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| **Template for Background information** | |
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# Curriculum Identity Screening

# Page 1 (general overview)

|  |  |
| --- | --- |
| Name of qualification | In English and in the national language |
| Awarding Institution | In English and in the national language |
| EQF Level | EQF Level |
| Minimum duration of studies | In years/semesters/weeks |
| Minimum total teaching hours (overall, class-based, laboratory-based) | Minimum total teaching hours (overall, class-based, laboratory-based) |
| Minimum external clinical practice | Duration of clinical practice in hospitals/clinics |
| Minimum total ECTS points (in case of a VET qualification, VET ECTS points to be used, if available) | Minimum total ECTS points (in case of a VET qualification, VET ECTS points to be used, if available) |
| Assessment and quality assurance methods employed | Assessment and quality assurance methods employed |
| Law/decree/decision introducing the curriculum | (+date) |
| Brief presentation of the institution  (in case 1 above this concerns the type of institution, rather than an individual one) | Location/structure/history/faculties// academic staff and students (100 words maximum) |
| Brief presentation of the awarding department (cases 2 and 3 only) | Academic and other staff/facilities (100 words maximum) |
| Number of students enrolled/graduated yearly (in case 1 this concerns the total numbers of students in all institutions of the type) | For the specific qualification only (rough numbers – if available). |
| Additional notes | Additional notes |

# Page 2 (Curriculum Overview)

# List of subjects taught, per year/semester/ECTS and hours per week if available presented in a grid of roughly the following form per semester

|  |  |  |
| --- | --- | --- |
| subject | weekly hours | credits |
| subject | hours | credits |
| subject | hours | credits |
| subject | hours | credits |
| subject | hours | credits |
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| subject | hours | credits |

# Page 3 (Clinical practice)

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| --- | --- |
| Clinical practice | Duration, stage of studies when it takes place, fields, duties, assessment |
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# Page 4 (Learning Outcome Approach)

This should be a text describing the extent to which the Learning Outcomes approach is followed in the formation of the curricula. There is no indicative length of this text because there may be notable differences between cases depending on the extent the approach is used. Still effort should be made the text to remain as short as possible.

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.

Page 5 (background information   
on the curriculum formation and application)

This should be a short text (200-300 words maximum) 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?

**This Background information has been provided by:**

Please provide information on organisation, contact person and contact details.

Last update: Date