



Ag Rialáil Gairmithe Sláinte
agus Cúraim Shóisialaigh
Regulating Health +
Social Care Professionals

Approved by DRB on 25 February 2014

Guidance for Education Providers

on the

Criteria and Standards of Proficiency for Education and Training

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1. Introduction

1.1 Supporting CORU documentation

The following documents are to be read in conjunction with each other:

- Criteria and Standards of Proficiency for [your profession] Education and Training Programmes
- Criteria and Standards of Proficiency for Education and Training Programmes – Guidance for Education Providers
- Approval and Monitoring Process
- Code of Professional Conduct and Ethics for **[your profession]**.

1.2 Background

This document is designed to be read in conjunction with *Criteria and Standards of Proficiency for [your profession] Education and Training Programmes*. This document provides generic guidance for providers in relation to the criteria for approval of programmes and the standards of proficiency to be attained by graduates of health and social care programmes covered by the Health and Social Care Professionals Act, 2005. The document is designed to assist providers when they are preparing for a site visit by an assessment team from CORU. Guidance in this document is not profession specific. Providers should consult the Criteria and Standards of Proficiency document for their profession for any profession specific guidance and terminology.

Throughout the document 'we', 'us' and 'our' refers to CORU (the registration boards and the Health & Social Care Professionals Council) and 'you' refers to the staff working on an approved programme, or a programme that is submitted for approval. We have used the term 'student' throughout the document. We use this to include anyone studying on a programme which leads to them being eligible to apply to join a register for one of the approved professions.

We have used the term 'staff' throughout the document. We use this to mean anyone involved in providing education and training to a student. The term 'placement teacher' is used to describe staff members who are assigned to monitor, support and assess students while on practice placement.

As part of the approval and monitoring processes, we will review a programme to ensure that it meets or continues to meet the criteria for approval and the standards of proficiency that students must attain in order to be eligible to apply to join the register. This document provides guidance on the criteria for approval and the indicators that we will use to check that the criteria are being met. The document also explains how you should provide evidence that your programme meets the standards of proficiency specified for the profession.

Full details about the approval and monitoring of programmes can be found in the document **Approval and Monitoring Process**.

Although you do not have to use this document, we recommend that you do so, as it has been compiled to give you advice on the evidence you will need to refer to when going through either the approval or review process.

1.3 About CORU

The Health and Social Care Professionals Council (HSCPC), known as CORU, was set up under the Health and Social Care Professionals Act, 2005. The Act provided for the establishment of the registration boards for designated professions. Their functions include establishing and maintaining a register of members of designated health and social care professions. Registration allows a person to use the title of a designated profession.

The following health and social care professions are designated in the Act:

▪ Clinical biochemist	▪ Podiatrist
▪ Dietitian	▪ Psychologist
▪ Medical scientist	▪ Radiographer
▪ Occupational therapist	▪ Social care worker
▪ Orthoptist	▪ Social worker
▪ Physiotherapist	▪ Speech and language therapist

CORU may regulate other professions in the future.

Registration is fundamental to the delivery of quality and accountability in the provision of health and social care services and will ensure that members of the public are guided, protected and informed, so that they can be confident that health and social care professionals providing services are properly regulated and qualified for the job. The registers will be available on the CORU website for anyone to search, so they can check the registration status of the professional of their choice.

The main function of CORU is to protect the public by fostering high standards of professional conduct and professional education, training and competence among registrants of that profession. To this end, the Act makes provision for:

1. The approval of education and training programmes
2. The monitoring of continuing suitability of education and training programmes.

Registration boards make available the requirements for the approval and monitoring of programmes. Higher Education Institutions in the Republic of Ireland apply to the relevant registration board for approval of the relevant programme/s. Following the approval, programmes are subject to monitoring/review on an on-going basis

Full details about the approval and monitoring of programmes can be found in the document **Approval and Monitoring Process**.

1.4 About this document

The main text of this document is divided into three sections in line with the document **Criteria and Standards of Proficiency for Education and Training Programmes**. The final part of this document, the Appendix, is a glossary of terms used in all of our documents.

Section 1 provides an introduction to the document and to the role of CORU.

Section 2 is the main body of the document and is divided into 8 sub-sections, in line with the 8 criteria for approval. In the first place the criterion is specified. This is followed by a heading 'Overall guidance' which gives a summary of the criterion, including information about how you can show that your programme meets the criterion, and details the type of documentation you could provide for the approval/review process, or who we might meet during a site visit.

We have also provided a list of 'example questions' for each of the criteria. We will not necessarily ask all of these questions but they are designed to help you prepare for the visit. The list of questions is not a complete list and we may focus on other areas to make sure that your programme meets the criteria.

This is followed by a section on detailed guidance on indicators. The indicators set out exactly what we will be looking for in relation to each of the criteria. Each indicator is numbered and presented in a table, like the one below:

This box contains the number and the full text of the indicator, for example:
2.6.2 Curriculum design and development are guided by professional knowledge of the subject that is evidence informed

Guidance

This box contains guidance on the indicator. This may include the reasoning behind the indicator with examples and suggestions of the type of evidence to provide.

Section 3 explains how you will provide information about the way your programme addresses the standards of proficiency for the profession. Providers will complete an *Approval and Review Mapping Document*, in advance of the site visit. The mapping document enables you to indicate to us where in the documentation we can find, for example, a module descriptor, policy document, student handbook or practice placement handbook, or other evidence relating to each indicator. Section 3 also provides guidance on how to present this information to the assessment team. The **Approval and Review Mapping Document** for each profession will be available on the CORU website.

1.5 Guiding principles

The principles that underpin the work of a Registration Board in relation to the approval and subsequent monitoring of programmes for the purpose of registration include:

- 1.5.1 The interests of the public need to be safeguarded by fostering high standards of professional education, training and competence in the profession.
- 1.5.2 Providers of programmes have primary responsibility for the quality of their programmes and its assurance.
- 1.5.3 Institutional autonomy should be respected.
- 1.5.4 Use should be made wherever possible of the outcomes of institutions' own internal and external quality assurance processes.
- 1.5.5 Transparency and the use of external expertise in the approval and monitoring of programmes are important.
- 1.5.6 There need to be efficient and effective organisational structures within which the system of approval and monitoring of programmes can be provided.
- 1.5.7 The criteria and standards of proficiency should be developed in consultation with stakeholders.
- 1.5.8 Processes should be fit for purpose and not place an unnecessary burden on institutions.
- 1.5.9 The principle underpinning the approval process is based on self-evaluation by providers.
- 1.5.10 Processes should not stifle diversity and innovation.

2. Criteria for the approval and monitoring of education and training programmes

2.1 Qualifications for entry to the Register

Criterion

This criterion is concerned with the minimum academic qualifications that applicants will be required to hold in order to apply to register with the relevant Registration Board.

