



Curriculum Planning

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Adapted from presentations of

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Session Objectives

At the end of the session, the participants shall be able to

- ✓ List the components of curriculum
- ✓ Familiarize with process of curriculum planning
- ✓ Discuss need for curriculum evaluation and enumerate methods for evaluation
- ✓ Be aware about quality assurance

Why discuss curriculum??





What is Curriculum ?

- Curricule – Latin word – race course
- deeds and experiences which a child or adult goes through
- [Wikipedia](#)



Curriculum

A series of planned activities and educational experiences provided to a learner by an institution to achieve an objective.

Why we teach and *How* to teach

Action plan

Theoretical Concepts

- **Types of curricula**

- **Subject oriented** – discipline based
- **Competence based**- task oriented
- **Experience based**- problem based, community based

- **Curriculum content**

- **Hard core component**- must know- must attend, must pass
- **Soft core component**- nice to know- must attend, may pass
- **Optional**- may attend, may pass

Activity


Henal

Planning a Curriculum

Please find few pieces of newspaper in your envelope.

Try to make a rectangle from the pieces in your envelope.

If you do not need any pieces, place them in the general pool in centre of the table. You may pick up any piece from the general pool. But you cannot ask anybody. There will be no talk during this game.


- 
- After you have made your rectangle, join individual rectangles to form a rectangle.

Time = 10 minutes.



Inferences

- **Individual task**
- **Group task**
- **Goal achievement**



**Curriculum is NOT a job of an
individual**

but

**Joint Enterprise
of**

**educationists, psychologists, planners,
administrators, teachers, politicians and
social thinkers**



Curriculum has to be

- **Co-operative**
- **Comprehensive**
- **Continuous**
- **Concrete**

Six step approach to curriculum development-Steps 1& 2

1. Problem Identification and general needs assessment

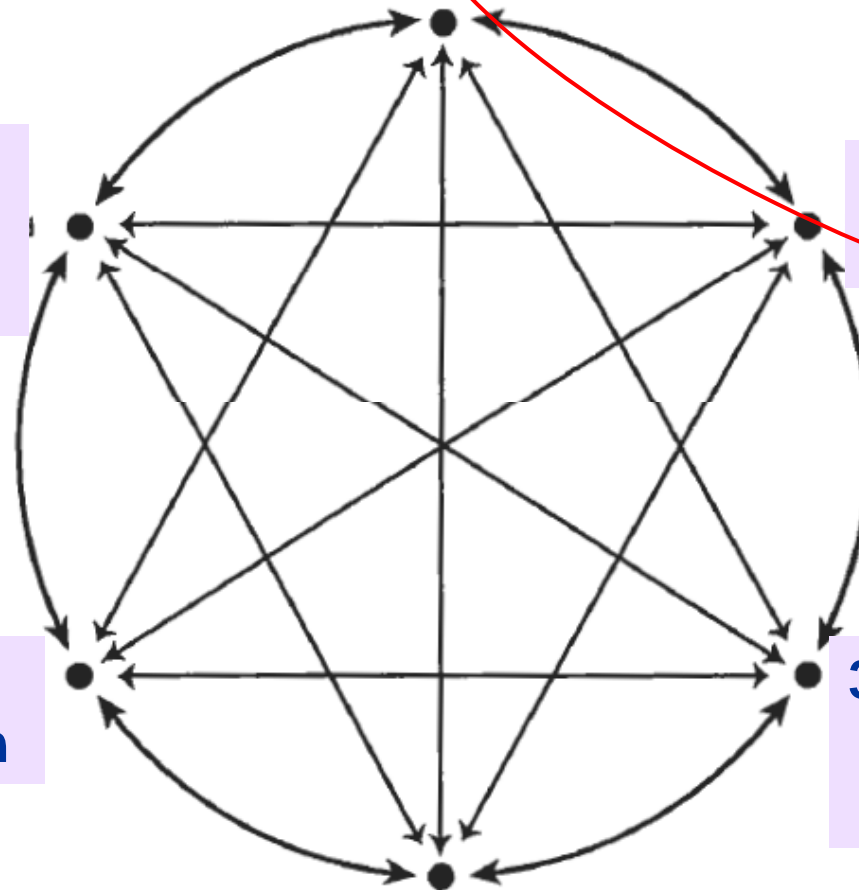
2. Needs assessment of targeted learners

6. Evaluation and feedback

5. Implementation

3. Goals and specific measurable objectives

4. Educational strategies



Curriculum Development

Step 1: Problem identification and general needs assessment

Ideal approach to the problem:

Ideally what should be done

What are the key differences between the ideal and the current approach

Methods for obtaining the necessary information



Who will be the learners?

- Practicing health professionals
- Community
- Health professionals in your hospital:
Medical, paramedical, allied, traditional medicine practitioners...
- Students: first year to Interns

Curriculum Development

Step 2: Needs assessment of targeted learners

Decide on the methods to be used for needs assessment:

Interviews, informal discussions, questionnaires, test results etc.

- Survey
- Interviews

The identified gaps between current and ideal approach
The gaps in the Knowledge skills and attitudes



