

**SKILLS FRAMEWORK FOR HEALTHCARE  
TECHNICAL SKILLS AND COMPETENCIES (TSC) REFERENCE DOCUMENT**

<b>TSC Category</b>	Education for Healthcare Professions					
<b>TSC</b>	Curriculum Design					
<b>TSC Description</b>	Plan and design curricula that fulfil desired outcomes to build workforce capability					
<b>TSC Proficiency Description</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>	<b>Level 6</b>
				<b>HCE-PDV-4036-1.1</b>	<b>HCE-PDV-5036-1.1</b>	
				Design curricula to meet training needs at individual, department and organisational levels	Review and approve curricula	
<b>Knowledge</b>				<ul style="list-style-type: none"> <li>• Curriculum design and development for classroom and on-the-job training</li> <li>• Purposes and outcomes of curricula</li> <li>• Specific specialty practices</li> <li>• Task analysis and competency blueprints</li> <li>• Approaches to cognitive and skills assessment and evaluation</li> <li>• Certification of competencies</li> <li>• Learning theories</li> <li>• On-the-job training approaches</li> <li>• Equipment and training resources</li> <li>• Organisational training and development policies, procedures and guidelines</li> <li>• Singapore Nursing Board Standards for Nursing Education, Core Competencies and Generic Skills</li> <li>• Assessment and evaluation of learning</li> </ul>	<ul style="list-style-type: none"> <li>• Organisational directions in nursing workforce capability upgrading</li> <li>• New services or competencies</li> <li>• Cluster and nation-wide policies and guidelines on training</li> <li>• Resources for new competencies</li> </ul>	
<b>Abilities</b>				<ul style="list-style-type: none"> <li>• Develop curricula for classroom and on-the-job</li> </ul>	<ul style="list-style-type: none"> <li>• Transform healthcare practice through</li> </ul>	

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				<p>training to meet demands of new services and workforce upgrading</p> <ul style="list-style-type: none"> <li>• Collaborate with subject matter experts to build curricula for specific services and clinical outcomes</li> <li>• Apply pedagogies appropriate to classroom and on-the-job training (OJT) to achieve the required clinical competencies</li> <li>• Conduct task analysis and design competency blueprints for OJT</li> <li>• Develop assessment criteria and methodologies to certify competencies or programme completion</li> <li>• Apply evidence-based or best practices to achieve return on investments in workforce capability maintenance and/or upgrading</li> <li>• Evaluate training outcomes for subsequent curriculum reviews and improvements</li> </ul>	<p>evidence-based education and curriculum development</p> <ul style="list-style-type: none"> <li>• Guide curriculum development, assessment methodologies and training frameworks to achieve organisational objectives</li> <li>• Endorse curricula for training and development</li> <li>• Direct integration of innovative approaches to curriculum frameworks</li> <li>• Seek resources for new curricula</li> <li>• Synergise educational resources with internal or external stakeholders to facilitate positive learning outcomes</li> <li>• Form strategic collaborations with local or international educational bodies or institutions for formal education curricula and courses</li> </ul>	
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