




# Guidelines for Curriculum Review and Development

AIMI Abbottabad 2019-20

Abbottabad International Medical  
Institute Abbottabad



‘Knowledge needs to be transferred to skills.  
The Knowledge economy is based on  
knowledge based skills .This has to be done  
from Primary Curriculum to Higher Education.  
Today the Competency-Based Curricular is  
only centered around academic learning  
outcomes, ignoring the skill as a Learning  
Outcome’ (Sedere 2010).

# Graduate Learning Outcomes – MBBS Program

(Developed in line with PM&DC guidelines and college mission statement)

*(Curriculum Development Policy)*

## **Knowledge, Skill & Affect Based**

1. The students by the end of the MBBS program must have achieved the cognitive, psychomotor and behavioral competencies required for patient-centered care and expected of the general practitioner as per university & PM&DC guidelines.
2. The graduate would have an in depth understanding of the basic and clinical science subjects required for practicing as general physician.
3. The students must have acquired proficiency in taking focused clinical history, physical examination, rational justification for appropriate provisional diagnosis, generation of appropriate and desired laboratory investigation.
4. The students would have achieved basic knowledge of all important diseases prevalent locally, nationally and internationally.

### **Skill Based (Psychomotor)**

5. The student must have the proficiency for carrying procedures as per curriculum prescription and expected being a medical graduate in general practice, e.g., injections (I/M, I/V, S/C, I/D), managing infusion lines and blood transfusion; providing first aid, basic life support (including cardiopulmonary resuscitation), nebulizers, wound care and dressings; monitoring oxygen saturation and oxygen therapy; taking swabs and Pap smears; recording ECG; performing peak flow spirometry, glucometer blood sugar testing, Proctoscopy, urinary catheterization, dipstick urinalysis, and simple skin suturing etc.

## **Knowledge, Skill & Affect Based**

6. The students should have exhibited the ability to formulate management plans for patients such as diagnosing and managing common health problems, cost effectiveness of patient treatment, patient safety, tending to special needs / concerns of patient, understanding best evidence practices for patient care all while working within the limits of own competencies.
7. The students must have acquisition of skills like, advising, counseling and health education to the patients and community at large.

### **Affect (Ethics, Professionalism)**

8. Students must have understood the concepts of equity, equality and fair distribution of resources in community.
9. The students would have understood importance of communication skills, leadership, management of time, prioritizing tasks given and doctor & patient safety.
9. The students would have understood the principles of good medical practice.
10. The students would have understood and undertaken the importance of research in clinical medicine.

### **Knowledge, Skill, Affect**

11. The students should have adequate knowledge about the importance and role of professionalism, ethics and lifelong learning.
12. The graduate has undergone the concerned summative & formative internal / external assessment for knowledge, skill and affect domains of learning.
13. The Graduate show understanding of the desired behaviors required of a medical professional. The internal assessment of the graduate has dedicated marks for conduct & behaviors allotted by the respective HOD.

# Curriculum Committee AIMI

Chair:

Professor Dr. Muhammad Akbar Dean AIMI Abbottabad

Co-Chair:

Dr. Muhammad Javed vice Dean AIMI Abbottabad.

Clinical Sciences:

- Dr. Jahangir Khan Department of Medicine AIMI Abbottabad
- Dr. Aziz Awan, Department of Ophthalmology AIMI Abbottabad.
- Dr. Muhammad Yousaf of ENT AIMI Abbottabad
- Maj ® Dr. Aasya Yaqoob Department of Gynae AIMI Abbottabad
- Dr. Sajjad Department of Surgery AIMI Abbottabad
- Dr. Mumtaz Khan Barki, Department of Pediatrics AIMI Abbottabad
- Dr. Rifatullah Department of Neuro Surgery AIMI Abbottabad
- Dr. Sumaira Kazmi Department of Medicine AIMI Abbottabad

**Behavioral Sciences:**

- Dr Younis Khawaja Department of Psychiatry Abbottabad international Medical Institute
- Zahida Zaman (Clinical Psychologist)

**Medical Education**

- Dr. Joharia, Department of Medical Education, Abbottabad international Medical Institute.
- Dr. Anwar Shahzad, Department of Medical Education, Abbottabad international Medical Institute.

