

Steps in curriculum development

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1. Situational analysis:

- Which problem has led to thinking of new training programmes
- What are the needs of the country, profession and individual students and how can the programme meet these needs
- What is the intended target group
- Are there similar courses with similar aims
- What are their strengths and deficiencies
- What facilities can be used
- Who are the teachers and what are their experience and skills
- What are the physical, administrative and financial requirements

2. Delphi technique

This involves bringing together senior teachers, subject experts and decision makers to define what the needs are and what the curriculum may comprise.

3. Critical incident analysis

The technique involves looking at critical incidents of both good and poor practice and analysing what the learning points are from each. These learning points can then be used as part of developing topics for the curriculum. Graduates' experiences and views can also be used.

4. Policy decisions

5. Goal formation

6. Trial and development.

This stage can be used to pilot all or part of the programme, to carry out a survey of existing and potential teaching/learning materials, to design the syllabi and associated materials and to carry out induction and orientation courses for teachers.

7. Implementation

8. Evaluation

In this stage we are looking to see:

- Are the aims and objectives reasonable and appropriate
- Are they being achieved, if not, why not
- Are resources (staff, money, time, facilities) used to their optimum

9. Follow up and continuous monitoring and evaluation