



# 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**

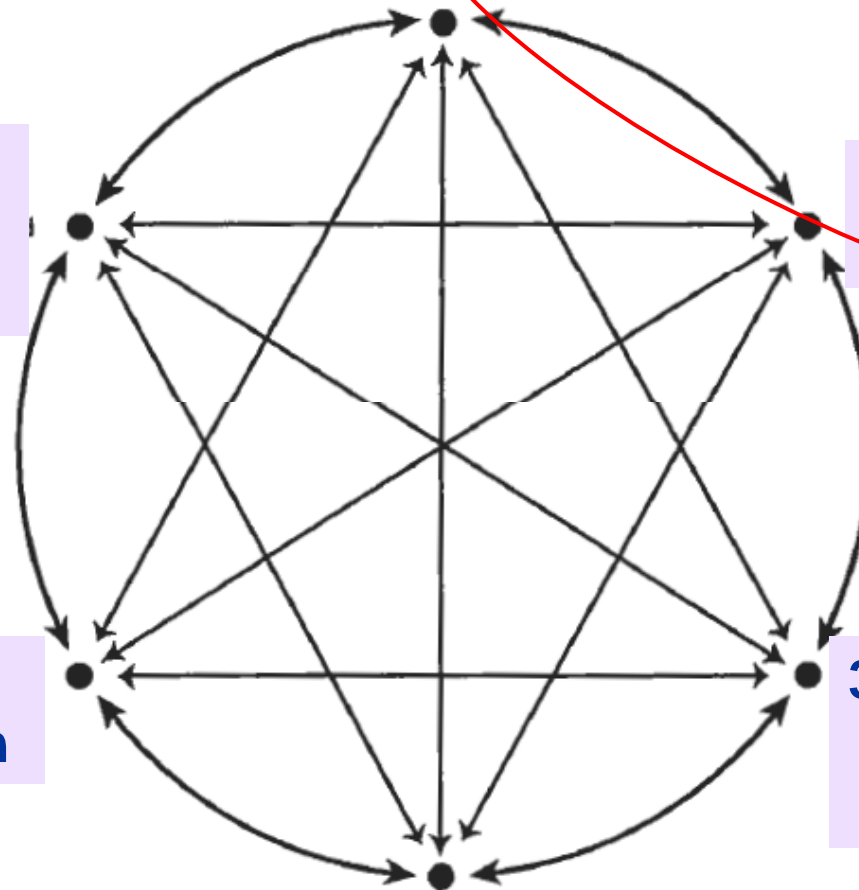
**2. Needs assessment of targeted learners**

**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

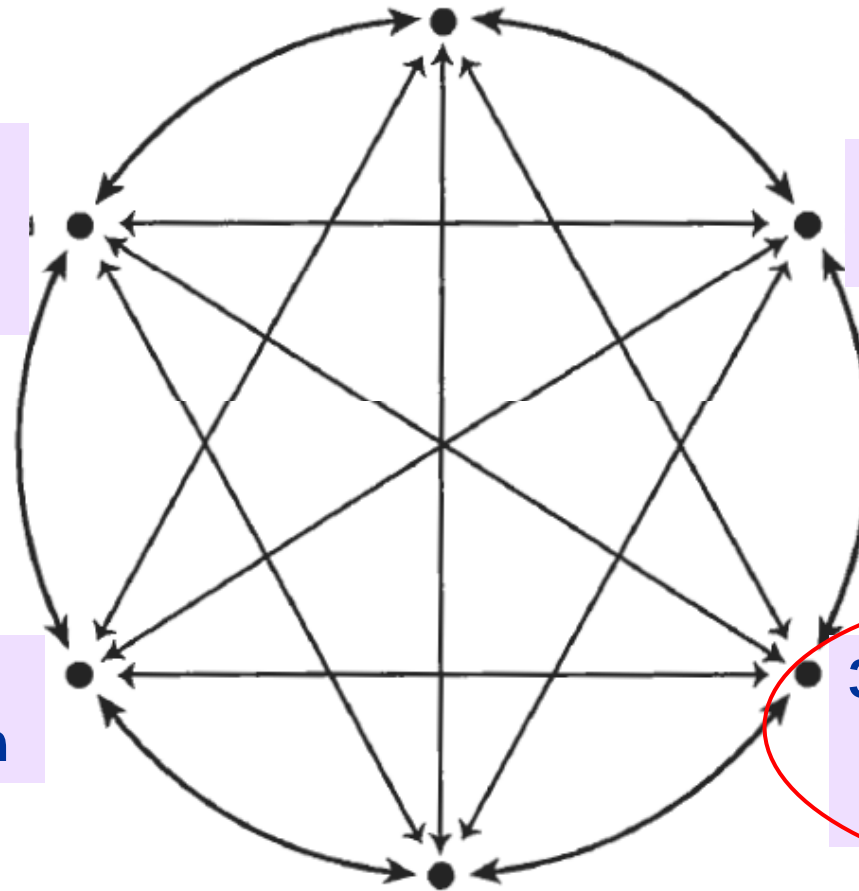
2. Needs assessment of targeted learners

