INTEGRATED CURRICULA: AN INVESTIGATION OF THE ESPoused, ENACTED AND EXPERIENCED CURRICULUM
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Objective: Explore how educators conceptualise and enact integration and how integration is experienced by learners within a four-year Master of Pharmacy curriculum.

Design: Educators (n = 8) took part in individual semi-structured interviews. Learners (n = 51) participated in focus groups (n = 8).

Espoused
- Shared understanding of integration between educators and learners
- Learner-centred
- Correlated subject matter (modular)
- Application of knowledge across disciplines

Enacted
- Modular curriculum structure
- Supports integrative thinking across subject lines
- Tension between disciplines/ideology restricts integration and was not fully realised
- Ability to enact integration varied between educators

Experienced
- Supports application of knowledge to practice
- Traditional assessment methods misaligned with teaching methods which perpetuates rote learning and knowledge compartmentalisation (in part due to a modular structure)
- Assessment methods (exams) work against teaching methods designed for integration; whereas teaching ethos changed the assessment design did not

Conclusion: Educators’ difficulties in enacting integrated teaching, together with assessment methods that failed to support integrative teaching, suggest that the pedagogic potential for the curriculum may not be realised..