



Ag Rialáil Gairmithe Sláinte  
agus Cúraim Shóisialaigh

Regulating Health +  
Social Care Professionals

# Speech and Language Therapist Registration Board

## Criteria and Standards of Proficiency for Education and Training

Bord Clárúcháin na dTeiripeoirí Urlabhartha agus Teanga  
Speech and Language Therapists Registration Board

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## Background

The Health and Social Care Professionals Act, 2005(as amended) (HSCP Act,2005) provides for the establishment of a Speech and Language Therapist Registration Board, whose functions include establishing and maintaining a **Speech and Language Therapist** Register.

Registration will allow a person to use the title **Speech and Language Therapist**. Statutory registration is fundamental to the delivery of quality and accountability in the provision of speech and language therapy and will ensure that members of the public are guided, protected and informed, so that they can be confident that speech and language therapists 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 **Speech and Language Therapist**, regardless of whether they work in the public or private sector or are self-employed.

The object of **Speech and Language Therapist** Registration Board is to protect the public by fostering high standards of professional conduct and professional education, training and competence among speech and language registrants (HSCP Act, 2005: Section 27(1)). To this end the Act makes provision for:

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

The **Speech and Language Therapist** Registration Board sets out the requirements for approval of speech and language therapy programmes (HSCP Act, 2005: Section 48). An approved programme means that the programme has satisfied the **Speech and Language Therapist** 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 **Speech and Language Therapist** will be eligible to apply to the **Speech and Language Therapist** Registration Board for approval of these programmes. Approved programmes are subject to monitoring on an on-going basis.

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

## 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 the profession. 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 eight 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.
- Criteria and Standards of Proficiency for Education and Training – 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 Speech and Language Therapists profession.
- b) Providers of programmes have primary responsibility for the quality of their programmes and its assurance.
- c) Institutional autonomy should be respected.
- d) Wherever possible, use should be made, 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 essential.
- 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

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 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 – 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 academic qualifications that applicants will be required to hold in order to apply to register with the Registration Board.

The Speech and Language Therapists Registration Board requires that the entry route to the register will be the following:

**Bachelor degree at NFQ level 8** in Speech and Language Therapy

or

**Masters degree at NFQ level 9** in Speech and Language Therapy

## 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, selection and compliance with Garda clearance and health requirements.
- d) Evidence of a demonstrable standard of English required by applicants, where English is not their primary language is clearly stipulated; to a minimum standard of International English Language Testing System (or equivalent) score of 7, with no element less than 6.5.
- e) Procedures for the Recognition of Prior Learning (RPL) if applicable.
- f) Institutional policy on equal opportunities in relation to applicants and students
- g) Information documenting the collection, analysis and use of relevant information on admissions to the programme.

### 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 and professional development.

#### Indicators:

- a) Confirmation of the long term security of the programme within an institution.
- 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 has an appropriate speech and language therapy qualification and experience.
- d) The organisational and staffing structure supporting the management of the programme is explicit.
- e) Structures are in place to facilitate the participation of staff and students in relevant deliberation and decision making processes.
- f) 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 can access feedback on their own performance. Education providers will be required to provide details of the core speech and language therapy programme team which will include members of staff responsible for teaching speech and language therapy theory and practice.
- g) A mechanism for staff development that prepares staff to deliver the educational programme is declared.
- h) Appropriate and adequate resources/facilities to meet the teaching, learning and research needs of the students are available, including: appropriate library resources (current books and journals), laboratory facilities with appropriate technical and technological equipment, library of appropriate assessments and standard assessment and treatment protocols.
- i) The process of monitoring student attendance is declared, together with the implications of non-attendance.
- j) The institution keeps appropriate records including the conferment of academic awards and details of students who exit the programme before completion.

## 4. 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 learning resources are available and accessible to students.
- b) Support mechanisms are provided for students in all settings, designed with their needs in mind, and responsive to feedback from those who use the student services.
- c) A formal complaints procedure is in place for students.
- d) Institutions routinely monitor and review the effectiveness of the support services available to students and implement necessary improvements.

## 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.

### Indicators:

- a) 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.
- b) An appropriate policy on the provider's internal quality assurance system.
- c) Grievance and appeals procedures are in place for students.