**Basic Sciences:**

- Prof Dr. Shahjahan Department of Pathology, AIMI Abbottabad
- Prof Dr. Tariq Mahmood Department of Physiology, AIMI Abbottabad
- Prof Dr. Hussain Department of Biochemistry, AIMI Abbottabad
- Associate Dr. Shugufta Shafi Department of Forensic Medicine, AIMI Abbottabad
- Prof Dr. Rashid Department of Pharmacology, AIMI Abbottabad.
- Prof Dr. Arshad Wahab Department of Community Medicine, AIMI Abbottabad
- Prof Dr. Abdurrashid, Department of Anatomy, AIMI Abbottabad

Foundation Module committee

Module coordinator

- Dr. Gul Mehnaz Assistant Professor Pharmacology

Module Head of Assessment

- Professor Dr. Masood Khan Physiology
- Biochemistry Module Secretary

Students

Reem Fatima	(Final year)
Abdullah	(Final year)
Maryum	(4 <sup>th</sup> year)
Bilal	(4 <sup>th</sup> year)
Usama	(3 <sup>rd</sup> year)
Saweera Prakash	(3 <sup>rd</sup> year)
Ubaid	(2 <sup>nd</sup> year)
Shifa Jonathan	(2 <sup>nd</sup> year)



**Chairman Curriculum Committee**  
**Chairman research & Ethics Committee**



**Dean AIMI Abbottabad**

## Introduction

The College of Medicine at Abbottabad International Medical Institute has a long history of preparing students to take on the rigors of a wide variety of post-graduate training opportunities in institutions in Pakistan and around the Globe. We believe that to meet the needs of our students, faculty and community, we must strive to continuously improve our curriculum.

Lead, Serve, Inspire will be the curriculum for tomorrow's medicine, designed to shape the doctor for the future.

AIMI's reputation for curricular innovation, acclaimed faculty, pioneering research and world class patient care is well established. We must champion innovative thinking to ensure that we are training the types of doctors who will shape the future of medicine and fulfill our mission to improve people's lives.

## History

1. That the Abbottabad International Medical College Abbottabad was established in 2002.
2. The Hazara University gave affiliation to this medical college on 01.04.2002 and reconfirmed the affiliation on 05th October 2003 and the students of this medical college were enrolled by the Hazara University and their professional examinations were taken by the University and students kept progressing.
3. Higher Education Regulatory Authority HERA inspected the college in March 2004, the inspection team was headed by the chairman himself and the members included Principal Ayub Medical College (a PMDC member), Dean faculty of sciences University of Peshawar, Deputy Secretary Higher Education. The inspection was overall supervised by chairman standing committee on Higher Education NWFP, (a sitting member of NWFP assembly). The committee was satisfied with the available facilities at AIMC and unanimously decided to recognize the college and the college was registered by the HERA on 27.03.2004.



4. The college shifted its affiliation from Hazara University to Mohi Uddin Islamic University, Narian Sharif AJ&K after due process of NOC.

5. The college was also inspected by the Secretary Higher Education, Government of NWFP and he was satisfied with the good standard of this college.

6. The college was once again inspected by the team of Higher Education Regulatory Authority in June 2007 headed by the Chairman himself. A copy of inspection report was sent to PMDC and Higher Education Commission of Pakistan, the report itself speaks of the excellent standard of our medical college.

7. On the insistence and persistent directives of Government of Pakistan Ministry of Health, PMDC inspected our college on 7th February 2008 and they met the faculty and the students.

8. The Executive Committee of the PMDC decided to reinspect the college and its teaching Hospital DHQ Haripur and this was done on 28th May 2008.

9. The PM&DC approved the college for recognition for fifty students in its 111th Meeting on 2nd and 3rd August 2008 and this was upgraded by the Council for 100 students on reinspection in its 118th meeting on 3rd April 2011.

All departments of the Abbottabad International Medical Institute are driven by our MISSION:

“To improve people's lives through innovation in research, education and patient care.”

We share a common VISION:

To work as a team shaping the future of medicine by creating, disseminating and applying new knowledge and by personalising health care to meet the needs of each individual.

Central to how we carry out our mission and vision are our core VALUES:

Excellence , collaborating as one Institution, integrity and personal accountability, openness and trust, diversity in people and ideas, change and innovation, simplicity in our work, empathy and compassion, and leadership.

Our mission vision and values represent who we are and who we strive to be. They are our commitment to you. Our students, trainees, researchers, educators, clinicians, staff, alumni and friends of the Abbottabad International Medical Institute.

#### Curriculum Review:

Technical Assistance will be carried out at College and six work-groups will be formed from the Curriculum Committee in various professionals departments. They are expected to carry out the Curriculum Analysis on the formats developed during this consulting period. The formats are given in this report as well.

