



Ag Rialáil Gairmithe Sláinte  
agus Cúraim Shóisialaigh

Regulating Health +  
Social Care Professionals

# Physiotherapist Registration Board

## Criteria and Standards of Proficiency for Education and Training

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# Contents Page

Background.....	3
About this document.....	4
Supporting CORU documentation .....	4
Guiding principles.....	5
Criteria for the approval and monitoring of education and training programmes.....	6
1    Level of qualifications for entry to the Register	7
2    Admission onto a programme	8
3    Programme management and resources	9
4    Learning resources and student support	11
5    Policy and procedures for quality assurance	12
6    Curriculum design and development	13
7    The assessment strategy	15
8    Practice placements	16
Standards of proficiency .....	18
Domain 1    Professional autonomy and accountability	19
Domain 2    Interpersonal and professional relationships	22
Domain 3    Effective communication	23
Domain 4    Personal and professional development	24
Domain 5    Provision of quality services	25
Domain 6    Knowledge, understanding and skills	28
Glossary of terms.....	30

## Background

The Health and Social Care Professionals Act, 2005 (HSCP Act 2005) provides for the establishment of a Registration Board, whose functions include establishing and maintaining a Register for the profession. Registration will allow a person to use the title of that profession.

Statutory registration is fundamental to the delivery of quality and accountability in the provision of physiotherapy and will ensure that members of the public are guided, protected and informed, so that they can be confident that the profession providing services are properly regulated and qualified for the job.

This system of statutory regulation is designed to ensure professional conduct and the maintenance of high standards of professional education and training among the profession, regardless of whether they work in the public or private sector or are self-employed.

The object of the registration board is to protect the public by fostering high standards of professional conduct and professional education, training and competence among registrants of that profession (HSCP Act, 2005: Section 27(1)(as amended)). To this end the Act makes provision for:

1. The approval of education and training programmes (HSCP Act, 2005: Section 48)
2. Monitoring the continuing suitability of education and training programmes (HSCP Act, 2005: Section 49).

The registration board sets out the requirements for approval of programmes (HSCP Act, 2005: Section 48). An approved programme means that the programme has satisfied the registration boards' criteria for approval and that students who successfully complete the programme meet the standards of proficiency for the profession and as a result are eligible to apply to join the register.

Higher Education Institutions (HEI) in the Republic of Ireland that offer programmes, leading to qualifications recognised for the purpose of registration of the profession will be eligible to apply to the registration board for approval of the programme/s. Approved programmes are subject to monitoring on an on-going basis.

## About this document

This document sets out the criteria for the approval of programmes and the standards of proficiency required of graduates for the safe and effective practice of physiotherapy. These are the criteria and standards of proficiency against which a programme will be assessed. The Registration Board is responsible for conducting approval visits to education providers to ensure that their programmes meet the criteria and standards of proficiency. If a programme meets the required standards it will be granted approval and will then be subject to on-going monitoring and review.

**Section 2** sets out the criteria for the approval of a programme under 8 headings. Each criterion is accompanied by a number of indicators which are used to evaluate if the criterion is being met by the provider.

**Section 3** sets out the standards of proficiency for the profession. The standards explain the key obligations and are accompanied by specific indicators which are used in the evaluation process.

The approval and monitoring process is detailed in a separate CORU document.

## Supporting CORU documentation

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

- Criteria and Standards of Proficiency for 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 the profession.

These documents can be downloaded from [www.coru.ie](http://www.coru.ie)

## Guiding principles

The principles which underpin the work of the Registration Board in relation to the approval and subsequent monitoring of programmes include:

- a) The interests of the public need to be safeguarded by fostering high standards of professional education, training and competence in the physiotherapy profession.
- b) Providers of programmes have primary responsibility for the quality of their programmes and its assurance.
- c) Institutional autonomy should be respected.
- d) Use should be made, wherever possible, of the outcomes of institutions' own internal and external quality assurance processes.
- e) Transparency and the use of external expertise in the approval and monitoring of programmes are important.
- f) The criteria and standards of proficiency should be developed in consultation with stakeholders.
- g) Processes should be fit for purpose and not place an unnecessary burden on institutions.
- h) The principle underpinning the approval process is based on self-evaluation by providers.
- i) Processes should not stifle diversity and innovation.