State the goal of the curriculum
Frame the specific learning objectives

Six step approach to curriculum development-Steps 3

1. Problem Identification and general needs assessment

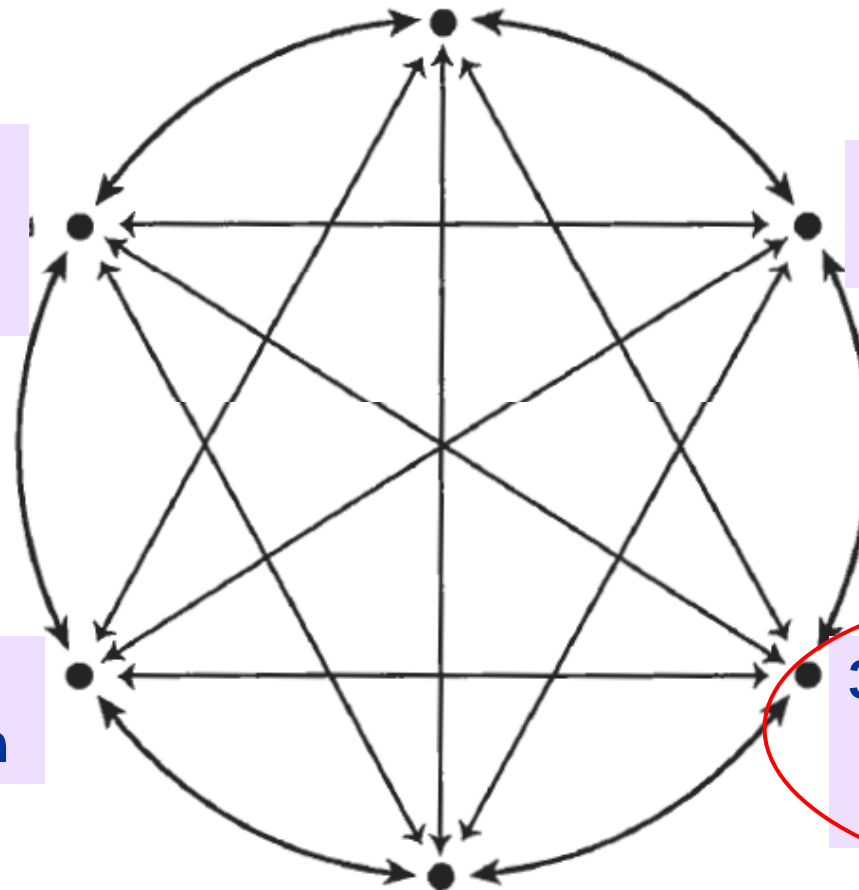
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Curriculum Development

What is a Goal ?

A projected state of affairs that a person or system plans to achieve



**What is educational
objective?**



It is the END towards which an effort is directed

TYPES OF OBJECTIVES

- **Learner Objectives:**
 - **Specific Learning Objectives (SLO)**

A specific measurable written statement of what the learners will be able to do at the end of a learning period, *which they could not do before.*

WRITING OBJECTIVES

Principles of writing the Specific Learning Objectives:

- **Align with the Goal of the curriculum**
- **Apply the Taxonomy of Educational Domains**

Six step approach to curriculum development-Steps 4 & 5

1. Problem Identification and general needs assessment

2. Needs assessment of targeted learners

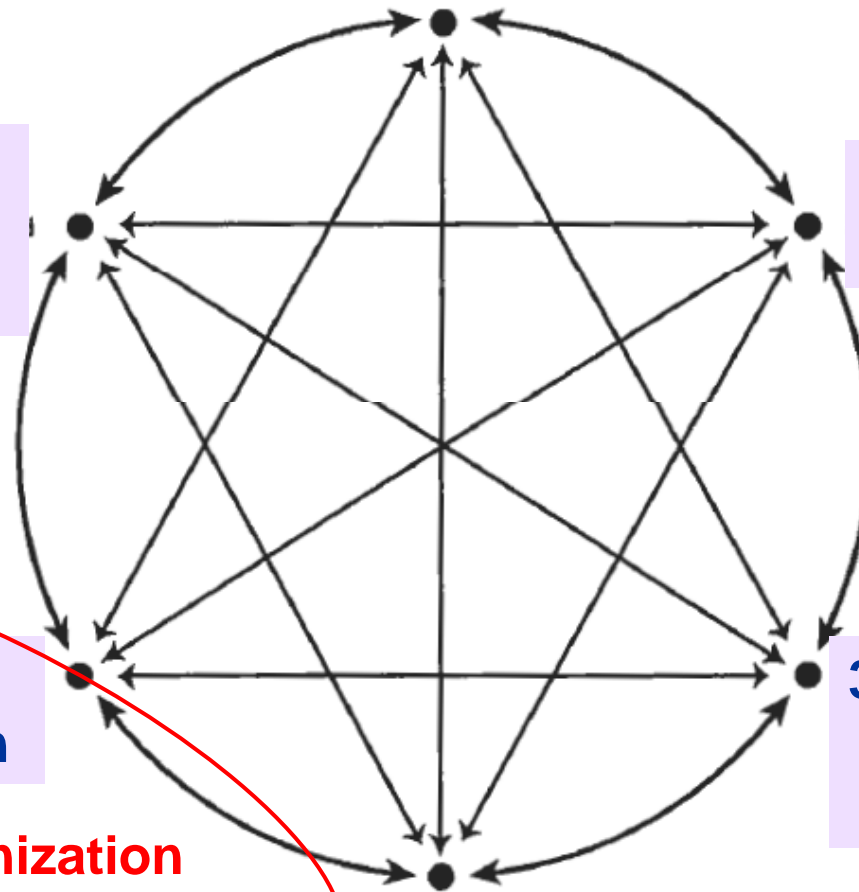
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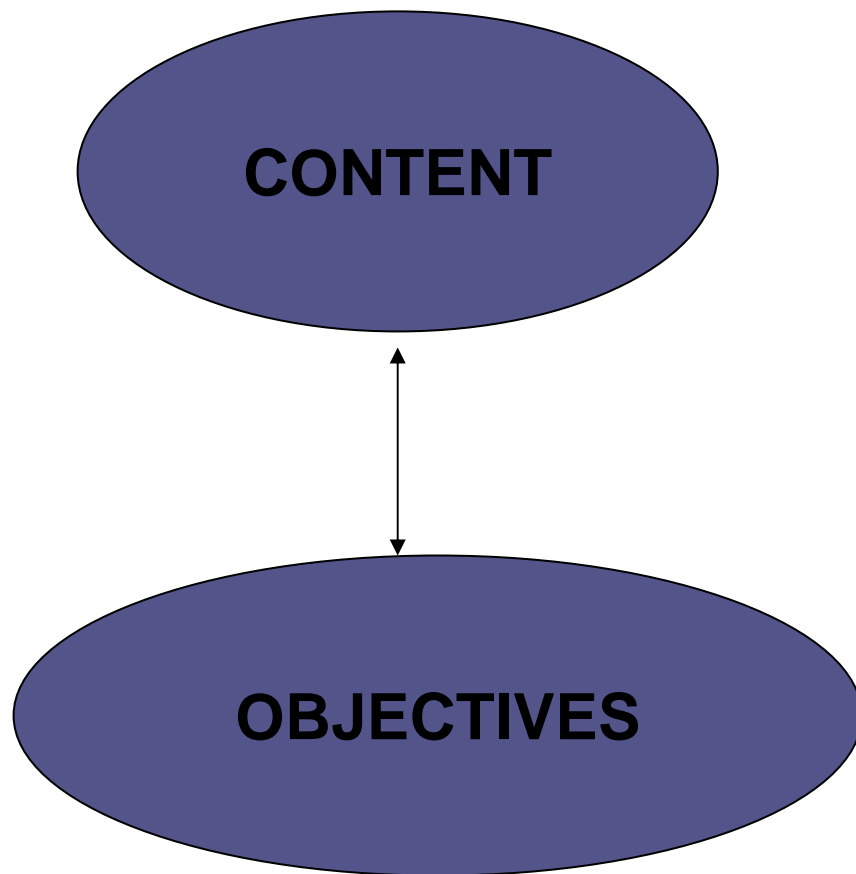
6. Evaluation and feedback

