



REVAMPING PROFESSIONAL EDUCATION

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Objectives

- Understand the need for revamping Health Professions Education
- Moving towards competency & outcome based education

Need for Revamp

- UG Medical Education system does not create competent doctors
- Education-Healthcare delivery gap
- Bookish & less skilled
- New (National Education Policy)
- Lack of Research Focus
- Globally competency

Focus

- ❖ Large Multi disciplinary Institutes offering multidisciplinary programmes
- ❖ Enhanced Learner experience through curricular revamp
- ❖ Fostering critical thinking, creativity, humane qualities
- ❖ Holistic development of Individuals through integrative and flexible approach
- ❖ High quality Research through National research board

Switching from Traditional to Competency Based Education understanding the differences

Curriculum Design & Development

Sri Ramachandra Graduate Attributes

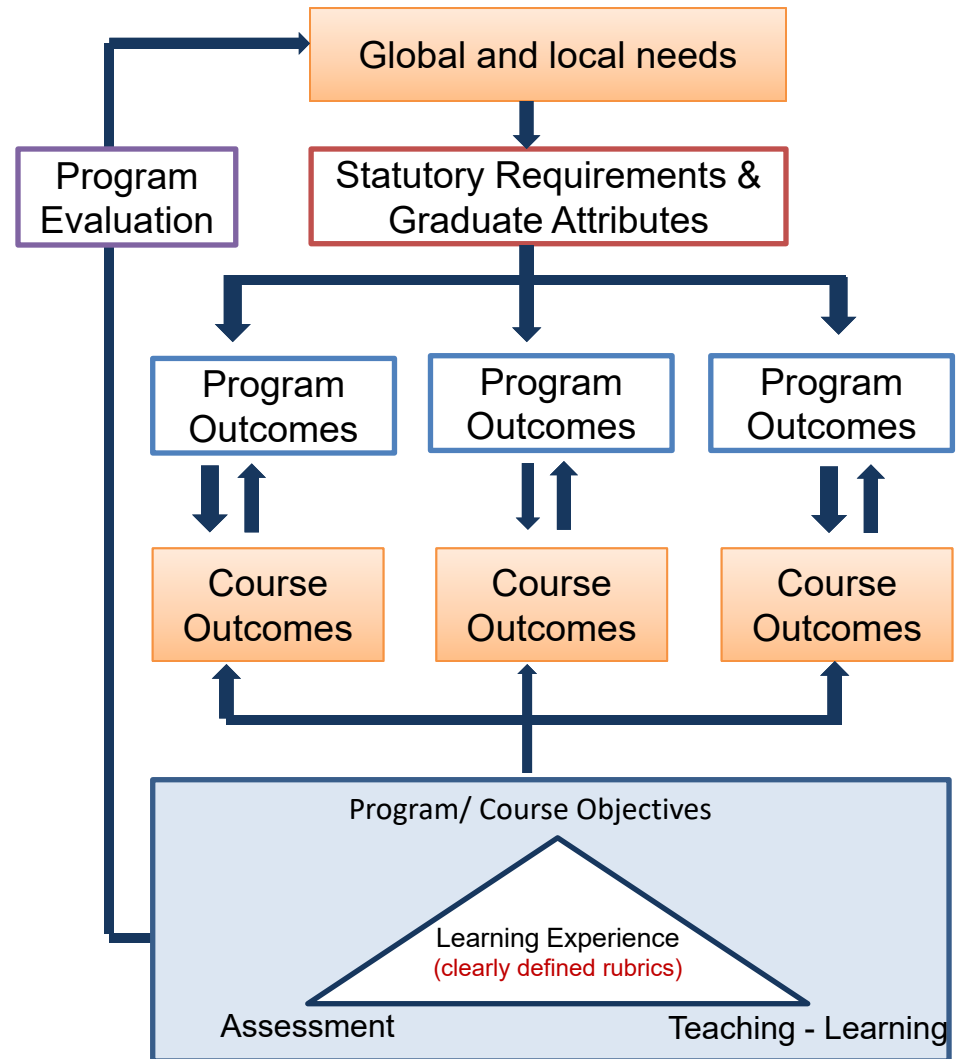
Sri Ramachandra Graduates

possess discipline specific knowledge & skills

exhibit professionalism, ethics & human values

are socially responsible entrepreneurs

are technologically updated



Higher Education Reformatations proposed

Holistic and Multidisciplinary Education

- Integration the humanities and arts with Science, Technology, Engineering and Mathematics
- Flexible and Innovative curriculum

