Education Approval and Monitoring Policy

V1 November 2024

Education Programme Approval and Monitoring Policy

About CORU

CORU is Ireland's multi-profession health and social care regulator. It comprises the Health and Social Care Professionals Council and the Registration Boards established under the Health and Social Care Professionals Act 2005 (as amended) **('The Act')**.

CORU's role is to protect the public by promoting high standards of professional conduct, education, training, and competence through statutory registration of health and social care professionals.

The designated professions under the Act are:

- Clinical biochemists
- Counsellors
- Dietitians
- Dispensing opticians
- Medical scientists
- Occupational therapists
- Optometrists
- Orthoptists
- Physical therapists

- Physiotherapists
- Podiatrists
- Psychologists
- Psychotherapists
- Radiation therapists
- Radiographers
- Social care workers
- Social workers
- Speech and language therapists

About this Document

This document sets out CORU's policy for the approval and monitoring of education and training programmes under the Act. It has been developed with the aim of providing clarity and consistency in decision making for Education Providers and Registration Boards when completing Education Programme Approval or Monitoring process.

This document should be read in conjunction with the following documents available on the CORU website:

- Guide to Education
- Programme Information Guidelines for Education Providers
- Criteria for Education and Training Programmes published by each Registration Board[1]
- Standards of Proficiency published by each Registration Board
- Information for Education Providers – Documentary Evidence

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[1] Listed per Profession on the CORU website https://coru.ie/health-and-social-care-professionals/education/criteria-and-standards-of-proficiency/

Principles Underpinning Programme Approval and Monitoring

The CORU Executive manage the operational aspects of programme approval and monitoring. The relevant Registration Board is the decision-making body in respect of programme approval and monitoring.

The following principles apply the approach of the CORU Executive and Registration Boards to programme approval and monitoring.

Legality - there is a statutory basis for decisions made and the decision-making body acts within its remit.

Targeted - decisions respond to the issue that is being addressed.

Proportionate - decisions made are in proportion to the issue or question that must be addressed.

Consistency - decisions are made with reference to a consistent set of criteria and in a consistent manner so that similar scenarios lead to similar decisions.

Impartial - there is no room for favouritism, bias or unjustified departure from the standardised procedures in relation to how or what decisions are made

Transparency - the process regarding the making of decisions can be open and shared, even in circumstances where the details of individual decisions must remain confidential. The rationale or decisions should be recorded. Where a specific decision process departs from the standard practice, the reason for that departure is recorded including the extent of the departure and why it was necessary. This principle is linked to the issue of accountability and the responsibility vested in decision-makers to carry out their role in a fair and honest manner.

Timely/Efficient - There is no undue or unnecessary delay in decisions being made. Appropriate use will be made of technology to enhance efficiency.

Legislative Context

The Act provides for:

- The approval of education and training programmes (Section 48).
- Monitoring of continuing suitability of education and training programmes (Section 49).

Programmes and Qualifications

Programmes and qualifications are related but have distinct meanings. For the purposes of this policy, the following definitions are used:

- A programme of education and/or training is a process by which a learner acquires knowledge, skill or competence. It entails the implementation of a specific and coherent set of educational activities, supported with specific resources, over a sustained period of time, to achieve a defined set of learning objectives.

- A qualification is a formal record of learning attainment awarded following completion of a programme of education and/or training.

Overview of Programme Approval and Monitoring

Programme Approval

Programme Approval allows a Registration Board to determine if it is satisfied that a programme is suitable for the education and training of candidates for registration in its register

Programme Monitoring

Programme monitoring allows a Registration Board to satisfy itself as to the continuing suitability of:

- the education, training, assessment and examination, and
- the clinical training and experience

provided by any education and training programme approved by the Board.

Approved Qualifications Bye-Law

When a programme is approved, the qualification awarded on completion of the programme can be listed on the Approved Qualifications Bye-Law. This bye-law lists the qualifications approved as attesting to the standard of proficiency required for registration under Section 38(2)(a) of the Act.

Graduates with qualifications listed on the Approved Qualifications Bye-Law are eligible to apply for registration under Section 38 of the Act.

Programmes which maintain approval under monitoring continue to have the associated qualification listed on the Approved Qualifications Bye-Law.

