

Program Review

Curriculum Mapping Guide



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Program Approval Curriculum Mapping Guide
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Nurses Association of New Brunswick (2021).
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165 Regent Street
Fredericton NB E3B 7B4
www.nanb.nb.ca
Phone: 506-458-8731
Toll-free (NB): 1-800-442-4417
Fax: 506-459-2838

Introduction to Curriculum Mapping

This guide provides step-by-step instructions on how to complete a **curriculum** assessment using the Nurses Association of New Brunswick (NANB) **curriculum mapping** tool.

Curriculum mapping is foundational to all **entry-level nursing programs**. It is one of the **indicators** used by NANB to evaluate and approve entry-level nursing education **programs**. Curriculum mapping is a **mandatory indicator** focused on the regulatory mandate of public **safety**, and integrating and teaching entry-to-practice (ETP) competencies.

During a curriculum review, schools assess their curricula and provide evidence of the teaching and learning experiences required to prepare graduates to be competent and safe practicing nurses. Curriculum mapping provides a systematic approach for schools to document their curriculum against **foundational practice standards** and ETP competencies for each program.

A curriculum review is to be completed for all entry-level nursing programs offered [Nurse Practitioner (NP) and Baccalaureate Nursing (RN)]. NANB will provide the schools with the following documents required to complete the curriculum review:

- NANB **curriculum mapping tool** (ETP competencies and foundational practice **standards**),
- NANB ETP competencies,
- Entry-to-practice competency interpretations,
- Foundational practice standards interpretations.

ETP competency interpretations are provided. Interpretations of the foundational practice standards are also provided. The interpretations were developed by CNO staff and are supported by NANB practice documents. They are designed to promote consistency and standardize the competencies and standards. **Schools are encouraged to refer to these interpretations when reviewing their program's curriculum.**

Words in **bold print** are found in the *Program Review Glossary*. They are shown in bold on first appearance.

When is Curriculum Mapping Required?

Curriculum mapping is required for entry-level nursing education programs under the following two conditions:

1. During the **comprehensive review** which happens every seven years
 - A program will be notified in advance of their requirement to complete a curriculum mapping tool.
 - Each entry-level nursing education program needs to complete one curriculum map. For example, if a school offers a **Direct-Entry Full program** and a **Pre-Health Education Entry Specified program**, the school must complete a curriculum map for each of these programs.
 - If gaps in the curriculum are identified during the review, a program may be requested to resubmit a complete or partial curriculum mapping tool before the next program review.
2. For any new **entry level nursing program** being developed
 - Any new program will require NANB Board of Directors **approval** before its implementation.
 - Schools are to notify NANB of a new entry-level nursing program and are to complete the curriculum mapping tool nine to 12 months before the program start date.

Entry-to-practice Competencies and Foundational Practice Standards

Entry-to-practice competencies

RNs and NPs have a unique set of ETP competencies. These competencies outline the expectations (knowledge, skill, ability and judgment) nurses in NB must have upon entry and initial registration with NANB. The ETP competencies for each class or category have been organized into domains of practice or roles (Table 1). See Appendix A for the links to the ETP competencies for each class or category of nurse.

Table 1: Domains of practice and roles for the ETP profiles for each nurse class or category

Registered Nurse – ETP roles	Nurse Practitioner – ETP domains of practice
Clinician	Clinician
Communicator	Leader
Collaborator	Advocate
Advocate	Educator
Educator	Scholar
Leader	
Professional	
Scholar	
Coordinator	

Foundational practice standards

The foundational practice standards identified below, were determined through the analysis of data from practice inquiries, complaints and mandatory reports over the past five years:

- *Standards for the Nurse-Client Relationship*
- *Standards of Practice for Registered Nurses*
- *Standards of Practice for Nurse Practitioners*
- *Standard for Medication Management*
- *Standards for Documentation*
- *Standards for Cultural Safety*

Consistent “themes” of high-risk practices with potential for the greatest impact on **client** safety emerged from the data analysis. Table 2 lists the themes for each foundational practice standard.