The threshold entry route (NFQ level, award-type and named award) to the register of a designated profession will be determined by the relevant Registration Board and listed here.

Example: *Level 8, honours bachelor's degree, name of award*

Detailed Guidance on indicators

The threshold entry route (NFQ level, award-type and named award) to the Register of a designated profession will be determined by the relevant Registration Board, for example:

- Level 8 Bachelor's degree with honours (name of award)
- Level 9 Master's degree (name of award)
- Level 9 Graduate Diploma (name of award)

Guidance

The Registration Board for each of the designated professions will specify the minimum academic qualification or entry level for the profession, based on what they believe is needed, for people who successfully complete the programme, to meet the standards of proficiency for the profession.

The list of approved courses for each designated profession will be published on the CORU website.

Other sources of guidance:

National Qualification Authority of Ireland (2003). **Policies and Criteria for the Establishment of the National Framework of Qualifications**. Dublin: National

Qualifications Authority of Ireland.

National Qualification Authority of Ireland (2003). **Policies, actions and procedures for access, transfer and progression for learners.** Dublin: National Qualifications Authority of Ireland.

2.2 Admission onto a programme

Criterion

There should be explicit information regarding the requirements for admission onto a programme, setting out minimum entry requirements, application and selection procedures.

Overall guidance

This criterion is concerned with information provided for interested parties about the programme, admissions requirements for the programme and selection procedures for applicants. Examples of the kind of information that you, the provider, could provide include:

- Information that is available to applicants
- Information that is provided at open days and to guidance counsellors
- A copy of your advertising materials
- A relevant website address
- Copy of the institution's admissions policy and selection procedures
- Information on the recognition and accreditation of prior learning
- Copy of the institution's policy on equality and diversity.

Example questions

What information do you give about the programme to applicants, and in what format?

Do you give credit to applicants with accredited prior learning?

What compensation measures are used to address entry criteria shortfalls, if any?

How do you monitor equality and diversity policies?

Detailed guidance on indicators

2.2.1 Clear and comprehensive information for prospective students about the programme and procedures for admission to the programme, including direct applications, is available as web-based material and in hard copy.

Guidance

Information about the programme (entry requirements; award; course overview; course duration; fees/student service charge/grants; career and further study opportunities; practice placement duration and location, etc.) should be clearly set out in the information you make available to people who are interested in applying to your programme. This information should be available online and in hard copy.

Details of all admissions routes should be readily available in the literature, including mature applicants and access programmes.

You should ensure that applicants and students are informed that successful completion of the programme means that they will be 'eligible' to apply to register with the relevant registration board. Phrases such as 'completing the programme entitles you to be registered' or 'once you have completed this programme you will be registered', should be avoided as all students will need to apply to be registered after they have successfully completed their programme.

2.2.2 The mechanism for student admissions to the programme ensures that the stated entry requirements are met

Guidance

We will want to see that the procedures for admission to a programme are clearly set out for prospective students. Information such as the application procedure, closing dates, transfer from another undergraduate programme, post graduate applications, mature student applications, interviews, etc. should be readily available.

2.2.3 Clarity in relation to entry requirements

Guidance

We will want to see that the entry requirements relating to your programme are clearly set out, are appropriate to the level and content of the programme and are applied fairly.

Information about academic requirements should include the minimum requirements for the programme but information should also be provided on the actual requirements over recent years so that applicants have a realistic picture of the standard required.

Other requirements might include health declarations/medical assessment; Garda Vetting and/or Police Certificates; provision of references; evidence of English competence for applicants whose first language/primary mode of expression is not English; written assessments or interviews. Information regarding requirements should be clearly specified and justified.

Requirements may vary across the professions and clear information should be available to applicants. For example, some programmes may require students to have immunisations while others will not.

2.2.4 Procedures for recognition of prior learning (RPL), if applicable

Guidance

We will want to see what mechanisms for recognition/accreditation of prior learning you make available to applicants and students.

Where such procedures are available we will want to make sure that students who are eligible for recognition/accreditation of prior learning are able to meet the standards of proficiency for their profession when they successfully complete the programme.

We will want to see what information, guidance and support you provide to RPL applicants, the policy and procedures for awarding credits and details of how much prior experience and learning you will accept.

2.2.5 Institutional policy on equal opportunities in relation to applicants and students

Guidance

We will want to see that you have appropriate equality and diversity policies in place. These policies may be specific to your department or school or they may be the institutional policies that apply to your department/school. We will want to see how these policies are put into practice and monitored.

We will also want to be sure that these policies can be accessed by students (for example, in a student handbook or on a website), with information about what an applicant or student should do if they feel they have been discriminated against.

2.2.6 Information documenting the collection, analysis and use of relevant information on admissions to the programme

Guidance

We will want to see what information concerning admissions to the programme is collected, for example: numbers; gender spread; geographical spread; academic achievement, and how this information is analysed and the data used.

2.3 Programme management and resources

Criterion

Programmes should be well organised, have clear management and operational structures, adequate and appropriate staffing and the physical and monetary resources to support the teaching and learning activities, research activity, professional development etc.

Overall guidance

This criterion is about proper management of the programme and the provision of adequate resources to the academic, support and practice placement staff and to the students on the programme.

On a site visit we will take note of the resources available on-site during a tour of the facility. You might want to use the tour to tell us about facilities that you feel meet this criteria particularly effectively. You might also want to indicate any building plans or development of resources that are planned.

We will want you to provide evidence about how well the policies and procedures that you outline in your documents are working.

Examples of questions

Do you use visiting lecturers? If so, how do you include them in your quality assurance systems?

Do you have a performance management development system in place? If so, how has it improved the programme?

How do you monitor student attendance?

Detailed guidance on indicators

2.3.1 Confirmation of the long term security of the programme within an institution

Guidance

We will be seeking confirmation that the programme is secure within the institution's plan, that the programme is not under threat and that it has enough support into the future. This confirmation will most likely come from senior management in the institution. A meeting with the appropriate senior manager/s will be held during the site visit at which this issue will be raised.

2.3.2 Commitment to adequate financial support for the programme for the five-year approval period

Guidance

By 'adequate financial support' we mean that the institution is committed to providing enough financial resources to deliver the programme and that the risks or threats to delivering the programme are currently very limited. We will seek confirmation from senior management in relation to this matter during the site visit.

2.3.3 The named person with direct responsibility for the programme is appropriately qualified and experienced

Guidance

We will want to see that the person who has overall professional responsibility for the programme has appropriate qualifications and experience for the job.

Along with a copy of that person's CV, you might also want to include evidence that he/she:

- has relevant educational management experience;
- is able to organise how the programme will be delivered; and
- holds a relevant professional qualification.

