery checklists
- Resources for Learners:
 - Screening and assessment forms
 - Key word lists
 - Resource/equipment lists
 - Testimonial and tutorial videos

The screenshot displays the 'Resources' page of the 'Learning on TAP' platform. On the left is a vertical navigation menu with options: Dashboard, Courses, Resources, Certificates, Quiz results, and Your profile. The main content area features a search bar and filters for 'Everyone', 'All courses', and 'All modules'. Below these are tabs for 'All resources', 'Videos', 'Forms', and 'Documents'. The resources are presented in a grid of 12 items, each with an icon and a title: 'Mentor's notes: Programmable hearing aids', 'Mentor's notes: Preprogrammed hearing aids', 'Mentor's notes: Hearing assistive products', 'How to clean a hearing aid', 'How to replace a hearing aid battery', 'Putting on and taking off a hearing aid', 'Hearing test with a child', 'Preparing a child for a hearing test', 'Service delivery checklist: Programmable hearing aids', 'Key messages: Programmable hearing aids', 'Key words: Programmable hearing aids', and 'Follow up form (Child): Programmable hearing aids'.

Resources for Coordinators

Continuing from Annex, see guide to Learning on TAP. This table provides more detail through the following sections to develop your TAP delivery plan. The template should be adapted to suit the local context and guide decision-making during planning. Delete this text when plan is finalized.

Summary information		
Date #	Country #	Region #
Background/context #		

A. Identification of stakeholders
Engaging stakeholders in the planning process will facilitate the success of TAP delivery. Using this table, identify the stakeholders and delivery partners and their roles.

Planning template

- Detailed planning template
- Can be used and adapted to support planning for TAP delivery

Version: 06-2019 (revised 06-2019)

Module	Summary of module	Resources required	Delivery format	In person duration
Introduction to assistive products	1 session provides an introduction to assistive products including four core areas.	Sample assistive products. Handouts and resources: • List of the module • Key messages.	1 hour	20 minutes to introduce to training approach and assistive products.
Cognition assistive products	In development			
Communication assistive products	In development			
Other assistive products	1 session provides an introduction to assistive products and vision products. There is a sample vision screen and hearing aid.	Real vision screening equipment including: • Penlight • Tapered ruler (at least 2 meters long)	10 hours	10 hours

Modules overview

- Summary for each module
- Includes: resources needed, module duration (online and in person)

Time	Activity	Logistics	Notes on activities with barriers	Notes on barriers
0.5-1.0	Registration	• Name badge • Key to the sheet • Photo opportunity • Name and contact details (all day) • Welcome pack with barrier name and description • Meeting with observation • Meeting day 1 • Photo screen • Learner timetable • Introduction to assistive products by words • Introduction to assistive products by message • Meeting assistive products by words • Meeting assistive products by	• Learners to: • Collect name badge and document wallet • Photographs provided when the address is not provided (all day) • Complete table upon sheet and photo consent form.	• Learner timetable • Photo screen


Sample timetables

- Illustrate TAP in person learning delivery
- Includes timings for activities

Communication	For the pH organizers module, pharmacists, nurses or occupational therapists are most likely to fit this profile. For other cognition assistive products, such as memory aids, occupational therapists or nurses working with people with functioning difficulties related to memory are most likely to fit this profile. Health workforce with training and experience in: • Screening and assessment of communication needs • Provision (selection, fitting, user training and follow up) of electronic and paper-based communication aids. Speech and language therapists or occupational therapists are most likely to fit this profile.
Vision	Health workforce with experience in: • Carrying out vision tests • Carrying out an eye health screen • Provision (selection, fitting, user training and follow up) of low vision aids

Mentor profiles

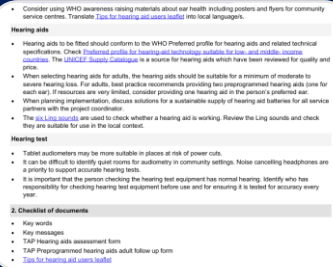
- Describes required profiles to provide support
- Helps identify suitable Mentors

Essential features (materials, parts and adjustments)	Optional features
<ul style="list-style-type: none"> • Made of durable, lightweight material, usually aluminium • Handgrip usually made of durable plastic or rubber with different shaped handgrips available • Feet: rubber, wood and neoprene, usually made of durable rubber • Shaft: height adjustable (via clip or push button) 	<ul style="list-style-type: none"> • Dims are foldable
Products included in TAP <ul style="list-style-type: none"> • Single point walking stick • Tripod walking stick • Quadrupedal/rapid walking sticks 	Products not included in TAP <ul style="list-style-type: none"> • N/A
Examples 	

Assistive product descriptions

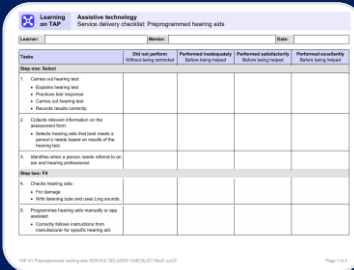
- Summaries of assistive products included on TAP
- Includes key product features and can support sourcing

Resources for Mentors



Mentor notes

- Guidance for each module
- Includes materials, suggestions on facilitation, context tips
- Can be used for preparing timetables



Service delivery checklist

- Structured tool to assess Learner readiness for independent practice
- Includes guidance on what to observe and evaluate and how to offer feedback on performance



Other resources

- Course specific implementation handbooks such as the Vision and hearing screening for school-age children handbook

Resources for Learners

Deaf	A term used for a person with severe to profound hearing loss in both ears so they can only hear very loud sounds or hear nothing at all. People who are Deaf are often their own culture (Deaf culture) and use sign language for communication.	
Discharge	Fluid that comes out of a part of the body. It is often a sign of an infection.	
Ear and hearing professional	Professionals that test, manage, and treat ear and hearing problems.	
Ear canal	Part of the outer ear that goes from the pinna to the eardrum.	

Key words

- A glossary of essential terms
- Use simple language definitions and illustrations

Outer ear	The part of the ear that is outside the head. It helps collect sound waves and direct them into the ear canal.	
Middle ear	The ear canal leads to the eardrum (tympanic membrane). The eardrum separates the ear canal and inner ear.	
Inner ear	The inner ear is made of two parts: <ul style="list-style-type: none"> • Cochlea: responsible for hearing • Vestibular system: gives information to the brain, which helps us to balance. 	