#### Needs Assessment And Situation Analysis:

Evidence Based Observations (EBO): It was agreed to combine the Needs Assessment with Situational Analysis and a combined methodology of 'Evidence- Based-Observations' will be employed by Institute in fact finding about the actual field situation of practice of the curriculum. Institution is to decide the number of departments to be observed. The observers will first collect documentary evidence from departments and this includes the Student Workbooks, Teacher's Lesson Plans, Head of departments Academic Supervision Reports, Teacher and Student Attendance and School Management Committee Reports. The Observation Checklists will be developed during this consulting period. The Observation Check-lists are included in this report.

#### Focus Group Discussions (FGD):

In addition to the observations with evidence, key stakeholder consultations will be carried out by Assessment Committee to bring more qualitative data to assess the actual practice of curriculum and the expected improvements. These consultations will be done with the *Academic Council members and the teachers of selected departments, parents and Curriculum committee members of the institute* , Due to the serious time limitations, it is advised that Assessment Committee to select at least 05 departments for this fact finding work. FGD will be carried out with the Head Of department and the teachers and the Parents of the school where observations were carried out. Guidelines required for Observations and are provided in this document.

## Curriculum Development:

This document also provides basic directions for the development of the curriculum in view of the current developments in the global setting. Abbottabad International Medical Institute has a blend of 'traditional & Integrated Curriculum'

It has been proposed by PM&DC and KMU that the present 'traditional Curriculum' to be converted to an 'Integrated Curriculum'. This convergence, if desired and agreed by the policy makers, would require more time.



# 1. INTRODUCTION TO THE CURRICULUM REVIEW AND DEVELOPMENT

## 1.10 The Background:

The Abbottabad International Medical institute is in the process of reviewing the Modular System Curriculum. The present curriculum has been designed by PM&DC & HEC which is being followed throughout the country without being changed, it is the same curriculum that was prepared in 2005 and was implemented thereon and consecutively in the next years has been followed. The curriculum prepared at that time was an innovative curriculum based on requirements of the medical needs of the country. The development of the Integrated Curriculum took over in recent years.

Although a integrated Curriculum has been introduced throughout the country by the universities mostly covering integrated curriculum rather traditional curriculum.

## 1.20 The Curriculum Development Process:

The review of curriculum is a process. The curriculum review and development also could be of two different scales. If no fundamental changes are to be made, but only a simple review and up-dating of the curriculum, is wanted, then the process could be cut down to three steps as follows:

1. Review of the Aims, Objectives, Competencies of the curriculum;
2. Revise the subject objectives and learning outcomes
3. Select the appropriate content for the revised competencies,
4. Develop the textbooks, teacher's guides and other learning material as needed

Such a revision will not change the total outlook and nomenclature of the curriculum. the curriculum revision and development requires a few more steps to follow. This paper is prepared assuming that AIMI Abbottabad Curriculum requires reforming. In this process suppose the AIMI Curriculum Committee have had the continuous monitoring of the Competency Based Curriculum the review process could have been somewhat easier. In the last five years no such monitoring is done. Therefore, it is important at least briefly to review the basis of the existing curriculum along with the critical information relating to the implementation of the curriculum and available information and evidence. Also it is advisable for AIMI Abbottabad to examine the more modern curricular of selected relevant countries to widen the horizons of the review and revision. Then re-visit the Aims, Objectives, Competencies and Learning Outcomes in light of the global trends and emerging demands.

## 2.0 CURRICULUM REVIEW PROCESS

In order to undertake the development of a integrated curriculum to introduce in institution; AIMI has decided to do a comprehensive review of the present curriculum and its implementation at school level through a combining a desk review with field level needs assessment and a situation analysis.

### 2.1 The Objectives of the Curriculum Review and the Needs Assessment:

- I. Validation of the University curriculum with the contemporary development in AIMI Abbottabad
- II. Validation of the curriculum with the contemporary developments in the PM&DC, particularly with the emerging issues
- III. Aligning the curriculum and learning outcomes with the WFME Guidelines framework for the 21<sup>st</sup> century;
- IV. Assess curriculum implementation issues through the assessment of needs by collect all available information on student achievement, grade
- V. Assess the feasibility and the needs of curriculum improvement though the collection of evidence of actual implementation of the curriculum at departments level using observation checklists;
- VI. Receive stakeholder inputs through a series of Focus Group Discussions with Faculty, students, Administrators.

### 2.2 Phases of the Curriculum Review and Development Process:

Though this review will follow several steps in phases as follows the different phases will begin activities simultaneously. The Curriculum Analysis and the Needs Assessment & Situation Analysis could happen at the same time.