6. Evaluation and feedback

5. Implementation

3. Goals and specific measurable objectives

4. Educational strategies



# 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

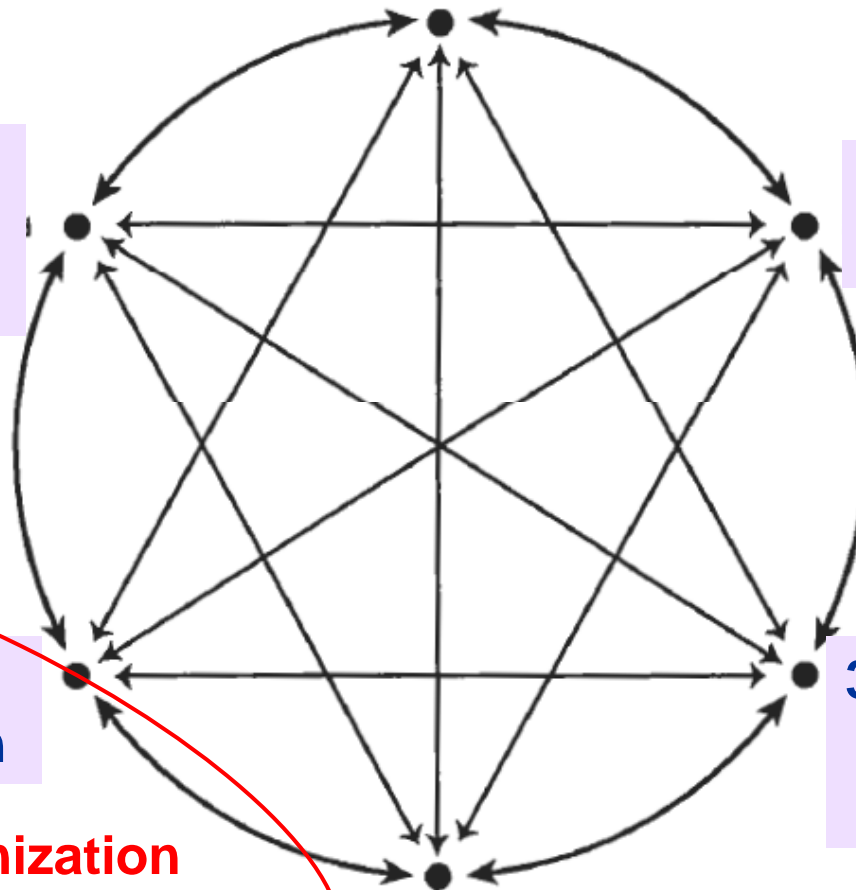
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4. Educational strategies

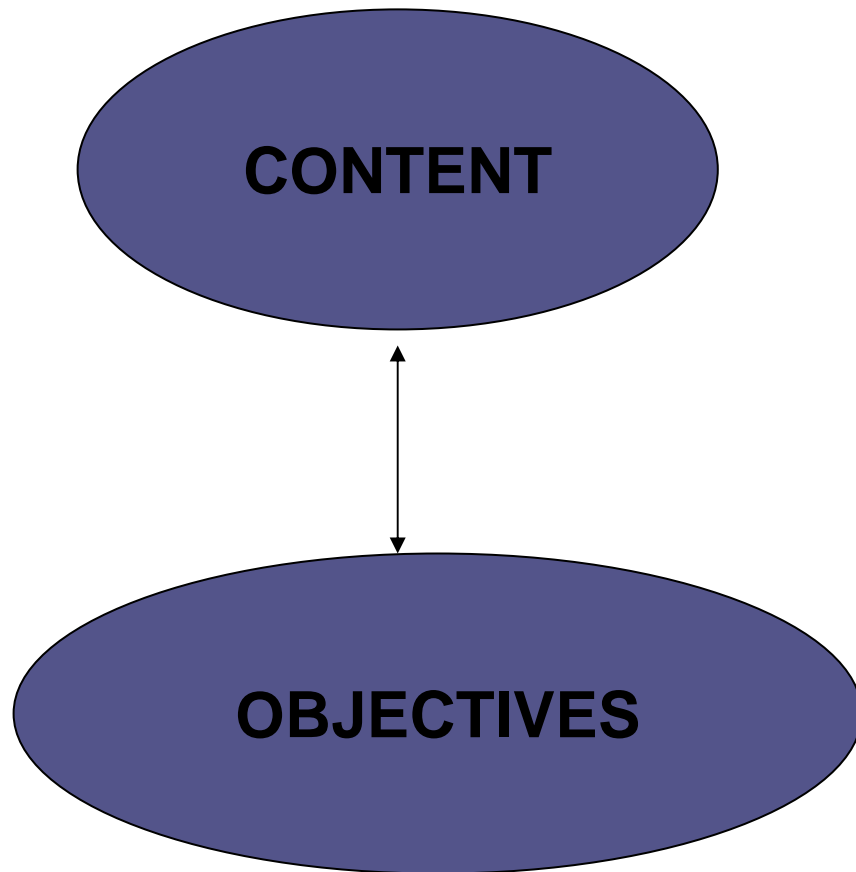
6. Evaluation and feedback

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:

