Curriculum guidance

23rd August 2004

I have looked at a number of curriculum guidelines, curriculum standards and Joint Validation/Quality Assurance Committee handbooks.

I have looked at

- Arts Therapies
- Clinical Scientists
- Occupational Therapy
- Orthoptists
- Physiotherapy
- Prosthetists and orthotists
- Operating Department Practitioners
- Radiography
- Dietetics
- Paramedic

I have been unable to get hold of

- Biomedical Scientists
- Chiropody
- Speech and Language Therapy

There are a number of areas as common, which I would suggest form the basis for the HPC Curriculum Guidance.

The following table indicates the professional group and maps the common areas/themes.

Operating department practice												
Speech and language therapy	•	•			•							
Radiographers	•	•	•		•				•			•
Prosthetists and orthotists		•							•			•
Physiotherapy		•	•		•							
Paramedics												
SteitqodtrO			•									
Occupational Therapy	•	•										•
Dietiticians			•									
Clinical Sci												
Chiropody												
Biomedical Sci												
Arts therapies		•						•	•			
health profession	Curriculum guidelines document in place	Validation document/handbook in place	Introduction to document philosophy overview	identification of stakeholdersrelationship with other documents	Intention of curriculum guidance	objectives	purposeprinciples	Roles and Responsibilities	Facilities	 physical support 	 learning accommodation for staff 	Staff resource

		_				-			
Staff development					•			•	
staff development strategies									
staff profile									
research and development									
Management	•			•	•		•	•	
■ course									
■ student									
quality									
Learning and teaching strategy	•			•	•	•	•	•	•
Assessment strategy				•	•	•	•	•	•
Entry requirements	•				•		•		•
Learning process						•			
Assessment and examination requirements	•								
Interprofessional learning						•		•	
Key skills						•			
■ Life long learning			•	•			•		
 Continuing professional development 									
 professional development 									
Core Curriculum (more than course content)	•		•	•		•		•	
 professional skills 									
 professional knowledge 									
 application 									
Practice placement	•		•	•	•	•	•	•	•
Educators to be registered practitioners	•								
Issues around collaboration								•	
Definition of major/minor change				•					

Documentation not reviewed
 clearly evident within documentation

Curriculum Guidance

The following is a list of suggested headings which might form the basis for the curriculum guidance for each of the professional areas. Bullet points are provided which may help to explain the heading further.

(NB These headings have been derived from existing professional body documentation. - physiotherapy, radiography and occupational therapy appear to have the most extensive curriculum frameworks)

Introduction to document

- philosophy
- overview
- identification of stakeholders
- relationship with other documents
- relationship with lifelong learning, CPD

Intention of curriculum guidance

- aims
- objectives
- purpose
- principles

Entry requirements

Learning and teaching strategies

- the learning process
- interprofessional learning
- learning environments

Assessment strategies

Core curriculum (more than course content)

- professional knowledge
- professional skills
- kev skills
- application

Professional practice

- scope of practice learning
- practice environments
- patterns of attendance

Staff supporting curriculum

- staff resource
- staff development strategy
- staff profile
- research and development