Table 2: Themes for each of the six foundational practice standards

Foundation	Themes Practice Standards
<i>Standards for the Nurse-Client Relationship</i>	a) Students understand the adverse impact on client safety and quality of care when professional boundaries in the nurse-client relationship become blurred or crossed. b) Students understand that there are significant client safety and quality of care risks if the client does not have a full understanding/ comprehension of informed consent.
<i>Standards of Practice for Registered Nurses</i> <i>Standards of Practice for Nurse Practitioners</i>	a) Schools support students to become reflective practitioners by implementing and facilitating learning activities consistent with NANB's Continuing Competence Program (CCP). Students engage in setting, achieving, and evaluating learning goals. This should include integration of the NANB CCP. b) Students understand that inappropriate access to client information may adversely affect client safety and quality of care. It can also undermine the client's relationship with providers.
<i>Standards for Medication Management</i>	a) Students understand their accountabilities in preventing and reducing the likelihood of medication errors. b) Students understand that nurses and/or other colleagues who divert drugs pose significant threats to client safety.
<i>Standards for Documentation</i>	a) Students understand that accurate, timely and complete nursing documentation decreases the potential for miscommunication and errors. This is a critical factor for client safety.
<i>Standards for Cultural Safety</i>	a) Students understand their accountabilities in creating and contributing to environments that support cultural safety. b) Students understand their responsibility to learn the historical and ongoing treatment of Indigenous people and current health outcomes and to take action towards reconciliation

Completing the Curriculum Mapping Tool

Demographic Data

- School name
- Program name
- Person(s) completing the template
- Date submitted
- Do not fill out any sections that state “for NANB use only”

Entry-to-practice Competency Sources of Evidence

ETP competencies are listed on the left side of the curriculum mapping tool. The source of evidence to support each competency (syllabus, course outline, clinical evaluation form, etc.) should be documented in the same row as the competency, under the appropriate column headings.

Entry-to-practice Competency Descriptors

In the ‘descriptor column’, provide explicit information and direction as to where the source of evidence can be found. There must be a minimum of one descriptor. Table 3 lists some examples of sources of evidence and descriptors.

Table 3: Examples of sources of evidence and descriptors

Source of Evidence	Descriptor
Course syllabus	Chapter/module titles
Course outline	Paragraph or page numbers
Integrated practicum manual	Course outcomes
Student handbook	Learning outcomes
Clinical evaluation form	Form sections

There are three types of evidence required: theoretical, application and evaluative. These evidence categories enable the school to demonstrate certain components clearly:

1. teaching and learning opportunities that address theory concepts,
2. key educational experiences that enable students to demonstrate application of acquired knowledge and skills, and
3. evaluation processes that determine the student’s understanding and integration of knowledge.

Sources of evidence examples include, but are not limited to:

- Theoretical – article, course syllabus, book chapter, NANB practice standard,
- Application – assignment or seminar discussion on assigned readings,
- Evaluation – scoring rubric for assignment.

Schools are required to provide a minimum of one and a maximum of three sources of evidence for each category (theoretical, application and evaluative) for each ETP competency. Figures 1 and 2 show examples of mapped competencies.

In some instances, the same source of evidence can be used across more than one category. A source of evidence can also be used to support more than one ETP competency. Note that a greater number of sources of evidence does not lead to a higher rating. It is not necessary to submit three sources of evidence when one source substantiates the ETP competency.

It is important to submit the most relevant source of evidence that best substantiates the ETP competency. Use sources that:

- provide direct evidence of teaching and evaluating students' attainment of all ETP competencies,
- provide evidence indicating that components of the ETPs are fully integrated,
- provide enough support to indicate acquisition of the competency in the course content or evaluative process,
- support the ETP competency interpretation.