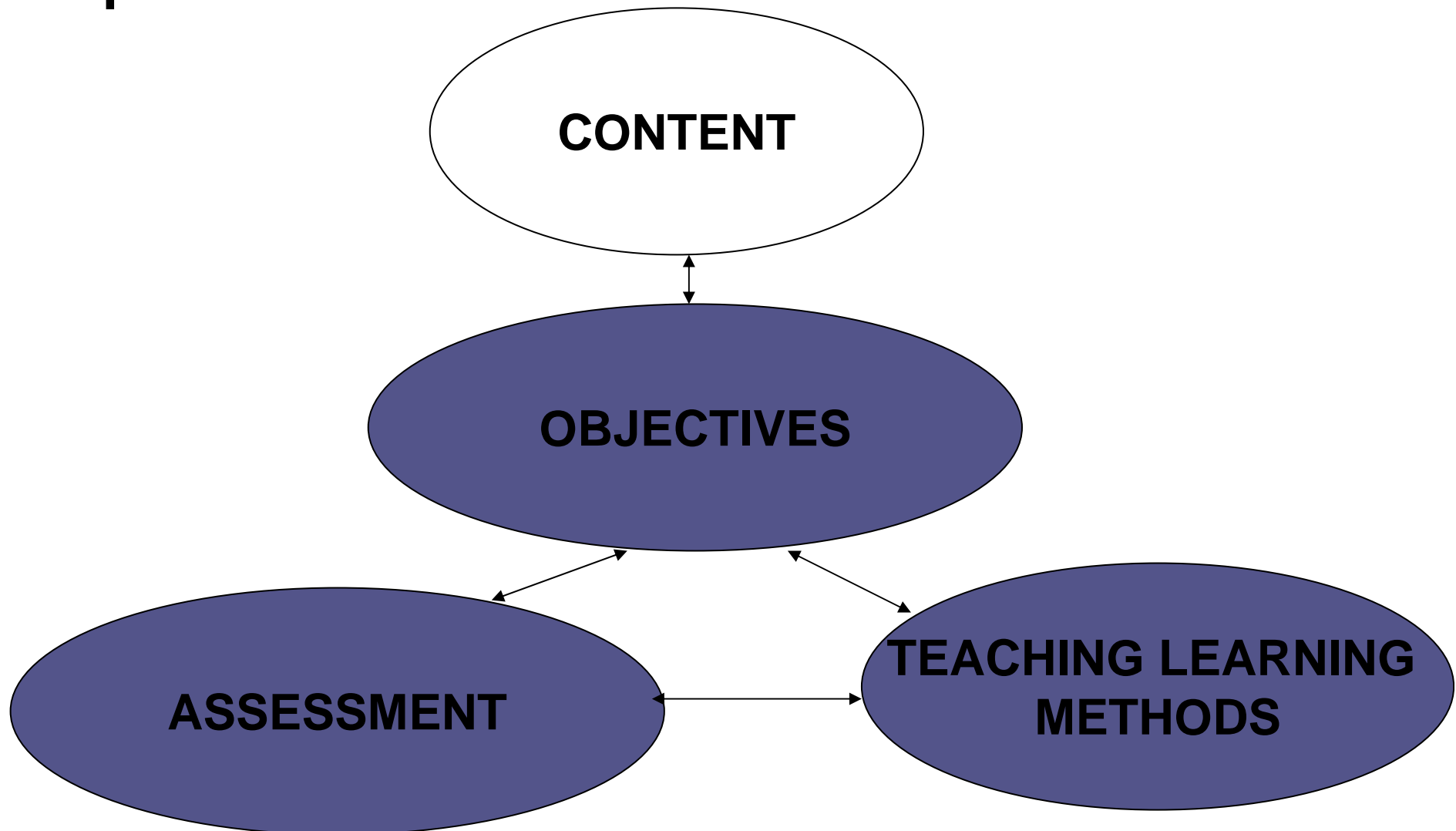
- Outline
- Timetable
- resources

# 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 ?

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**"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