We expect that this person will normally be registered with the relevant registration board. However, we recognise that it may be possible for a programme to be led by someone who is registered in another health profession. If this is the case, you should provide more detail about their qualifications and experience and how resources are provided to support them in their role.

2.3.4 The organisational and staffing structure supporting the management of the programme is explicit

Guidance

We will want to see evidence of the programme management structure. This may include lines of responsibility and the links to the management of practice placements, highlighting the roles and responsibilities of everyone involved.

If the programme proposal is new, we will need to be convinced that there are effective systems in place to manage the programme and that the people involved have the skills and expertise they need to work within these systems.

Evidence might include:

- The programme handbook
- An outline of the management structure
- Role descriptions
- Practice placement agreements.

2.3.5 Structures are in place to facilitate the participation of staff and students in relevant deliberation and decision-making processes

Guidance

We will want to see how staff and students are consulted and involved in decision-making in relation to the programme.

You might want to include the terms of reference and composition of various committees and fora where students and staff are involved in discussions and decision-making processes in relation to the programme.

2.3.6 The staff involved with teaching the students have appropriate qualifications, full knowledge and understanding of the subject they are teaching and the skills and experience to transmit their knowledge effectively to students in a range of teaching contexts and have access to feedback on their own performance

Guidance

We will want to see that the qualifications and experience of the teaching staff are appropriate to the programme. The CVs of the teaching staff will contain the information you need for this criterion.

You will need to show us that the staff on the programme team (including part-time staff) and other people who help deliver the programme (such as sessional or guest lecturers), are qualified to deliver the programme.

We do not set specific requirements for the expertise and knowledge that is needed to deliver the programme but we will engage with the provider to ensure best practice and on-going development in this regard.

We will want to see the procedures in place within the programme to provide access for members of the teaching staff to feedback on their performance and that adequate support mechanisms are available for staff to improve and develop their teaching skills.

2.3.7 A mechanism for staff development that prepares staff to deliver the educational programme is declared

Guidance

It is important that all staff (including part-time staff), practice placement tutors and visiting lecturers have the opportunity to develop and maintain their professional skills. It is particularly important that they keep their knowledge and skills up-to-date, to allow them to deliver the programme effectively.

We will want to be sure that there is a staff development policy and that individuals keep up to date with developments in the profession.

Evidence of this could be provided in the form of:

- Staff development strategies and systems
- Staff appraisal systems
- Staff profiles
- Professional development portfolios.

We will seek evidence from members of your programme team about the staff development system, how effective it is and how easy it is to gain access to staff development. This information could be provided in document form or ascertained from meetings with staff during the site visit. We may also want evidence from practice placements educators about how you support them in their development.

We will want to know what support you provide for new members of staff, such as peer observation, mentoring or induction.

2.3.8 Appropriate and adequate resources/facilities to meet the teaching and learning needs of the students are available

Guidance

We will want to see evidence of the resources that students use and have access to.

Resources and facilities in this context include:

- student handbooks and module guides
- Information Communications Technology (ICT) facilities
- lecture rooms
- tutorial rooms
- presentation equipment
- specialist laboratories
- specialist equipment and materials
- library facilities.

We will want to see the resources and facilities that are provided to support student learning and to determine if they are adequate. In this context we will want to see evidence of how you use monitoring and evaluation systems to determine how resources are used and how effective they are.

We will also want to see how you support student learning in the practice placement setting.

2.3.9 The process of monitoring student attendance is declared, together with the implications of non-attendance

Guidance

We want to make sure that students can meet all of the standards of proficiency, to be able to practise safely and effectively. This means, for example, that the parts of the programme that are essential to ensure that students meet the standards of proficiency will need to be compulsory.

You should provide information on which parts of the programme are compulsory and the systems you have in place for monitoring attendance at these times. You should also provide information to show us what action you will take if students fail to attend the compulsory parts of the programme.

We will want to be sure that you clearly communicate your requirements to students including any consequences of missing compulsory components of the programme. You might, for example, include this in a student handbook or similar material, indicating clearly where this information is located in the documentation provided.

2.3.10 The institution keeps appropriate records, which should include records of the conferment of academic awards and details of students who exit the programme before completion

Guidance

We will want to see how your institution maintains records of examination results and conferment of academic awards to students of the programme. We will also want to know what the procedure is for graduates to access transcripts of results or obtain verification of results and awards, once they have left the institution.

In addition, we will want to know where and how records and results of students who exit the programme before completion are kept. We do not expect that this information is maintained at individual department level. Documentary evidence of the procedure will suffice with the option to visit the relevant section/department/office during the site visit.

2.4 Learning resources and student support mechanisms

Criterion

Resources available for the support of student learning are adequate and appropriate for the programme.

Overall guidance

This criterion is concerned with the provision of appropriate learning resources for students and to ensure that there is a system of academic and pastoral support available to students in both the theoretical and practice placement settings. We will also want to see how students are able to gain access to the support in both settings.

Examples of questions

Do you have an annual budget for the upkeep of resources?

What access do students have to information technology and library resources off-site or at weekends?

Detailed guidance

2.4.1 Learning resources are available and accessible to students

Guidance

You should provide information about the learning resources that you provide for students. During the site visit you may also want to point out learning resources, such as library facilities, Information Communications Technology (ICT) facilities and any resources specific to the profession.

'Resources' in this context may include:

- student handbooks and module guides
- Information Communications Technology (ICT)
- technical and support staff
- buildings
- specialist laboratories, facilities and equipment
- library services, facilities and information resources including print and e-resources.

We will want to see the resources you provide to support your programme, how up-to-date they are and the access the students have to the resources. We will want to be sure that:

- you keep stocks up to date
- there is enough money to replace stocks
- there are enough core textbooks (or that you have arrangements in place for reserving certain titles only, or short-term loan only)
- that opening hours mean that the resources are available to students.

We will also want to know that the students have access to learning resources wherever their learning is based.

2.4.2 Support mechanisms are available to students, designed with their needs in mind and responsive to feedback from those who use the services

Guidance

We will want to see how your support systems benefit all students, including mature students, students with a disability, students from under-represented socio-economic backgrounds and those with caring responsibilities. You should provide evidence of the support available for students during periods of sick leave or any other planned or unplanned leave. You may also like to provide details of financial help available, counselling and any specialist teaching and learning facilities.

We will want to see evidence of:

- the facilities available for student support
- how students are informed about these services
- how easy it is to gain access to these facilities, and
- the involvement of students in reviewing these facilities/supports.

Appropriate support facilities and resources could include some or all of the following:

- student tutor system
- counseling service
- health centre/medical advice
- accommodation office
- disability office
- chaplaincy service, and
- career advisory service.

