## Curriculum Template

**NAME OF INSTITUTION**

*(Institution championing this programme or all institutions contributing to a curriculum as a cluster representative)*

**TITLE OF PROGRAMME**

**TITLE OF CERTIFICATE AWARD**

*(Certificate of Competence)*

**PROGRAMME / COURSE COORDINATOR**

*(e.g. Nurse Educator, Assistant/Deputy Director of Nursing (education))*

The programme / course is led by (name), a Registered Nurse……. with (xx) qualifications in (xx areas)

**CURRICULUM PLANNING committee**

*(The composition of the committee should include experts with relevant clinical knowledge and experience, as well as individuals with an educational background in curriculum development and/or instructional design.)*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name** | **Designation** | **Area(s) of Expertise** | **Role[[1]](#footnote-1)** | **Institution2** |
|  |  |  |  |  |
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**NEED FOR THE COURSE**

*(Describe why there is a need for this programme or course, and the findings of the needs assessment.)*

|  |  |
| --- | --- |
| **DURATION OF THE COURSE** | **XX months/weeks/days/hours[[2]](#footnote-2)** |
| Theoretical & practical component: | XX hours (XX%) |
| Clinical component: | XX hours (XX%) |
| **Total** | **XXX hours (100%)** |

**TARGET GROUP OF LEARNERS:**

*(State the level of nurses (designation), and number of learners per run/class. Target group of learners must be appropriate for the programme. Do not indicate ancillary staff (non-nursing as learners).*

**ENTRY REQUIREMENT(S)**

*(List the experience required and/or other prerequisites of the learners for enrolment into the programme or course.)*

**OVERVIEW OF THE COURSE**

*(Provide a general overview of the course - what it entails and what the learners will be learning.* ***Note:*** *It is a good practice to ensure that the aims, educational strategies and contents are structured according to an underpinning philosophy of teaching and learning that is best suited for teaching the required subject matter.)*

**AIM OF THE PROGRAMME / COURSE**

*(State overarching aim(s) or goal(s) that address or meet the needs identified in the needs assessment.)*

This course aims to equip the registered nurses to…..

**EXPECTED LEARNING OUTCOMES OF THE PROGRAMME**

*(Identify learning outcomes (LO) that will meet the aim(s) of the course. Ensure that the LOs align with the relevant competency framework and/or the Skills Framework for Trainees where necessary.)*

Upon completion of this programme/course, the learner will be able to:

1. apply ….
2. integrate …..
3. engage ….
4. analyse ….
5. perform ….
6. create ….
7. reflect ….
8. demonstrate
9. illustrate

**CORE COURSE CONTENT**

*(The main topics should align with the relevant NNA core curriculum or competency framework, or with the skills framework for nursing where necessary.)*

**COURSE STRUCTURE**

*(To ensure alignment between course content, course structure and module content.)*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Module** | **Title** | **Theory**  **(hours)** | **Practical**  **(hours)** | **OJT**  **(hours)** | **Total**  **Hours** |
| 1 |  |  |  |  |  |
| 2 |  |  |  |  |  |
| 3 |  |  |  |  |  |
| 4 |  |  |  |  |  |
| **Total Theory Hours** | |  | | | |
| **Total Laboratory Practical Hours** | |  | | | |
| **Total On-Job-Training (OJT) Hours** | |  | | | |
| **TOTAL COURSE HOURS** | |  | | | |

**TEACHING AND LEARNING STRATEGIES** **(T&L)[[3]](#footnote-3)**

*(Based on the learning outcomes and assessment methods, identify the appropriate T&L strategies which should explain the instructional methods, strategies, and approaches used to deliver the content.)*

**ASSESSMENT METHODOLOGY AND WEIGHTAGE**

*(Describe the assessment method****4,*** *include the passing scores, remediation and follow-up action for weak learners who fail assessments, and submit Competency checklists for programme/content requiring skills assessment. Selected strategies must be appropriate to the module/content.)*

|  |  |  |  |
| --- | --- | --- | --- |
| **Module** | **Assessment Item** | **Assessment Method****[[4]](#footnote-4)** | **Weightage (%)** |
| 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |
| **TOTAL** | | | **100%** |

**Indicate Teacher-student ratio for skills lab sessions if applicable:**

**Remediation for underperforming learners (during formative stage):**

**Passing mark and remediation for those who fail the summative assessment:**

The passing mark for the theoretical component is XX% out of 100%. Learners who score below the passing mark shall (describe remediation), (follow up action), and pass the assessment in (duration or the stipulated time period).