What is hearing loss?
Hearing loss is a condition when a person is not able to hear as well as a person with normal hearing. Conversations can be difficult in quiet and noisy environments. Hearing loss can range from mild to profound.

- People with **mild, moderate, or severe** hearing loss will have difficulty following conversations. This is referred to as **hard of hearing**.

Key messages

- Summary of learning content
- Reinforces key points

Sex	500 Hz	1000 Hz	2000 Hz	4000 Hz	Average*	Check: Average of right and left
Right	/	/	/	/	/	• If difference between average of right and left is: • Less than 15 dB → Continue • 15 dB or more → Refer to ear and hearing professional
Left	/	/	/	/	/	

*How to get average: Add value for 500, 1000, 2000, and 4000 Hz then divide by 4.

Test confidence: Good → Fair → Poor → Refer to ear and hearing professional

Grade of hearing: Check table on this form. Right: / Left: /

3. Plan

Monitor: Adult or child with normal hearing **If any → Teach ear care. Reassess in 1 year and** **Referenced person visiting sooner if they experience any pain, discharge or change in hearing.**
Adult with mild hearing loss

Refer: Ear and hearing professional Other

Comment: Discuss the benefits of hearing aids. If the person **and/or** their caregiver prefers not to be provided with hearing aids, encourage them to return to the service if their hearing needs at any time.
Consent to provide hearing aids: Yes No

Provide hearing aids: Type: Programmable hearing aids Programmable hearing aids
Example: Receiver-in-ear Other

Forms

- Screen form: screening findings, identify issues and next steps
- Consent and notification form: for settings where caregivers are not present
- Assessment forms: record individual and environmental characteristics and provide plan

Eye health	Healthy eyes	✓	✓	✓	✓
Distance vision test result	Did not pass. Prescription spectacles may be provided by eye health professional.	✓	✓	✓	✓
Near vision test result	Did not pass. Spectacles may be provided by eye health professional.	✓	✓	✓	✓
Findings from eye health professional	Central visual field loss	✓	✓	✓	X
	Peripheral visual field loss	✓	✓	✓	X
	Diagnosed low vision	✓	✓	✓	✓
Hand function	Cannot use hands or needs hands for work	X	✓	✓	X
Activities	Needs to do near vision activities	✓	✓	✓	X
	Needs to do distance vision activities	X	X	X	✓
Conclusion	Recommends some benefit to be	✓	✓	✓	Yes

Selection table

- Decision support guide
- Help to match individual needs to assistive products

Measuring competence

On the platform

- WHO Certificate of completion for each module (knowledge gain)
- Service delivery checklists (tools for Mentors to assess competence)

At local/national level

- Accreditation within existing structures
- Integration into pre-service curriculums
- Integration into post-service training and education



Languages

- TAP modules are available in 20 languages – both the online content and supporting forms and documents
- WHO can support new translations at the request of Member States or partners working with Member States on system strengthening activities (where funding is available)
- Local adaptation:
 - Online content cannot be modified
 - Forms can be adapted for local context/systems

English



አማርኛ

Amharic

اردو

Urdu

Bahasa Indonesia

Indonesian

অসমীয়া

Assamese

Azərbaycan dili

Azerbaijani

العربية

Arabic

မြန်မာ

Burmese

Target audience and learning approach



Who is TAP for?

Primary health care workforce

- Doctors, nurses, nurse assistants, pharmacists, community health workers

People working in the community

- Education, social services, community health

Pre-service education

- May be integrated into curriculum
- Content can be used to inform curriculum development



TAP blended learning approach



In-country mentors – key to success at every stage



TAP roles



Coordinator

Responsible for the delivery of TAP and related system strengthening activities. The role includes planning, organizing and managing resources and people.



Mentor

Facilitates TAP blended learning and supports TAP Learners in building competencies in their place of work. They are experts in the health topic/s they are mentoring in.



Learner

Completes TAP to learn new knowledge and skills, including awareness raising, identification, referral and providing health interventions.

TAP Coordinator profile for all courses

- ✓ Management skills to plan, budget and organize TAP delivery
- ✓ Solid understanding of the system(s) TAP is being implemented within
- ✓ Strong communication skills
- ✓ Prior experience in planning training or education



Coordinators work with all involved stakeholders

TAP Mentor profile for all courses

- ✓ Permission and support to take on the role
- ✓ Interest and willingness to take on the role
- ✓ Extensive experience in teaching and mentoring students in the selected health topics
- ✓ Knowledge of local practice and legislation in the selected health topics
- ✓ Fluency in the Learners' language.
- ✓ Time available to support all four stages of the learning



TAP Learners



Community based workforce who can screen, identify and refer people into services. For example: community health workers, teachers, school nurses, social workers or care workers.



Health workforce in primary health care or similar settings, who can provide the health interventions covered in TAP and refer people to other services as needed. For example: doctors, nurses, nurse assistants, pharmacists or rehabilitation assistants.



Health professionals who want to expand their knowledge and skills to provide additional services. For example: a prosthetist or physiotherapist may provide a toilet chair if no occupational therapist is available. They may also use their expertise as TAP Mentors.