2.4.3 A formal complaints procedure is in place for students

Guidance

We will want to see that there is a formal procedure in place to hear students' complaints and how you tell students about the process. We would expect the complaint process to provide details of how you deal with students' concerns about the programme or a related service, as well as allegations of harassment or discrimination.

'Complaints' as used in this indicator differs from 'appeals' which are only concerned with a request for a review of a decision about progression, assessment or an award.

2.4.4 Institutions routinely monitor, review and improve the effectiveness of the support services available to students

Guidance

We will want to see how you monitor the effectiveness of the student support services you provide. You should provide information on the involvement of students in the review of support services.

We may ask during the site visit for evidence from students about how well they feel the support systems are working.

2.5 Policy and procedures for quality assurance

Criterion

Providers should explicitly commit themselves to the development of a culture which recognises the importance of quality assurance and quality improvement. The strategy, policy and procedures should have formal status within the institution and be publicly available and they should include a role for students and other stakeholders.

Overall guidance

Institutions should have policies and associated procedures for periodic review to assure the quality of programmes and to utilise learning from this developmental process in order to effect improvement. It is most likely that these policies and procedures will be developed at institutional level rather than individual school/department level. However, there may be quality assurance procedures at a school/department level for programme specific elements such as practice placements.

We will want to see all policies for quality assurance and the stages of the review process. We will want to know how students and other stakeholders are involved in the process. In relation to the programme under review, we will want to see all reports of quality assurance reviews carried out in relation to the programme in the previous **five years**, including a report from the programme leader/manager on the implementation of a quality improvement plan following the review reports.

Examples of questions

How has your institution's internal audit contributed to the on-going development of your programme?

What procedures do you have in place for reviewing the annual external examiners' reports?

What systems do you have in place for reviewing practice placements?

Detailed guidance on the indicators

2.5.1 The existence and availability of reviews of the programme, for example, internal quality assurance reports, external quality audits, academic review by accrediting bodies, professional body reviews, external examiners' reports, student feedback and reviews by former students and employers

Guidance

You must provide evidence of your monitoring and evaluation systems. We will also want to see how you act on the information you gather through review, monitoring and evaluation systems.

Evidence might include:

- quality assurance audits and clear action plans and evidence of the action you have taken
- external reports and your response to these reports
- annual or routine monitoring requirements and reports
- an analysis of student feedback through module evaluations, placement evaluations, programme committees and staff-student liaison committees
- feedback through placement audits and evaluations and partnership meetings
- an analysis of tutor's feedback through module evaluations, programme committees and annual reports.

We will want you to explain how you evaluate the programme's effectiveness. Once we have approved a programme, we will use the documents from your audit, monitoring and evaluation systems (including internal quality assurance and external examiners' reports) in future review/monitoring of the programme.

You can use the same documents you use for internal processes or give to other bodies. We will want to see that the audit, monitoring and evaluation systems (for example, internal quality assurance, external examiners' reports and student feedback) are appropriate to, and effective for, the programme. You should show how you use the systems you currently have in place rather than develop new systems.

2.5.2 An appropriate policy on the provider's internal quality assurance system

Guidance

We will want to see that you have a policy and associated procedures for the assurance of the quality of your programme/s and awards. We will look for explicit commitment to a culture which recognises the importance of quality and quality assurance in your work.

The policy statement on internal quality assurance will include:

- the institution's strategy for quality and standards
- the organisation of the quality assurance system
- the responsibility of departments, schools, faculties or other organisational units and individuals for the assurance of quality
- the involvement of students and other stakeholders in quality assurance, and
- the way in which the policy is implemented, monitored and revised.

2.5.3 Reports from the recent external and internal reviews, including details of follow-up action to the reviews

Guidance

We will want to examine the most recent reports from your institution's external and internal reviews of the programme during the site visit and reports for each of the intervening years should be available for each subsequent site visit.

We will also want to see the previous report from the relevant Registration Board's review process.

We will look for evidence:

- that the audit, monitoring and evaluation reports on your programme are addressed at department/programme level
- of the involvement of management, staff and students in reviewing the feedback, and
- of follow-up action towards the goal of on-going quality improvement.

2.6 Curriculum design and development

Criterion

Curriculum design should reflect current evidence-informed and research-based educational theory and health and social care practice. The curriculum model chosen should be dynamic and flexible to allow for changes in the profession, health and social care delivery and developments in evidence-informed practice.

Overall guidance

This criterion is about the curriculum, making sure that the people who complete the programme meet the standards of proficiency for their profession and are fit to practice. The provider designs a programme that will allow the students to meet the standards of proficiency. The indicators on curriculum design and development reflect a set of broad standards so that you can design a programme that takes account of relevant curriculum frameworks.

The curriculum framework you choose should allow you to take into account changes/developments in the profession and should make sure that anyone who takes part in the programme is able to meet the standards of proficiency when they have completed it. We do not set more detailed standards for developing a curriculum or about the content of programmes or how they are delivered.

Examples of questions

What are the main influences guiding the design of your curriculum?

Can you explain how the learning outcomes of the programme meet the standards of proficiency?

What teaching and learning approaches do you use, and why?

What is the reasoning behind the content of the programme, and the balance of hours for different subjects?

How do you make sure the curriculum development model you use remains relevant to current practice?

Detailed guidance on indicators

2.6.1 The curriculum is designed to meet the standards of proficiency (as outlined in Section 3) agreed by the relevant registration board

Guidance

This is one of the most crucial areas within the criteria for approval of programmes. In advance of a site visit, we will ask you to show how your learning outcomes meet each of the standards of proficiency by completing the *Approval and Review Mapping Document* we give you in advance of the visit.

Depending on the nature of any changes you make to your programme, which might be major or minor, we may ask you to fill in an updated version of the mapping document for the biennial monitoring or major change process. Details of these processes are available in the CORU document *Approval and Monitoring Process*

You should refer us to the learning outcomes and assessment techniques which should show how all of the standards of proficiency are covered by successfully completing the programme. The learning outcomes could be in module or unit descriptors.

Our task is to ensure that the programme design enables every student who successfully completes the programme meets all of the standards of proficiency, irrespective of what modules they choose, or if they have postponed their study.

We would recommend that you include the standards of proficiency in your reading lists.

2.6.2 Curriculum design and development is guided by professional knowledge of the subject that is evidence-informed

Guidance

Practice may change over time. We expect you to provide evidence of how you make sure that the curriculum stays relevant. We will want to know how the curriculum framework used allows for changes in philosophy, core values, skills and knowledge of the profession.

Evidence may include:

- staff CVs (which might include information about how you keep the curriculum relevant through on-going research or professional activity of members of the programme team)
- evidence that the programme team take part in continuing professional development (CPD)
- evidence of how research and academic activity affect the programme and its development
- peer-reviewed journals used in the curriculum
- quality assurance reports
- evidence of how changes in policy and practice affect the development of your programme.

