

NMA/AGSM/2022/BCS/007 - Curriculum Alignment: An Evaluation of the Current Practice at the College of Health Sciences University of Port Harcourt

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Abstract

Background: The alignment of the medical training curriculum is not yet sufficiently achieved in many training establishments. This study aimed to evaluate the extent to which the MBBS curriculum at the College of Health Sciences, University of Port-Harcourt is constructively aligned.

Methodology: A mixed-method design involving focus group discussions and a questionnaire survey was used. A sample size of 423 was calculated. A structured questionnaire was administered to 423 respondents made up of learners and facilitators in the MBBS programme using a purposive sampling method. The collected data were thematically and systematically analyzed.

Results: From the study, the very much constructively aligned had a mean score of 102.82, much constructively aligned had a mean score of 70.12 24 while constructively aligned had a score of 31.20. From the mean scores, it can be inferred that the MBBS curriculum of the College of Health Sciences, University of Port-Harcourt is Very Much Constructively Aligned as it has the highest mean score which indicates the extent of the constructive curriculum alignment as well.

Conclusion: Most of the participants agreed the current curriculum was to a large extent constructively aligned in its development, practice, and implementation. There may be a need for further improvement in curriculum alignment in the MBBS program of the College.

Keywords: Curriculum Alignment; Evaluation; Current Practice; MBBS; University of Port Harcourt.

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How to cite this article: Nkporbu AK, Tudor C, Fomsi E. Curriculum Alignment: An Evaluation of the Current Practice at the College of Health Sciences University of Port Harcourt. Niger Med J 2023;64(1):126.

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