## Criteria for the approval and monitoring of education and training programmes

The role of the Registration Board in relation to the approval of programmes is distinct from academic accreditation which programmes already undergo within their institution. Academic accreditation is based on the suitability of a programme for the award of a qualification. Professional accreditation/approval is a judgement as to whether a programme prepares the graduate for entry into that profession. The latter is distinguished by the existence of criteria that are specific to that profession, these having been defined in consultation with members of that profession and other relevant parties.

The criteria for approval of education and training programmes for the purpose of registration are set out in this document under eight headings. They will be explained in more detail in the following pages. In addition to the eight criteria, a number of indicators are provided to identify for the provider the evidence that will be required to show that the programme meets the criteria for approval.

The eight headings are:

- 1 Level of qualifications for entry to the register
- 2 Admission onto a programme
- 3 Programme management and resources
- 4 Learning resources and student support mechanisms
- 5 Policy and procedures for quality assurance
- 6 Curriculum design and development
- 7 The assessment process
- 8 Practice placements

The document **Criteria and Standards of Proficiency for the Approval of Education and Training Programmes – Guidance for Education Providers**, is available to support providers when preparing for their first approval visit and subsequent monitoring of programmes.

## 1. Level of 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 Registration Board.

The Physiotherapists' Registration Board requires that the minimum qualification for the entry route to the register will be the following:

- Bachelor of Science in Physiotherapy at a National Framework Qualification of Level 8

## 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 procedures and selection procedures.

### Indicators:

- a) 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 materials and in hard copy
- b) The mechanism for student admissions to the programme ensures that the stated entry requirements are met
- c) Clarity in relation to entry requirements
- d) Procedures for Recognition of Prior Learning (RPL), if applicable
- e) Institutional policy on equal opportunities in relation to applicants and students
- f) Information documenting the collection, analysis and use of relevant information on admissions to the programme

## 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.

### Indicators:

- a) Confirmation of the long term security of the programme within an institution and evidence of the overarching philosophy/educational mission of the institution/programme
- b) Commitment to adequate financial support for the programme for the five-year approval period
- c) The named person with direct responsibility for the programme is appointed at a senior academic level, has an appropriate professional qualification and experience and is registered\* on the Physiotherapist Registration Board.
- d) The organisational and staffing structure supporting the management of the programme is explicit and adequate to support the programme delivery
- e) Structures are in place to facilitate the participation of staff and students in relevant deliberation and decision making processes
- f) The staff involved in delivery of the programme 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 can access feedback on their own performance
- g) At least one staff member should be appointed at a senior academic level and demonstrate an appropriate track record of clinical practice, research and academic progression including higher degrees.
- h) The Practice Education Team delivering the clinical education component are required to hold current registration
- i) A mechanism for staff development that prepares staff to deliver the educational programme is declared and processes to ensure staff participation are in place
- j) The number of teaching staff is sufficient to meet the programme's identified educational goals
- k) Appropriate and adequate resources/facilities to meet the teaching and learning needs of the students are available including access to IT and

library resources and supports, and the physical resources required to deliver the academic programme

- l) The process of monitoring student attendance, or compliance with minimum requirements for mandatory courses is declared, together with the implications of non-attendance
- m) The institution keeps appropriate records including the conferment of academic awards and details of students who exit the programme before completion

\*Effective from the close of the transitional period for Physiotherapist Register. The transitional period runs for two years from the date of opening of the register.

## Learning resources and student support mechanisms

### Criterion:

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

### Indicators:

- a) Adequate and appropriate physical and online learning resources are available and accessible to meet the needs of the students including the provision of a student handbook
- b) Support mechanisms are provided for students, designed with their needs in mind, and responsive to feedback from those who use the student services
- c) Evidence of the range of student support services in place within the institution e.g. study skills, counselling, student welfare, disability supports
- d) A formal complaints procedure is in place for students
- e) Institutions routinely monitor and review the effectiveness of the support services available to students and implement necessary improvements