2.6.3 The curriculum development team is informed by practitioners and employers. Other stakeholders that may bring a broader perspective to the development of the curriculum should be consulted, for example, service users, researchers and policy makers

Guidance

We will want to see the composition of the programme curriculum development team to ensure the involvement of personnel in education and in practice of the profession.

We will look for evidence of:

- regular contact with service users
- the contribution that stakeholders (placement educators, employers, past and present students, service users and relevant health authorities) make in the programme planning process.

2.6.4 The curriculum utilises a range of teaching and learning strategies to assist in the development of knowledgeable, competent, reflective practitioners who are willing to accept personal and professional accountability for evidence-informed practice, and who are equipped with life-long skills for problem solving and self-directed learning

Guidance

You should encourage students to consider:

- their own practice
- the limits of their safe and effective practice
- how they will relate to other people practising in their profession
- their responsibility to make sure that they practise safely when they complete the programme.

We will look for evidence of independent, reflective thinking through student-centred learning, teaching and assessment strategies. Evidence could include:

- self-appraisal when planning and writing action plans
- discussion groups
- workshops
- practice simulation and debriefing
- reflective diaries or logs
- professional development portfolios or personal development plans, and
- practice placement reviews.

2.6.5 The curriculum design reflects a variety of methods of teaching and learning and provides a balance between lectures, tutorials, workshops, small-group interactions, demonstrations, practical work and self-directed learning

Guidance

You will need to show that you use a 'variety/range' of learning and appropriate teaching approaches to deliver the programme. We do not give specific requirements in relation to how many approaches you should use but it is unlikely that a programme which relied on one or two teaching and learning approaches would satisfy this indicator.

You should show how you meet this indicator specifically through how you have designed your programme. Also, quality assurance systems may provide evidence of how you satisfy this indicator, and you could highlight specific parts of your programme.

2.6.6 The curriculum design reflects evidence of inter-professional education and inter-disciplinary co-operation designed to lead to improved communication between health and social care professionals working together to achieve better outcomes for service users

Guidance

Successful inter-professional learning can develop students' ability to communicate and work with other professionals, potentially improving the environment for service-users and professionals. Where inter-professional learning is provided, you must ensure that it does not prevent each professional group from attaining the skills and knowledge specific to their profession.

You could provide evidence about which parts of the curriculum are shared, and which are not, and the reasons for this. You may also want to comment on how you see inter-professional education developing and how it benefits those groups which are involved.

Refer to standards of proficiency in Section 3.

2.6.7 The curriculum is planned to demonstrate a balanced distribution and integration of theory and practice to achieve the standards of proficiency (as outlined in Section 3)

Guidance

We will be looking for evidence in your curriculum that theory and practice are combined within both the theoretical and practical parts of your programme.

You should show how you satisfy this indicator specifically through how you have designed your programme. You may also be able to provide evidence through quality assurance reports, external examiners' reports or other programme appraisals. You could also highlight parts of your programme that exemplify best practice in the integration of theory and practice.

2.6.8 The module descriptors/course outlines identify the aims, learning outcomes, syllabus content, student contact hours, student effort/self-directed learning hours and the assessment strategies

Guidance

We will look to see that the programme is set out in units/modules. Each unit/module should adopt a similar layout for ease of reference. Copies of all modules should be available for examination. The standards of proficiency for each profession will be mapped to the units/modules of learning in a separate mapping document. The mapping document allows you to indicate where in the unit/module descriptors there is evidence relating to each of the specific indicators.

See Section 3 for details of the Approval and Review Mapping Document.

2.6.9 The curriculum articulates how the student is enabled to achieve the expected learning outcomes of the programme

Guidance

The curriculum should be designed to enable every student to achieve the learning outcomes of the programme and thus meet the standards of proficiency for the profession. Curriculum documentation should articulate how a student progresses through the programme. There should be a system in place to address a situation where a student is not progressing as expected.

In addition, there should be documentation and procedures in place where a student may not be fit to practise the profession. This process should focus on identifying and helping to address the concerns identified, but should allow for a range of outcomes, including providing for an award that does not provide eligibility to the Register. It is important that you are able to justify, and be responsible for, any decision you make and that the process is thorough, fair and open.

We will want to see the process of communication between you, the practice placement providers and the practice placement tutors. It will be important to show that the process is fair and that you have made every effort to allow the student to address any issues relating to their conduct, and that you can justify any decisions that you have made.

We would expect to see evidence of these processes in a student handbook or on a website.

You may want to use the **Code of Professional Conduct and Ethics** for your profession to inform your process.

2.7 The assessment process

Criterion

Assessment of learning is a continuous process and demonstrates a balanced and integrated distribution throughout the programme. Students should be assessed using published criteria, regulations and procedures which are applied consistently.

Overall guidance

Assessment of students is one of the most important elements of higher education. The outcomes of assessment have a profound effect on students' future careers. Therefore, it is important that assessment is carried out professionally at all times and takes into account the extensive knowledge which exists about testing and processes. Assessment also provides valuable information for programmes and institutions about the effectiveness of teaching and learner support.

This criterion is concerned with the assessment procedures you have established for your programme: the selection of assessment techniques to measure achievement of the learning outcomes; the fitness for purpose of the assessment techniques; the application of fairness and consistency in the assessment of students; the documentation provided for students and the effectiveness of the administration of the assessment procedures.

We will want to see that students meet the standards of proficiency for their profession when they complete the programme.

You may want to provide us with a copy of your assessment strategy, or equivalent, as well as any other information about how you assess the programme, for example the information provided in module descriptors. We will also want to see marking criteria for assessment elements.

We will want to make sure that your assessment of practice placements is thorough, fair and consistent. So, information about how you train practice placement tutors, and how marks are moderated, will also be relevant here.

Examples of questions

Why have you chosen particular types of assessment for each module?

What is your policy on re-sits, for the theoretical and placements parts of the programme?

Is there a system of continuous assessment and on-going feedback for students on practice placements?

What happens if a student is failing in practice placements but is doing well in academic subjects?

How does the design of your assessment procedure produce students who are fit to practise?

Do students have the right to appeal assessment decisions?

What criteria do you have for the selection of external examiners?

How do you use data collected through assessments in the evaluation of the effectiveness of teaching and learning on the programme?

Detailed guidance on indicators

2.7.1 The assessment strategy and design ensures that the student who successfully completes the programme has met the intended learning outcomes of the programme and the standards of proficiency set out for the profession

Guidance

We will want to make sure that the students meet the intended learning outcomes of the programme and the standards of proficiency of their profession when they complete the programme.