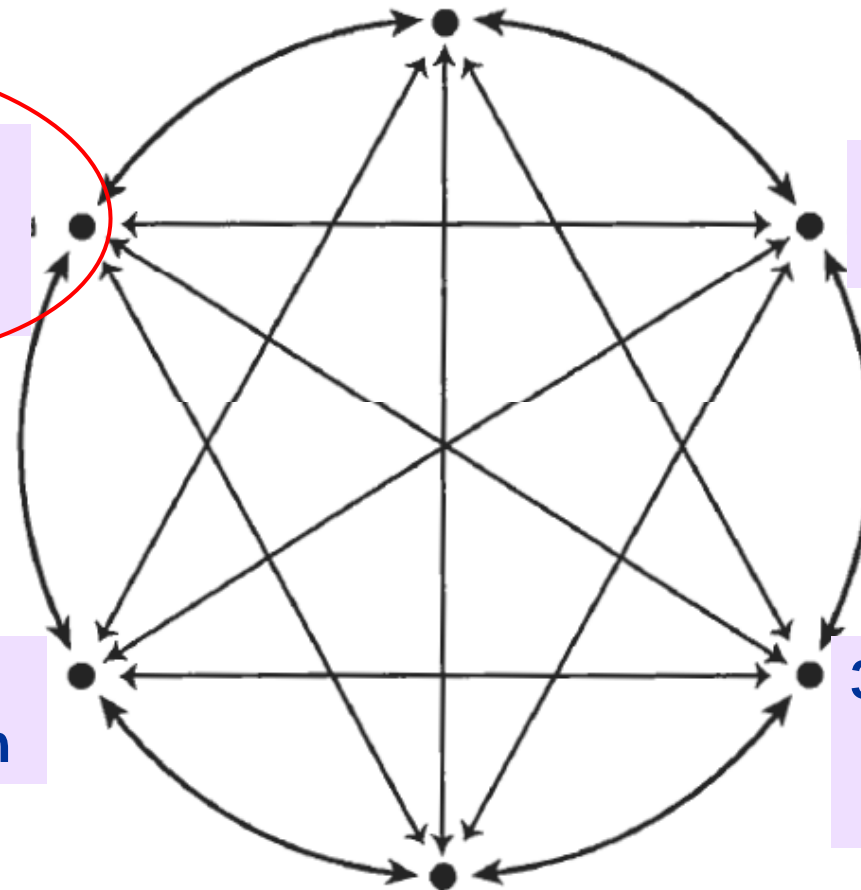
2. Needs assessment of targeted learners

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*



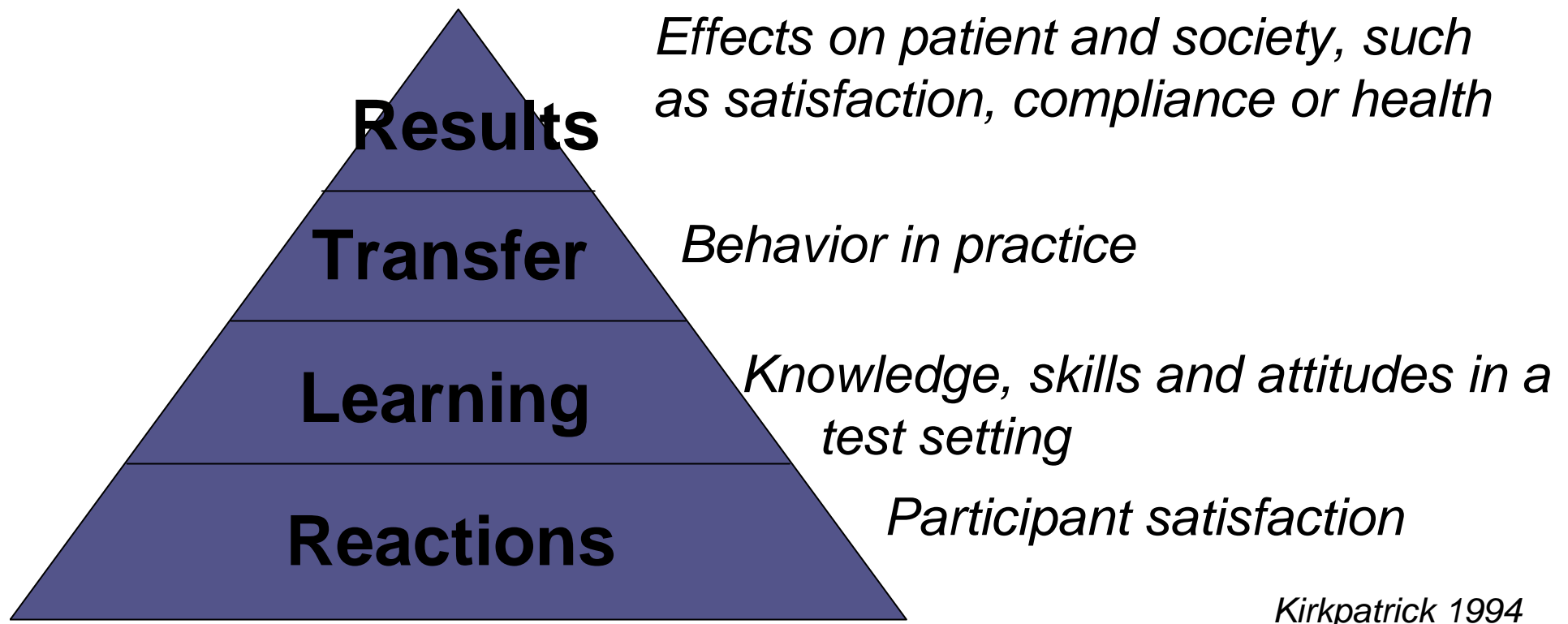
## Program Evaluation: Why?