#### 2.2.1 Phase 1: Curriculum Analysis:

- I. Analysis of the General Objectives and the Terminal Competencies of the curriculum;
- II. Analysis of the Congruence of the Terminal Competencies and the Subject Objectives;
- III. Analysis of the Subject Objectives, the Subject Competencies and Learning Outcomes;
- IV. Analysis of the Subject Competencies, Learning Outcomes and the Content in the textbooks and the Teaching Learning Materials;



V. Analysis of Curricular given by GMC, PM&DC and WFME.

**2.2.2 Phase 2: Needs Assessment and Situational Analysis:**

- I. Needs Assessment and Situation Analysis will be combined a common methodology of 'Evidence Based Observations ' to assess the actual status of implementation of the integrated Curriculum
- II. Needs of the Faculty members, Students and institutes will be assessed through stakeholder consultations (teachers, parents, Students and University correspondence) using 'Focus Group Discussions';
- III. Needs assessment will be further strengthened by bringing in the information available in the
- IV. Findings be presented for discussion and decision making to the Policy Makers.

**2.2.3 Phase 3: Refinement of Educational Objectives, Terminal Competencies and Learning Outcomes:**

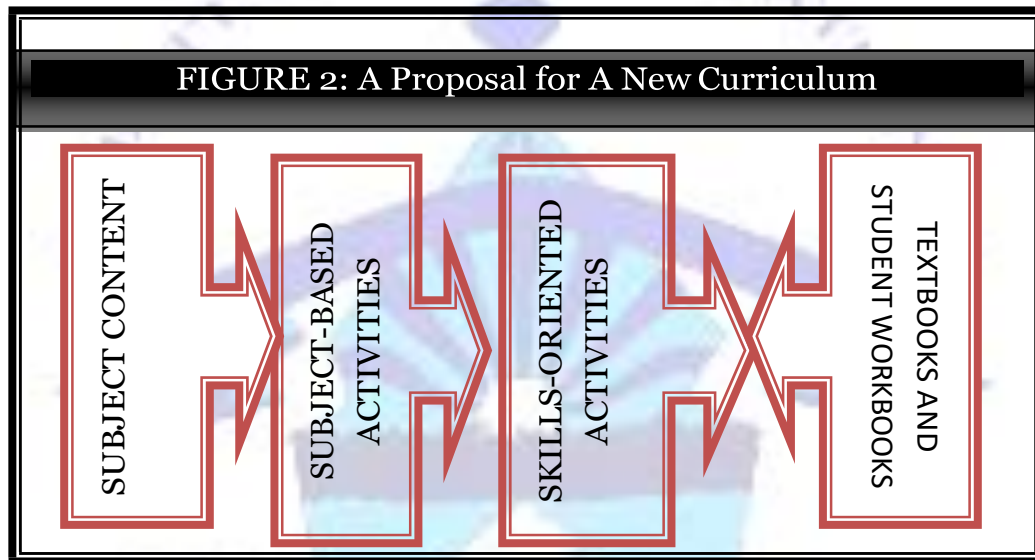
- I. Through a series of Workshops to revisit, revise and up-date the General Objectives of the Primary Curriculum and the General Competencies for the new curriculum;
- II. Through a series of Workshops to develop the subject objective, subject competencies and learning outcomes for the new curriculum;
- III. Trough Workshops with subject experts to attend to the vertical and horizontal integration of subject objectives and subject competencies with subject content.

**2.2.4 Phase 4: Convergence of the traditional Curriculum to an integrated and Skills-Oriented Curriculum**

- I. Through a series of Workshops to convert the 'traditional curriculum' Matter to an 'integrated and attune the new curriculum to a more 'Skills- Oriented-Curriculum' to satisfy the new emerging trend of facilitation of a knowledge economy;
- II. Decide the presentation of textbooks/instructional material



The Figure illustrates this process in stages.



#### 2.2.5 Phase 5:, study Guides and Teaching- Learning Material

- I. Development of study guides – subject-wise and grades-wise
- II. Development of Teacher’s Departmental TOS –subjects-wise and grades-wise
- III. Development of Teaching Learning Material – subject and grade wise

#### 2.2.6 The Constraints:

In this process Institution has to overcome some of the constraints which are evident as many of the current staff at AIMI Abbottabad professionals. Therefore, AIMI Abbottabad has to select Team Leaders from AIMI staff for each of the subjects, and bring in experienced primary educators to work with the AIMI Team Leaders. AIMI should be the coordinating body and allow these primary education experts and subject expert to do the activities.

One other constraining factor is the expected time frame. The Proposed time frame is too tight

for the development of an innovative curriculum. Therefore, AIMI either has to maintain a tight work schedule and accomplish the expected tasks on time. The other is to look for a change in the targeted date of implementing the new curriculum. However, this needs to be taken up with the higher level policy makers.