TAP learner profile for all courses

- ✓ Comfortable in the language TAP is being delivered in
- ✓ Up-to-date training in safeguarding
- ✓ Basic digital literacy skills and email address
- ✓ Access to the internet and a digital device
- ✓ Support from manager to participate in TAP (protected time)
- ✓ Support from manager to carry out the new clinical tasks within their role
- ✓ Able to take on the role within scope of practice and national regulations
- ✓ Interested and willing to take on the tasks they will learn through TAP delivery

AND, already competent to:

- ✓ Carry out a person-centred interview to gather information
- ✓ Complete documentation such as screen or assessment forms
- ✓ Make referrals to related services in their area



TAP courses





Learning
on TAP

Learning on TAP

3 free courses

- Vision and hearing screening
- Primary eye care
- Assistive technology

whoacademy.org/TAP



Next course in the pipeline!
Primary ear and hearing care



PRIMARY EAR AND HEARING CARE

TRAINING MANUAL





Learning
on TAP

Vision and hearing screening

- Designed for primary health care workers, teachers and social workers
- A **practical course** on how to conduct sensory screening of children
- Provides a checklist of materials needed for eye and ear screening and health

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WHO Academy



Vision and hearing screening for school-age children course module structure

**Introduction to
sensory screening**

Vision and eye
health in children

Hearing and
ear health
in children

Vision and hearing screening course: Selecting Mentors and Learners

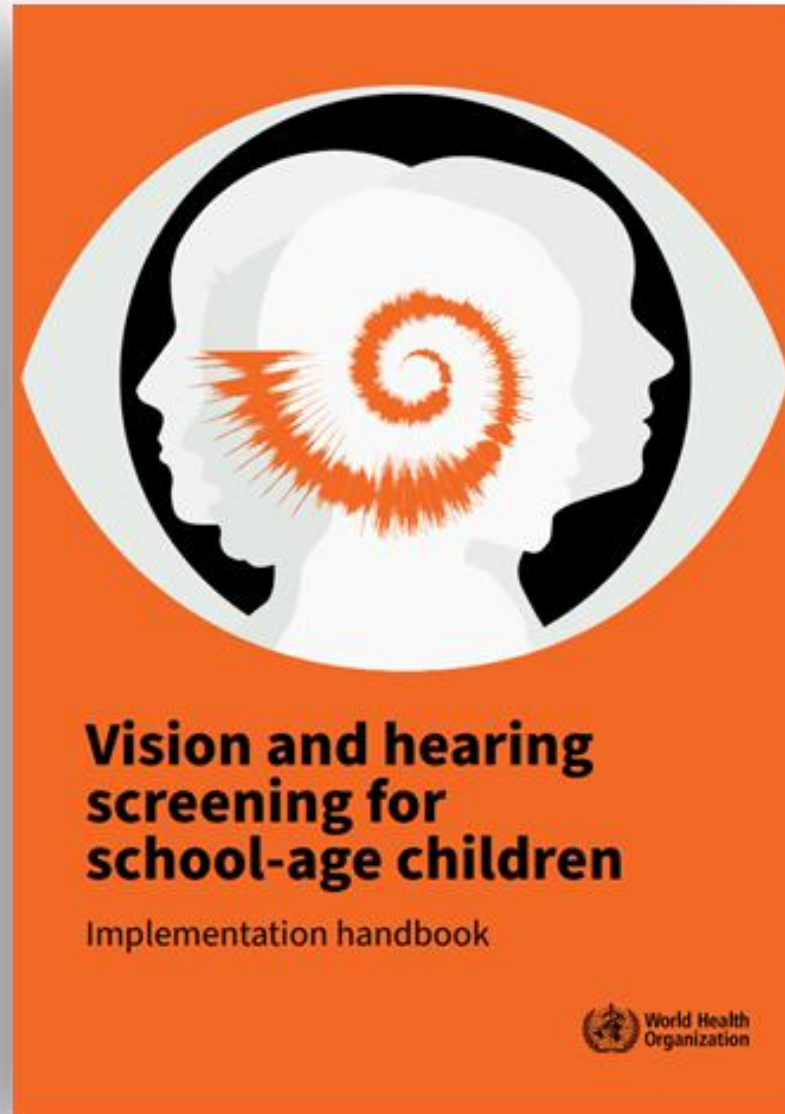
Vision and eye health Mentor examples: optometrist, refractionist, ophthalmic nurse.

Hearing and ear health Mentor examples: ENT doctor, audiologist.

Learner examples: community health worker, school nurse.



Related resources: vision and hearing screening



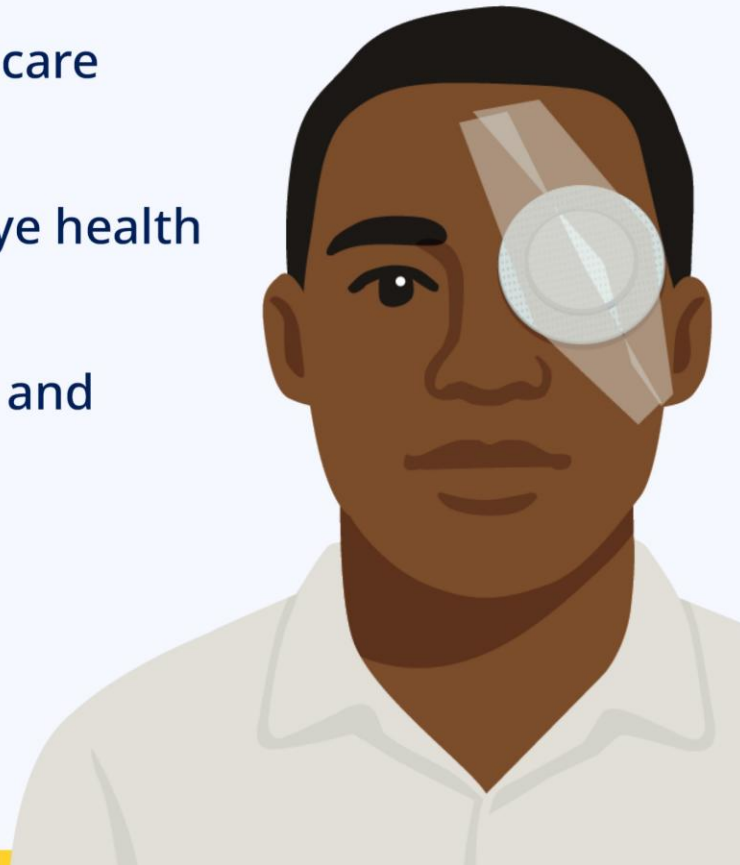


Learning
on TAP

Primary eye care

Primary health care workers will learn how to:

- Conduct primary eye care **screening**
- **Manage** vision and eye health problems
- **Promote** good vision and eye health



whoacademy.org/TAP



WHO Academy

Primary eye care course module structure



Primary eye care course: selecting Mentors and Learners

Mentor examples: ophthalmic nurse, optometrist, ophthalmologist, medical doctor.

Learner examples: primary health worker, general nurse, ophthalmic nurse, medical doctor (must have background in general health).