- 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.



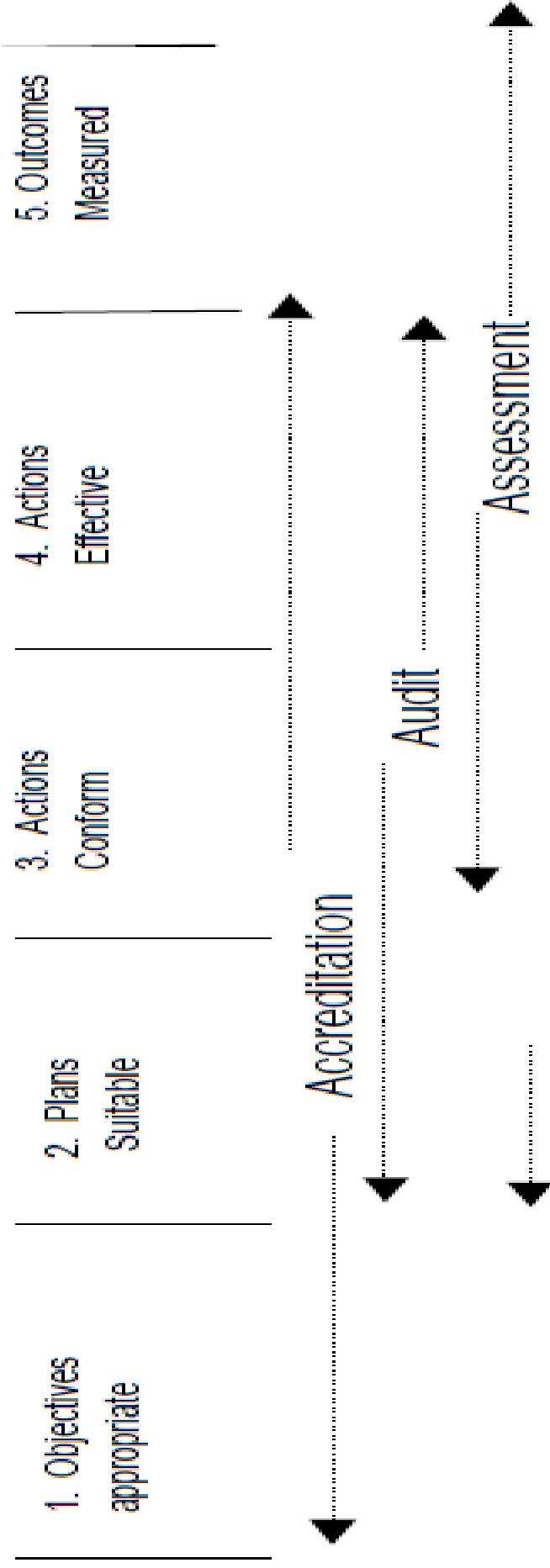
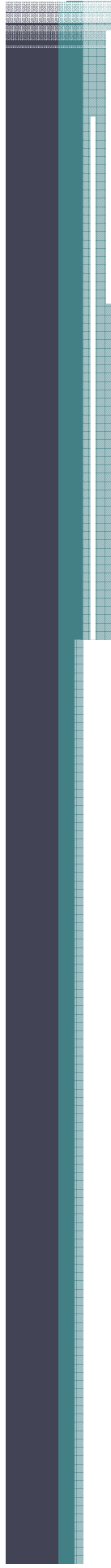


**THANK YOU !**



# 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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2. Needs assessment of targeted learners