5. Implementation

Curriculum organization



Step 4. EDUCATIONAL STRATEGIES



1. Content Experts

2. Syllabus:

- a) outline of the content
- b) Timetable
- c) Written curricular material
readings, cases, questions
- d) Suggestions/resources for additional reading

Content

At the end of the accident and emergency posting the interns will
Knowledge: describe the steps of CPR at least once

Attitude: Rank CPR as an important step in managing patients brought to A & E

- **Skill**
- perform CPR using the given protocol at least 5 times under supervision
- perform CPR using the given protocol 3 times independently in the hospital set up

CONTENT:

1. Content experts:
A & E Physicians
Pediatricians

2. Syllabus:

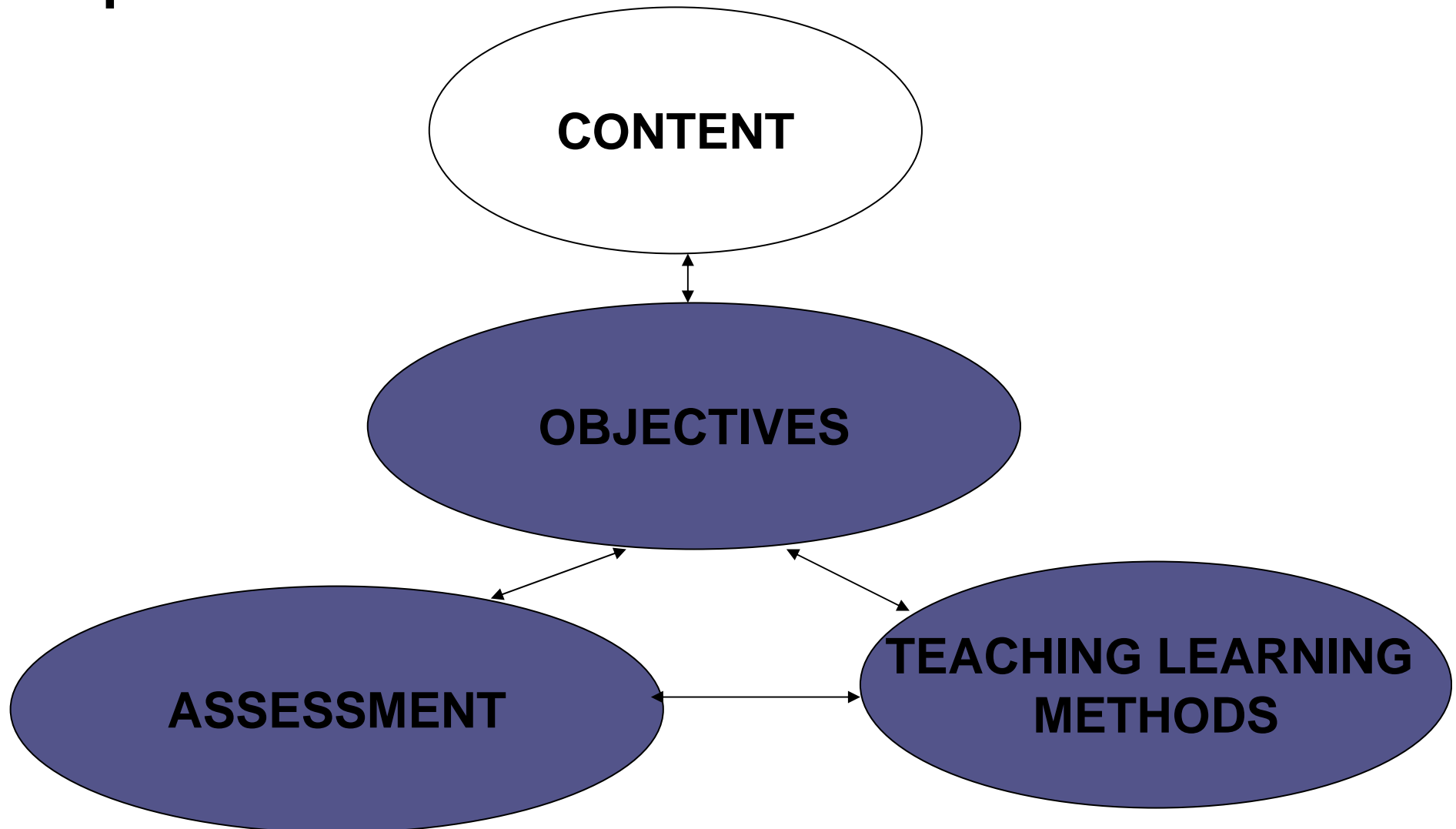
- Outline
- Timetable
- resources

Educational strategies

How will you deliver this content so that the objectives are achieved?