Related resources: eye care

Have regular eye exams.
Early detection of eye disease can prevent future vision loss.

**H
A
V
E**
REGULAR
EYE EXAMS

Wear sunglasses and brimmed hats outdoors to reduce UV exposure that can damage your eyes.



Stop smoking.
Smoking increases the risk of eye diseases such as cataracts and macular degeneration.



Avoid eye strain and headaches
Follow the 20-20-20 rule



After 20 minutes spent using a screen

Look at an object 20 feet (6m) away

For at least 20 seconds

Encourage children to spend at least 90 minutes outdoors to prevent the development and progression of myopia (short-sightedness).



Wear eye protection when using tools and chemicals that could damage your eyes such as welding, chemicals, flying metals or wood.



Package of Eye Care Interventions



World Health Organization

Eye Care Competency Framework



World Health Organization

Vision and eye screening implementation handbook



World Health Organization



Access all WHO vision and eye care resources



Learning
on TAP

Assistive technology

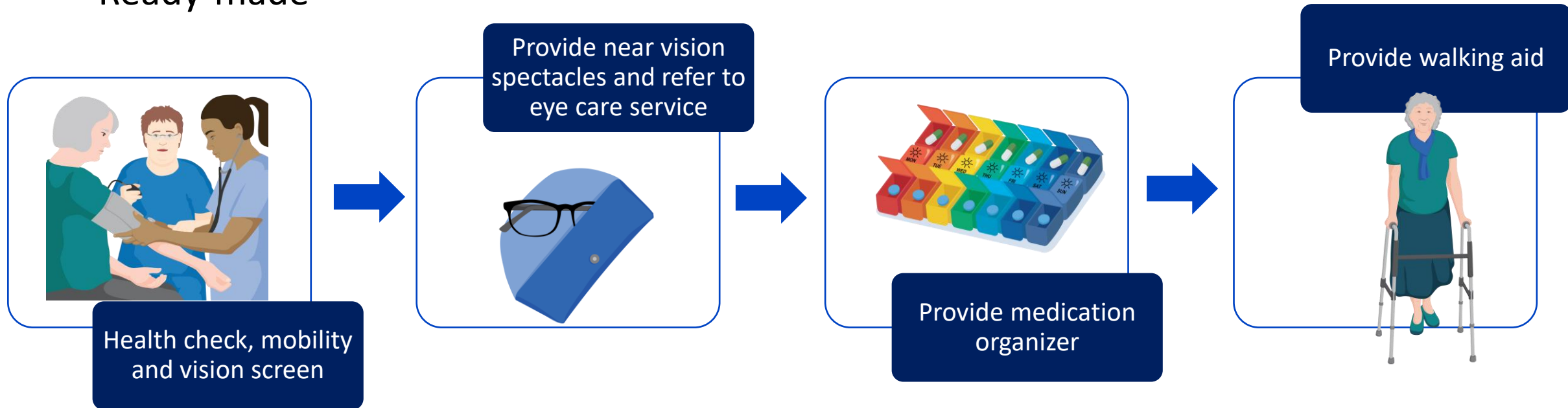
- **Select** the most suitable product for the person
- Adjust and **fit** the product to suit the person
- Teach the person to **use** and take care of the product
- **Follow up** to review the person's needs and maintain and repair the product

