

Curriculum Planning, Development, Implementation and Quality Promotion

The EDU has been involved in facilitating and advising on curriculum planning, development and implementation in undergraduate education within the Faculty.

MB ChB PROGRAMME

Members of the EDU have been involved in all three curriculum phases of the restructured MBChB Programme.

1. Planning phase:

This entailed participating in the Curriculum Reform Working Group that was responsible for developing the Curriculum Blueprint and ensuring that the Blueprint was in alignment with international trends in best medical education practice, the health needs of the country, the requirements of the [Health Professions Council of South Africa](#), National Higher Education Policy and the Faculty's Strategic Plan. Upon endorsement of the Blueprint by the Faculty Board, the process moved to the development phase.

2. Development phase:

This phase consisted of several processes:

2.1. Formulating the Exit-Level Outcomes for Interim Registration of the MBChB with the [South African Qualifications Authority \(SAQA\)](#) in collaboration with the Portfolio Manager 'Undergraduate Education' and other relevant faculty members;

2.2. Establishing Curriculum Design Teams for the various phases of the MBChB Programme to develop the

- i. the syllabus, educational and assessment methods that are consistent with the Curriculum Blueprint and Exit-level Outcomes submitted to SAQA
- ii. curriculum sequencing necessary for an outcomes-based educational programme (conceptual and cognitive levels within and between the various courses that make up the 6-year Programme)
- iii. curriculum organization essential for promoting integration between disciplines to enhance learning and increase social responsiveness.

The particular roles of staff members of the EDU were

- i. chairing and facilitation of the various committees and design teams
- ii. the provision of educational resources (articles and people - locally and internationally) that would enable staff to make the shift to new educational and assessment methodologies: some examples are Problem-based Learning (PBL), the use of Reflective Journals for formative assessment, Extended-Matching Items for case-based assessments, the integration of Information Technology, Information Literacy, Academic Literacy and Numeracy into credit-bearing courses;
- iii. provision of training in PBL for facilitators
- iv. organizing workshops related to assessment methods and alignment with curricular outcomes
- v. recruiting and orienting staff, particularly in the early years, in collaboration with the Portfolio Manager 'Undergraduate Education' and Heads of Department

2.2.3 The conceptualization and design of the Intervention Programme

This entailed establishing a dedicated Task Team to develop an innovative model that was educationally sound and able to provide effective academic support for students from educationally under-resourced backgrounds.

2.3. Resource Planning

Various EDU staff were involved in the committees and working groups established to identify physical

infrastructure and equipment resource needs as well as contributing to the preparation of documentation for procuring resources, for example, planning the Student Learning Centre, including the Computer Lab, the Video-Conference Facility and the development of community-based education sites. These examples entailed working with among others the University Architects, the UCT Development Office, the Faculty's own Fund-raising Officer, meeting with the London-based UCT Fundraising Office and potential donors.

2.4. Programme Governance Structure

Some EDU staff contributed to the conceptualization of the original MBChB Programme Governance Structure and related functions, as well as its subsequent revision.

All EDU academic staff participates in one or other committee within the Governance Structure.

3. Implementation phase:

Each of the EDU staff contributed to various aspects of the Programme in the implementation phase, from direct engagement with students to management- and resource planning:

- i. facilitating PBL sessions in the early semesters
- ii. participating with members of the design teams in the review of students' course evaluations and planning the refinements
- iii. reviewing staffing needs and recruitment strategies in collaboration with the Faculty's Senior Management Team
- iv. giving input on the drafting of a Faculty Teaching Policy
- v. contributing to the costing of undergraduate education programmes.

SCHOOL OF HEALTH AND REHABILITATION SCIENCES

Some EDU staff has been working closely with the School of Health and Rehabilitation Sciences in their Curricula Review and Planning Process of undergraduate programmes. This process is in its early stages and has entailed the following thus far:

1. Facilitation of a School-wide Curriculum Review and Planning Workshop to establish priority areas for restructuring in undergraduate education;
2. Working closely with School's Executive Committee to identify appropriate structures and processes for undertaking the restructuring;
3. Facilitating and chairing curriculum committees tasked with establishing a core Primary Health Care Curriculum strand for the School as a whole
4. Preparation of the staff for some of these initiatives by means of
 - i. a day-long workshop on Service Learning facilitated by Dr Tim Stanton (Stanford University) that was co-hosted with School's Director
 - ii. provision of relevant literature on assessment methods
5. Advising on the research necessary to inform the development of an Intervention Programme for students from educationally under-resourced backgrounds and facilitating the model of intervention based on this research.

POSTGRADUATE EDUCATION

The EDU has limited involvement at this level at present due to staffing constraints.

Current initiatives include:

1. Consultant to senior members of the Writing Centre in CHED who plan workshops for postgraduate students on writing of thesis proposals

2. Advising the Head of Nutrition and Dietetics on curriculum planning and module development for the proposed new postgraduate courses.

QUALITY PROMOTION

Assisting the Faculty to meet Quality Assurance requirements as specified by the Higher Education Quality Assurance Committee, a sub-committee of the National Committee on Higher Education by means of

- i. workshops with division or departments on request relating to educational and/or assessment methods
 - ii. collaboration with the School of Health and Rehabilitation Sciences' Task Team on Course Evaluation in developing a standardized course evaluation instrument for use School-wide
 - iii. providing a more systematic approach to professional development in education for Faculty staff through the development and implementation of the Clinician Educators' Short Course
 - iv. preparing proposals for formal review processes and participating in the reviews of the [MBChB Programme](#) and School of Health and Rehabilitation Sciences
 - v. conceptualizing and organizing, in collaboration with the Deputy-Dean Undergraduate Education, Ms Elmi Badenhorst and Dr Sine Duma, the Faculty's Education Research Day. The purpose is to develop a tradition within the Faculty that all staff engaged in teaching has a dedicated day per year to listen to each other's papers on innovative educational practice, educational research as well as the opportunity to engage the Faculty and University leadership on a relevant and substantial theme pertaining to education each year.
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