

## Curriculum Background Information

### Introduction

We need background information for the development of organisational profiles (OPs) for selected nursing qualifications at national level. In the competence development matrix, certain qualifications within the nursing profession are mapped, starting with state-recognised nursing assistants, through professional caregivers at various professional and experience levels to Bachelor Degrees.

These organisational profiles express the extent to which competences are usually achieved by a specialist who holds the relevant certificate. To create an organisational profile, these competences are queried at learning outcome level and the results evaluated. Understandably, this examination of the learning outcomes of a curriculum presupposes the screening of the background information of the curriculum.

Any background information should therefore always refer to official documents from which it is derived. Indicate that such documents are expected, including national laws or ministerial decisions, to be published in the Government Gazette, in the decisions of the governing bodies of academic institutions and in the publications of academic institutions, including websites, etc.

These documents are also an integral part of the final report and should be annexed.

It is obvious that the background information provided is curriculum specific. However, when moving from curricula (and their LOs) to OPs, they may be confronted with three likely cases:

- Case 1: A nationally defined curriculum that is mandatory for all academic (and/or professional) institutions of a certain type in the country. This is the simplest case. This single national curriculum will lead to a single national organisational profile.

- Case 2: Individual curricula drawn up independently of any academic institution/training provider or other institution in the country, but without important differences between them in the subjects taught and the corresponding LO. Differences may result from subject preferences, electives or smaller sub-specifications of individual universities and institutions. This may be the most common case. In this case, only a screening of background information is carried out by a single "indicative" institution, while the OP to be developed later is considered "national". In case 2, it should be justified why the curriculum under consideration is "indicative" and why there are minor differences to other curricula in the country.

- Case 3: Individual curricula drawn up independently of any academic institution/educational provider or other institution in the country, but with significant differences between them, although qualifications are likely to be regarded as equivalent. In this case, it is not possible to be led to a single "national" OP, but to two or more. The final number of OPs depends on the extent to which institutions can be grouped according to their curricula. When confronted with such a case, some additional information on the differences in curricula, a justification for each grouping of curricula proposed by them and the likely exclusion of a curriculum should be included.

## Curriculum Overview

This part lists the subjects taught, per year/semester, the corresponding ECTS, and where available, hours per week with distinction between lectures, laboratory sessions, etc. The page(s) should take the form of a grid with the above content.

## Clinical practice

This page should provide information on the clinical practice associated with the corresponding qualification. The information should relate with the clinical practice's duration, types, stage of studies when it takes place, fields, duties, assessment etc. In some countries/qualifications, it is likely clinical practice to follow the award of the qualification as a necessary step for the acquisition of the national professional license. In this case information should refer to this clinical practice.

## Use of the Learning Outcome Approach

This part should provide information on the extent to which the Learning Outcomes approach is followed in the formation and application of the curricula. Exemplary issues to be considered:

- Use of the learning outcomes approach in the qualification framework.
- Use of the learning outcomes approach in qualification and education standards.
- Use of the learning outcomes approach in taught subject descriptors, clinical practice, and assessment methods.
- Use of the learning outcomes approach in the course quality assurance.

## Background Information on the Curriculum Formation and Application

This should be a short text describing the way the curriculum is shaped and introduced. Exemplary issues to be considered:

- Is the curriculum developed by the Ministry of Education and mandatory for all relevant institutions?
- Is the curriculum developed by the Awarding Institution independently?
- What are the margins within which instructors can determine the content of the subjects (e.g. weekly topics, core textbooks), the teaching and the assessment methods etc.?
- Have stakeholders like Association of Nurses, Association of Employers, and/or other social partners been involved in the formation of the curricula? To what extent and in which way