Registration Board Requirements

The approval and monitoring of education and training programmes is based on the Registration Board's requirements. These are:

Standards of Proficiency – The standards of proficiency are the threshold standards set by a Registration Board for entry to the register for that profession. The standards of proficiency provide detail on the knowledge and skills that all graduates must possess at entry to the register.

Criteria for Education and Training Programmes - The criteria for education and training programmes are the requirements set by the Registration Board related to how a professional education and training programme is designed and managed. The criteria are used to ensure that a programme has a system in place to consistently and effectively produce graduates who meet the standards of proficiency for the profession.

Approved programmes meet all of the Registration Board's criteria and ensure that all students who successfully complete the programme meet all of the required standards of proficiency.

Multiple Programmes/ Single Qualification and Multiple Qualifications/ Single Programme

The approval of all programmes linked to a specific qualification title is necessary for a Board to protect entry to the Register through the Approved Qualifications Bye-Law (section 31 of the Act).

Where institutions have multiple programmes leading to one qualification OR multiple qualifications linked to one programme, approval for each specific programme/qualification link must be sought and received for the qualification to be listed on the Approved Qualifications Bye-Law.

Registration Boards will not usually list a qualification on the Approved Qualifications Bye-Law unless all programmes leading to the award of that qualification have been approved. Approval for one programme pathway does not infer approval for another. Where approval of one programme is withdrawn, it has consequences for other approved programmes linked to the same qualification.

Institutions offering more than one programme leading to a specific qualification title should plan an application for programme approval carefully. They may wish for example, to distinguish between the qualification titles awarded at the end of the different programmes.

Programme Approval and Monitoring Process

Programme approval and monitoring processes usually have the following steps;

- Submission of an application from the Education provider (a record of which is noted on the CORU website at this link)
- Acknowledgement and notification from CORU of the timeline for decision on the received application.
- Meeting with Programme Team and CORU Executive
- Appointment of a Review Team
- Submission of documentary evidence from the programme team
- An online or in-person visit of the Review Team with institutional stakeholders such as staff and students.
- Report issued by Registration Board to Education Provider, with opportunity to respond if required.

Review Teams

A Registration Board will normally use the services of a Review Team to support its work in respect of any part of programme approval and monitoring. The Board may ask the team to

- Review any part of the documentary evidence received.

- Participate in the visit to meet with relevant stakeholders.
- Prepare an output of their review for the Registration Board.
- Attend Registration Board meetings.

The Board may use a combination of team members from the profession and those outside the profession to do this work. Reviewers undergo a conflict of interest procedure. The Board is at all times the decision maker in respect of sections 48 and 49 of the Act.

Review Teams will vary in number dependant on type of programme(s) and process.

Engagement with CORU Staff

CORU staff will engage with the Institution as needed throughout programme approval and monitoring to:

- Ensure that accurate and up-to-date programme and institutional information is available to the Registration Board and the Review Team
- Ensure that accurate information about the requirements and processes for programme approval and monitoring are available to the Institution.
- Provide training, support and guidance as required to the Institution.

Process Timeline

A process timeline for programme approval and monitoring is agreed between the CORU Executive and the Institution. Adherence to the timeline is expected by all parties as it impacts on the statutory duties and workplan of the Registration Board and the scheduling of activities for Review Teams and CORU staff.

Where an Institution does not adhere to the timeline agreed a new timeline will be agreed and issued. Examples include:

- Where documentation is not submitted by the deadline agreed
- Where documentation is not in order and must be returned to a provider
- Where excessive irrelevant documentary evidence is submitted for review

Costs

There is no fee for instruction in relation to programme approval or monitoring. Institutions are required to meet their own costs associated with approval and monitoring. This includes the costs of preparing documentation and providing facilities associated with visits and meetings.

A fee is paid to Review Team members in relation to their time and expertise.

Training, Support and Guidance

The CORU Executive will provide training and support to all stakeholders involved in the Programme Approval and Monitoring process including;

- Education Institutions
- Registration Boards
- Review Team Members

Written support guidance will also be made available on the CORU website[2]

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[2] Guidance currently available on the About Approval and Monitoring - Coru page

Programme Approval

Section 48 of the Act provides for the approval of education and training programmes upon application by an institution. Registration Boards engage in the approval of individual programmes, they do not approve institutions.

