



4th Asia Pacific Conference on Contemporary Research (APCCR- 2018).

Bali, Indonesia

ISBN :978-0-6481172-9-2

Asia Pacific Institute of Advanced Research (APIAR)

[www.apiar.org.au](http://www.apiar.org.au)

## **APPLYING THE POSNER FRAMEWORK FOR CURRICULUM ANALYSIS: THE CASE OF A NATIONAL LEVEL PROFESSIONAL COURSE IN THE HOSPITAL SETTING**

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### **Abstract**

In 2014, the Singapore government formulated the 2020 Master plan and among the strategies, the Ministry of Health (MOH) has been putting in efforts to enhance retention, training more new nurses and started exploring the possibility to attract former nurses back to the workforce which is the aim of the national-level professional course (NLPC). As such, it is important that the course is continuously improved.

Curriculum ideology often refers to curriculum visions, philosophies, conceptual frameworks and belief systems of educator. However, the curriculum activities may not always support the educators' belief/ vision to fully optimise learning. Thus, the paper seeks to apply the Posner Framework for curriculum analysis as the main methodology to reflect and examine the underlying beliefs and assumptions in the NLPC to gain a sense of the validity of the curriculum assumptions and identify potential blind spots and biases.

The structured approach will look at (1) the curriculum documentation and origins; (2) curriculum proper; (3) curriculum in use and (4) curriculum critique. Among the key findings, it was found that corresponding improvements made along the intakes led to a shift on curriculum ideologies, due to the changing setting, time and learners' needs which may reveal potential null curriculum. Educators' intuition and continuous effort in improvements during implementation may unexpectedly introduce covert/hidden curriculum. Periodical curriculum analysis and review could turn both into overt curriculum/curriculum proper. The paper also suggested a 2-pronged approach to integrate the curriculum ideologies into the overt curriculum.

**Keywords:** Curriculum Analysis, Curriculum Ideology, Posner Framework, Covert/ Hidden Curriculum, Overt Curriculum.

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