Creating conducive Learning Environment

- Technology enhanced learning
- Learner support

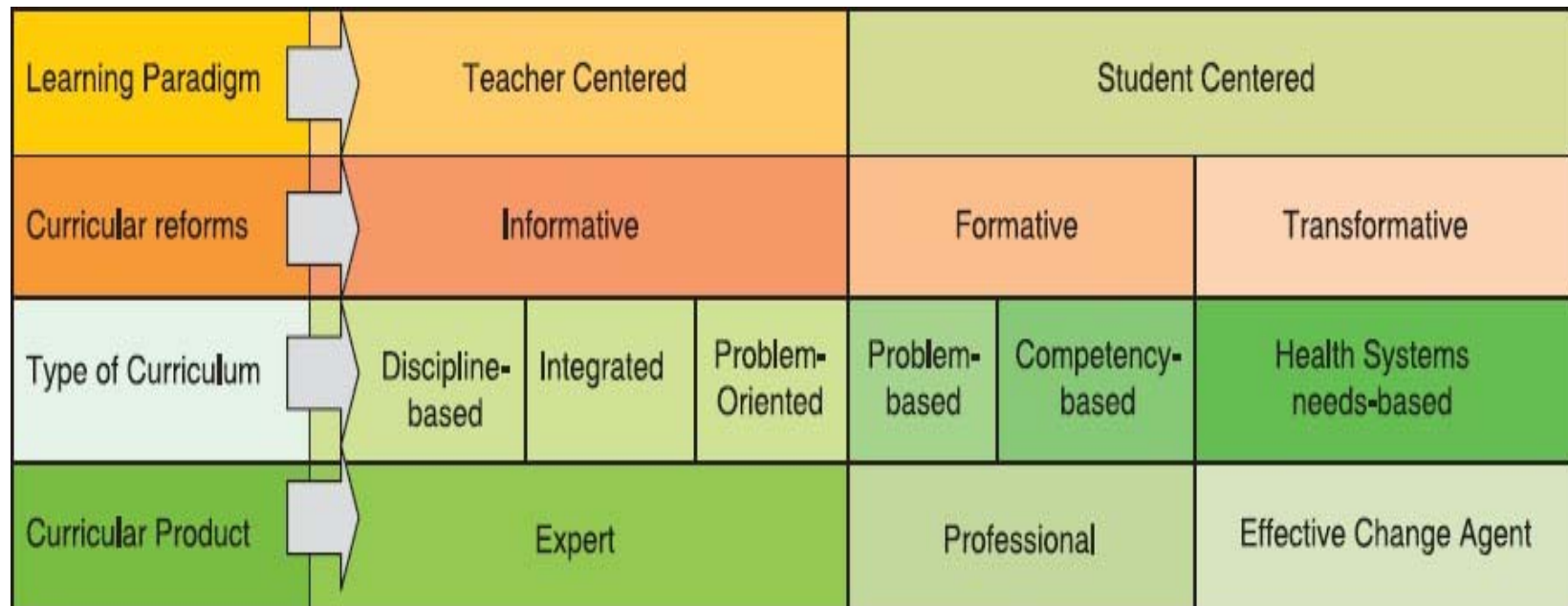


Higher Education Reformatations proposed

- Internationalisation
- Research and Innovation
- Faculty Development
- Governance and
Leaderships