Registration Boards carry out programme approval in a range of situations which may include, but is not limited to:

- Approval of a programme for a profession which is being regulated by CORU for the first time.
- Approval of a new programme and new qualification title for a profession already being regulated by CORU.
- Approval of a new programme pathway to an existing qualification title.

Institutions need to demonstrate, through evidence, that the programme meets the Board's requirements. These requirements are expressed in the Core Criteria for Education and Training Programmes and Profession Specific Criteria for Education and Training Programmes and Standards of Proficiency.

The Registration Board will consider information made available by the Institution, and, where a review team has been utilised, the output of their review.

Where the Board is not satisfied that the programme has met its requirements it will communicate this in writing to the Institution. Mindful of its statutory obligations to protect the public and the principles outlined in section 1 of this document, the Registration Board may offer the Institution further opportunities to make information before a decision is made.

Withdrawal of Application

An institution may withdraw an application at any point in the approval process before the Registration Board makes a decision. The request to withdraw the application should be communicated in writing to CORU.

Decision by Registration Board

The Registration Board will make one of the following decisions:

1. **Programme Approved** - The Registration Board is satisfied that the programme meets the criteria for education and training programmes and standards of proficiency.
   - The Approved Qualifications Bye-Law process commences once the programme is approved. This process can take up to six months.
   - An approved programme is subject to monitoring (as per section 49 of the act) and must satisfy the Board, as required, regarding its continued suitability.

2. **Programme Approval Refused** - The Registration Board is not satisfied that the programme meets the criteria for education and training programmes and standards of proficiency.
    - In cases where a programme approval is refused, the Registration Board will provide the following information to the institution:
        o the decision and the date on which it was made,
        o the reason for the decision.
    - The qualification associated with the programme is not listed on the Approved Qualifications Bye-Law. Students graduating from the programme are not eligible to apply for registration to the relevant Registration Board.
    - The provider may apply again for approval of the programme. There is no time limit for subsequent applications.

Request to Minister

Following a Registration Board's decision to refuse approval the institution may request the Minister for Health to direct the Board to grant approval. This request to the Minister must be made within 30 days after the institution is informed of the Registration Board's decision to refuse approval of the education and training programme.

If, after consulting the Minister for Education and Skills, the Minister for Health is satisfied as to the suitability of the education and training programme, he or she may direct the Board to grant approval.

If, after consulting the Minister for Education and Skills, the Minister for Health is not satisfied as to the suitability of the education and training programme, he or she may confirm the Registration Board's decision.

Programme Monitoring

Section 49 of the Act provides for the monitoring of education and training programmes.

The Board shall, as occasion may require but, in any event, not less than once in every five years, satisfy itself as to the continuing suitability of:

- the education, training, assessment and examination, and
- the clinical training and experience provided by any education and training programme approved by the Board.

Monitoring is a requirement of all approved programmes. Providers should be mindful of the Criteria for Education and Training Programmes and the Standards of Proficiency in the on-going management of the programme.

Where the Board is not satisfied that the programme continues to meet its requirements it will communicate this in writing to the Institution. The Board will provide the Institution with an opportunity to make additional information available.

Opinion to Withdraw Approval

Following the opportunity to make additional information available, if the Board is of the opinion that an education and training programme it has previously approved may no longer be suitable for the education and training of candidates for registration, it shall inform the Institution of this opinion and give an opportunity to make, representations to the Board within 30 days as to why the approval should not be withdrawn.

Decision by Registration Board

The Registration Board will make one of the following decisions, in consultation with Council as appropriate:

1. **Continued Approval** - The Board is satisfied as to the continued suitability of the programme.
   - The programme continues to be subject to monitoring and must satisfy the Board, as required, as to its continued suitability.

2. **Approval Withdrawn** - The Board is not satisfied as to the continued suitability of the programme.
   - The Board will provide the following information to the institution:
     - the decision and the date on which it was made,
     - the date, not less than 3 months after the date of the notice, on which the decision will become effective, and
     - the reason for the decision.

Recommendation to Minister

After monitoring the continuing suitability of education and training programmes the Registration Board shall make appropriate recommendations to the Minister for Health and Minister for Education and Skills.