whoacademy.org/TAP

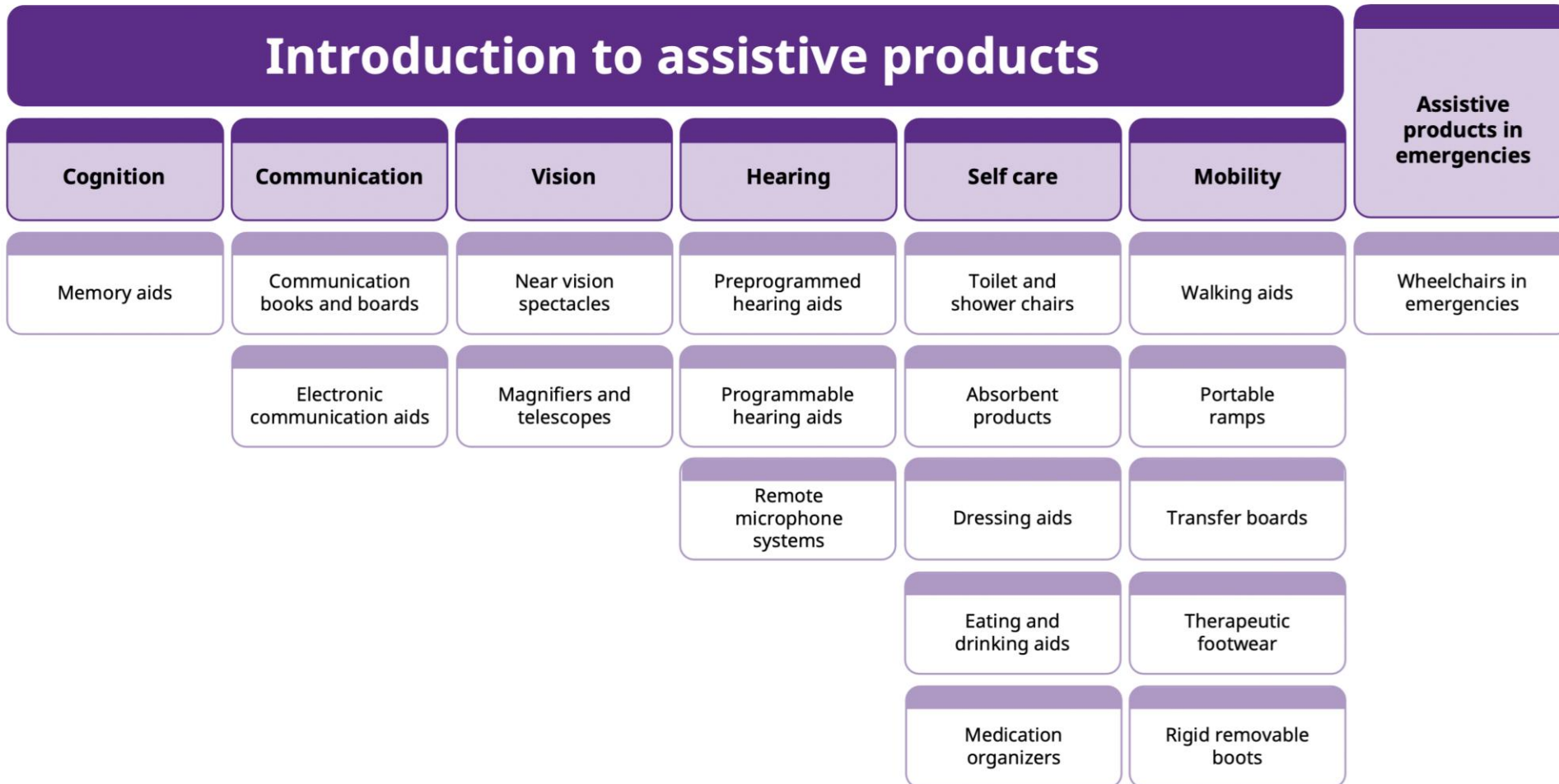


Which assistive products are included?

- ✓ Simple, quick service delivery and referrals
- ✓ High need
- ✓ Ready-made



Assistive technology course module structure



Assistive technology course: selecting Mentors and Learners

Mentor examples:

- **Communication:** speech and language or occupational therapist.
- **Vision:** ophthalmologist, optometrist, eye care nurse, low vision rehabilitation specialist.
- **Hearing:** ear, nose and throat (ENT) doctor or audiologist.
- **Self-care:** nurse, occupational therapist, rehabilitation doctor.
- **Mobility:** occupational or physiotherapist, rehabilitation doctor.

Learner examples: primary health worker, nurse, nurse assistant, pharmacist, medical officer, community health or rehabilitation worker.



Related resources: assistive technology



Support procurement of quality-assured assistive products



WHO assistive technology work and resources

Vision content across TAP courses



Vision content within TAP courses

Vision and hearing screening for school age children (VHS)

Entry-level module focused on school screening for school-aged children.

Vision and eye health in children

Primary eye care (PEC)

More advanced course for clinical assessment, management, and follow-up within primary eye care.

Primary eye care screening

Managing vision and eye health problems

Promoting good vision and eye health

Assistive technology (AT)

Entry-level modules for basic vision screening and provision of near vision spectacles. More complex module on provision of magnifiers and telescopes.

Vision assistive products

Near vision spectacles

Magnifiers and telescopes

Variation in vision screen between the courses

	0-3 years old (Fundus reflex)	3-8 years old (HOTV chart)	8 years and older (Distance E-chart)	40 years and older (Near E-chart)
VHS vision module <i>Example: Community health worker or school nurse</i>	✗	✓	✓	✗
PEC all modules <i>Example: Nurse in primary health care facility</i>	✓	✓	✓	✓
AT vision modules <i>Example: Community health worker</i>	✗	✗	✓	✓

Hearing content across TAP courses



Hearing content within TAP courses

Vision and hearing screening for school age children (VHS)

Entry-level module on ear health check and hearing screening for school-aged children.

Hearing and ear health in children

Assistive technology (AT)

More advanced modules, including ear health check and hearing test (audiometry). Provision of preprogrammed hearing aids for adults and programmable hearing aids for children (mild to moderately severe hearing loss).

Introduction to assistive products

Hearing assistive products

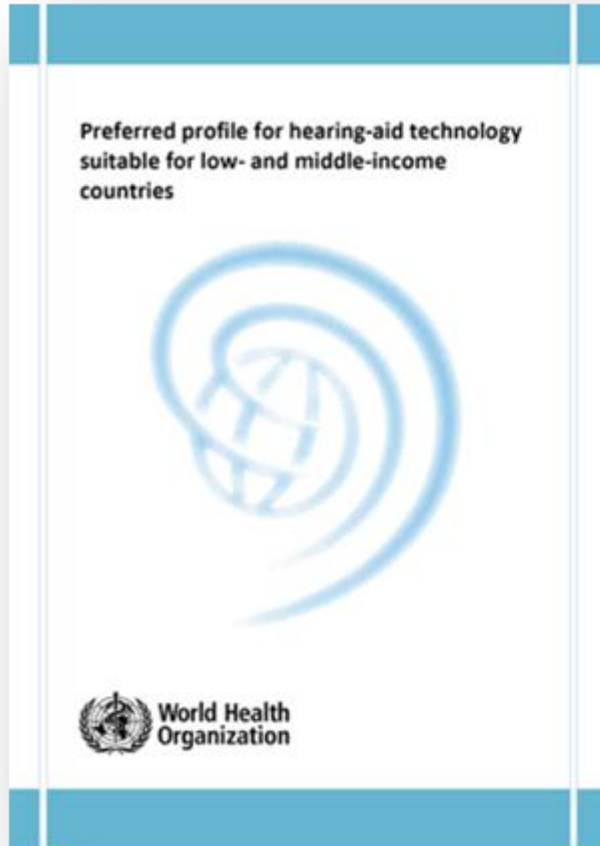
Preprogrammed hearing aids

Programmable hearing aids

Variation in hearing content between courses

	Otoscopy	Ear wash out and dry mopping	Hearing screen	Hearing test	Hearing aid provision
VHS hearing module <i>Example: Community health worker or school nurse</i> For children, 5–17 years	✓	✗	✓	✗	✗
AT hearing modules <i>Example: Nurse or doctor in primary health care or district-level facility</i> For people, 5 years +	✓	✓	✗	✓	✓

Related resources



Related resources - WHOears

- Tone-based hearing screening app
- Available at no cost on Android and iOS
- For people 5 years and older
- Low-cost equipment
- Test to be provided by a trained health or community worker