Figure 1: Mapped NP ETP competency showing source of evidence and descriptor columns

NP ETP Competencies							
Competency #	Competency Category	Theoretical Teaching and learning opportunities that address theory concepts (e.g. Course, Course Outline, Course Learning Objectives, Required Learning Outcomes, Modules Outlines, Modules and Learning Objectives)		Application Key educational experiences that enable students to demonstrate application and integration e.g. Consolidation and pre-consolidation experiences, Sim Lab Experiences, case study assignment, quiz, term exams, written assignments, individual and/or group presentations and learning plans		Evaluation Evaluation processes that determine the student's understanding and application (e.g. Assignment marking rubrics, clinical placement evaluation, learning plan evaluation, quiz and test marking rubrics)	
		Source of Evidence Min 1/Max 3 Source(s) of Evidence (one entry per cell)	Descriptor(s)	Source of Evidence Min 1/Max 3 Source(s) of Evidence	Descriptor(s)	Source of Evidence Min 1/Max 3 Source(s) of Evidence (one entry per cell)	Descriptor(s)
Competency #	Competency I: Client Care						
A	Client Relationship Building and Communication						
1	Clearly articulate the role of the nurse practitioner when interacting with the client	ROLES Course Syllabus	CO #1: Module 1 LO 3.1.2 Introduction & 3.1.6 Virtual Seminar discussion	ROLES Course Syllabus	CO #1: Syllabus Assignment 1: RN and NP role comparison. Syllabus Assignment 2: NP and MD role comparison. Module 1 LO 8. Section 1.9: Seminar discussion/activities -Item #6	AHAD1	CO#1,2: OSCE #1: Initial health assessment Quiz # 1 Question # 1, 3, 8

Figure 2: Mapped RN ETP Competency Showing Source of Evidence and Descriptor Columns

RN ETP Competencies							
		Theoretical Teaching and learning opportunities that address theory concepts (e.g. Course, Course Outline, Course Learning Objectives, Required Learning Outcomes, Modules Outlines, Modules and Learning Objectives)		Application Key educational experiences that enable students to demonstrate application and integration e.g. Consolidation and pre-consolidation experiences, Sim Lab Experiences, case study assignment, quiz, term exams, written assignments, individual and/or group presentations and learning plans		Evaluation Evaluation processes that determine the student's understanding and application (e.g. Assignment marking rubrics, clinical placement evaluation, learning plan evaluation, quiz and test marking rubrics)	
Professional							
2.1	Demonstrates accountability, accepts responsibility, and seeks assistance as necessary for decisions and actions within the legislated scope of practice.	NURS 1143 Nursing as Profession Course Syllabus	CO#2: Professional Identity and Ethics. See LO 2.1 and 2.3. Required Reading: CNO Professional Practice Standards	NURS 3046 Canadian Health Care Systems Fall 2018	See weeks 2: Activities on Page 4 which addressed the Nursing Act and RHPA. See week 3: Case Study Activity on Page 5 related to Professional Identity and Practice.	NURS 1143: Nursing as a Profession Outline	1) Midterm Quiz: Questions 3,6, 11. 2) Case Study activity "Communication in Doubt" and scoring rubric on page 14. 3) Scoring rubric for Seminar Activity on personal and professional accountability. See page 12 for scoring rubric.
		NURS 2345: Trends in Nursing Leadership	See Week 10: Learning Objectives 1-7. Page 13. See all associated readings for Week 10, page 14.	Nursing 1143: Nursing as a Profession	1) Objective #2. LO 2.2 and 2.4. 2) Seminar Activity on personal and professional accountability. See page 11.	NURS 2121: Medical-Surgical Nursing Practice: Nursing Practice Evaluation	See Section B: Self/Professional Development. Practicing within legal and ethical standards set by regulating/professional bodies. See the Points of evaluation by preceptor: 1 to 10. Students are assessed as either as met or unmet.

Foundational Practice Standards

The foundational practice standards are located on the second tab of the curriculum mapping tool (Figure 3). Only one source of evidence and descriptor(s) for each foundational practice standard theme is required per evidence category (theoretical, application and evaluative) See Figure 4.

The source of evidence must directly address the theme(s) identified for each of the six foundational practice standards. There is overlap between the foundational themes and the ETP competencies. However, in the ETP competencies, the actual theme is sometimes embedded within the larger competency. For example, “develops a **therapeutic relationship** with clients.”

There are many components of the therapeutic relationship that a school may choose to map for this ETP competency. It may, or may not, be the identified foundational theme of, “impact on client safety and quality of care when professional boundaries in the nurse client relationship become blurred or crossed.”