Request to Minister

Following a Board's decision to withdraw approval, the provider may request the Minister for Health to direct the Registration Board to continue the approval. This request to the Minister must be made within 30 days after the institution is informed of the Registration Board's decision to withdraw approval.

If, after consulting the Minister for Education and Skills, the Minister is satisfied as to the suitability of the education and training programme, he or she may direct the Board to continue the approval.

If, after consulting the Minister for Education and Skills, the Minister is not satisfied as to the suitability of the education and training programme, he or she may confirm the Registration Board's decision.

Major Change notification

CORU understands that after being approved by a Registration Board an education programme will continue to evolve through continual quality improvement or in response to external factors such as a change in stakeholder requirements. CORU requires that Education Providers provide information relating to significant programme changes listed in Appendix 1 of this policy on an annual basis.

This will allow the Executive to provide relevant information to a Registration Board so that the Board can fulfil its role under section 49 of the Act to satisfy itself as to the continuing suitability of an education and training programme in the areas of education, training, assessment, and examination and the clinical training and experience provided in the approved programme.

Annual Update to CORU

Approved programmes are required to provide information to CORU on an annual basis in relation to;

- Operation information regarding staffing e.g. changes to programme director and student cohort.
- Major changes to the programme content and delivery.

The process flow diagram outlining the annual update process and a sample template are provided as appendices 2 and 3 to this policy.

Concerns in relation to an approved programme

Any individual or organisation may report concerns relevant to the education and training of professionals under the Act. The concern must be made in writing in relation to any aspect of an approved programme not meeting the criteria and standards of proficiency for education and training programmes.

The CORU Executive will review the concern and bring it to the attention of the Registration Board. The Registration Board may review the relevant programme monitoring timeline in relation to the programme based on the concern raised.

Freedom of Information & Data Protection

The Health and Social Care Professionals Council is subject to the Freedom of Information and its records are subject to requests under the Freedom of Information Act, 2014.

Any personal data received by CORU will be used for the purposes of programme approval and monitoring and shared with those involved in these processes. Documentation will be retained in line with CORU's data retention policy.
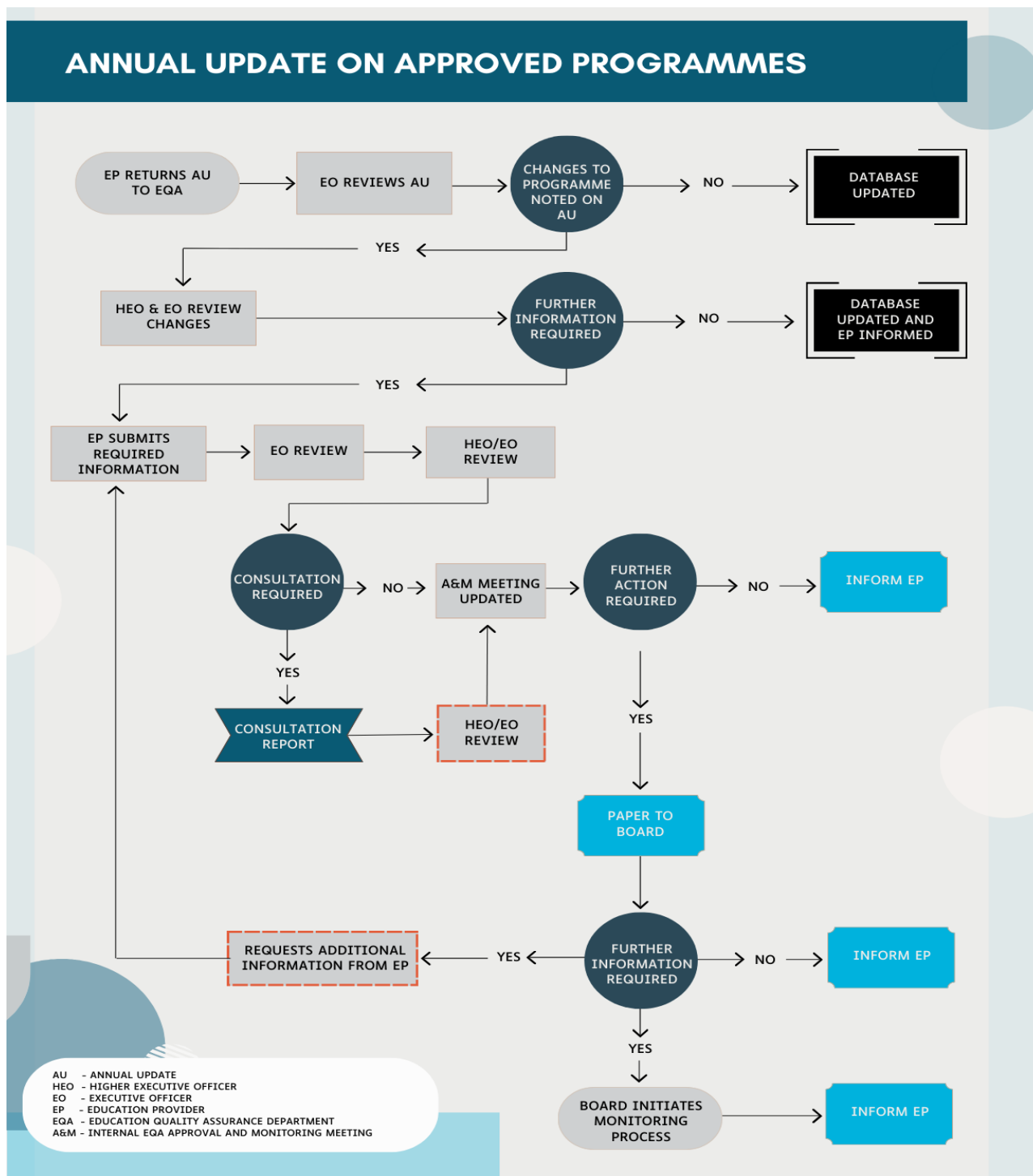
Appendix 1 Major Changes to an Approved Programme

