

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

TSC Category	Education for Healthcare Professions					
TSC	Programme Design					
TSC Description	Plan, design and develop learning experiences that fulfil required skills and competency outcomes					
TSC Proficiency Description	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
				HCE-PDV-4040-1.1	HCE-PDV-5040-1.1	HCE-PDV-6040-1.1
				Develop training programmes, analyse the range of factors which influence learning, adopt best practice principles in programme design and vet programmes and materials	Develop mentoring frameworks and training road maps across clinical specialties in the department or profession and training programmes for advance skills	Influence and guide the development of training programmes across the hospital, cluster or nation
Knowledge				<ul style="list-style-type: none"> • Elements of conducive learning environments • Best practices in training programme design and development • Clinical education frameworks and requirements • Key concepts and theories of adult learning • Learning styles and preferences and how they impact learning • Design and delivery techniques used to identify individual adult learner's needs • Training strategies to accommodate culturally diverse learners • Ethical decision-making practices in training • Learning theories and corresponding design elements to enhance learning • Practical considerations in the use of various types of training resources 	<ul style="list-style-type: none"> • Mentoring principles, best practices, guidelines and success factors • Process of defining the parameters of training programmes based on competency standards • Types of information required to design, develop and contextualise training programmes • Methods of collecting information • Factors influencing training programmes • Process of designing training programmes • Styles, formats and language used for development of training materials • Procedures for obtaining approval from stakeholders • Career development opportunities for staff, through training and sponsorship 	<ul style="list-style-type: none"> • Current innovations in training methodologies nationally and internationally • Organisational training and development policies, procedures and guidelines • Cluster or nation-wide policies and guidelines on training for allied health professionals

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Abilities					<ul style="list-style-type: none"> • Identify suitable in-house or external training programmes to bridge knowledge and skills gaps as identified in the learning needs analysis • Apply best practices in the design and development of in-house training programmes • Develop or adopt clinical education frameworks for learners • Apply concepts and theories of adult learning • Identify appropriate learning strategies for specific learning styles • Manage and identify common ethical issues in training practice • Apply transfer of training theories into design, featuring opportunities for practice and application • Ensure training resources, facilities and environments are appropriate and safe for training delivery based on the relevant logistic checklists • Organise training activities for learners according to their skill and competency levels and the programme requirements • Organise training schedules for learners for in-house training 	<ul style="list-style-type: none"> • Identify the learning outcomes of training programmes based on a given set of competency standards and other relevant documents • Identify the skills, knowledge and attributes to be acquired in training programmes • Identify instructional and assessment methods to be applied to training programmes • Document appropriate assessment methods and assessment tools to be used • Gather information required for design, development and contextualisation of training programmes from relevant stakeholders • Design training programmes based on relevant adult learning principles and ethical and legal requirements used • Review the outline and content of training programmes with stakeholders • Develop training materials in accordance with agreed design • Develop mentoring frameworks for departments according to department guidelines and policies, best practices and objectives of mentorship programmes 	<ul style="list-style-type: none"> • Inspire a culture for continuing education within the department, organisation, cluster and nation, where applicable • Transform healthcare practice through evidence-based education and curriculum development • Initiate and lead collaborative work with institutions and agencies • Integrate innovative methodologies into training programmes, courses and curriculum design to enable more effective learning • Synergise educational capabilities with external stakeholders to enable access to learning facilities and materials for self-managed learning by staff • Form strategic collaborations with educational bodies or training institutions for formal education programmes, training programmes and courses for allied health practitioners
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					<ul style="list-style-type: none">• Formulate policies for the provision and sponsorship of training, including sponsorship for training, to improve and upgrade staff expertise in their respective specialisations	
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