## 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 the development of evidence informed practice.

### Indicators:

- a) The curriculum is designed to meet the standards of proficiency (as outlined in Section 3) agreed by the Speech and Language therapy Registration Board.
- b) Curriculum design and development is guided by professional knowledge of the subject that is evidence informed.
- c) The curriculum development team comprises of speech and language therapists in education and in professional practice and employers. Other stakeholders who may bring a broader perspective to the development of the curriculum should be consulted including relevant academic disciplines within the university other health and social care professionals, students, service users, researchers, employers and policy makers.
- d) The curriculum utilises a range of teaching and learning strategies to assist in the development of knowledgeable, competent, reflective, autonomous 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.
- e) The curriculum design reflects a variety of methods of teaching and learning and provides a balance between approaches, including lectures, tutorials, workshops, small group interactions, demonstrations, practical work, enquiry-based learning and self-directed learning.
- f) 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.
- g) 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).
- h) The module descriptors/course outlines clearly describe the aims, learning outcomes, syllabus content, student contact hours, student effort/self-directed learning hours and assessment strategies.
- i) The curriculum articulates how the student is enabled to achieve the expected learning outcomes of the programme.
- j) The curriculum content is reviewed regularly and adapted to reflect current best practice and research

## 7. 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) Assessment techniques are appropriate for their purpose, whether formative or summative.
- c) Assessment techniques have transparent and published criteria and procedures for marking and moderation.
- d) 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.
- e) There are policies covering student absence, illness and other mitigating circumstances.
- f) Examinations and assessments are conducted securely in accordance with the institution's stated procedures.
- g) Assessments are subject to administrative verification checks to ensure the accuracy of the procedures.
- h) 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.
- i) Information is provided on the procedures for obtaining results, viewing scripts, getting feedback from lecturers, making an appeal and supplementary examinations.

## 8. 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.

### Indicators:

- a) The number of placement hours chosen must be appropriate to the design of the curriculum and ensure that the students learning experience enables them to meet the Standards of Proficiency. Speech and language therapy students must complete at least 300 clinical hours of supervised practice placements as well as 150 clinically related hours.
- 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 across speech, language, communication and swallowing disorders.
- c) By the end of the programme, practice placement experiences and assessments of each student should include a range of paediatric and adult diagnostic categories across speech, language, communication and swallowing disorders.
- d) The selection of practice placements provided by the education provider in conjunction with service agencies reflects the scope of speech and language therapy practice settings.
- e) 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 that clearly sets out the responsibilities of both parties on an annual basis.
- f) 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 educator and placement providers will have a role in this review process. Education providers will provide details of the practice education team.
- g) Supervision will be provided to students by the practice education team/practice educator.

- h) Students, placement providers, the practice education team and the practice educator will be fully informed and prepared for the practice placements.
- i) While on placement appropriate support and supervision should be maintained with the student by programme providers.
- j) Programme providers must ensure that practice educators will have relevant speech and language therapy practice experience and competence in the area which they are supervising. Practice educators should have a minimum of two years post qualification experience.
- k) Support and training will be available to practice educators to develop their practice education skills in relation to facilitating students on placement.
- l) 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.
- m) Pre-placement requirements such as Garda vetting, appropriate health and safety training, occupational health requirements and relevant insurance cover must be in place.
- n) Policies and procedures must be in place for the assessment of students on practice placements, including appeal mechanisms for failed placements.
- o) A code of conduct for students whilst on placement must be in place.

## 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 that profession. 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 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 professional proficiencies.
  - 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 their profession.
  - e) Contribute to the development of effective, ethical and equitable policy and practise, 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 Speech and Language Therapists Registration Board *Code of Professional Conduct and Ethics*.
  - h) Manage themselves, their practise and that of others in accordance with the Speech and Language Therapists Registration Board Code of Professional Conduct and Ethics.
  
- 2. Practise in a non-discriminatory way.**
  - a) Acknowledge and respect the differences in 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, other ethnic groups and socio-economic status.

## Domain 1: Professional autonomy and accountability

Graduates will:

- 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 potential conflict that can arise between confidentiality and whistle-blowing.
  
- 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.
  - 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.
  
- 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.

## Domain 1: Professional autonomy and accountability

Graduates will:

- 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 and/or supervision.
  - c) Be able to assess a situation, determine the nature and severity of the problem 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 the 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.
  - 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 to meet their needs and goals.
- c) Recognise and understand the concepts of power and authority in relationships with service users.
- d) Be able to make appropriate referrals.