Type of Change	Rationale for listing as a Major change
A significant change in overall funding of the programme.	Potentially impacting on the Education Provider's ability to meet Criterion 4.1
Any conditions imposed on the provider by an educational regulator. Whilst regulatory approval of a programme by a Registration Board is distinct from academic accreditation, it is expected that relevant concerns raised by another regulator are brought to the attention of the Registration Board.	Potentially impacting on the Education Provider's ability to meet Criterion 1.1- Level of qualifications for entry to the register.
Significant changes to arrangements for monitoring programme quality and graduate outcomes of programmes. For example, a reduction in internal or external quality audits/assessments.	Potentially impacting on the Education Provider's ability to meet Criterion 2 Practice Placements. Particularly 2.4, 2.5 Criterion 4 Curriculum. Particularly 4.13, 4.14 and to ensure that all students have the opportunity to progressively achieve all the Standards of Proficiency.
Discontinuation of a programme or part-of a programme, or a significant change in the length of a programme (i.e. months/years).	Potentially impacting on the Education Provider's ability to meet Criterion 5 - Curriculum. Particularly 5.3 and to ensure that all students have the opportunity to progressively achieve all the Standards of Proficiency.
A significant change in delivery partner or arrangements with a delivery partner negatively impacting on the student's opportunity to progressively achieve all the Standards of Proficiency. A change of this nature could be related to provision of practice placement or academic components.	Potentially impacting on the Education Provider's ability to meet: Criterion 2 - Practice placement. Particularly 2.2, 2.3 Criterion 4 – Management. Particularly 4.4, 4.5, 4.8 Criterion 5 – Curriculum. Particularly 5.5 and to ensure that all students have the opportunity to progressively achieve all the Standards of Proficiency.
Marked changes (i.e. other than continuing evolutionary changes) in the design of a programme that may affect learning opportunities and/or achievement of learning outcomes impacting of the progressive achievement of the Standards of Proficiency.	Potentially impacting on the Education Provider's ability to meet Criterion 5- Curriculum. Particularly 5.3 and to ensure that all students have the opportunity to progressively achieve all the Standards of Proficiency.