Educational strategies

Step 4. EDUCATIONAL STRATEGIES



Use of verbs

Objectives	TL methods	Assessment
<u>Describe</u> the steps of CPR	Pre reading, lecture, demonstration	Theory exam: short note, essay , appropriate case scenario Q. <u>Describe</u> the steps of CPR.
<u>Estimate</u> the hemoglobin levels using Sahli's method	Demonstration, Practical class	Practical exam/OSPE Q. <u>Estimate</u> Hb in given sample of/your blood
<u>Perform</u> neonatal resuscitation	Case discussion simulation, mannequin	OSCE Q. <u>Perform</u> neonatal resuscitation on the mannequin

Why Alignment ?

"Assessment drives learning"

"Assessment IS the curriculum as far as students are concerned"

-Biggs 2003

-Ramsden 1992

CURRICULUM IMPLEMENTATION

1. Secure sufficient resources

- Personnel: *faculty, staff*
- Time: *faculty, staff, learners*
- Facilities: *space, equipment*

2. Obtain support:

- Dean, Principal, HOD
- Colleagues
- Students
- Funding

3. Anticipate and address barriers

- Faculty development
- Resistance from Colleagues

4. Plan to introduce the curriculum

- Pilot
- Phase-in
- Full implementation

Six step approach to curriculum development Step 6

1. Problem Identification and general needs assessment

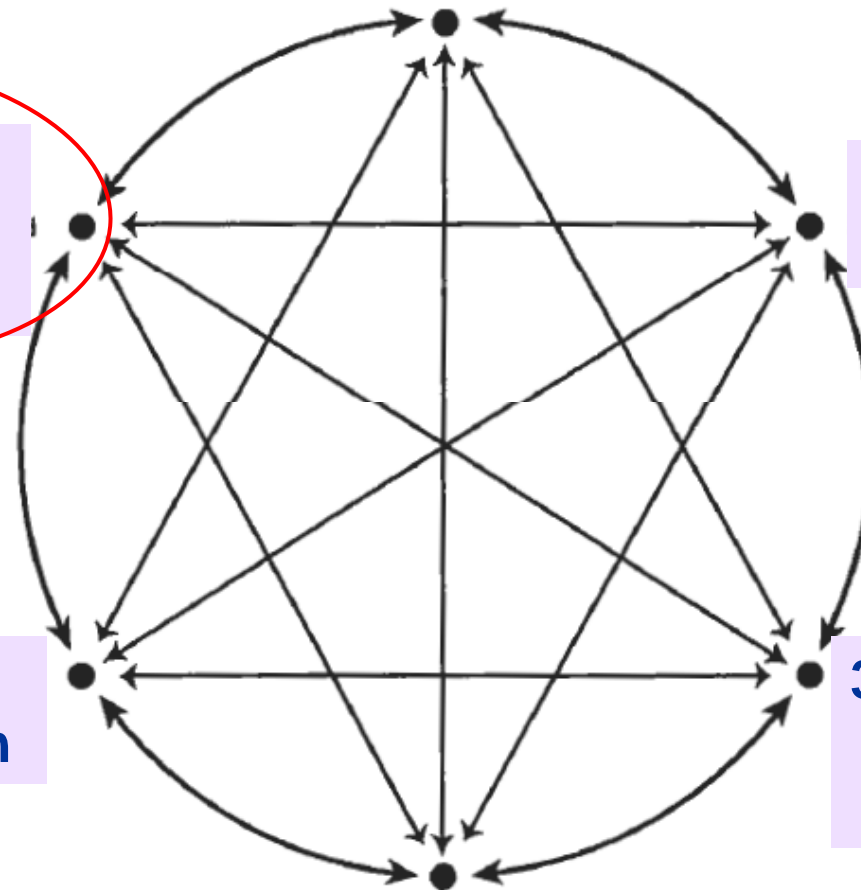
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3. Goals and specific measurable objectives

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5. Implementation

6. Evaluation and feedback



What

“Curriculum Evaluation is the systematic collection of information about the activities, characteristics, and outcomes of the curriculum to make judgments about the curriculum, improve curriculum effectiveness, and/or inform decisions about future curriculum development.”

Patton

Michael Quinn

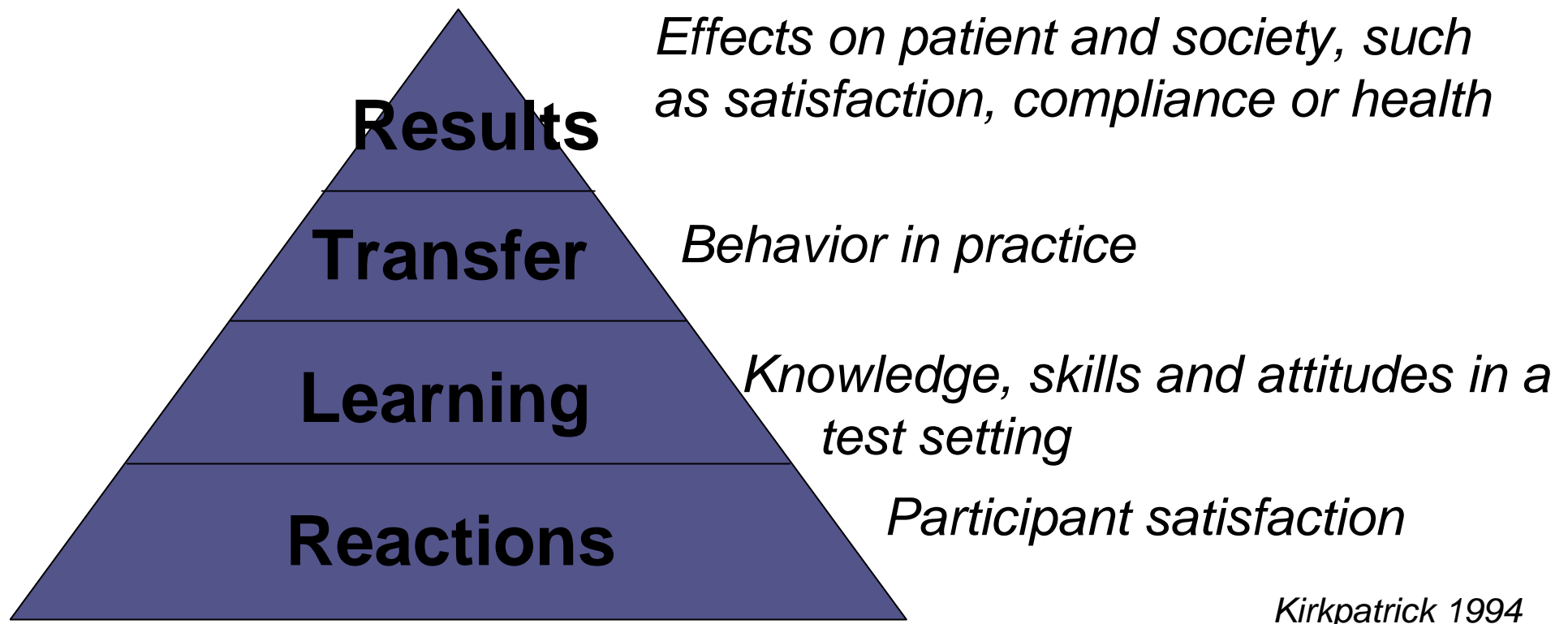
Program Evaluation: Why?