Trends and change in focus in Health Professional Education across the World

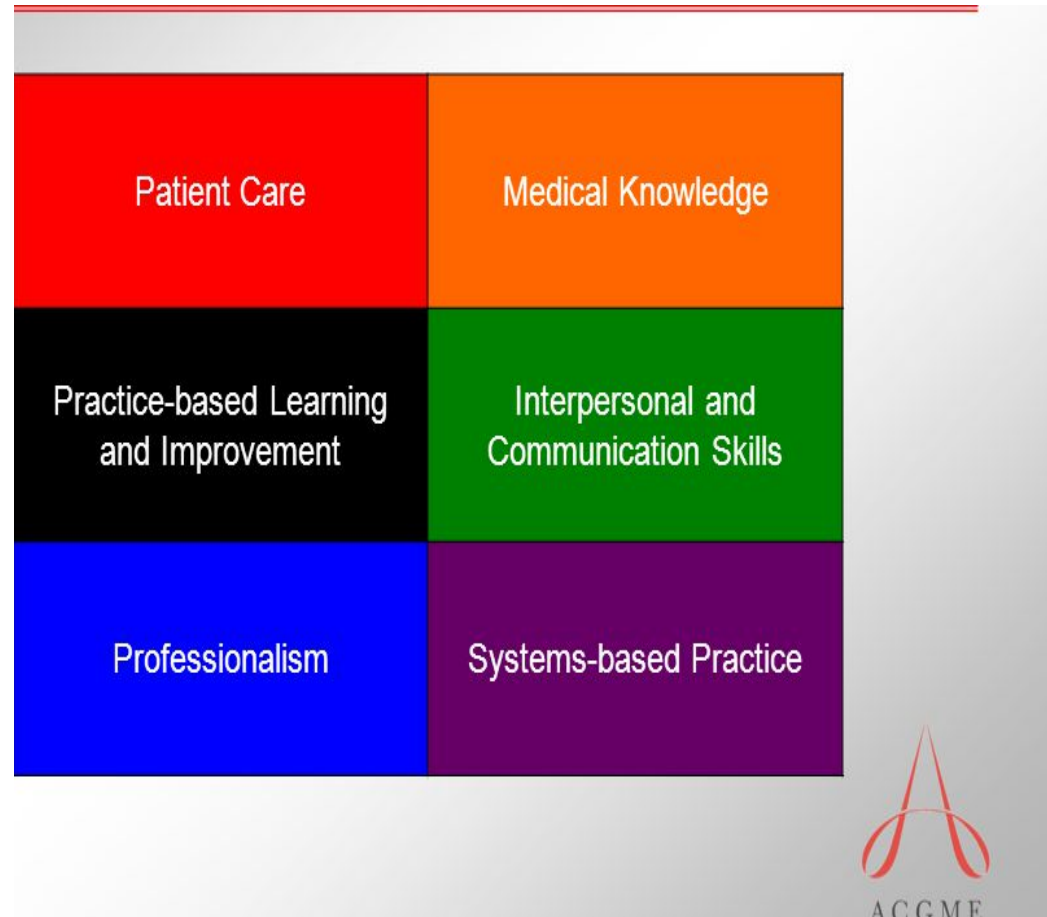


Chacko TV. Moving toward competency-based education: Challenges and the way forward
Arch Med Health Sci 2014;2:247-53

Competency based Medical education



CANMEDS

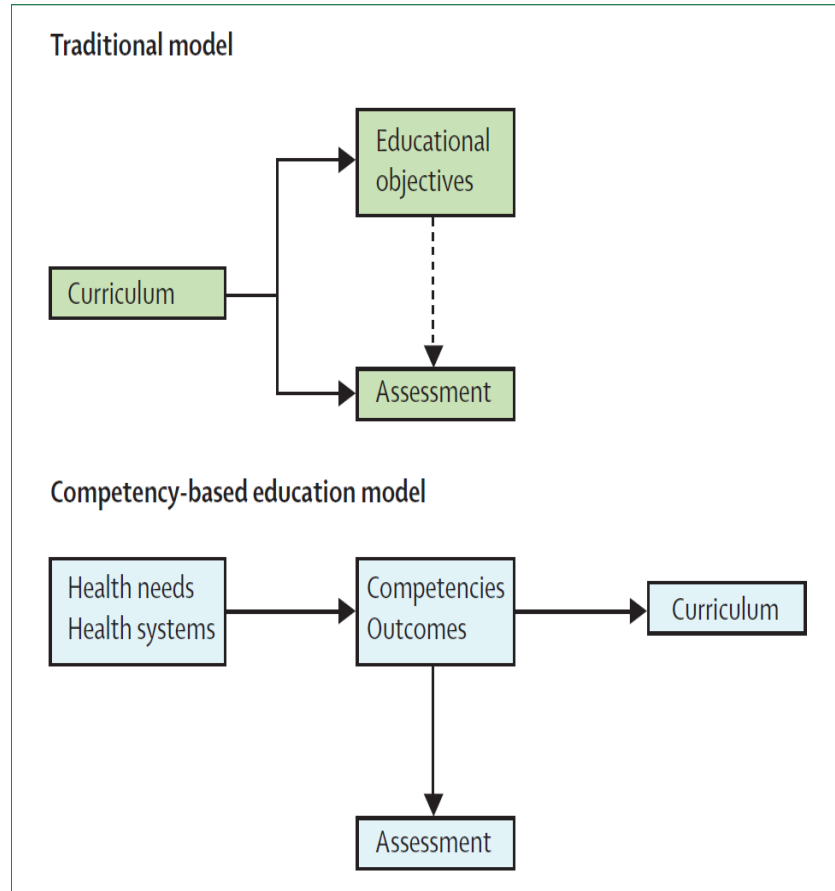


Entrustable Professional Activities

“... identify the critical activities that constitute a specialty ... the activities of which we would all agree should be only carried out by a trained specialist.”

ten Cate et al.
Acad Med,
2007

What is CBME?



