

Curricular Organization and Curricular Management Session

Purpose: This session is conducted by the Health Professional Education expert with the relevant leadership of the medical college to review educational objectives, outcome measures and how they are integrated throughout the curriculum. The session also focuses on curriculum design, content coverage, and methods of teaching and evaluation of student performance. Evidence of implementation of curriculum is reviewed.

The scope of this session covers relevant leadership of the medical college that constitute the curriculum committee to review curriculum management and program evaluation and discussion of the system for implementation and management of the curriculum, adequacy of resources and authority for the educational program and its management, and methods for evaluating the effectiveness of the educational program and evidence of success in achieving objectives. Evidence of effective management is reviewed.

Location: College Committee Room

College Participants: Members of the curriculum committee

Surveyor(s): Health Professional Education expert

Standards/Issues Addressed

- Standard 1: Mission Statement (1.1 and 1.2)
- Standard 2: Outcomes
- Standard 4: Curricular Organization
- Standard 5: Educational Contents
- Standard 6: Curricular Management
- Standard 10: Program Evaluation and Continuous Renewal (10.5)

Documents/Materials Needed

- Document outlining mission of the institution
- Document outlining vision of the university
- Organogram of the institution reflecting curriculum committee
- Terms of reference of the Curriculum Committee including its structure
- Minutes of meeting reflecting discussion on curriculum and how the changes are made based on feedback and evaluation by the various stakeholders
- Curriculum Document
- College's policy on electives for students and record of student selected electives
- College's study guides or log book
- Program Feedback
- Program evaluation results
- List of all current or previous (last 12 months) research projects

What Will Occur: The surveyor(s) would like to look at the development methodology, structure, implementation, and review and feedback integration mechanism of the curriculum. Curriculum committee structure and its TORs shall also be discussed in this session. The surveyor will engage in discussion with the curriculum committee members and will request evidence against standards based on the questionnaire given below.

How to Evaluate: To evaluate the compliance to relevant standards, review the documents provided by the college. Based on the review, conduct a Curricular Organization/management interview session with the following list of questions answered:

Curriculum Organization and Management

Sr.	Surveyor Question	Compliance		
		Yes	No	Not Appl

1	Are the curricular outcomes developed in alignment with the mission statement of the institution?			
2	Are the curricular outcomes developed in alignment with the university vision?			
3	Are the curricular outcomes developed with the involvement of students? (Evidence of involvement e.g. meeting minutes, feedback, etc.)			
4	Was faculty involved in development of curricular outcomes? (Evidence of involvement e.g. meeting minutes, feedback, etc.)			
5	Do the outcomes of curricular document address knowledge, skill and attitude (professional behavior)?			
6	Are outcomes of curricular documents evident in institution's prospectus and/or websites?			
7	Is there sufficient evidence to ensure that content is addressing the outcomes identified by the organization?			
8	Are health problems of Pakistan prioritized in the curriculum?			
9	Are the results of review incorporated or addressed in curriculum?			
10	Is the program reviewed at least once every two years or earlier as needed?			
11	Are the internal review findings shared with the stakeholders?			
12	Does the features of the program differentiates this institute from other similar institutes?			
13	Are different learning strategies being implemented?			
14	Are the policies for smooth execution of educational outcomes are developed autonomously by the institution?			
15	Does the institution have autonomy to formulate policies for execution of the educational outcomes?			
16	Does the institution have autonomy to implement policies for execution of the educational outcomes?			
17	Is there a mechanism to ensure that the policies for smooth execution of educational outcomes are implemented by the institution?			
18	Is a clearly documented sequence of courses evident and the rationale for the sequence part of the curriculum document?			
20	Is there document describing the content, extend and sequencing of courses and other components of curriculum? (Curricular Map)			
21	Is there representation of basic sciences on the curricular committee?			
22	Is there representation of clinical sciences on the curricular committee?			
23	Is there representation of behavioral sciences on the curricular committee?			
24	Is there representation of community medicine on the curricular committee?			

