

Person-centred curricula in the Department of Mental Health



The use of a conceptual framework embedded in the principles of **person-centredness** and the Person-centred Practice Framework, guides the structure of curricula in the [Department of Mental Health](#), [Faculty of Health Sciences](#).

Consequently, active student participation in curriculum development is ensured and power sharing enabled, through the setting up of two student **Curriculum Evaluation committees** that meet twice a year. These committees provide a voice and platform for students to discuss aspects relating to the curriculum content, assessment and learning activities.

This feedback is then followed by an in-depth reflection and evaluation by staff and key stakeholders (including student representatives) to formulate strategies that support students and **enhance their learning experiences**.

*Do you have an example of good QA practice at your unit which you would like us to share?
Get in touch with us at qac@um.edu.mt*