Frenk et al.
Lancet, 2010

Assessment of Learning

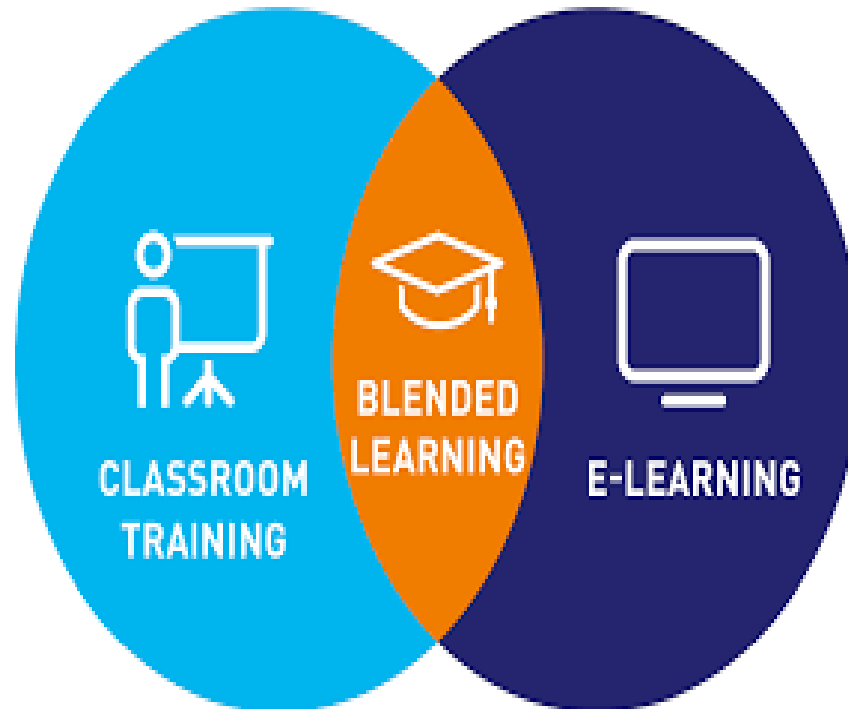
Assessment for Learning

- Assessment drives learning
- In CBME formative assessment should be the focus

Delivering CBME curriculum

- Digital training
 - E Learning
 - Blended Learning
 - Flipped Class rooms
 - E portfolio
- Simulation training
 - Standardised patients
 - Task trainers
 - High fidelity simulation centres

Blended Learning

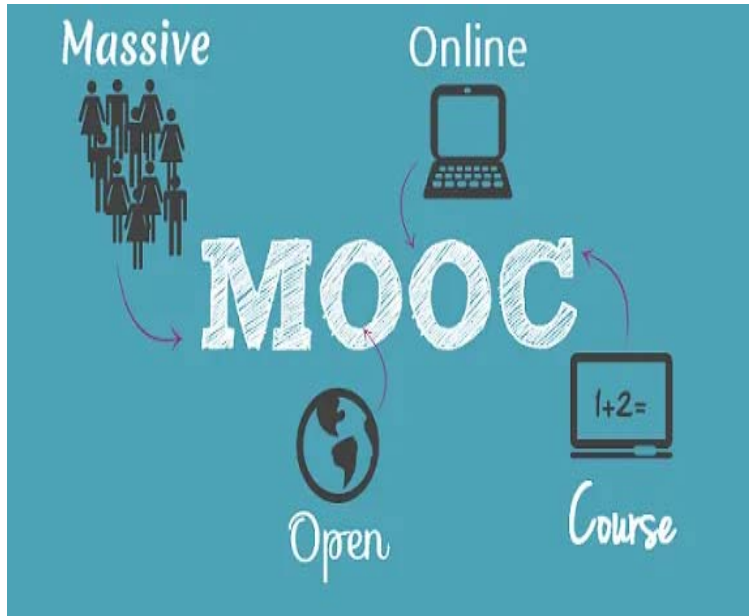


E Portfolio

“is a purposeful collection of sample student work, demonstrations, and artifacts that showcase student's learning progression, achievement, and evidence of what students can do”