25	Is there a research cell led by an appropriately qualified faculty member and with adequate support staff that can guide faculty and students on research?			
26	Does the college demonstrate a commitment to continuing scholarly productivity (e.g. teaching innovation, etc.)?			
27	Does the college provide opportunities for multi-disciplinary and applied research activities?			
28	Are study skills taught and evident in the curricular document?			
29	Are leadership skills part of the curricular document?			
30	Are management skills part of the curricular document?			
31	Is the curricular document structurally aligned with the PM&DC curriculum guidelines?			
32	Are there ancillary aides such as mannequins, models, videos, libraries, simulators, simulated patients or other such methodologies employed to ensure early clinical experience?			
33	Are pre-clinical subjects taught with clinical relevance (case scenarios etc.)?			
34	Are small group discussion session used as a learning strategy?			
35	Are community visits arranged for the students?			
36	Do the clinical sciences carry at least half of the weightage of curriculum? (Contact hours etc.)			
37	Is the curricular document designed to address knowledge needs of subjects/topics?			
38	Is the curricular document designed to address skills needs of subjects/topics?			
39	Is the curricular document designed to address attitude needs of subjects/topics?			
40	Are the lectures interactive? (<i>Review lesson plans and attend a 10 minutes session on the day, where applicable</i>)			
41	Is the curriculum horizontally integrated?			
42	Is the curriculum vertically integrated?			
43	Are there opportunities for students for self-directed or independent learning such as online lectures or video tutorials, etc.?			
44	Are electives (student-selected components) part of the curriculum?			
45	Are clinical rotations/clerkships scheduled for each of the clinical subjects?			
46	Does the curricular document ensures systematic and organized learning in clinical settings?			
47	Does the implemented curriculum incorporates active learning as educational strategy?			
48	Does the curriculum structure address knowledge, skills and attitude required by a general practitioner with MBBS qualification?			

49	Are there opportunities for students to spend sufficient time in planned contact with patients in relevant clinical settings?			
50	Are there opportunities for students to spend sufficient time in planned contact with patients and community in relevant clinical and community settings?			
51	Is there a curricular committee structure evident in the organogram of the organization?			
52	Are the Terms of Reference documented for the curricular committee?			
53	Do the TORs include; Planning, implementation and evaluation of the curriculum in order to ensure that educational outcomes are achieved?			
54	Do the TORs include; Planning, implementation and evaluation of innovations in the curriculum?			
55	Do the TORs include; ensuring representation of at least one member from the Department of Medical Education with a post-graduate qualification recognized by PM&DC in medical education recognized by the PM&DC			
56	Is there evidence of implementation of the TORs through various meeting minutes?			
57	Is the learning being supervised throughout the curriculum management as evident by the schedules of the teachers, lab staff etc.?			
58	Are the logbook or study guides developed, clearly mentioning the overall objectives of the course and terminal objectives of each teaching session?			
59	Are the logbook or study guides disseminated to the students?			
60	Are the logbook or study guides disseminated to the faculty?			
61	Traditional curriculum: Does the Anatomy curriculum (including embryology, histology, gross anatomy etc.) include 500 dedicated hours of study?			
62	Integrated system: Is Anatomy (including embryology, histology, gross anatomy etc.) content being covered during comparable hours (500) of teaching?			
63	Traditional curriculum: Does the Physiology curriculum include minimum 450 dedicated hours of study?			
64	Integrated system: Is Physiology content being covered during comparable hours (450) of teaching?			
65	Traditional curriculum: Does the Biochemistry curriculum include minimum 250 dedicated hours of study?			
66	Integrated system: Is Biochemistry content being covered during comparable hours (250) of teaching?			
67	Traditional curriculum: Does the Pharmacology curriculum include 300 dedicated hours of study?			