We will want to ensure the documents you provide as evidence clearly set out your assessment strategy and include a direct reference to the learning outcomes, the standards of proficiency and associated assessment methods. We would expect each module descriptor to explain the assessment strategy for that module.

We will want to see information about the:

- compulsory and optional modules
- individual module pass marks
- number of re-sits allowed and within what period of time
- maximum number of re-sits allowed for practice placements
- compensation regulations, and
- the maximum time a student can take to complete the programme.

2.7.2 Assessment techniques are appropriate for their purpose, whether diagnostic, formative or summative

Guidance

We will look for fitness of purpose in the selection of assessment techniques. You will need to provide information about your chosen assessment methods, including your reasons for using different assessment methods for different parts of the programme. You should show how your chosen methods are in line with the learning outcomes for each module.

We need to be sure, whatever assessment methods you use, that those students who successfully complete the programme can practise their profession safely and effectively.

2.7.3 Assessment techniques have clear and published criteria for marking

Guidance

Your assessment strategy should have information about the criteria you use for marking examinations, coursework assignments and practice placements. Information about how you moderate results may also be included here.

We will look at the information you provide to students in relation to the criteria for marking the assessment elements in the programme. This could include marking schemes, sample answers, past papers and marking schemes, practice placement report forms etc.

See also 2.8.10 for assessment of practice placements

2.7.4 Assessments are undertaken by people who understand the role of assessment in the progression of students towards the achievement of the knowledge, skills and proficiencies associated with their intended qualification

Guidance

Assessment is an integral part of every education programme and should be undertaken by members of staff who have the knowledge and experience to understand the importance of assessment to the delivery of the programme and to the progression of students at each stage of the programme.

We will want to see that the staff members who are devising and marking assessments have the requisite knowledge and experience to undertake this crucial role. We will also want to find out how new members of staff are supported and monitored in relation to their assessment responsibilities.

We will use staff CVs and staff profiles to assess whether members of the programme team have experience in assessment (for example, if staff have experience setting and correcting examinations or if staff act or have acted as external examiners for other education providers).

We will pay particular attention to the assessment experience of practice placement tutors and mechanisms in place to educate and support practice placement tutors.

2.7.5 Assessments do not rely on the judgements of single examiners

Guidance

We will be looking for evidence of effective systems to ensure that assessment criteria are applied fairly and consistently and that there are appropriate checking mechanisms in place.

We will want to see how you normally cover the internal and external moderation. Internal moderation would normally cover marking and double marking systems. External moderation would cover the role and responsibilities of external examiners. You could provide copies of the regulations and policies as well as external examiners' reports on the programme.

2.7.6 There are policies covering student absence, illness and other mitigating circumstances

Guidance

Your assessment regulations should provide information on how you deal with situations where a student is absent from an assessment event, either through explained or unexplained absence or other mitigating circumstances.

These regulations must be clear so that students can understand what the procedures are in the case of absence from an assessment.

2.7.7 Examinations and assessments are conducted securely in accordance with the institution's stated procedures

Guidance

The assessment of students is one of the most important elements of higher education. The outcomes of assessment have a profound effect on students' future careers. Therefore, it is important that assessment is carried out professionally at all times and that security measures are applied rigorously in relation to the examinations and assessments.

We will want to see details of your institution's policy and procedures in relation to the secure conduct of examinations and assessments, marking, moderation and publication of results. We will also want to see the institution's policy in relation to plagiarism.

2.7.8 Assessments are subject to administrative verification checks to ensure the accuracy of the procedures

Guidance

We will want to see know what systems are in place for checking results to ensure the accuracy of the procedure, from the time a lecturer signs off the results until publication of results.

We will want to see details of the procedure for checking and verifying results.

2.7.9 Students are fully informed about the assessment strategy being used for their programme, what examinations or other assessment methods they will be subject to, what will be expected of them, and the criteria that will be applied to the assessment of their performance

Guidance

We will want to see how you make information available to students about the assessment requirements of individual modules and the programme as a whole. It should be clear to students what you expect them to achieve. This may include credit-rated and non-credit-rated elements.

Students should be provided with clear information about the marking criteria for individual assessment elements. In addition, students should have access to past papers and marking schemes.

2.7.10 Information is provided on the procedures for obtaining results, viewing scripts, getting feedback from lecturers, making an appeal and supplementary examinations

Guidance

You should provide clear information to students (in student handbook or on the web) about mechanisms for receiving results; accessing scripts; obtaining feedback from lecturers about their results; seeking a review of an examination result and the arrangements for supplementary examinations, where provided.

In relation to appeals, we will want to see the information you provide to students (highlight section in handbooks or identify pages on the web): how to seek an appeal; how it is judged and by whom as well as guidance for students on where to go for advice about the appeals procedure.

2.8 Practice placements

Criterion

Practice placement learning enables the student to acquire the standards of proficiency for their profession and become safe, competent practitioners willing to accept personal and professional accountability for their work. Learning, initially developed within the academic component of their profession, must be integrated into practice through the experience and supervision offered by structured placements within professional practice settings. A partnership approach between the education provider and the practice placement provider is essential. Practice placement education is an integral component of professional education and training programmes.

Overall guidance

This criterion is about the practice placements provided on your programme. We will not normally approve individual practice placements, but we will visit a small sample of practice placements and meet with practice placement providers during the site visit.

The programme provider is responsible for the placements. We will want to see that you work with the placement providers and practice teachers but this criterion aims to ensure that you, the education provider, have the responsibility for placement set up and monitoring and students' learning, assessment and development.

We will want to see evidence of how you:

- select and approve placements
- manage the placements
- provide information and support to placement providers and placement educators
- provide information and support to the students
- assess students' learning and professional development and
- monitor the placements to ensure that they continue to meet these requirements.

To make sure that you satisfy all of the indicators for the practice placements, we will normally want to see:

- A practice placement handbook for students, and
- A practice placement handbook for practice placement educators and co-ordinators.

You may produce documents which have a different title, or publish this information in some other format (for example, along with other documents or online). As long as you can show that you satisfy all of the indicators it is not important what format the information is in.

On a site visit we would normally meet with the practice placement providers and teachers and we may ask them about the information in the documents you have provided.

Each profession will have its own specific requirements around practice placements, such as the minimum hours required, structure and setting of placement. These are set out in the Criteria and Standards of Proficiency document for the designated profession. You must show us that the structures you have in place satisfy these specified indicators.

Examples of questions

How do you make sure you have a sufficient number of appropriate and relevant practice placements and practice placement tutors?

How do you make sure that practice placement tutors are trained and prepared to effectively supervise students?

What form of contact do you maintain with practice placement teachers?

How often do you meet with practice placement teachers?

How do you ensure the quality of the placements you use?