WHOears equipment



Android or iOS tablet
installed with WHOears



Direct audio connector



Wired headphones



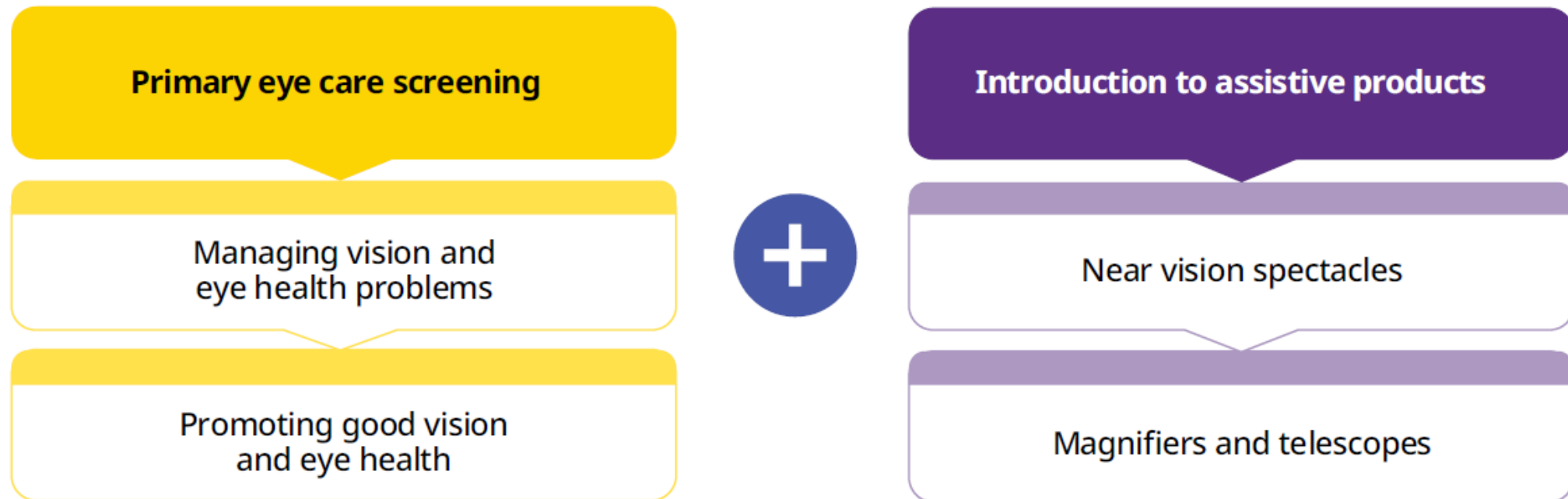
The test must be
conducted in a quiet
setting – there must be
no noise during the test.

Using TAP courses in combination



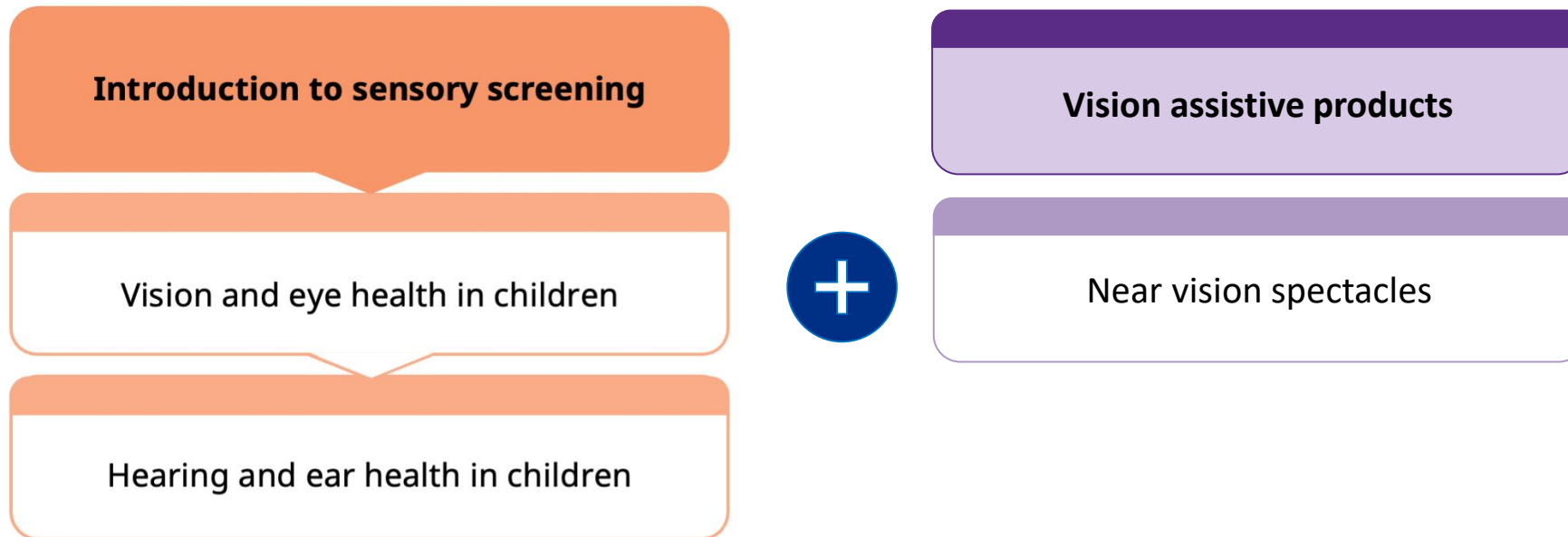
Flexible learning pathway options for vision (PEC/AT)

PEC → **AT Vision**: Learners first build competence in eye health and vision screening through the **PEC** course and then learn how to provide near vision spectacles and magnifiers and telescopes through the **AT Vision** modules.



Flexible learning pathway options for vision (VHS/AT)