68	Integrated system: Is Pharmacology content being covered during comparable hours (300) of teaching?			
69	Traditional curriculum: Does the Pathology curriculum (including general pathology, special pathology, hematology, parasitology, etc.) include 500 dedicated hours of study?			
70	Integrated system: Is Pathology (including general pathology, special pathology, hematology, parasitology, etc.) Content being covered during comparable hours (500) of teaching?			
71	Traditional curriculum: Does the Forensic Medicine and Toxicology curriculum include 100 dedicated hours of study?			
72	Integrated system: Is Forensic Medicine and Toxicology content being covered during comparable hours (100) of teaching?			
73	Traditional curriculum: Does the ENT curriculum include 150 dedicated hours of study?			
74	Integrated system: Is Eye/Ophthalmology content being covered during comparable hours (150) of teaching?			
75	Traditional curriculum: Does the Gynecology and Obstetrics curriculum include 300 dedicated hours of study?			
76	Integrated system: Is Gynecology and Obstetrics content being covered during comparable hours (300) of teaching?			
77	Traditional curriculum: Does the Community Medicine curriculum include minimum of 170 dedicated hours of study?			
78	Integrated system: Is Community Medicine content being covered during comparable hours (170) of teaching?			
79	Traditional curriculum: Does the Research Methodology and Evidence based Medicine curriculum include 100 dedicated hours of study?			
80	Integrated system: Is Research Methodology and Evidence based content being covered during comparable hours (100) of teaching?			
81	Traditional curriculum: Does the General Surgery curriculum include 600 dedicated hours of study?			
82	Integrated system: Is General Surgery content being covered during comparable hours (600) of teaching?			
83	Traditional curriculum: Does the Anesthesiology and Critical Care curriculum include 50 dedicated hours of study?			
84	Integrated system: Is Anesthesiology and Critical Care content being covered during comparable hours (50) of teaching?			
85	Traditional curriculum: Does the Orthopedics and Traumatology curriculum include 100 dedicated hours of study?			
86	Integrated system: Is Orthopedics and Traumatology content being covered during comparable hours (100) of teaching?			
87	Traditional curriculum: Do minimum of two specialties, from the surgical specialties listed below, include 100 dedicated hours of study? <ul style="list-style-type: none"> • Cardiac Surgery • Neurosurgery • Pediatric Surgery • Thoracic Surgery • Urology 			

	<ul style="list-style-type: none"> • Plastic Surgery Maxillofacial Surgery			
88	Integrated system: Does minimum of two from list above have content being covered during comparable hours (100) of teaching?			
89	Extra marks for more hours in any two of the following specialties: Cardiac Surgery Vascular Surgery Neurosurgery Pediatric Surgery Thoracic Surgery Urology Plastic Surgery Spinal Surgery Maxillofacial Surgery			
90	Integrated system: Are extra marks allotted for more hours in each of the above-mentioned specialties.			
91	Traditional curriculum: Does the General Medicine curriculum include 500 dedicated hours of study?			
92	Integrated system: Is General Medicine content being covered during comparable hours (500) of teaching?			
93	Traditional curriculum: Does the Psychiatry curriculum include 50 dedicated hours of study?			
94	Integrated system: Is Psychiatry content being covered during comparable hours (50) of teaching?			
95	Traditional curriculum: Does the Emergency Medicine curriculum include 50 dedicated hours of study?			
96	Integrated system: Is Emergency Medicine content being covered during comparable hours (50) of teaching?			
97	Traditional curriculum: Does the Dermatology curriculum include 50 dedicated hours of study?			
98	Integrated system: Is Dermatology content being covered during comparable hours (50) of teaching?			
99	Traditional curriculum: Does the Cardiology curriculum include 50 dedicated hours of study?			
100	Integrated system: Is Cardiology content being covered during comparable hours (50) of teaching?			
101	Traditional curriculum: Does the Pulmonology curriculum include 50 dedicated hours of study?			
102	Integrated system: Is Pulmonology content being covered during comparable hours (50) of teaching?			
103	Traditional curriculum: Does the Nephrology curriculum include 50 dedicated hours of study?			
104	Integrated system: Is Nephrology content being covered during comparable hours (50) of teaching?			
105	Traditional curriculum: Does the Gastroenterology curriculum include 50 dedicated hours of study?			
106	Integrated system: Is Gastroenterology content being covered during comparable hours (50) of teaching?			