If a school has provided sources of evidence (including the relevant NANB practice standard) that substantiate the foundational theme within their ETP competencies, then further sources of evidence are not required for mapping of the foundational theme. Simply list the ETP competency number on the foundational map, or copy the information from the ETP competency.

Figure 3: Foundational practice standards map

Foundational Practice Standards					
		Theoretical Teaching and learning opportunities that directly correspond to the foundational theme identified for each of the 5 foundational standards (Column B). (e.g. Course, Course Outline, Course Learning Objectives, Required Learning Outcomes, Modules Outlines, Modules and Learning Objectives)		Application Key educational experiences that enable students demonstrate application and integration of the theme identified for each of the 5 foundational standards (Column B). (e.g. Consolidation and pre-consolidation experiences, case study assignment, quiz, test assignments, individual and/or group presentation learning plans)	
	Foundational Practice Standard Theme	Source of Evidence (one entry/cell)	Descriptor(s)	Source of Evidence (one entry/cell)	Descriptor(s)
Standards for the Therapeutic Nurse Client Relationship	A) Students understand the adverse impact on client safety and quality of care when professional boundaries in the nurse-client relationship become blurred or crossed.				
	B) Students understand that there are significant client safety and quality of care risks if the client does not have a full understanding/comprehension of informed consent.				
1- Standards of Practice for Registered Nurses 2- Standards for the Practice of Primary	A) Schools support students to become reflective practitioners by implementing and facilitating learning activities that are consistent with NANB's Continuing Competence Program (CCP), and students engage in setting, achieving and evaluating learning goals. This should include integration of the NANB's CCP.				

Figure 4: Example of a mapped foundational practice standard theme

Foundational Practice Standards							
		Theoretical Teaching and learning opportunities that directly correspond to the foundational theme identified for each of the 5 foundational standards (Column B). (e.g. Course, Course Outline, Course Learning Objectives, Required Learning Outcomes, Modules Outlines, Modules and Learning Objectives)		Application Key educational experiences that enable students to demonstrate application and integration of the foundational theme identified for each of the 5 foundational standards (Column B). (e.g. Consolidation and pre-consolidation experiences, Sim Lab Experiences, case study assignment, quiz, term exams, written assignments, individual and/or group presentations and learning plans)		Evaluation Evaluation processes that determine the student's understanding and application of the foundational theme identified for each of the 5 foundational standards (Column B). (e.g. Assignment marking rubrics, clinical placement evaluation, learning plan evaluation, quiz and test marking rubrics)	
	Foundational Practice Standard Theme	Source of Evidence (one entry/cell)	Descriptor(s)	Source of Evidence (one entry/cell)	Descriptor(s)	Source of Evidence (one entry/cell)	Descriptor(s)
Standards for the Therapeutic Nurse Client Relationship	A) Students understand the adverse impact on client safety and quality of care when professional boundaries in the nurse-client relationship become blurred or crossed.	Course NF205S Learning Objectives	Page 2, Learning Objectives 1, 3 and 5	Course N200F Clinical Placement Learning Experience Expected Learning Outcomes	Page 8, Clinical Placement Learning Outcomes 1, 2, 3 and 6	Course 215F, Learning Plan Expectations	Page 1, Learning Expectations 1, 3, 5 and 6 Page 2, Evaluation of Learning Plan
	B) Students understand that there are significant client safety and quality of care risks if the client does not have a full understanding/comprehension of informed consent.	Course 202F Learning Modules	Page 5, Learning Module 2. Learning outcomes 2, 4 and 6 Page 7, Learning Module 3. Learning outcomes	Course 220F Simulation Lab Outline	SimLab Outline Page 3, Week 7. Case Study Mr. Lang Page 4, Case Study Questions 2, 3 and 8	Course 212F, Outline	Page 2, Course Assignments 1, 2 and 3 and Scoring Rubrics

Curriculum Mapping Tool Submission

Referencing Supporting Documents

Schools are required to submit documents that are cited in the curriculum mapping tool. For example, if a school cites “NUR6022 Syllabus” as a source of evidence, it must submit the syllabus and any corresponding descriptors with the completed map.

Schools must ensure the sources of evidence and descriptors are provided in a consistent manner. For example, if the same course meets more than one competency, the course title must be entered in the same manner for each ETP competency it is being used to support. Titles of supporting documents submitted with the completed curriculum mapping tool must also match what is entered on the map.