- Determine effectiveness
- Document and better understand educational programs
- To convince others!
- Educational research
- To promote social betterment

Curriculum Evaluation : When?

- **Formative**
Provides information for improvement
- **Summative**
Sums up evidence to make judgments
 - Outcomes achieved?
 - Curriculum adoption
 - Continuation / Expansion

OUTCOME LEVELS ON WHICH TO FOCUS EVALUATION





Quality

- quality as *exceptional*
- quality as *perfection*
- quality as *fitness for purpose*
- quality as *value for money*,
- quality as *transformation*

Quality Assurance

- “refers to the policies, attitudes, actions and procedures necessary to ensure that quality is being maintained and enhanced” (Woodhouse, 1999, p. 30).



Accountability

Improvement


Accountability

- Accountability is most often associated with external stakeholders, such as state and regional accrediting bodies, governmental agencies and the public
- Are the institution's objectives appropriate?
- Are its plans suitable for these objectives?
- Do its actions conform to its plans?
- Are its actions effective in achieving its objectives?
- What is the measure of the objectives? (Woodhouse, 1999, p. 33)



Improvement

- improvement—or enhancement—focuses on internal processes

- 
- *Accreditation* determines whether an institution or program meets threshold quality criteria by examining the mission, resources and relevant processes of the institution or program.

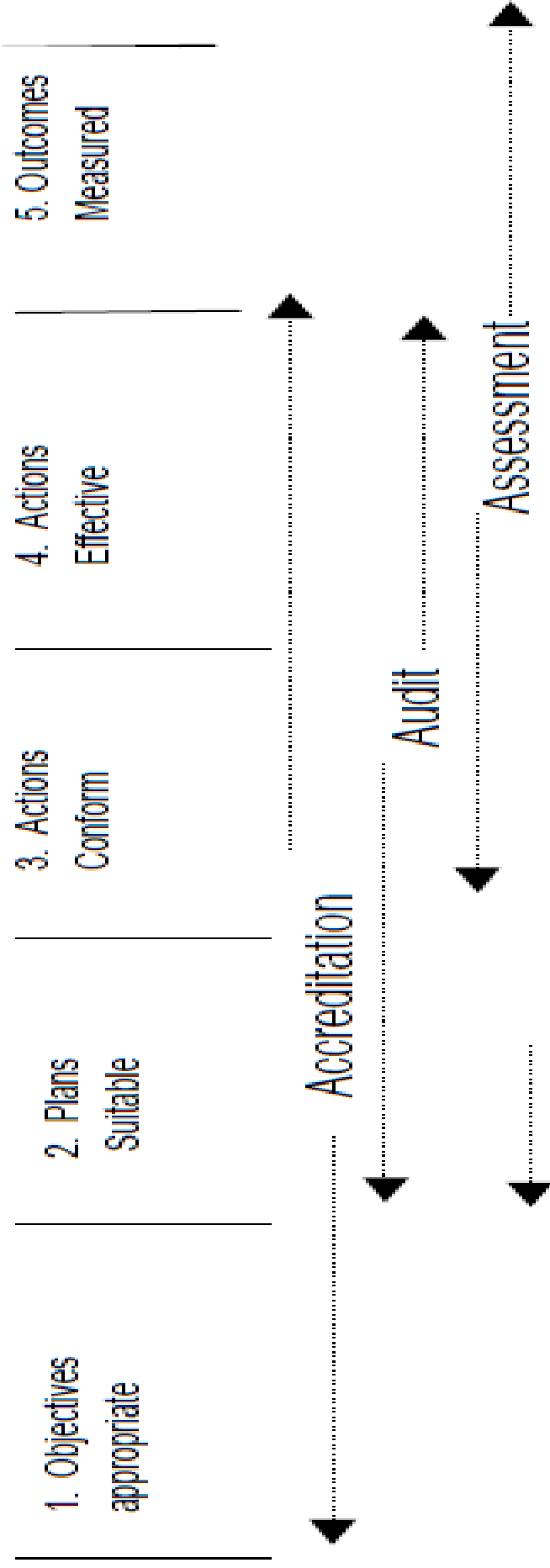
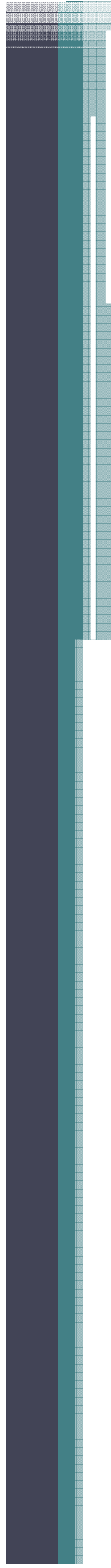


THANK YOU !