107	Traditional curriculum: Does the Pediatrics curriculum include 300 dedicated hours of study?			
108	Integrated system: Is Pediatrics content being covered during comparable hours (300) of teaching?			
109	Traditional curriculum: Does the Islamiyat curriculum include minimum 15 dedicated hours of study?			
110	Integrated system: Is Islamiyat content being covered during comparable hours (15) of teaching?			
111	Traditional curriculum: Does the Pakistan Studies curriculum include minimum 15 dedicated hours of study?			
112	Integrated system: Is Pakistan Studies content being covered during comparable hours (15) of teaching?			
113	Traditional curriculum: Does the Behavioral Sciences and professionalism (components listed below) curriculum include 150 dedicated hours of study? <ul style="list-style-type: none"> • Communication Skills • Medical and Islamic Ethics • Professionalism Leadership and Management			
114	Integrated system: Is Behavioral Science content being covered during comparable hours (150) of teaching?			
115	Extra marks for more hours in any two of the following specialties: Neonatology Endocrinology Rheumatology Neurology Medical Oncology Clinical Hematology Geriatrics Rehab Medicine			
116	Traditional curriculum: Does the Patient Safety curriculum include 25 dedicated hours of study?			
117	Integrated system: Is Patient Safety content being covered during comparable hours (25) of teaching?			
118	Traditional curriculum: Does the Infection Control curriculum include 25 dedicated hours of study?			
119	Integrated system: Is Infection Control content being covered during comparable hours (25) of teaching?			
120	Traditional curriculum: Does the Self-Directed Learning curriculum include 500 dedicated hours of study?			
121	Integrated system: Does Self-Directed Learning have 500 dedicated hours of study?			
122	Is the curriculum spanning over a total of about 6000 hours?			
123	Is there a mechanism to receive feedback about the curriculum from students?			
124	Is there a mechanism to receive feedback about the curriculum from faculty?			

125	Is there a mechanism to integrate student feedback into the curriculum? (Evidence of changes made)			
126	Is there a mechanism to integrate faculty feedback into the curriculum? (Evidence of changes made)?			
127	Is there a mechanism for curriculum monitoring and progressive improvements?			
128	Does amendments based on results of program evaluation findings are implemented and documented?			
129	Does the institution provide learning opportunities that are over and above the PMDC requirements and are commendable in terms of Faculty requirements?			
130	Does the institution provide learning opportunities that are over and above the PMDC requirements and are commendable in terms of Innovative teaching methodologies?			

Assessment				
Sr.	Surveyor Question	Compliance		
		Yes	No	Not Appl
1	Are there appropriate and contextual policies for assessment of students?			
2	Is the assessment structured to assess the knowledge of students on the subject?			
3	Is the assessment structured to assess the skills of students on the subject?			
4	Is the assessment structured to assess the attitude of students on the subject?			
5	Does the Continuous internal assessment carry 10-20% of overall weightage?			
6	Does the Final external assessment carry 80-90% of overall weightage?			
7	Are external examiners involved to ensure fairness?			
8	Is there a method to ensure that assessment methodologies are in alignment with Table of Specifications (TOS)?			
9	Are there assessment methodologies defined?			
10	Are there any formative methodologies for assessment?			
11	Are there summative methodologies for assessment?			
12	Are Multiple choice questions, and/or Short Answer Questions and/or Short Essay Questions used as assessment tool?			
13	Are Objective Structured Practical Exam (OSPE) part of assessment in the non-clinical years?			

14	Are Objective Structured Clinical Exam (OSCE) part of assessment in the clinical years?			
15	Are portfolios/log books used as part of assessment?			
16	Does the assessment consists of Mini-Clinical Evaluation Exercise (Mini-Cex) or Work Placed based assessment in clinical years?			
17	Are long cases part of the assessment in the clinical years?			
18	Are simulated patients or standardized patients, part of assessment?			
19	Are assessment methods compatible with educational outcomes and instructional methods?			
20	Is there a mechanism for appeal of results?			
21	Are standard setting methods used for examination items?			
22	Is there a mechanism to take student feedback on assessment strategies?			
23	Is there a mechanism to take teacher feedback on assessment strategies?			
24	Is the student feedback communicated to faculty?			
25	Is the feedback utilized to improve assessment methodologies?			
26	Are there any pre-assessment quality assurance procedure (e.g. item flaws assessment) in place by the university with which the college is affiliated or is a constituent of?			
27	Are there any per-assessment quality assurance procedure (e.g. content validity) in place by the university with which the college is affiliated or is a constituent of?			
28	Are there any post-assessment quality assurance procedure (e.g. item analysis) in place by the university with which the college is affiliated or is a constituent of?			