A significant change in the mode(s) of delivery or participation (such as a move to distance education).	Potentially impacting on the Education Provider's ability to meet: Criterion 4 – Programme Management. Particularly 4.8, 4.9 and 4.10 Criterion 5 - Curriculum. Particularly 5.3
Staffing: CORU do not require notification of all changes in programme management or staffing, only those that potentially impact on programme delivery for example, an unfilled position such as Head of Programme or Placement Coordinator which results in a loss of a required skill set within the programme.	Potentially impacting on the Education Provider's ability to meet Criterion 2 - Practice Placement. Particularly 2.10, 2.13 Criterion 4 – Management. Particularly 4.2, 4.4, 4.5 & 4.8
Changes related to teaching or learning resources which significantly impacts on the resources available to facilitate programme delivery. For example, the loss of laboratory or demonstration facilities.	Potentially impacting on the Education Provider's ability to meet Criterion 4 – Curriculum. Particularly 4.8 and to ensure that all students have the opportunity to progressively achieve all the Standards of Proficiency.
Significant changes in the programmes' assessment strategy, for example, one which significantly alters the assessment of a student's achievement of the Standards of Proficiency or a procedural change such as the requirement to appoint an external examiner.	Potentially impacting on the Education Provider's ability to meet Criterion 6 – Assessment Strategy and to ensure that all students have the opportunity to progressively achieve all the Standards of Proficiency.
Changes to student entry requirements, recognition of prior learning procedures or advanced entry procedures. For example, the addition or removal of an entry pathway provided through an education partner.	Potentially impacting on the Education Provider's ability to meet Criterion 3 - Programme admission. Particularly 3.3 and to ensure that all students have the opportunity to progressively achieve all the Standards of Proficiency.
Student numbers (an increase or decline of 20 per cent or more versus the maximum number of students approved by CORU)	Potentially impacting on the Education Provider's ability to meet Criterion 2- Practice Placement. Particularly 2.2, 2.3, 2.7 Criterion 4 – Curriculum. Particularly 4.8 and to ensure that all students have the opportunity to progressively achieve all the Standards of Proficiency.

Appendix 2 Annual update template and process flow

ANNUAL UPDATE ON APPROVED PROGRAMMES

- AU — ANNUAL UPDATE
- HEO — HIGHER EXECUTIVE OFFICER
- EO — EXECUTIVE OFFICER
- EP — EDUCATION PROVIDER
- EQA — EDUCATION QUALITY ASSURANCE DEPARTMENT
- A&M — INTERNAL EQA APPROVAL AND MONITORING MEETING

Annual update from approved Programmes

The annual update from an Education Provider on an approved programme serves two main functions:

1. To provide relevant information to a Registration Board so that the Board can fulfil its role under section 49 of the HSCP act 2005 (as amended) and can satisfy itself as to the continuing suitability of an education and training programme in the areas of education, training, assessment, and examination and the clinical training and experience provided in the programme.

   CORU understands that after being approved by a Registration Board a programme will continue to evolve through continual quality improvement or in response to external factors such as a change in stakeholder requirements. CORU requires Education Providers provide information relating to significant programme changes, such as those highlighted in this form, to ensure Registration Boards meet their statutory requirements as to the continued suitability of education programmes as per Section 40 of The Act.

2. CORU in its role as the HSCP regulator is required to provide up to date information on the sector by the Ministers or in response to Parliamentary questions outside of the Approval and Monitoring cycle. The annual update acts as a means through which Education Providers can contribute to this process.

There are four sections requiring the provision of relevant information. If completing this in relation to multiple programmes, please indicate clearly to which programmes the information applies.

Section A: Requires an update on programme information such as the current student cohort.

Section B: Notification of changes made to a programme. Please provide details of the changes and how these changes will impact on programme delivery. The types of changes to a programme where CORU should be notified are listed in the table below.

Note: This list is not exhaustive and is meant as a guide. Please contact the Education Quality Assurance Department at education@coru.ie to discuss any queries in relation to notifiable changes. Minor changes not captured through this process will be reviewed at the

next programme monitoring.

The Executive and/or the Registration Board may require additional information in relation to the change which may impact on the programme monitoring process.

Section C: Thematic question: An opportunity for an Education Provider to contribute to sector wide research.

Section D: Is an opportunity for an Education Provider to bring additional information not captured elsewhere to CORU's attention.