Audit


- the suitability of the planned quality procedures in relation to the stated objectives;
- the conformity of the planned quality procedures in relation to the stated objectives; and
- the effectiveness of the activities in achieving the stated objectives. (Woodhouse, 1999, pp. 30-31)



- 
- It includes all the policies, standards, systems and processes that are in place to maintain and improve the quality of medical education and training in the country

Quality Assurance

- External Quality Monitoring (EQM), also referred to as External Quality Review (EQR);
- Assessment-and-Outcomes Movement, which calls for the development of performance evidence and attention to value-added questions;
- Total Quality Management (TQM), which focuses on continuous improvement and customer satisfaction; and
- accountability and performance indicator reports, which focus on inputs and outputs, such as enrollment trends, student performance on admissions examinations, retention and graduation rates, pass rates on licensure and other professional examinations, job placement rates, and student and alumni satisfaction. (Canadian Council on Learning, 2009; Bogue, 1998; Harvey & Knight, 1996; Houston, 2008; Koslowski, 2006; Law, 2010)

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Levels of planning

(Wide range of planning)

Large plan 4.5 years

Smallest plan 1 hour lesson

Educational course

Education event

Phase

Internship

Project work

Lecture

Workshop

Checking for Balance

Scrutiny by various groups before finalising

- ✓ Overall consistency
- ✓ Balance of components
- ✓ Detect oversights / avoid content overloading
- ✓ Aligning learning objectives with learning experiences and assessment tasks

Six step approach to curriculum development-Steps 4 & 5

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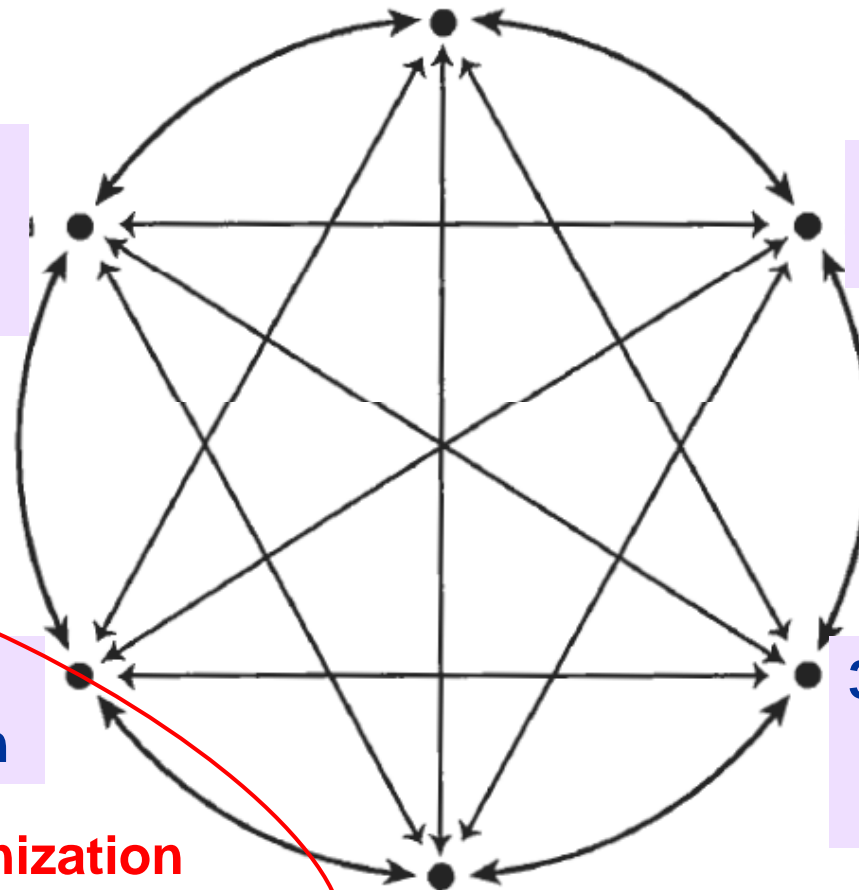
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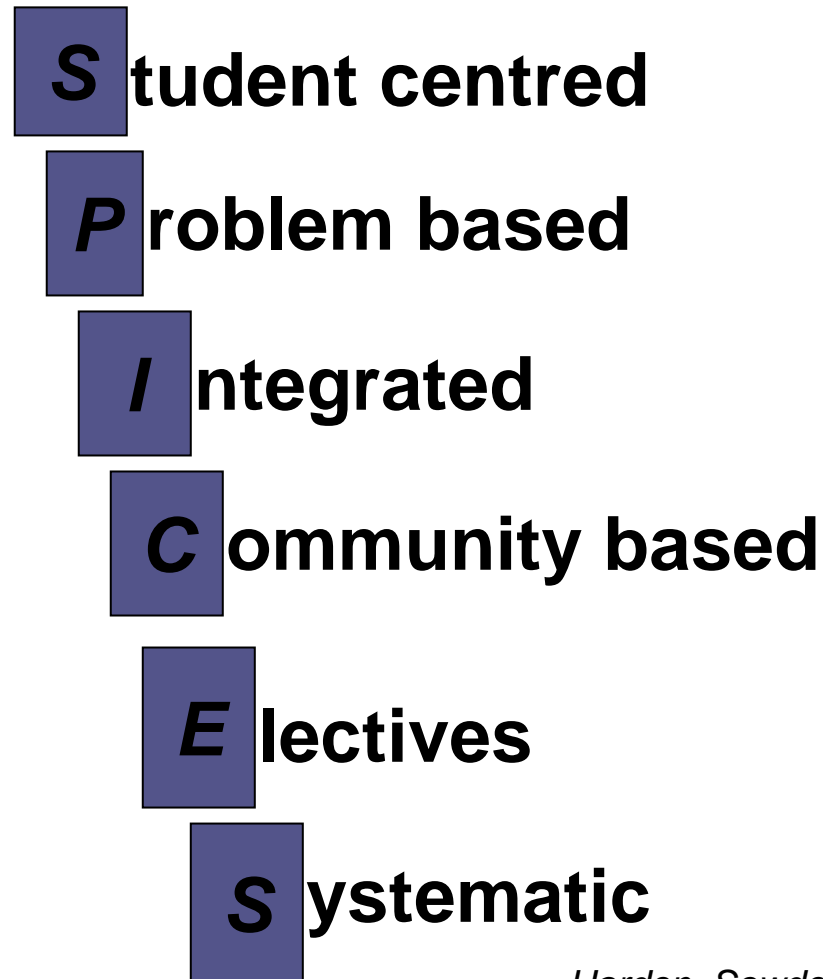
5. Implementation