**2. Contribute effectively to work undertaken as part of teams, whatever their context.**

- a) Demonstrate professional collaboration, consultation and decision making.
- b) Demonstrate an understanding that relationships with colleagues can impact on service delivery and therefore should be based on mutual respect and trust.

## Domain 3: Effective communication

Graduates will:

- 1. Demonstrate effective and appropriate skills in communicating information, listening, giving advice, instruction and professional opinion.**
  - a) Be aware of, understand and modify communication to address the characteristics and consequences of verbal and non-verbal communication and how this can be affected by factors such as gender, civil status, family status, sexual orientation, religious belief, age, disability, race or membership of the Traveller community, other ethnic groups and socio-economic status.
  - b) Be able to select, move between and use appropriate forms of verbal and non-verbal communication, including listening skills, with service users and others.
  - c) Demonstrate the ability to produce clear, concise and objective written communication and reports that are appropriate for the intended readers.
  - d) Demonstrate an appropriate use of information technology relevant for speech and language therapy practice.
  - e) Understand the importance of and demonstrate effective communication with other colleagues (inter-disciplinary communication).
  - f) Understand the need to provide service users (or people acting on their behalf) with the information necessary in an appropriate format to enable them to make informed decisions.
  - g) Understand the need to use an appropriate interpreter 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) Demonstrate competence in presenting professional judgements and information in a variety of contexts including when conflict and resistance may arise.

## Domain 4: Professional and personal 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.
  - c) Be aware of the relationship between personal life experiences and personal value systems and the impact these can have on one's decision making or actions
  - d) Understand the role, purpose and function of supervision and the importance of seeking supervision of practice.
  - 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.
  - g) Develop and critically review a personal development plan which takes account of personal and professional needs.
  - h) Identify and act on opportunities to advocate for the profession and for the professional development of colleagues.
  - i) Understand the role of 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 informed practice.

## Domain 5: Provision of quality services

Graduates will:

- 1. Be able to identify and assess service users' needs in relation to speech, language, communication and swallowing.**
  - b) Be able to gather appropriate information.
  - c) Select and use appropriate assessment techniques: undertake and record a thorough, sensitive and detailed assessment, using appropriate techniques and equipment.
  - d) Identify conditions that require further investigation, making referrals to other professionals as appropriate.
  - e) Analyse and critically evaluate the assessment data and information collected.
  - f) Determine a diagnosis and probable outcomes for service users.
  - g) Provide feedback on assessment findings to service users and relevant others.
  
- 2. Formulate and deliver plans and strategies to meet identified needs of service users.**
  - a) Develop appropriate plans, interventions and strategies, according to evidence informed practice, agreed national guidelines, protocols and pathways, in consultation with service users and relevant others.
  - b) Establish and document intervention goals, plans and outcome measurements.
  - c) Identify resources required to implement effective management/intervention plans.
  - d) Implement interventions, monitoring progress and modifying intervention approaches appropriately.
  - e) Document and communicate progress, interventions delivered, outcomes and discharge 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 informed practice, evaluate practice systematically, and participate in audit/review procedures.
  - c) Apply knowledge of a range of research and evaluative methodologies, including evidence informed research.
  - 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.

## Domain 5: Provision of quality services

Graduates will:

- 4. Draw on appropriate knowledge and skills in order to make professional judgements.**
  - a) Understand the need to adjust/adapt practice as needed to take account of new developments.
  - b) Demonstrate an appropriate level of skill in the use of information technology appropriate for speech and language therapy.
  
- 5. Formulate specific and appropriate management plans including the setting of timescales.**
  - a) Understand the requirement to adapt practice to meet the needs of different service user 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) Understand the need to maintain the safety of service users.
  - b) Empower service users to manage their well-being and recognise the need to provide advice to the patient/client/user on self-treatment, where appropriate.
  
- 7. Implement best practice in record management.**
  - a) Use and maintain efficient information management systems.
  - b) Keep accurate, legible records and recognise the need to handle these records and all other information in accordance with applicable legislation, protocols and guidelines.
  - c) Understand the need to use accepted terminology in making records.

## Domain 5: Provision of quality services

Graduates will:

- 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) Evaluate intervention plans using tools and recognised performance/outcome measures. Revise the plans as necessary, in conjunction with the service user as appropriate.
  - 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.
  