What supports do you have in place for practice placement teachers?

What procedures do you have in place if there is a difficulty while a student is on placement?

How do you assess students' progression?

Detailed guidance on indicators

2.8.1 [Specific placement requirements for named profession i.e. number of hours]

Guidance

Each profession will have their own specific requirements regarding practice placements. These are set out in the document *Criteria and Standards of Proficiency for Education and Training Programmes* for your profession. You will need to show that you meet the specified requirements for the profession.

2.8.2 The number and range of placements is appropriate to support the delivery of the programme and the achievement of the standards of proficiency. The variety of practice placements will meet the requirements of the profession, as determined by the relevant Registration Board. This might include a mix of placements in a variety of areas of potential employment for the profession including statutory settings

Guidance

We will want to see the rationale for the number and range of placements you have chosen. Each profession will have their own requirements which will be set out in the document *Criteria and Standards of Proficiency for Education and Training Programmes* for your profession. You must show that the number and range of placements are appropriate to the design of the curriculum, the number of students and that the placements are integral to the programme.

We will want to see that all students gain access to a range of learning experiences in a variety of practice settings which reflect the nature of modern practice and the range of practice settings of the profession that they are preparing for.

We will also want to know how you expect the students to progress in terms of their acquisition of knowledge and skills during the placements, and how the learning outcomes for the first placement are different from those of the final one.

2.8.3 The selection of practice placements provided by the education provider in conjunction with service agencies reflects the scope of the settings, including statutory settings, in which the profession normally operates

Guidance

Every effort should be made to ensure that students have the opportunity to experience the range of settings in which their chosen profession normally operates.

We will want to see that you provide a range of relevant practice placement environments for students so that they will be able to progress and meet the standards of proficiency for their profession and attain the standard of fitness to practice upon completion of their programme.

2.8.4 The education provider will have a set of requirements for the selection of placements to ensure quality learning environments for students and will make a formal agreement with the practice placement provider that clearly sets out the responsibilities of both parties on an annual basis

Guidance

You will need to give us information about how you approve placements before you use them and how they are linked to the programme management. We will also want to see that you have policies in place to respond appropriately when any difficulties arise.

We will want to see evidence that you have the arrangements in place to ensure that the placements you use meet the appropriate standards on an on-going basis.

The evidence to support this could include:

- policies and processes for approving placements
- examples of how these policies and processes are put into practice, and
- copies of the formal agreement you make with the placement provider.

We will normally visit a selection of practice placements as part of the approval/review process.

2.8.5 On-going reviews of practice placements will ensure that placements provide a safe and supportive environment, high quality professional practice and opportunities for the student to experience direct contact with service users. Students, practice teachers and placement providers will have a role in this review process

Guidance

We will want to see how you monitor the suitability of practice placements on an on-going basis to ensure that students are in a safe, supportive environment and are in receipt of appropriate experience and opportunities. Reviews should consider the views of the students, the placement supervisors/teachers and the placement providers.

We will want to see:

- details of procedures for the on-going monitoring and assessment of placement providers
- an explanation of how you collect, analyse and act on feedback from students
- details of how you gain feedback from practice placement teachers and co-ordinators, and make sure that there are clear and easy methods for you and them to communicate with each other, and
- copies of policies or details of processes for dealing with placement providers where difficulties arise.

2.8.6 The placement should provide the student with a minimum number of hours of supervision by a practice teacher each week

Guidance

We expect that the students will be effectively monitored while on placement. Details should be available of the level of monitoring provided to students while on practice placement.

You should also provide details of the communication channels available for students to contact the programme provider should any issue arise while they are on placement.

2.8.7 Students, placement providers and practice teachers will be fully informed and prepared for the practice placements

Guidance

We will want to see what information you provide to students, placement providers and practice teachers. Details of briefing seminars, tutorials and documentation should be available.

Information we would normally expect to see included in the documentation you provide:

- the objectives of the placement
- the expected learning outcomes to be achieved by the student
- the timing and duration of the placement
- records to be maintained
- expectations of professional conduct from the student
- the assessment process
- procedures that should be followed when a student does not reach the required level of proficiency as specified in the documentation, and
- lines of communication for all the parties and lines of responsibility.

2.8.8 While on placement, contact should be maintained with the student by the programme providers. To this end, a minimum of two meetings should be held between the programme tutor, the practice teacher and the student on placement.

Guidance

We will want to see evidence of how this requirement is fulfilled.

2.8.9 Practice teachers will have relevant [named profession] qualifications, at least two years' relevant practice experience and competence, and be in their current post for a minimum of one year where possible. Practice teachers should be fully informed of the expectations, organisation and arrangements for the placements. In addition, they will have undertaken appropriate training to enable them to carry out their role effectively and efficiently and will normally be located in the same practice setting as the practice students.

Guidance

We want to ensure that the practice placement tutors have the appropriate qualifications and experience to support students on placement and that they provide a safe environment for learning. We do not set specific requirements about the qualifications and experience that they must have, but we will want to see that they have the required knowledge, skills and experience.

We will look for evidence that the practice teachers:

- have relevant qualifications
- have relevant experience and competence to undertake their role
- are fully informed of the expectations, organisation and arrangements surrounding placements
- have undergone appropriate training to enable them to carry out their role effectively and efficiently, and
- are normally located in the same practice setting as the practice students.

2.8.10 Support and educational opportunities will be available to practice teachers to develop their practice education skills in relation to facilitating students on placement

Guidance

You should ensure that all new practice placement teachers are fully informed of the placement programmes and procedures. This should be followed up with regular updates, briefings and communications. We will want to see evidence of the content, and nature of the training you provide for practice placement teachers. Where practice placement teachers are involved in assessment of students we will want to see how they are prepared to deliver both formative and summative assessment, and how you make sure this is consistent across all placements.

2.8.11 not common to all professions

2.8.12 not common to all professions

2.8.13 Student allocation to practice placements is based on the need to integrate theory and practice and to facilitate the progressive development of knowledge, skills and competencies. The knowledge, skills and competencies learnt in this way should be transferable between situations, contexts and agencies.

Guidance

The structure of your programme must show that practice placements are an important and integral part of the programme and that the placement programme has been developed to facilitate the progressive development of values, knowledge and skills.

We would expect to see evidence of this in the practice placement structure, aims and learning outcomes and that progression is in line with the rest of the programme.

2.8.14 Pre-placement requirements, such as Garda vetting and appropriate health and safety measures, are in place

Guidance

We would expect to see evidence of policies and procedures in relation to pre-placement requirements to ensure the safety and health of students in the placement environment and to protect the public.

In showing how you satisfy this indicator, you might include consider issues such as:

- physical risk from equipment
- manual handling
- risk from substances that are dangerous to health
- radiation risk
- infection control
- aggression from service users, staff or students, and
- emotional stress.

