



# Women Dental College, Abbottabad

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## Curriculum Policy

### Introduction

This curriculum policy outlines the structure and principles of the BDS program as provided by KMU. The curriculum follows a modular integrated system for the first year, transitioning to a traditional curriculum for the second, third, and final years. The modular approach in the first year aims to provide comprehensive and interconnected knowledge acquisition, critical thinking, and skills development across multiple disciplines. This policy serves as a guiding document for faculty, students, and administrators involved in curriculum planning and implementation.

### Principles

**Integration of Subjects:** The modular system in the first year ensures the integration of basic science, clinical practice, and professional skills development. This fosters a holistic understanding of dental concepts and promotes a seamless transition between theory and practical application.

From the second year onward, the curriculum will follow a traditional subject-based approach, continuing to emphasize essential knowledge in basic and clinical sciences, but structured more conventionally.

**Competency-Based Education:** The curriculum, both modular in the first year and traditional in subsequent years, will be competency-based, focusing on the development of core dental competencies. These include knowledge, clinical skills, communication skills, critical thinking, professionalism, and ethical decision-making.

**Active Learning:** The curriculum will emphasize active learning strategies, including small group discussions, simulations, case-based learning, and other interactive methods. This learner-centered approach will encourage students to take an active role in their education and develop critical thinking abilities.

*Dr. Khush*

**Progressive Complexity:** The curriculum is designed to progressively increase the complexity of topics, allowing students to build upon foundational knowledge and skills acquired in earlier years. The first year's modular approach will introduce foundational topics, while the traditional curriculum from the second year onwards will deepen understanding and skills through more complex subjects.

**Continuity of Care:** Students will be encouraged to follow individual patients longitudinally throughout their clinical rotations. This continuity of care will enhance their clinical reasoning skills, foster a patient-centered approach, and provide opportunities for reflection and feedback.

**Interprofessional Education:** The curriculum, in both modular and traditional forms, will incorporate interprofessional education, promoting collaboration and communication among students from various health-related fields. This approach will ensure an understanding of interdisciplinary teamwork and foster the ability to work effectively in a healthcare team.

**Technology-Enhanced Learning:** The curriculum will leverage technology to enhance learning experiences. Simulations, interactive online resources, digital assessments, and other tools will be integrated to support effective and efficient education delivery.

**Curriculum Structure:**

**1st Year (Modular System):** The first year will follow a modular system, building a strong foundation in basic sciences. Modules will include Foundation, Blood, Craniofacial, Cervicofacial, Cardiopulmonary, and UGS & GIT, integrating basic and clinical sciences to provide a comprehensive understanding.

**2nd Year (Traditional Curriculum):** The curriculum will follow a traditional structure from the second year onward. The second year will focus on basic subjects along with pre-operative and pre-prosthodontics.

**3rd Year (Traditional Curriculum):** The third year will continue with a traditional curriculum, building upon knowledge and skills acquired in previous years. Students will have increased exposure to clinical rotations in departments such as General Medicine, General Surgery and dental wards including, Operative, Prosthodontics, Oral & Maxillofacial Surgery, Oral Medicine, and Periodontology.

**4th Year (Traditional Curriculum):** The final year will focus on deeper exploration and specialization within specific dental disciplines. Students will have opportunities for elective rotations including Operative Dentistry, Prosthodontics, Orthodontics, and Oral and Maxillofacial Surgery. Students participate in exchange programs based on their interests and career goals.

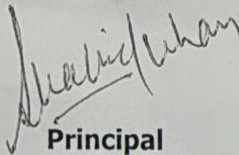
## **Assessment and Evaluation**

**Formative Assessment:** Regular formative assessments will be conducted throughout the program to provide feedback and monitor students' progress. These assessments will include class performance, presentations, skill assessments, and other methods.

**Summative Assessment:** Summative assessments will evaluate overall competency at the end of each module in the first year and academic year in subsequent years. Assessments will include MCQs, written exams, Objective Structured Clinical Examinations (OSCEs), and other methods.

**Feedback:** Students will receive timely feedback to help them identify areas for improvement and develop necessary competencies.

**Program Evaluation:** Regular program evaluations will be conducted to assess the effectiveness of the modular curriculum in the first year and the traditional curriculum in the following years. These evaluations will ensure the achievement of desired learning outcomes and inform future curriculum adjustments.



**Principal  
Women Dental College,  
Abbottabad.**