When referencing an article, exam, quiz or book chapter as sources of evidence, schools are not required to submit the actual article, exam/quiz questions or book chapter but should be specific in the description of how these support the evidence requirement by, for example, including page numbers or exam question numbers.

Submitting Documents – File Structure

Titles of supporting documents need to match what is entered on the mapping tool. Use consistent nomenclature throughout the mapping tool.

Here is an example of a file structure:

Indicator 4 (curriculum mapping)

- ▼ Clinician
 - Comp 1.1._NURS 6022_Syllabus_T
 - Comp 1.1._NURS 6022_Assignment_Rubric_E

Legend

Schools can also submit a legend with their curriculum mapping tool. Table 4 shows an example of a legend.

Table 4: Example of a legend

COL	Course outline
CO	Course outcome
LO	Learning outcome
Patho	Pathophysiology
IP	Integrated practicum
T	Theory
A	Application
E	Evaluation
Comp	Competency

Online portal

Schools submit their curriculum mapping files electronically through a secure online portal. Instructions and access are provided to schools by NANB.

Scoring the Curriculum Mapping Tool

The curriculum mapping indicator is a **mandatory indicator** and must be met (receive a score of two) for program approval. The curriculum mapping tool has two components that contribute to the total curriculum mapping score: The ETP competencies and the foundational practice standards. The total curriculum mapping score is converted to an indicator score that is included as part of the overall program approval score. This section describes:

- how the ETP competencies are evaluated and rated,
- how the foundational practice standards are evaluated and rated,
- how the ETP competencies and foundational practice standard ratings contribute to the overall curriculum mapping tool rating and score.

How Each ETP Competency is Evaluated and Rated

Each ETP competency is evaluated and rated for curriculum integration using sources of evidence from the following categories:

- Theoretical,
- Application,
- Evaluation.

The competency is rated as either:

- Met,
- Partially met, or
- Not met.

Definitions for these ratings are listed in Table 5.

Table 5: Ratings and definitions for ETP competencies

Ratings	Definition/Criteria
Met	Competency is explicitly demonstrated through supporting evidence and the assessor is not required to make any inferences. At least one source of evidence for each category (theory, application and evaluation) is identified and demonstrates explicit integration into the curriculum. Sources of evidence demonstrate clear alignment with the competency definition.
Partially met	Competency is partially demonstrated through supporting evidence and the assessor is required to make some inferences. At least one source of evidence for each category (theory, application and evaluation) is identified and demonstrates integration into the curriculum. Sources of evidence do not demonstrate clear and consistent alignment with the competency definition. The assessor is required to make some inferences.
Not met	Competency is not demonstrated through the supporting evidence and the assessor is required to make major inferences. Less than one source of evidence for each category (theory, application and evaluation) is identified for each competency. Sources of evidence do not demonstrate clear and consistent alignment with the competency definition.

How Each Foundational Practice Standard is Evaluated and Rated

Each foundational practice standard is evaluated and rated as met or not met. There is no partially met option in the rating of these five standards. Definitions for these ratings are listed in Table 6.

Table 6: Ratings and definitions for foundational practice standards

Rating	Definition/Criteria
Met	The practice standard theme is explicitly demonstrated through the supporting evidence and the assessor is not required to make any inferences. Sources of evidence for each category (theory, application and evaluation) are identified and demonstrate explicit integration into the curriculum. Sources of evidence demonstrate clear alignment with the foundational practice standard.
Not met	The practice standard theme is not demonstrated through the supporting evidence and the assessor is required to make major inferences. Sources of evidence for each category (theory, application and evaluation) are identified for each competency. Sources of evidence do not demonstrate clear and consistent alignment with the foundational practice standard.