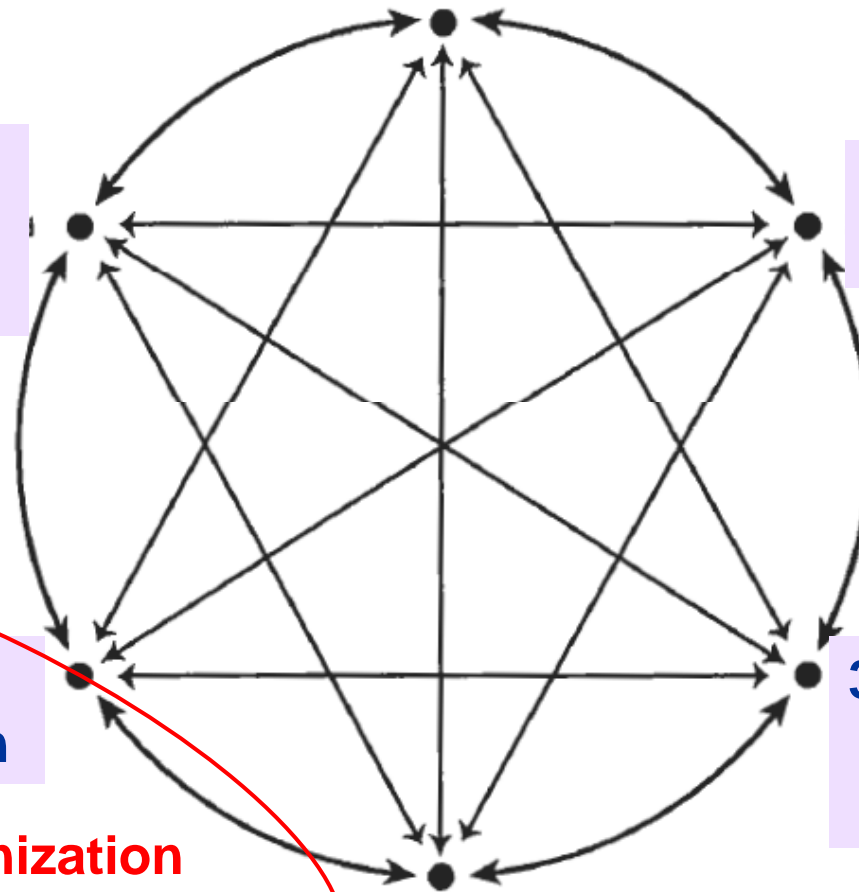
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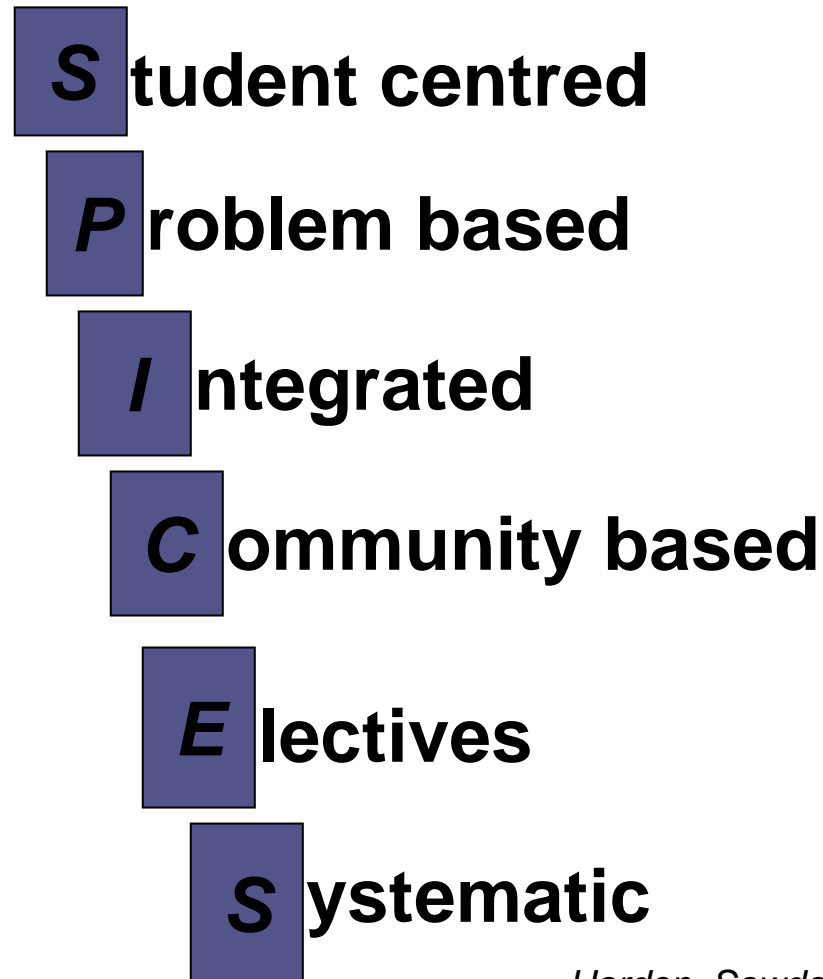
5. Implementation