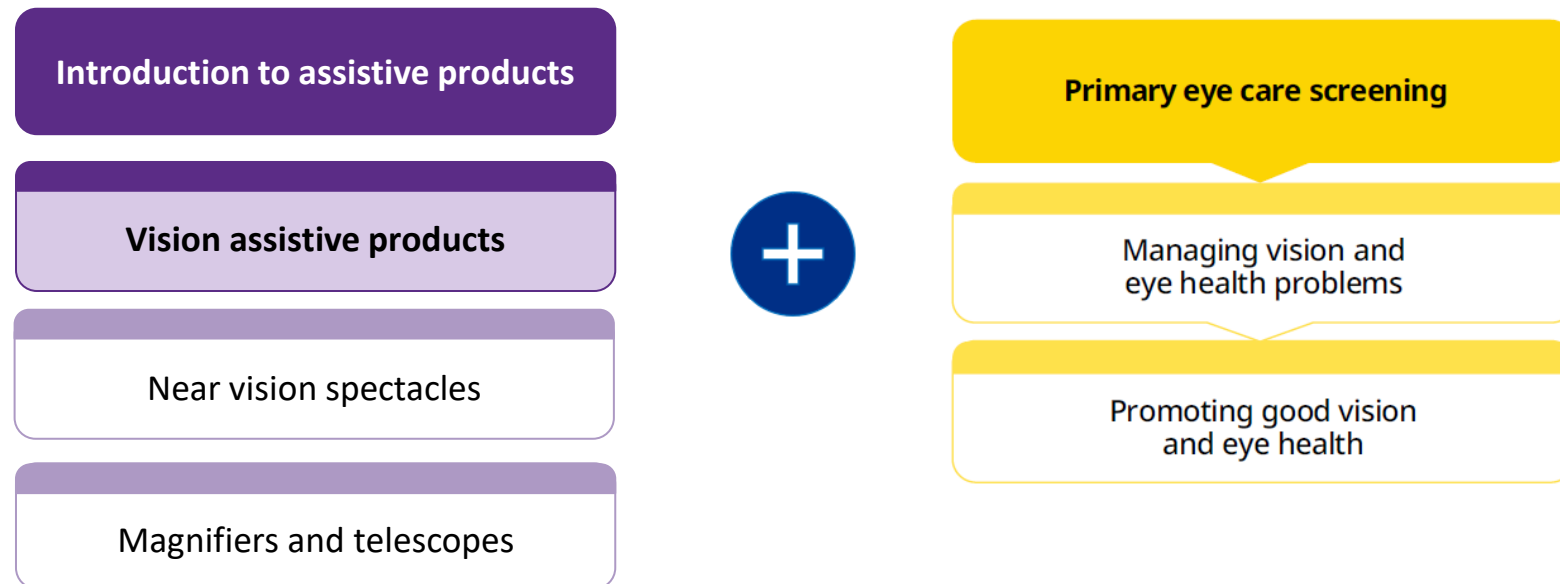
VHS → **AT Vision**: Learners first build competence in vision and hearing screening for school-age children through the **VHS** course and then extend skills to include vision screening for adults and provision of near-vision spectacles through the **AT Vision** modules.



Flexible learning pathway options for vision (AT/PEC)

AT Vision → **PEC** : Learners first build competence in simple eye health and vision screening (+/- assistive products for vision) through the **AT Vision** modules.

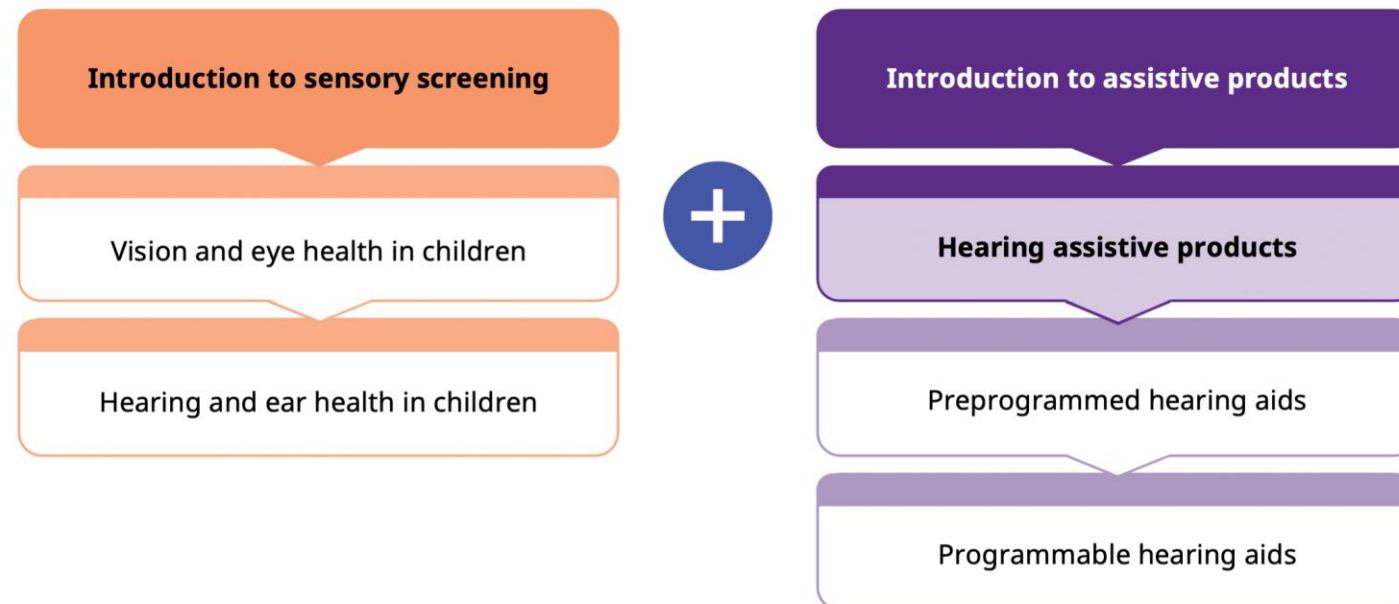
Learners then extend their skills on how to treat and manage simple eye health conditions such as eye infections and provide emergency care for eye injuries in the **PEC** course.



VHS course and AT hearing modules

VHS → **AT Hearing**: Learners first build competence in vision and hearing screening for school-age children through the **VHS** course. Skills can be extended through the **AT Hearing** modules, if Learners are in a position to provide hearing aids to children who have been identified with mild to moderately severe hearing loss during the screening.