- Deeper knowledge
- Reflective practice
- Documenting achievements
- Self directed learning
- Competent clinician

E learning



- Offered for free
- Offered by professors at the top Institutions
- Learners' performance can be monitored easily
- Learners get global exposure
- Tool in a blended learning program



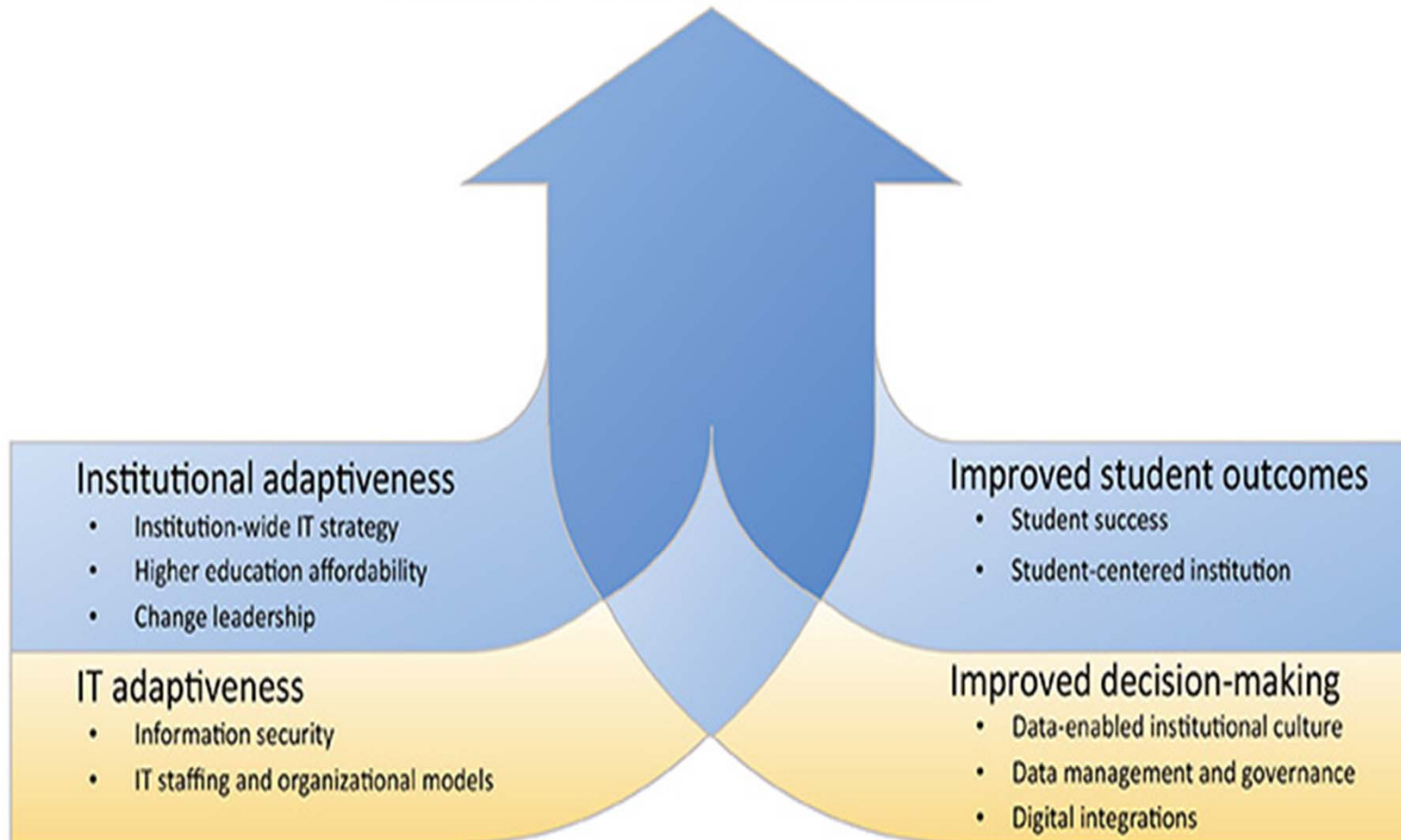
Simulation training

- Competency development
- Patient safety
- Cost effective training





Higher Education, Remade



Conclusion

- Provided an overview on Revamping Health Professions Education by adopting to Competency/Outcome Based Education system

Thank You