<table>
<thead>
<tr>
<th>TSC Category</th>
<th>Education for Healthcare Professions</th>
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<tbody>
<tr>
<td>TSC</td>
<td>Curriculum Design</td>
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<tr>
<td>TSC Description</td>
<td>Plan and design curricula that fulfil desired outcomes to build workforce capability</td>
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<tr>
<th>TSC Proficiency Description</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
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<th>Level 6</th>
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- Design curricula to meet training needs at individual, department and organisational levels
- Review and approve curricula

Knowledge

- Curriculum design and development for classroom and on-the-job training
- Purposes and outcomes of curricula
- Specific specialty practices
- Task analysis and competency blueprints
- Approaches to cognitive and skills assessment and evaluation
- Certification of competencies
- Learning theories
- On-the-job training approaches
- Equipment and training resources
- Organisational training and development policies, procedures and guidelines
- Singapore Nursing Board Standards for Nursing Education, Core Competencies and Generic Skills
- Assessment and evaluation of learning
- Organisational directions in nursing workforce capability upgrading
- New services or competencies
- Cluster and nation-wide policies and guidelines on training
- Resources for new competencies

Abilities

- Develop curricula for classroom and on-the-job training
- Transform healthcare practice through
| Training to meet demands of new services and workforce upgrading | evidence-based education and curriculum development |
| Collaborate with subject matter experts to build curricula for specific services and clinical outcomes | Guide curriculum development, assessment methodologies and training frameworks to achieve organisational objectives |
| Apply pedagogies appropriate to classroom and on-the-job training (OJT) to achieve the required clinical competencies | Endorse curricula for training and development |
| Conduct task analysis and design competency blueprints for OJT | Direct integration of innovative approaches to curriculum frameworks |
| Develop assessment criteria and methodologies to certify competencies or programme completion | Seek resources for new curricula |
| Apply evidence-based or best practices to achieve return on investments in workforce capability maintenance and/or upgrading | Synergise educational resources with internal or external stakeholders to facilitate positive learning outcomes |
| Evaluate training outcomes for subsequent curriculum reviews and improvements | Form strategic collaborations with local or international educational bodies or institutions for formal education curricula and courses |