AT Hearing modules also teach to refer people identified with severe/profound hearing loss to an audiologist.*



TAP User Guide



Blended learning platform for primary health care and community level workers: user guide to Learning on TAP



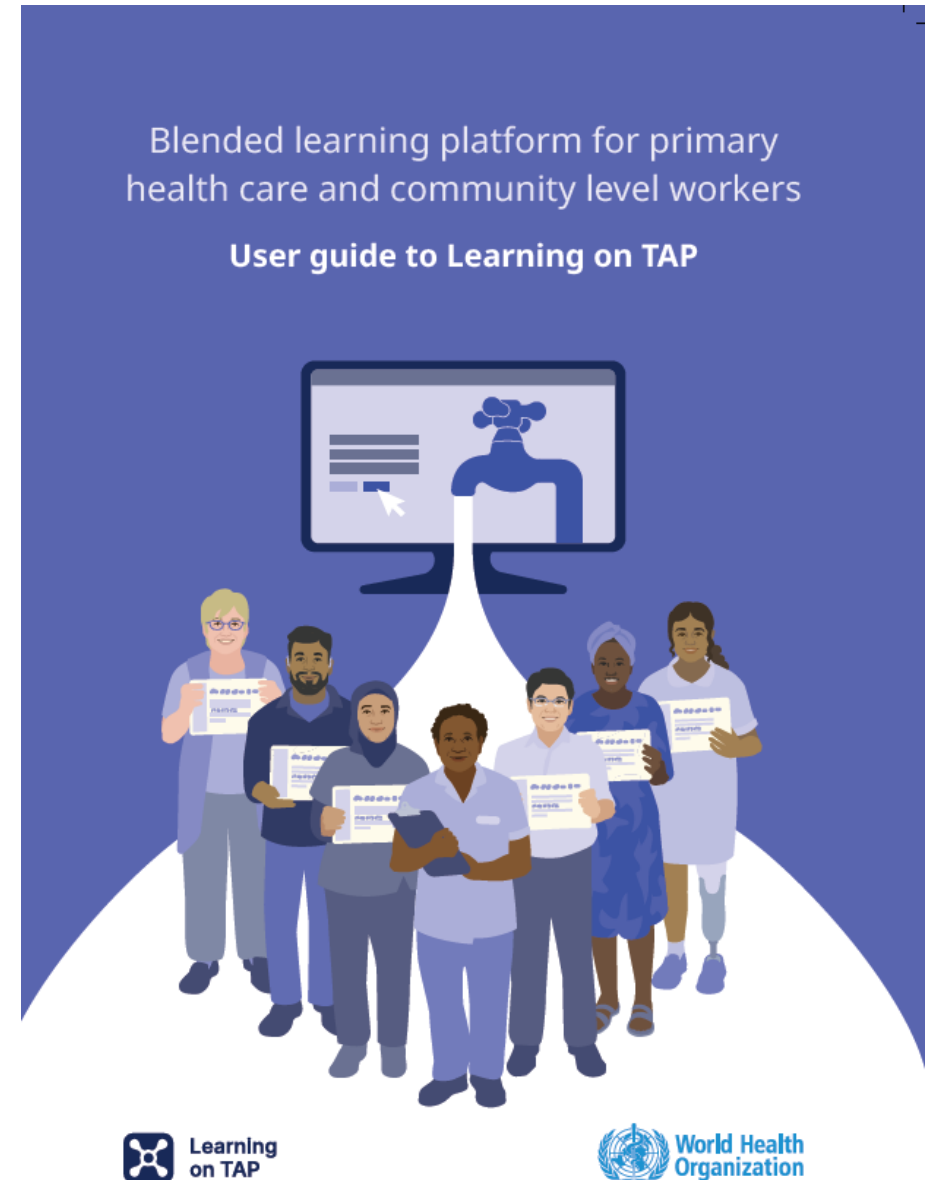
User guide to Learning on TAP

About TAP: introducing background, target audience, roles and learning approach.

TAP content: introducing course structure, including selecting TAP modules, module design, downloadable resources, quizzes, certificates and accreditation.

TAP planning: key planning considerations including identifying TAP Coordinators, developing a plan, identifying settings and services, identifying Mentors and Learners, resources and monitoring and evaluation.

TAP delivery: delivery steps including Mentor preparation, selecting the blended learning approach, timetable development and considerations for the delivery of blended learning.



Country examples



Country example: Tanzania

AT provision into primary health care:

- ✓ Home based carers trained to identify and refer people into primary health care
- ✓ Nurses and community health workers in primary health care trained to provide assistive products and refer people with more complex needs
- ✓ Mentored by doctors, nurses, and physios at district level



[Improving access to assistive technology in United Republic of Tanzania \(2022–2023\) Project report](#)



Country example: Bhutan

Three-day workshop for 'Master Mentors' to lead National roll-out.

Who?

- ✓ Ear nose and throat (ENT) doctors and audiologists
- ✓ Ophthalmologists and optometrists
- ✓ Rehabilitation professionals

Roll-out will include:

- Cascade training to primary health care and District hospitals
- Integration into 3 diploma programmes for health workforce



Country example: India

Integration of TAP into curriculum (Mobility India Rehabilitation Research and Training Centre):

- ✓ Prosthetic and orthotics (P&O) pre-service education: integration of TAP mobility and self-care modules
- ✓ Rehab therapy certificate programme: as above, plus vision modules
- ✓ Advocacy resulting in curriculum on self care included in India's National P&O curriculum framework, with reference to TAP



Country example: Papua New Guinea

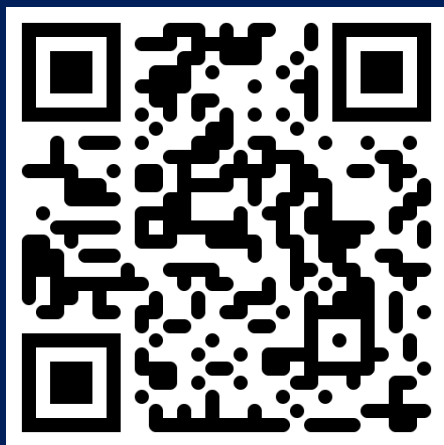
National Prosthetics and Orthotics (P&O) Service:

- ✓ Expanded scope of P&O workforce to provide self-care assistive products
- ✓ Mentored primary health workers to identify people in need of assistive products
- ✓ Expanded outreach services to primary health clinics
- ✓ Collaborated with eye care services for identification and referral between services
- ✓ Provided technical support in TAP delivery to other agencies, to support a cohesive approach



Access Learning on TAP

<https://whoacademy.org/TAP>



For more information please contact:

Eye and vision care: vision@who.int

Ear and hearing care: whf@who.int

Assistive technology: assistivetechnology@who.int