Curriculum organization



Curriculum Organization

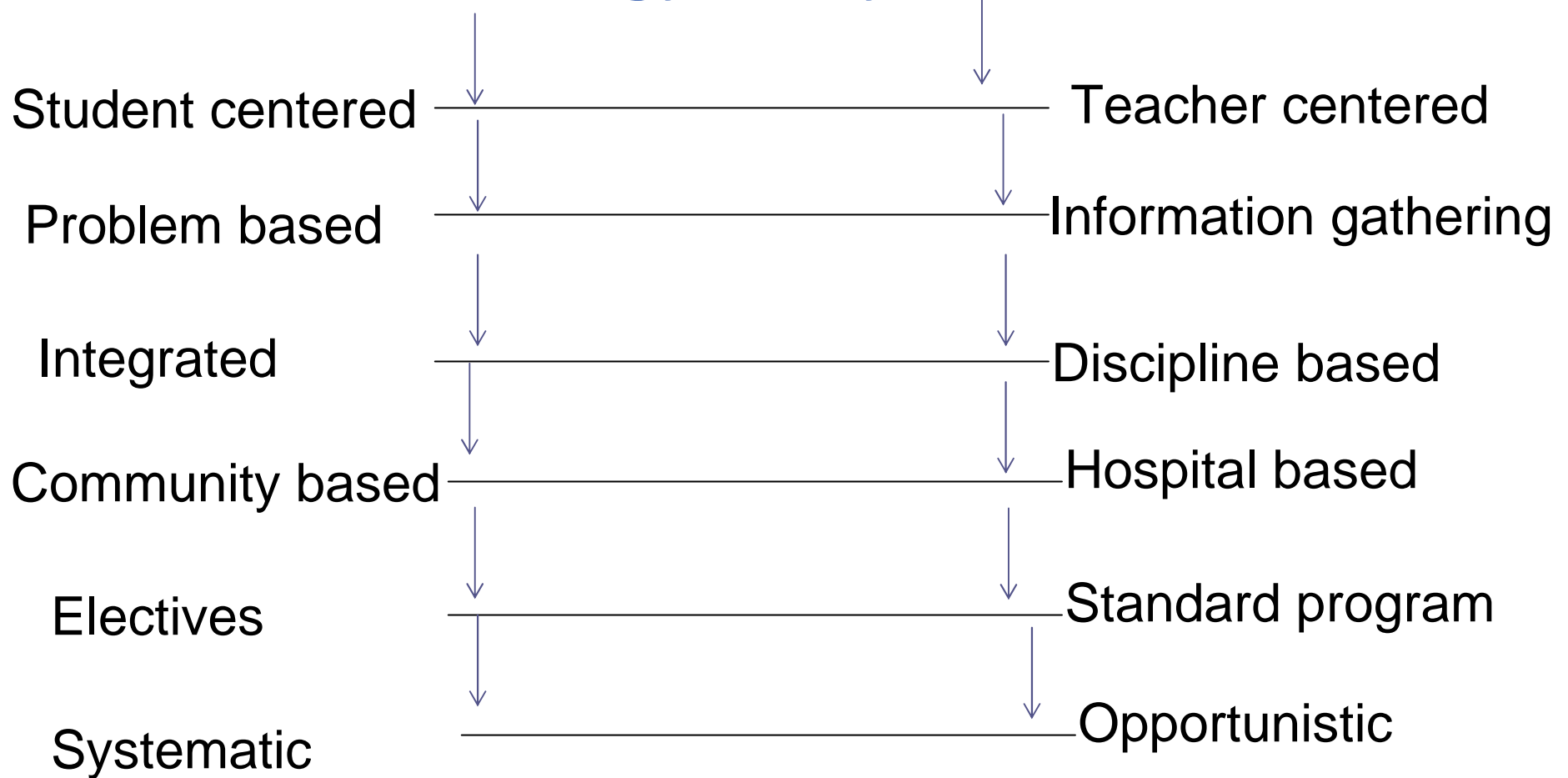
Curriculum strategy analysis-SPICES model



