



Altamash Institute of Dental Medicine

Department of Medical Education

Name of Policy	Smooth Execution of Curriculum policy
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1. Purpose:

A policy on the smooth execution of curriculum to achieve outcomes is essential that outlines the strategies and guidelines for effectively implementing the curriculum to meet educational goals and desired outcomes.

2. Scope:

Covers all the programs of Altamash Private limited.

3. Policy Statement and its procedure :

3.1. Curriculum Design and Development:

The curriculum content has been provided by affiliated university which need to be modified and converted into a curriculum by Altamash Curriculum committee with the support of department of medical education, involving subject matter experts align the content (learning objectives and assessment tools) teaching and learning methods taking care of educational standards and learning outcomes.

3.2. Faculty Training and Professional Development:

Altamash, Department of Medical Education (DME) responsible to ensure that the faculty receives adequate training on the curriculum, instructional strategies, and assessment methods for which DME is required to conduct faculty development program and Certificate course in health professions education every year.

DME also encourage ongoing professional development to keep faculty updated on best practices by offering Continuous medical and dental education activates.

3.3. Resource Allocation:

To help and support faculty and student learning Altamash Institutes have established well-equipped skills lab, learning resource center and digital library (broad band internet connectivity) with access to HEC library.

When we are required to switch online for example at the time of emergency situation or if we have to conduct flipped classroom we use 2 online learning platforms (Zoom and Google Classroom).

3.4. Monitoring and Evaluation:

Quality enhancement Cell has been actively involved in continuous monitoring and evaluation of curriculum implementation. Regularly assess student progress and adjust the curriculum as needed based on data-driven insights.

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3.5. Assessment and Feedback:

Curriculum required to be driven through multiple assessment methods and tools to measure student performance and outcomes. This assessment data used to provide timely feedback to students, faculty, and parents.

3.6. Individualized Learning:

Mentoring Program has been developed to use different support strategies for catering to individual student needs within the curriculum, such as differentiated instruction and personalized learning paths.

3.7. Stakeholder Engagement:

We use an individual parent-student-teacher (PST) meeting where we involve parents, guardians, and student in informing the progress of the student and their attendance with parents/students feedback on curriculum implementation to ensure a holistic approach to education.

3.8. Communication and Transparency:

To maintain open lines of communication with all stakeholders we keep the study guides and time table fully accessible on our official website to keep them informed about curriculum changes, progress, and outcomes.

3.9. Feedback Mechanism:

We have established a process for collecting feedback from students, teachers, and parents to make ongoing improvements to the curriculum, the process has been explained on website and forms are available on our official website.

3.10. Curriculum Review and Revision:

Altamash has its own curriculum committee which schedules periodic reviews and revisions of the curriculum to ensure its continued relevance and effectiveness. It also ensure that the curriculum aligns with the educational philosophy and long-term goals of the institutions. This committee and DME keeps detailed records of curriculum implementation efforts and outcomes.

3.11. Contingency Plans:

We have developed contingency plan for unexpected disruptions to curriculum execution, such as natural disasters or health crises. DME has expert in Distance Education which will help and support faculty to teach students online from distance in difficult situations.

3.12. Professional Ethics:

QEC is responsible to emphasize the importance of professional ethics among faculty and staff involved in curriculum execution.

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4. Definitions

4.1. Curriculum :

Curriculum is a standards-based sequence of planned experiences where students practice and achieve proficiency in content and applied learning skills. Curriculum is the central guide for all educators as to what is essential for teaching and learning, so that every student has access to rigorous academic experiences. The structure, organization, and considerations in a curriculum are created in order to enhance student learning and facilitate instruction. Curriculum must include the necessary goals, methods, materials and assessments to effectively support instruction and learning.

https://www1.udel.edu/educ/whitson/897s05/files/definitions_of_curriculum.htm.

4.2. Smooth Execution

It expresses the idea that something is being done for a result that is expected to be successful or trouble-free

5. Linked/Referenced Documents

Curriculum development and review policy, Progression, elective, research, assessment and appeal policy

6. Responsibilities

6.1. The policy ownership lies with the students section , QEC and DME

7. Revision/Modification History & frequency

7.1. Review Policy

The policy will be reviewed every three years. However, the owner/custodian of the policy may request for a revision based on emerging needs and with the approval from competent authority.


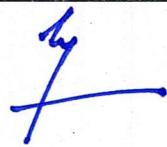
7.2. Custodian of the policy

A formal approval will be required if a policy is revised more than 25%. Student Section & Director DME could determine the percentage of revision in consultation with the custodian of policy.

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