**COURSE EVALUATION**

*(Please describe the course evaluation process, including a copy of the evaluation form, data collection method, reporting, and follow-up actions undertaken for course review to maintain its quality based on the evaluation report.)*

**PHYSICAL FACILITES**

*(Please specify the teaching facilities that will be utilised to facilitate teaching and learning.)*

**DETAILS OF MODULES**

*Please provide details for each module below.*

**MODULE x – (Module title – e.g. INTRODUCTION TO …..)**

**Duration**

|  |  |
| --- | --- |
| **Theory:** | xx hours |
| **Practical:** | xx hours |
| **OJT:** | xx hours |
| **Total:** | xx hours |

**Module Description and Aim(s)**

e.g. This module focuses on the scope of ……. / introduces the concept of…

**Learning Outcomes**

Upon completion of this module, the participant will be able to:

1. apply ….
2. integrate ….
3. engage ….
4. analyse ….
5. perform ….
6. create ….
7. reflect ….
8. Demonstrate ….
9. Illustrate ….

**Module Content**

(*A detailed outline or breakdown of the topics, sub-topics, themes, concepts, or skills covered in the module.)*

|  |  |  |  |
| --- | --- | --- | --- |
| **SN** | **Topics & Sub-topics** | **Hours** | **Mode of Delivery[[5]](#footnote-5)** |
| 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |
| 5 |  |  |  |

**Assessment Methodology and Weightage**

*(List the appropriate assessment method/s, type of assessment, instructions, marking rubrics/criteria and weightage. Attach relevant forms and competency checklists as appendices. The competency checklist should outline skill steps, indicators of achievement (e.g., met or not met), feedback for assessors to highlight strength and areas for improvement. Include spaces for names and signature of participants, assessors, and supervisors where necessary.)*

|  |  |  |
| --- | --- | --- |
| **Assessment Method4 & Instructions** | **Type of Assessment**  (Formative or Summative) | **Weightage**  (If applicable) |
|  |  |  |
|  |  |  |

Please include the marking rubrics/criteria, relevant forms, and competency checklists below where necessary.

**Teaching & Learning Strategies3**

*(Based on the content requirements and learning objectives outcomes, identify the appropriate T&L)*

**Teaching Faculty**

(*Please include their CV in appendix 2. Teaching faculty must show evidence of attainment of educational courses in teaching/learning, assessment & evaluation, as well as demonstrate expertise in the subject matter.)*

|  |  |
| --- | --- |
| **Full Name** | **Designation** |
|  |  |
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**Assessors**

(*Please include their CV in appendix 2*. Assessors should have experiences in the subject matter and trainee assessment.)

|  |  |
| --- | --- |
| **Full Name** | **Designation** |
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|  |  |
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**References and Extra Reading Resources if required**

*(References can be inserted for each module or at the end of the entire modules. They must not be more than 5 years. If references are more than 5 years and still valid when new ones aren’t available, please indicate there are no new references.)*

E.g., National Narcotics Agency (Singapore). (n.d.). Course curriculum [PDF]. Retrieved from <https://www-nna-gov-sg-admin.cwp.sg/docs/default-source/default-document-library/ci-course-curriculum.pdf?sfvrsn=b1aec2f1>

1. For example, curriculum developer, curriculum reviewer or curriculum advisor, etc.

   2 Include institution’s name if contributing to the curriculum as a cluster representative. [↑](#footnote-ref-1)
2. 3 Delete where appropriate. [↑](#footnote-ref-2)
3. Common teaching and learning strategies include scenario-based learning, workplace-based learning, ICT-enabled learning, blended learning, problem-based learning, case-based learning, flipped classroom learning, project-based learning, experiential learning, etc. [↑](#footnote-ref-3)
4. Assessment methods refer to information on how learner learning will be assessed and evaluated within the module. This may include examinations, presentations, assignments, practical assessment, reflection, theory tests (e.g. MCQs, short-answer questions, quizlets), OSCE, mini-CEX, competency-based assessment, essay, etc. [↑](#footnote-ref-4)
5. Mode of delivery includes face to face, asynchronous e-learning, synchronous online, blended learning. [↑](#footnote-ref-5)