How the Overall Curriculum Mapping is Evaluated

The ratings for the ETP competencies and the foundational practice standards contribute to the overall curriculum mapping score. For a rating of met (score =2), the curriculum mapping tool template must meet the following three criteria:

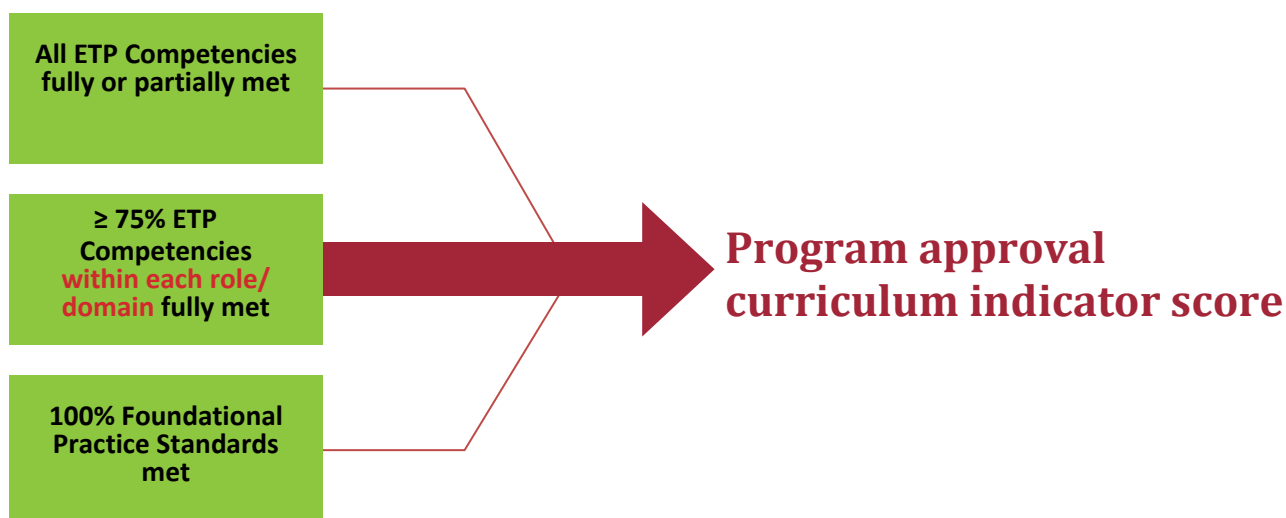
- There are no unmet ETP competencies (all ETP competencies must be rated met or partially met per Table 5); and
- 75% or more of the ETP competencies within each role/domain must be rated met; and
- 100% of the foundational practice standards must be rated met. See Figure 5.

Table 7 outlines the rating definitions for overall scoring of the curriculum mapping tool.

Table 7: Definitions for overall curriculum mapping tool ratings and scores

Rating	Scoring	Definition/Criteria
Met	2	A program is considered to have met curriculum expectations when all three criteria are achieved.
Not met	0	A program is considered to have not met curriculum expectations when any one or a combination of the criteria are not achieved.

Figure 5: Curriculum mapping tool criteria contributing to a program approval indicator score



Frequently Asked Questions

How many descriptors can be included on the curriculum mapping tool?

There is no maximum for the number of descriptors. There must be a minimum of one descriptor. Descriptor(s) must provide explicit information and direction as to where the evidence can be found in the curriculum. For example, Chapter 1, Section 1.3, pp. 12-15.

Can I use the same source of evidence for more than one ETP competency? Yes. A source of evidence can be used to support more than one competency. To illustrate full integration of the ETP into the curriculum, schools are encouraged to use multiple sources of evidence and descriptors, and not rely on a select few.

Can I use the same source of evidence for more than one category (theoretical, application, evaluation)?

Yes. In some instances, the same source of evidence can be used across more than one category.

What kind of documents should I submit to support the curriculum mapping tool?

Schools are required to submit documents that are cited in the curriculum mapping tool. Titles of supporting documents submitted must match what is entered in the completed curriculum mapping tool. Schools are not required to submit exams, quiz questions, articles or book chapters.

Appendix A:

ETP competencies for each nurse class/category

Registered Nurse:

[Entry-to-Practice Competencies for Registered Nurses](#)

Nurse Practitioner:

[Entry-to-Practice Competencies for Nurse Practitioners](#)



165 Regent Street

Fredericton NB

E3B 7B4

www.nanb.nb.ca

Tel.: 506-458-4417

Toll-free in Canada: 1 800 442-4417

Fax: 506-459-2838