### 3. 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.

#### Indicators:

- a) There is a documented plan for continuous programme evaluation based on clearly defined and measurable plans including 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
- b) There is evidence of consideration and/or implementation of change based on the review process and a continuous quality improvement cycle including evidence of the mechanism employed to obtain stakeholder feedback and the programme's response process
- c) An appropriate policy on the provider's internal quality assurance system
- d) Grievance and appeals procedures are in place for students
- e) A documented student code of conduct that applies throughout the student journey and a transparent institutional disciplinary procedure are in place

## 4. 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 the development of evidence based/informed practice.

### Indicators:

- a) The curriculum is designed to meet the standards of proficiency (as outlined in Section 3) agreed by the Registration Board
- b) The level at which the programme is being offered is clearly indicated e.g. NFQ Level 8 along with the type of programme being delivered i.e. Bachelor of Science, pre-registration Master of Science
- c) The ECTS (European Credit Transfer System) credits awarded for the programme are in line with those recommended by the Bologna Process
- d) Curriculum design and development is guided by professional knowledge of the subject that is evidence-based/informed
- e) The curriculum development team comprises personnel in education and in practice of the profession and employers across the spectrum. The team should consult with relevant stakeholders such as other health and social care professionals, employers, service users, researchers and policy makers
- f) 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 evidenced informed practice, and who are equipped with life-long skills for problem solving and self-directed learning
- g) 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
- h) The educational strategies and underpinning theoretical frameworks should be clearly aligned with programme outcomes/goals, graduate attributes and assessment processes
- i) The curriculum design reflects evidence of inter-professional education and inter-disciplinary co-operation designed to lead to improved collaborative practice between health and social care professionals to achieve better outcomes for service users
- j) The curriculum is planned to demonstrate balanced distribution and integration of theory and practice to achieve the standards of proficiency (as outlined in Section 3)
- k) The module descriptors/course outlines the aims, learning outcomes, syllabus content, student contact hours, student effort/self-directed learning

hours and the assessment strategies and programme goals are made known to the students

- i) The curriculum articulates how the student is enabled to achieve the expected learning outcomes of the programme

## 5. The assessment strategy

### 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.

### Indicators:

- a) 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
- b) The assessment strategy is transparent, fair and clearly aligned to the programme outcomes
- c) Assessment techniques are appropriate for their purpose, whether diagnostic, formative or summative
- d) Assessment techniques have clear and published criteria for marking
- e) 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
- f) High-stakes assessments do not rely on the judgements of single examiners and the Quality Assurance (QA) process - e.g. for dual marking, moderation - is evident
- g) There are policies covering student absence, illness and other mitigating circumstances
- h) Examinations and assessments are conducted securely in accordance with the institution's stated procedures
- i) Assessments are subject to administrative verification checks to ensure the accuracy of the procedures
- j) Students are fully informed about the assessment strategy being used for their programme, the examinations or other assessment methods to which they will be subject, when assessments will occur, what will be expected of them, and the criteria that will be applied to the assessment of their performance
- k) Information is provided on the procedures for obtaining results, viewing scripts, getting feedback from lecturers, making an appeal and supplementary examinations

- l) Evidence of a clear and transparent system of managing students in difficulty and/or processes for dealing with students who do not meet the assessment standards including the mechanisms for removal from the programmes

## 6. Practice placements

### Criterion:

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

### Indicators:

- a) The programme must ensure that the physiotherapy student completes a minimum of 1000 hours of supervised clinical practice
- b) The number, duration and range of practice placements are appropriate to support the delivery of the programme and the achievement of the standards of proficiency. This must include placements in each of the core areas of musculoskeletal, neurological and cardiorespiratory physiotherapy
- c) Evidence that students observe and gain experience of managing patients and conditions that occur across the lifespan
- d) Evidence that students observe and gain experience of managing patients and conditions in a range of practice settings
- e) The selection of practice placements provided by the education provider in conjunction with service agencies reflects the scope of the settings, including any statutory settings, in which the physiotherapist normally operates
- f) The education provider will have a set of requirements for the selection of placements to ensure quality learning environments for students. The educator will work in partnership with the practice placement provider and will make a formal agreement that clearly sets out the responsibilities of both parties on an annual basis
- g) 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, the Practice Education Team\* and placement providers will have a role in this review process
- h) Students, placement providers and practice education team will be fully informed of the expectations, organisation and arrangement of placements and the placement assessment processes
- i) While on placement, students must be supervised by the practice educator with appropriate support from the practice education team. The level of supervision required should be determined by the student's skills, competence and educational needs