You may have arrangements in place for Garda Vetting of students prior to placements. In addition, immunisations or any other requirements of the practice placements should be identified.

2.8.15 Policies and procedures are in place for the assessment of students on practice placements, including appeal mechanisms for failed placements. Placement reports should be jointly signed by the practice teacher and the student.

Guidance

Your assessment strategy should have information about the criteria you use for the assessment of practice placements.

We will look at the information you provide to students in relation to the marking criteria for the practice placement. We will also want to know how these results are moderated and the procedures in place for a student who fails a practice placement.

See also Section 2.7, The Assessment Process, for further requirements in relation to assessments.

2.8.16 A code of conduct for students whilst on placement should be in place

Guidance

We will look for a written code of conduct for students while on practice placement. This should set out the objectives, expectations, conduct, sanctions etc. in relation to practice placements.

3. Standards of proficiency

Guidance

Section 3 explains how you will provide information as to how your programme meets the standards of proficiency for the designated profession. The standards of proficiency for a designated profession are set by the Registration Board for that profession and are set out in the document, **Criteria and Standards of Proficiency for Education and Training Programmes** for your profession. They are the standards required of graduates for the safe and effective practice of the designated profession. They are the minimum standards necessary to protect the public.

The standards of proficiency explain the key obligations and are accompanied by specific indicators, which provide more information about the standards for providers.

The standards of proficiency should not be interpreted by providers as being detailed programme specifications. They do not specify the courses of study a learner must take. Rather, they should be seen as a reference for the development of programmes and a framework for the elaboration of intended learning outcomes. A diverse range of potential programmes and programme learning outcomes is compatible with these standards.

The standards of proficiency will in the first case be used by providers when preparing an application to the relevant Registration Board for approval of a programme. These same standards will be used by the assessment team during the approval process and they will also be used in the on-going monitoring of programmes to ensure that a programme continues to meet the required standards.

The standards of proficiency are grouped under 6 domains:

1. Professional autonomy and accountability
2. Interpersonal and professional relationships
3. Effective communication
4. Personal and professional development
5. Provision of quality services
6. Knowledge, understanding and skills.

Our task is to ensure that you have developed a programme that allows the successful student to meet the standards of proficiency for their profession. We will want to be sure that your programme meets each of the standards of proficiency and the specific indicators of the standards.

Specific Guidance

We will want to see a completed the *Approval and Review Mapping Document* for your profession in advance of a site visit. The mapping document allows you to indicate where, in the documentation you provide for us, evidence relating to each specific indicator can be found, for example, it could be in the Programme Handbook, page 9-10 or, in Module X, learning outcomes 2-5.

The completed mapping document will allow us to check if you have provided for each of the standards of proficiency in your programme planning and design. *The Approval and Review Mapping Document* for your profession will be available on the CORU website and should be completed and returned online to CORU

Appendix

Glossary of Terms

Term	Explanation
Act	The Health and Social Care Professionals Act, 2005
Appeal	An application for reconsideration of a decision regarding approval of a programme.
Approval	The status granted to a programme that meets the criteria set by the relevant registration board for approval of education and training programmes.
Approval process	The process that leads to a decision as to whether a programme meets the criteria set for approval of education and training programmes.
Assessment team	An assessment team, selected from the Panel of Assessors, to carry out the approval process for an education and training programme.
Award	An award which is conferred or granted by an awarding body and which records that a learner has acquired a standard of knowledge, skills or competence.
Biennial monitoring	A biennial process where a provider confirms that the approved programme continues to meet the criteria for approval.
Code of Professional Conduct and Ethics	A statement of the standards which registrants sign up to and agree to abide by in order to remain on the register.
Council	The Health and Social Care Professionals Council, established under the Health and Social Care Professionals Act, 2005.
Criterion	A principal or standard that an education and training programme is judged by.

Term	Explanation
Curriculum	A structured plan to provide specific learning to support students' knowledge, skills, behaviours and associated learning experiences. The learning plan is generally organised as a sequence of modules. The curriculum includes the syllabus, teaching guides, an assessment plan and necessary learning resources.
Designated profession	A health or social care profession that is designated under Section 4(1) or Section 4(2) of the Health and Social Care Professionals Act, 2005.
Education Provider (Provider)	The institution that provides, organises and delivers an education and training programme.
Framework	The broad structure within which registration boards will operate in relation to the approval and monitoring of education and training programmes.
Indicators	The means by which a provider shows how a programme satisfies the criteria for approval.
Major change	A change to a programme of study that significantly alters the way the programme meets the criteria for approval of education and training programmes and therefore how the students will attain the standards of proficiency. Not all changes to a programme are major changes.
Mapping document	Template document to be completed by education provider.
Monitoring	The process of ensuring the continuing suitability of approved education and training programmes.
National Framework of Qualifications	The single, nationally and internationally accepted entity, through which all learning achievements may be measured and related to each other in a coherent way and which defines the relationship between all education and training awards.
Panel of Assessors	A panel appointed by a registration board comprising academics, practitioners, employers and service users.

Term	Explanation
Practice placement	A period of clinical or practical experience that forms part of an approved programme.
Practice placement educator	A person who is responsible for a student's education during the period of clinical or practical placement.
Practice placement provider	The organisation that provides a period of clinical or practical experience for a student.
Profession specific proficiencies	Proficiencies added by a registration board related to a named profession.
Programme	The academic teaching, practice placements, assessment, qualification and other services provided by the education provider, which together form the programme for approval purposes.
Provider (Education provider)	The institution that provides, organises and delivers an education and training programme.
Quality assurance procedures	Formal procedures that are in place in an institution for the purpose of further improving and maintaining the quality of education and training provided by the institution.
Recognition of Prior Learning (RPL)	Refers to recognition of learning that has taken place prior to entering a programme. Such prior learning may have been acquired through formal, non-formal or informal routes.
Register	A register established and maintained under Section 36 of the Health and Social Care Professionals Act, 2005.
Registrant	In relation to a designated profession, this means an individual whose name is currently on the register of members for that profession.
Registration Board	A board established under Section 26 of the Health and Social Care Professionals Act, 2005.
Self-study	The process whereby a provider of a programme examines and documents to a registration board how that programme meets the criteria for approval of programmes.

Term	Explanation
Service user	Anyone who uses or is affected by the services of registrants or students.
Site visit	A site visit refers to the visit of an assessment team to an education provider for the purpose of approval or review of a programme.
Standards of proficiency	These are the standards required of graduates for the safe and effective practice of the professions regulated by the Council. They are the minimum standards necessary to protect the public.
Tutor	Member of staff of the provider assigned to a student while the student is on practice placement.

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