Discipline lecture-based curriculum

TBL: Discipline specific
- subjects/topics
- modes of teaching predominantly lectures
- examinations and styles
- rules for passing
- little small group learning
- no integrations across Disciplines
- low emphasis clinical reasoning
- rote-learning
- some overlap/over teaching
- mapping of curriculum content limited
- over-assessment
- calendar based subjects
- confusion for students

Problem-based curriculum

PBL: Integrated Curriculum
- centrally planned/organised
- integration of content
- small group sessions
- self-directed learning
- contextualisation within clinical sessions
- links between clinical skills and key disciplines
- case study based learning
- students encouraged to understand relationships and memorise key facts
- assessment centrally organised/integrated
- increased reliability of assessment
- increased emphasis on communication skills: peers, colleagues, patients and supervisors
- theme based calendar: Scientific Basis of Medicine; Medical Personal and Professional Development, and Clinical Practice