- j) Practice educators will have relevant professional and academic qualifications, practice experience and competence in the area which they are supervising
- k) The Education Provider will make support and training available to the practice education team, including the Practice Educator, to develop their practice education skills in relation to facilitating students on placement to ensure the quality of placement
- l) Student allocation to practice placements is based on the need to integrate theory and practice and to facilitate the progressive development of the standards of proficiency for the profession. The standards of proficiency are the knowledge, skills, competencies and professional qualities that are required of graduates from an approved programme for the safe and appropriate practice of the profession. They are the minimum standards for entry to the profession. The standards of proficiency learnt in this way should be transferable between situations, contexts and institutions
- m) Pre-placement requirements must be in place including garda clearance insurance and occupational health procedures along with details of pre-placement mandatory training e.g. manual handling, infection prevention/control etc.
- n) Policies and procedures are in place for the assessment (formative and summative) of students on practice placements, including appeal mechanisms for failed placements
- o) A code of conduct for students whilst on placement is in place

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\*The Education Provider will furnish details of the Practice Education Team, i.e. structure, roles, responsibilities and team member's details.

## Standards of proficiency

This section sets out the standards of proficiency for the profession. These are the standards required of graduates for the safe and effective practice of physiotherapy. They are the minimum standards necessary to protect the public. The standards of proficiency have specific-indicators, which provide more detail 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 may be compatible with these standards.

The standards of proficiency will in the first case be used by providers when preparing an application to a Registration Board for approval of a programme. These same standards will be used by the assessment panel 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 six domains:

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

## Domain 1: Professional autonomy and accountability

Graduates will:

- 1. Practise within the legal and ethical boundaries of their profession to the highest standard**
  - a) Act in the best interest of service users at all times and within the boundaries of their profession
  - b) Respect and, so far as possible, uphold the rights, dignity and autonomy of every service user including their role in the diagnostic, therapeutic and social care process
  - c) Provide and articulate professional and ethical practice
  - d) Practise in accordance with current legislation applicable to the work of physiotherapists
  - e) Contribute to the development of effective, ethical and equitable policy and practice, regarding issues addressed by their profession
  - f) Understand the implications of duty of care for service users and professionals
  - g) Understand the principles of professional regulation and the provisions of the Physiotherapists' Registration Board *Code of Professional Conduct and Ethics*
  - h) Manage themselves, their practice and that of others in accordance with the Physiotherapists' Registration Board *Code of Professional Conduct and Ethics*

## Domain 1: Professional autonomy and accountability

Graduates will:

### 2. Practise in a non-discriminatory way

- a) Acknowledge and respect beliefs and cultural practices of individuals or groups
- b) Promote equality and respect, without prejudice, and practise in a culturally competent, non-discriminatory and inclusive manner
- c) Assist in the promotion and implementation of policies and systems to protect the health, safety, welfare, equality and dignity of service users, staff and volunteers with particular reference to the grounds of gender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community

### 3. Understand the importance of and be able to maintain confidentiality

- a) Respect the confidentiality of service users and use information only for the purpose for which it was given
- b) Understand confidentiality within a team setting
- c) Understand the limits of confidentiality particularly in relation to child protection, vulnerable adults and elder abuse
- d) Be aware of data protection, freedom of information and other relevant legislation
- e) Understand the responsibility and appropriate mechanisms/procedures in place to report breaches of care that are potentially harmful to service users

### 4. Understand the importance of and be able to obtain informed consent

- a) Demonstrate competence in gaining informed consent to carry out assessments or provide treatment/interventions in line with the national/institutional policies
- b) Understand issues associated with informed consent with individuals with lack of capacity
- c) Maintain accurate records relating to consent
- d) Respect the rights of the service user, their families and carers

## Domain 1: Professional autonomy and accountability

Graduates will:

