

Using a contextualized competency framework to develop rehabilitation programmes and their curricula

A stepwise guide for programme
and curriculum developers

Version for field testing

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KEY TERMS*

Activities	An area of work that encompasses groups of related tasks. Activities are time-limited, trainable and, through the performance of tasks, measurable (1).
Behaviours	Observable conduct towards other people, or activities that express a competency. Behaviours are durable, trainable and measurable (1).
Competencies	The observable ability of a person, integrating knowledge, skills, values and beliefs in their performance of tasks. Competencies are durable, trainable and, through the expression of behaviours, measurable (1).
Course	The discrete units of study addressing specific subject areas. Courses generally increase in the depth of subject matter as learners move through the programme (2). They may be weighted, often using the metric of “units” to indicate the degree to which they contribute to programme completion.
Curriculum	The educational activities and environments that are designed to achieve specific learning objectives. A curriculum encompasses the content and objectives of learning; the learning experiences; teaching methods; and the formats of assessment. It also includes quality improvement and programme evaluation (3).
Curriculum plan	The organization of learning content within a curriculum. A curriculum plan demonstrates how curriculum content is structured and sequenced to enable the progressive attainment of competence, and offers a more detailed description of the learning experiences that students will be offered (2).
Learning objectives	Assessable units of learning which, in aggregate, reflect the attainment of a behaviour or task. This guide distinguishes between programme learning objectives, which capture the units of a behaviour or task, and course learning objectives, which capture the knowledge, skills and attitudes related to the subject matter of the course.
Programme	The totality of courses which provide a specific award or qualification to the learner on successful completion.
Syllabus	A description of the scope and depth of subject matter to be covered in a course, as well as the specific learning experiences, materials and assessments that the course will entail, typically in greater detail than the curriculum plan. A syllabus communicates to learners what they can expect from a course and what it will require of them.
Tasks	Observable units of work as part of an activity, which draw on knowledge, skills, attitudes and behaviours. Tasks are time-limited, trainable and measurable (1).

* Description of terms is specific to this guidance. Interpretation and use of terms vary between contexts.

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