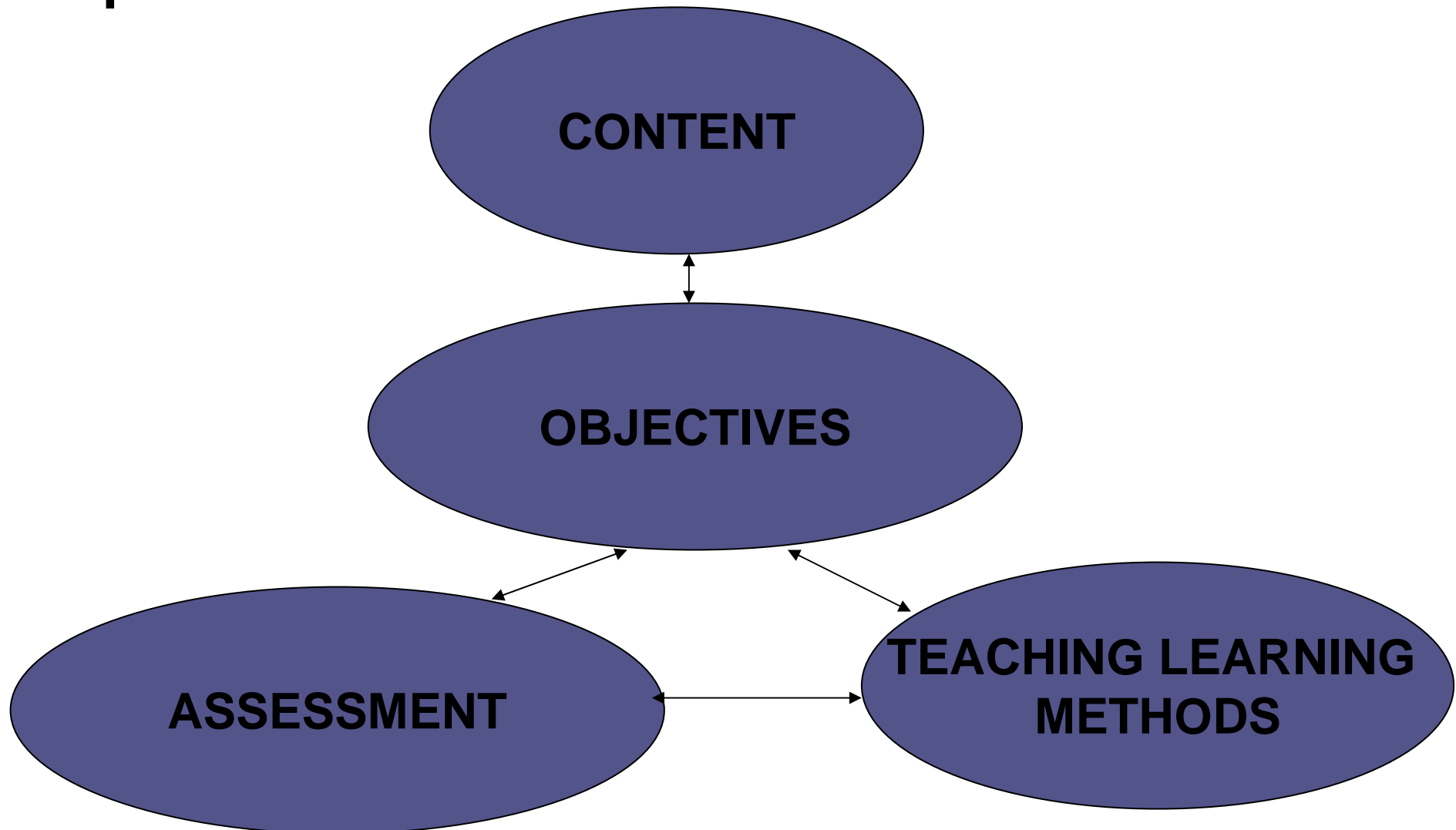
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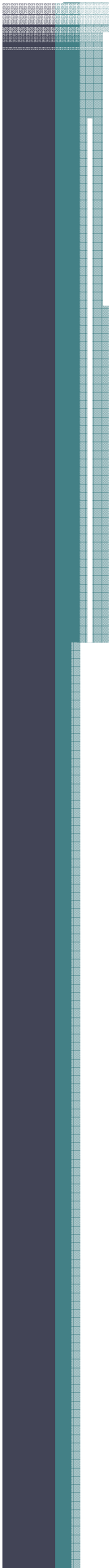
Curriculum Organization

Curriculum strategy analysis-SPICES model



Step 4. EDUCATIONAL STRATEGIES





Who are the planners ?

MCI or Central or National Council

University

Institution

+

Department



Guidelines

**Transaction
And
Evaluation**



Activity

- Group
- Look at Vision 2015 document
- Look at undergraduate curricular recommendations



Recommendations of UG group

- Foundation Course
- Early Clinical Exposure
- Integration – Vertical and Horizontal
- Skill Training / Competency based Training
- Electives
- Student doctor method of Clinical Training
- Secondary Hospital Exposure
- Newer teaching techniques – skill labs etc
- Community Oriented Education

Vision
2015

Format and How to teach !

New Graduate Course Structure

Total duration - 5 $\frac{1}{2}$ Years

EXISTING

Current Curriculum
4 $\frac{1}{2}$ Years

Internship
1 Year

PROPOSED

Core Curriculum
4 Years

“Essential” component
of all subjects will be
defined

**Foundation +
Elective**
4 months

Exposure to soft
skills, research
exposure

Internship
1 Year

Will focus on
essential skills and
competencies

Internship

- Basic Skills Training and certification
- Trauma Life Support, Advanced Life Support, Pediatric Emergency Obstetric Care
- Defined Skill Set To Be Accomplished
- Log Book Maintenance and Submission

Time table for the proposed 5 ½ year course

Jan	Feb	Mar	Apr	May	Jun	July	Aug	Sep	Oct	Nov	Dec
							Foundation Course	I MBBS			
I MBBS								I y exam	II MBBS		
II MBBS								II y exam	Elective		
III MBBS										III y exam	
Final MBBS											IV y Exam
Wait Period	NEET PG	INTERNSHIP									
		Licentiate Exam Selection to Post Graduate Course									



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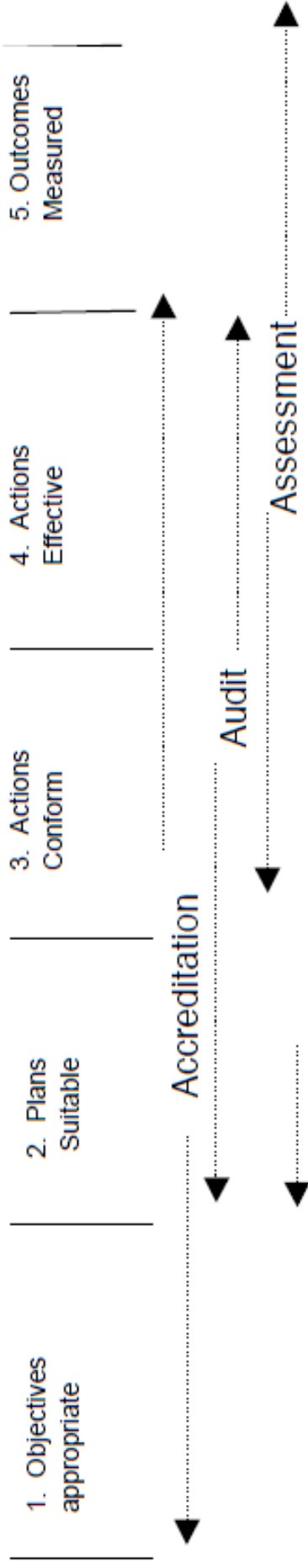
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