- 9. Be able to evaluate, audit, and review practice.**
  - 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 programmes 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.

## 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 and demonstrate the ability to apply knowledge to normal and impaired communication at both theoretical and practical levels.**
  - a) Demonstrate a critical understanding of relevant biological sciences, human development, social sciences and other related sciences, together with knowledge of health, disease, disorder and dysfunction, appropriate to their profession.
  - b) Know and understand the principles and applications of scientific enquiry, including the evaluation of treatment/intervention efficacy, the research process and evidence informed practise.
  - c) Have knowledge of the roles of other professions in health and social care.
  - d) Demonstrate an understanding of the theory, concepts and methods pertaining to practice within speech and language therapy.
  - e) Understand the theoretical basis of and the variety of approaches to assessment/diagnosis and intervention.
  - f) Demonstrate an understanding of the critical importance of effective communication skills for all aspects of participation in society and for an individual's quality of life.
  - g) Demonstrate an understanding of the potential impact of communication impairment on self-fulfilment and autonomy.
  - h) Demonstrate an understanding of the fundamental role eating/drinking/swallowing can play in social participation and the potential impact of an impairment in eating/drinking on health, quality of life and well being.
  - i) Demonstrate an understanding of linguistics, including phonetics, language acquisition, sociolinguistics and all levels of normal speech and language processing.
  - j) Demonstrate an understanding of biomedical and medical sciences as relevant to the development and maintenance of speech, language, communication and swallowing.
  - k) Demonstrate an understanding of relevant domains of psychology, as relevant to normal and impaired communication, psychological and social wellbeing.

Graduates will:

- l) Demonstrate an understanding of sociology in relation to the practice of speech and language therapy, sociology, including its application to educational, health and workplace settings and within multi-cultural societies.
- m) Demonstrate an understanding of educational philosophy and practice and the relationship between language and literacy.
- n) Demonstrate an understanding of therapeutic contexts, models and processes, relevant to the practice of speech and language therapy.
- o) Demonstrate an understanding of developmental and acquired disorders of speech, language, communication and swallowing.
- p) Demonstrate an awareness of the issues and trends in Irish education, social, health and public policy developments that influence speech and language therapy practice.
- q) Demonstrate an awareness of relevant legislation, regulations, national guidelines and standards, findings of enquiries and investigations influencing speech and language therapy practice.
- r) Demonstrate an understanding of the concepts, frameworks and guidelines underpinning ethical speech and language therapy practice in diverse socio-economic and cultural contexts.
- s) Recognise a professional responsibility to advocate on behalf of persons with speech, language, communication and swallowing impairments to support full participation in all aspects of society.

**2. Know how professional principles are expressed and translated into action through a number of different approaches to practice, and how to select or modify approaches to meet the needs of an individual, groups or communities.**

- a) Be able to use knowledge of speech and language therapy to assess and manage people with difficulties in the following areas:
  - Speech
  - Language
  - Communication
  - Swallowing

## Domain 6: Knowledge, understanding and skills

Graduates will:

- 3. 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 learn from errors.
  - d) Understand the importance of communication with service users and staff.
  - e) Be aware of applicable legislation e.g. health and safety legislation, employment legislation and relevant national guidelines.
  - f) 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 control.
  - g) 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.
  - h) 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.
Approval Process	The process that leads to a decision as to whether a programme meets the criteria set for approval of education and training.
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, 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 that an education and training programme is judged by.
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.
Indicators	The means by which a provider shows how a programme satisfies the criteria for approval.
Mapping Document	Template document to be completed by education provider.
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 and therefore how the students will attain the standards of proficiency. Not all changes to a programme are major changes.
Monitoring	The process of ensuring the continuing suitability of approved education and training.
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
Panel of Assessors	A panel appointed by a Registration Board comprising academics, practitioners, employers and service users.
Practice placement	A period of clinical or practical experience that forms part of an approved programme.
Practice Educator	This is the title given to the individual therapist/s who has primary responsibility, on site in the clinical placement, who educate, monitor and mentor students when they are on placement. Practice educators are supported in their role by other members of the practice education team.

Practice education team	Persons who are responsible for a student's education during the period of clinical or practical placement.
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	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.
Service user	Anyone who uses or is affected by the services of registrants or students.
Standards of proficiency	These are the standards required of graduates for the safe and effective practise of the professions regulated by the Council. They are the minimum standards necessary to protect the public.