Curriculum organization



# Curriculum Organization

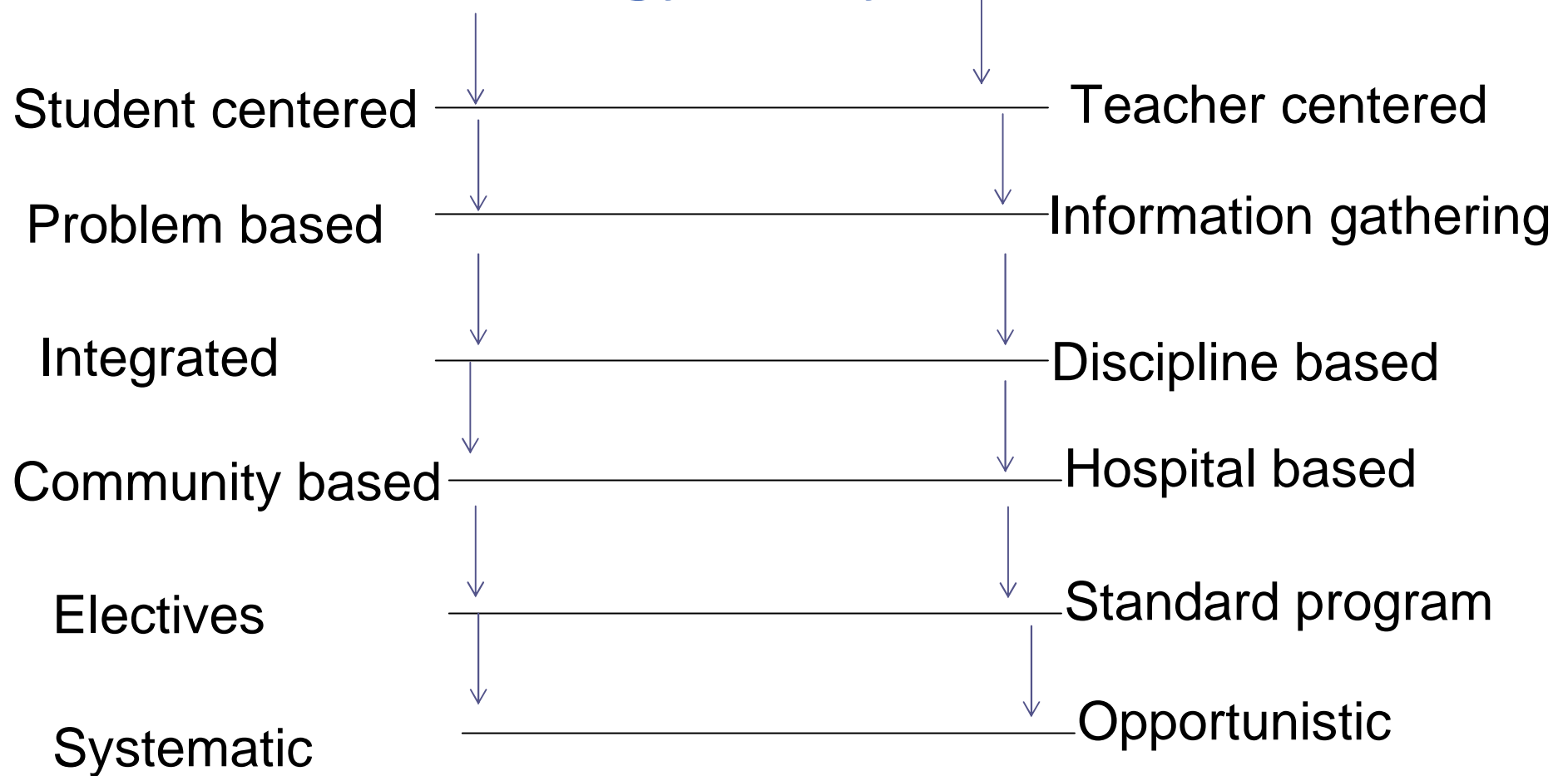
## Curriculum strategy analysis-SPICES model