- 5. Be able to exercise a professional duty of care/service**
  - a) Recognise personal responsibility for one's actions and be able to justify reasons for professional decisions made
  - b) Understand the need to maintain the highest standards of personal/professional conduct
  - c) Demonstrate awareness of and implement national and/or institutional policies and procedures in relation to, for example, health and safety, infection control guidelines and incident/near miss reporting
  
- 6. Be able to practise as an autonomous professional, exercising their own professional judgement**
  - a) Know the limits of their practice and know when to seek advice or refer to another professional
  - b) Recognise the need for consultation with peers and other professionals and /or professional supervision or similar practices as appropriate to the profession
  - c) Be able to assess a situation and call upon the required knowledge and experience to deal with the situation
  - d) Be able to initiate appropriate resolution of problems and be able to exercise personal initiative.
  - e) Recognise that they are personally responsible for and must be able to justify their decisions
  
- 7. Recognise the need for effective self-management of workload and resources and be able to practise accordingly**
  - a) Understand the demands that are placed on the professional practitioner in a given field and the skills required to practise effectively with the workload and available resources
  
- 8. Understand the obligation to maintain fitness to practise**
  - a) Understand the need to practise safely and effectively within their scope of practice and demonstrate an evidence-based approach to treatment/management decision-making
  - b) Understand the importance of maintaining their physical and mental health

- c) Understand the importance of keeping skills and knowledge up to date over a lifetime of practise

## Domain 2: Interpersonal and professional relationships

Graduates will:

- 1. Work, in partnership, with service users and their relatives/carers, and other professionals**
  - a) Demonstrate capacity to build and sustain professional relationships as both an independent practitioner and collaboratively as a member of a team
  - b) Demonstrate capacity to engage service users and carers in assessment and treatment/management decision-making to meet their needs and goals
  - c) Recognise and understand the concepts of power and authority in relationships with service users
  - d) Refer to other professionals when appropriate and in a timely manner
  
- 2. Contribute effectively to work undertaken as part of teams (multi-disciplinary, inter-professional, multi-service or inter-agency)**
  - a) Demonstrate professional collaboration, consultation and decision making in multi-disciplinary, inter-disciplinary, multi-service and inter-agency teams
  - b) Demonstrate an understanding that relationships with professional colleagues can impact on service delivery and therefore should be based on mutual respect and trust
  - c) Demonstrate ability to maintain standards of care service in situations of personal incompatibility

## Domain 3: Effective communication

Graduates will:

- 1. Demonstrate effective and appropriate skills in communicating information, listening, giving advice, instruction and professional opinion**
  - a) Demonstrate communication skills that are appropriate to the interaction with service users and clients and be able to modify those communication behaviours to address and take account of factors such as gender, marital status, family status, sexual orientation, religious belief, age, disability, race or membership of the Traveller community and socio-economic status
  - b) Demonstrate the ability to produce clear, concise and objective written communication and reports
  - c) Be able to select, move between and use appropriate forms of verbal and non-verbal communication, including listening skills, with service users and others
  - d) Demonstrate an appropriate use of information technology
  - e) Demonstrate effective communication with other colleagues (inter-disciplinary communication)
  - f) Be aware of the characteristics and consequences of verbal and non-verbal communication and how this can be affected by factors such as gender, marital status, family status, sexual orientation, religious belief, age, disability, race or membership of the Traveller community and socio-economic status
  - g) Demonstrate the ability to provide service users (or people acting on their behalf) with the information necessary in an appropriate and tailored format to enable them to make informed decisions
  - h) Enlist the services of an interpreter or patient advocate to assist patients/clients/service users where necessary
  
- 2. Understand the need for effective communication throughout the care of the service user**
  - a) Recognise the need to use interpersonal skills to facilitate the active participation of service users
  - b) Effectively communicate with service users and demonstrate an ability to manage conflict and resistance
  - c) Demonstrate competence in presenting professional judgements and information in a variety of contexts

## Domain 4: Personal and professional development

Graduates will:

- 1. Understand the role of reflective practice in relation to personal and professional development**
  - a) Understand the importance of self-awareness and self-reflection
  - b) Be able to reflect critically on personal practice and demonstrate changes in practice accordingly
  - c) Ensure that personal life experiences and personal value systems do not impact inappropriately on one's decision making or actions
  - d) Understand the role, purpose and function of peer consultation/support and mentoring and the importance of seeking and engaging in these practices
  - e) Actively avail of opportunities for feedback, mentoring and support from colleagues in order to continuously improve personal practice
  - f) Take responsibility for personal and professional development and maintaining standards of practice
  - g) Develop and critically review an annual personal development plan which takes account of personal and professional needs
  - h) Identify and avail of opportunities to promote professional development of self, colleagues and teams and the broader development of disciplines
  - i) Participate in performance management as part of on-going professional development and effective service delivery
  - j) Understand the role of continuing professional development and demonstrate commitment to life-long learning
  - k) Recognise the need to contribute to policy and development of the profession
  - l) Recognise the contribution and value of research in developing evidence-based/research-informed practice

## Domain 5: Provision of quality services

Graduates will:

- 1. Be able to identify and assess service users' needs**
  - a) Be able to gather appropriate information from all relevant and appropriate sources
  - b) Select and use appropriate assessment techniques: undertake and record a thorough, sensitive and detailed history and physical assessment, using appropriate techniques and equipment
  - c) Undertake or arrange investigations with referral where appropriate
  - d) Analyse and critically evaluate the information collected
  
- 2. Formulate and deliver plans and strategies to meet identified needs of service users**
  - a) Develop and implement appropriate treatment/management plans, interventions and strategies, in line with best available evidence, agreed national guidelines, protocols and pathways, where available
  - b) Identify needs and resources required to implement effective management/intervention of plans
  
- 3. Use research, reasoning and problem solving skills to determine appropriate action**
  - a) Recognise the value of research to the systematic evaluation of practice
  - b) Engage in evidence based/informed practice, evaluate practice systematically, and participate in audit/review procedures
  - c) Be aware of a range of research and evaluative methodologies and their application in the content of evidence-based/informed practice
  - d) Demonstrate sound clinical/professional decision-making, which can be justified even when made on the basis of limited information
  - e) Demonstrate a logical and systematic approach to problem solving
  
- 4. Draw on appropriate knowledge and skills in order to make professional judgements**
  - a) Adjust/adapt their practice as needed to take account of new developments and up-to-date clinical research evidence
  - b) Demonstrate a level of skill in the use of information technology appropriate to the profession and to the clinical setting

## Domain 5: Provision of quality services

Graduates will:

- 5. Formulate specific and appropriate management plans including the setting of timescales**
  - a) Adapt clinical practice and communication styles to meet the needs of different groups distinguished by, for example, physical, psychological, environmental, cultural or socio-economic factors
  
- 6. Conduct appropriate assessment/diagnostic or monitoring procedures, treatment, therapy or other actions safely and skilfully**
  - a) Maintain the safety of both service users and those involved in their care
  - b) Empower service users to manage their well-being and recognise the need to provide education and advice to the patient/client/user on self-treatment, where appropriate
  
- 7. Implement best practice in record management**
  - a) Keep accurate, legible records and recognise the need to handle these records and all other information in accordance with applicable legislation, protocols and guidelines
  - b) Comply with current national documentation and abbreviation requirements
  - c) Comply with current standards for documentation signature
  
- 8. Monitor and review the on-going effectiveness of planned activity and modify it accordingly**
  - a) Gather information, including qualitative and quantitative data that help to evaluate the responses of service users to their interventions
  - b) Continuously evaluate intervention plans using tools and recognised performance/outcome measures. Revise the plans as necessary, and where appropriate, in conjunction with the service user
  - c) Recognise the need to monitor and evaluate the quality of practice and the value of contributing to the generation of data for quality assurance and improvement of programmes
  - d) Recognise important factors and risk management measures, learn from adverse events and be able to disseminate learning
  - e) Make reasoned decisions to initiate, continue, modify or cease interventions/techniques/courses of action and record decisions and reasoning
  - f) Recognise contraindications to treatment and refer to the appropriate professionals

