

**Plotting a curriculum within a competency framework**

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**Introduction:** A study was undertaken to develop a relevant and responsive undergraduate occupational therapy neurological curriculum within a South African context. This included a collaborative process in which key stakeholders (i.e. occupational therapy clinicians, students, educators and academics) were consulted on the core competencies graduates needed to practise in the field of neurology as well as the factors that should be taken into consideration when planning the curriculum. In addition the study included a review of relevant documentation and evidence based practice. Based on the findings of the study it was evident that students require more than just neurology specific input, they also need a set of skills that encompasses graduate attributes in order to be competent practitioners that deliver comprehensive care and address the evolving needs of society.

This paper focuses on the process followed to embed the graduate attributes evident from the findings into the new neurology curriculum using the Graduate Attribute Competency Framework and to formulate competency outcomes.

**Practice Implications and Conclusion:** Whilst the current neurology curriculum may be viewed to have some positive features, the curriculum needs to evolve with the needs of society. Furthermore educators need to be innovative in terms of how they structure the curriculum to address the challenges of a particular context (the limited resources and teaching time that they have at their disposal).