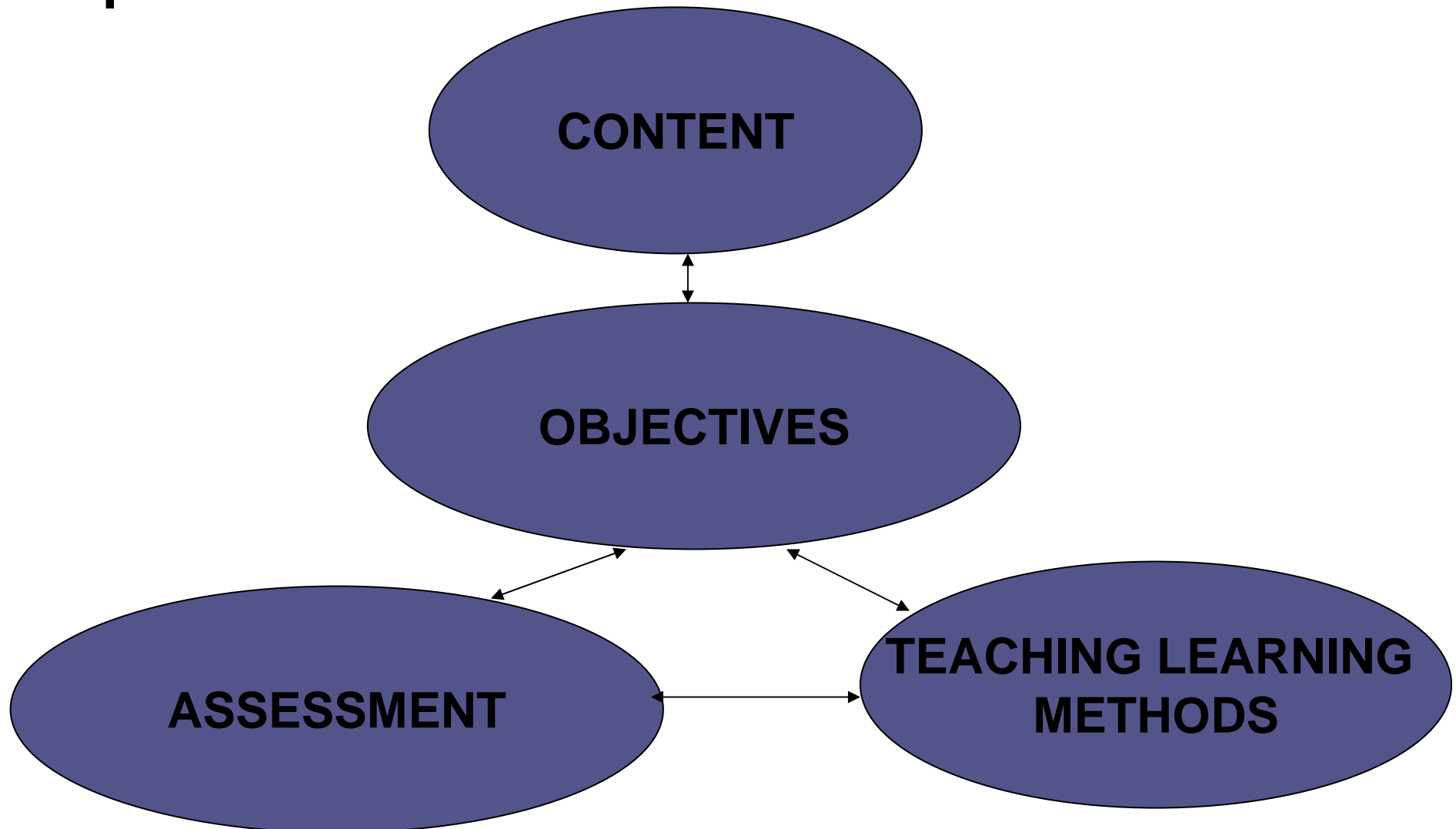
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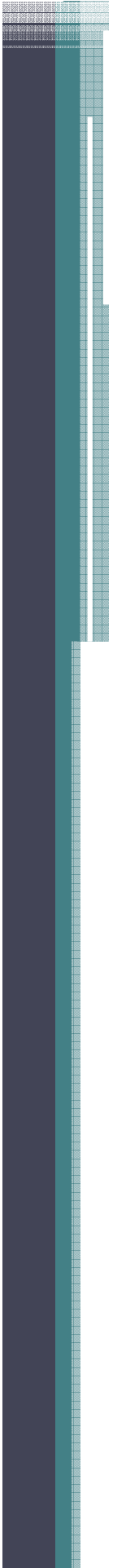
# Curriculum Organization

## 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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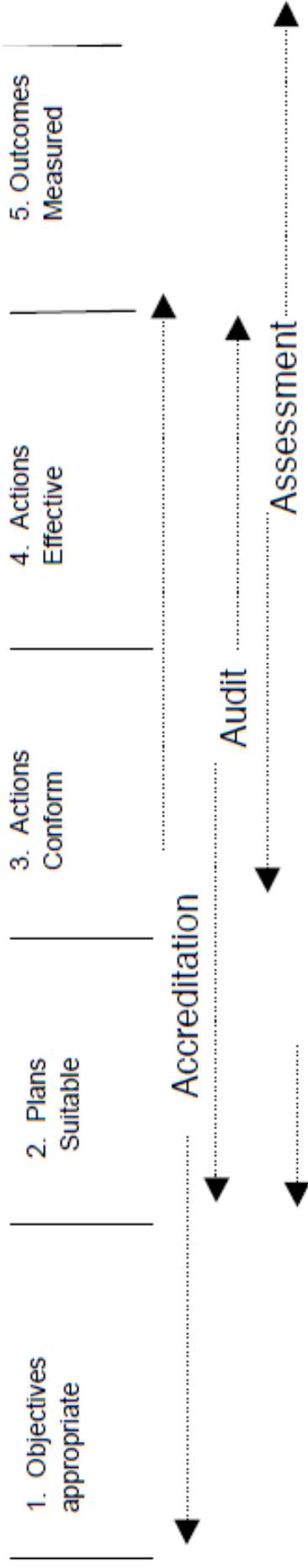
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