**9. Be able to evaluate, audit, and review practise**

- a) Understand the principles of quality assurance and quality improvement
- b) Be aware of the role of audit and review in quality management, including the use of appropriate outcome measures
- c) Monitor and evaluate performance by conducting regular audits and reviews in accordance with national guidelines/best practice and implement improvements based on the findings of these audits and reviews
- d) Participate in quality assurance/quality improvement programmes and initiatives where appropriate
- e) Understand the value of reflective practice and the need to record the outcome of such reflection
- f) Recognise the value of case conferences and other methods of review and actively participate in multidisciplinary meetings where appropriate

## Domain 6: Knowledge, understanding and skills

Graduates will:

- 1. Know and understand the key concepts of the bodies of knowledge which are relevant to the profession**
  - a) Demonstrate a critical understanding of the sciences fundamental to physiotherapy including the biomedical sciences of anatomy and physiology; pathology; the physical sciences such as biomechanics and behavioural sciences such as psychology, sociology and public health, together with a knowledge of health, disease, disorder dysfunction and health promotion
  - b) Apply best-practice principles in the delivery of all treatment techniques and modalities, adhering to safety guidelines and practices in the use of all equipment and technological devices
  - c) Demonstrate the application of the principles and applications of scientific enquiry, literature searching and critical appraisal, including the evaluation of treatment/intervention efficacy, the research process and evidence-based practice
  - d) Demonstrate an understanding of the theory, concepts and methods pertaining to practise within the scope of physiotherapy
  - e) Interpret and evaluate findings and document evidence of clinical reasoning
  - f) Implement an evidence-based treatment/management plan and set appropriate goals in conjunction with the service user, their families and carers
  - g) Demonstrate professional collaboration, consultation and decision making in multi-disciplinary, inter-disciplinary, multi-service and inter-agency teams
  - h) Understand the theoretical basis of and the variety of approaches to assessment/diagnosis and intervention
  - i) Manage and participate in the end of the patient care episode and participate in/lead the discharge planning process where appropriate
  
- 2. Have knowledge and understanding of the skills and elements required to maintain service user, self and staff safety**
  - a) Understand systems and impact of complexity on service user care
  - b) Understand and be able to manage risk
  - c) Be able to identify, prevent and manage adverse events and near misses and comply with national/institutional policies/frameworks for documentation and reporting mechanisms
  - d) Understand the importance of communication with service users and staff to ensure patient safety

- e) Demonstrate appropriate manual handling for self and patients; comply with the most recent national and international evidence and best-practice guidelines
- f) Be aware of applicable legislation e.g. health and safety legislation, employment legislation and relevant national guidelines
- g) Establish safe environments for practise, which minimises risks to service users, those treating them and others, including the use of hazard control and particularly infection prevention and control
- h) Work safely, including being able to select appropriate hazard control and risk management, reduction or elimination techniques in a safe manner in accordance with health and safety legislation
- i) Undertake appropriate health and safety training

## Glossary of Terms

Act	The Health and Social Care Professionals Act, 2005(as amended)
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 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	The 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, skill 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	This is 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 (as amended)
Criterion	A principle or standard by which an education and training programme is judged

<b>Curriculum</b>	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
<b>Designated profession</b>	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
<b>Education Provider (Provider)</b>	The institution that provides, organises and delivers an education and training programme
<b>Framework</b>	The broad structure within which Registration Boards will operate in relation to the approval and monitoring of education and training programmes
<b>High Stakes Assessment</b>	The outcome of the assessment is used to inform or determine academic progression (e.g. year to year) or certification (e.g. final written or clinical examinations) decisions
<b>Indicators</b>	The means by which a provider shows how a programme satisfies the criteria for approval
<b>Mapping document</b>	Template document to be completed by education provider
<b>Major change</b>	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
<b>Monitoring</b>	The process of ensuring the continuing suitability of approved education and training programmes
<b>National Framework of Qualifications</b>	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
Practice education team	Persons who are responsible for a student's education during the period of clinical or practical placement. This includes the practice educator on site in the placement providers and practice education coordinators (situated within the HEI)
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 forms the programme for approval purposes
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-evaluation

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

### Service user

Anyone who uses or is affected by the services of registrants or students

### Standards of Proficiency

These are the standards required of graduate for the safe and effective practice of the professions regulated by the Council. They are the minimum standards necessary to protect the public