Section A	
Programme details	
Programme Title	
Level of qualification	
Programme Co-ordinator	
Programme Director	
Address of Education Provider	
Admission and retention	
Number of places available during the programmes most recent programme approval	
Number of places currently available	
Number of places allocated	
Current student numbers per year of programme	Year 1: Year 2: Year 3: Year 4:
Section B	
Notification of changes made to programme	
CORU should be notified by an Education Provider of a change impacting on an approved programme in any of the following areas	

Type of Change	Rationale for listing as a Major change
A significant change in overall funding of the programme.	Potentially impacting on the Education Provider's ability to meet Criterion 4.1
Quality Assurance	
Any conditions imposed on the provider by an educational regulator. Whilst regulatory approval of a programme by a Registration Board is distinct from academic accreditation, it is expected that relevant concerns raised by another regulator are brought to the attention of the Registration Board.	Potentially impacting on the Education Provider's ability to meet Criterion 1.1- Level of qualifications for entry to the register.
Significant changes to arrangements for monitoring programme quality and graduate outcomes of programmes. For example, a reduction in internal or external quality audits/assessments.	Potentially impacting on the Education Provider's ability to meet Criterion 2 Practice Placements. Particularly 2.4, 2.5 Criterion 4 Curriculum. Particularly 4.13, 4.14 and to ensure that **all** students have the opportunity to progressively achieve **all** the Standards of Proficiency.
Programme Delivery	
Discontinuation of a programme or part-of a programme, or a significant change in the length of a programme (i.e. months/years).	Potentially impacting on the Education Provider's ability to meet Criterion 5 - Curriculum. Particularly 5.3 and to ensure that **all** students have the opportunity to progressively achieve **all** the Standards of Proficiency.

A significant change in delivery partner or arrangements with a delivery partner negatively impacting on the student's opportunity to progressively achieve **all** the Standards of Proficiency. A change of this nature could be related to provision of practice placement or academic components.	Potentially impacting on the Education Provider's ability to meet: Criterion 2 - Practice placement. Particularly 2.2, 2.3 Criterion 4 – Management. Particularly 4.4, 4.5, 4.8 Criterion 5 – Curriculum. Particularly 5.5 and to ensure that **all** students have the opportunity to progressively achieve **all** the Standards of Proficiency.
Marked changes (i.e. other than continuing evolutionary changes) in the design of a programme that may affect learning opportunities and/or achievement of learning outcomes impacting of the progressive achievement of the Standards of Proficiency.	Potentially impacting on the Education Provider's ability to meet Criterion 5-Curriculum. Particularly 5.3 and to ensure that **all** students have the opportunity to progressively achieve **all** the Standards of Proficiency.
A significant change in the mode(s) of delivery or participation (such as a move to distance education).	Potentially impacting on the Education Provider's ability to meet: Criterion 4 – Programme Management. Particularly 4.8, 4.9 and 4.10 Criterion 5 - Curriculum. Particularly 5.3
Staffing: CORU do not require notification of all changes in programme management or staffing, only those that potentially impact on programme delivery for example, an unfilled position such as Head of Programme or Placement Coordinator	Potentially impacting on the Education Provider's ability to meet Criterion 2 - Practice Placement. Particularly 2.10, 2.13 Criterion 4 – Management. Particularly 4.2, 4.4, 4.5 & 4.8

which results in a loss of a required skill set within the programme.	
Changes related to teaching or learning resources which significantly impacts on the resources available to facilitate programme delivery. For example, the loss of laboratory or demonstration facilities.	Potentially impacting on the Education Provider's ability to meet Criterion 4 – Curriculum. Particularly 4.8 and to ensure that **all** students have the opportunity to progressively achieve **all** the Standards of Proficiency.
Significant changes in the programmes' assessment strategy, for example, one which significantly alters the assessment of a student's achievement of the Standards of Proficiency or a procedural change such as the requirement to appoint an external examiner.	Potentially impacting on the Education Provider's ability to meet Criterion 6 – Assessment Strategy and to ensure that **all** students have the opportunity to progressively achieve **all** the Standards of Proficiency.
Student cohort	
Changes to student entry requirements, recognition of prior learning procedures or advanced entry procedures. For example, the addition or removal of an entry pathway provided through an education partner.	Potentially impacting on the Education Provider's ability to meet Criterion 3 - Programme admission. Particularly 3.3 and to ensure that **all** students have the opportunity to progressively achieve **all** the Standards of Proficiency.
Student numbers (an increase or decline of 20 per cent or more versus the maximum number of students approved by CORU)	Potentially impacting on the Education Provider's ability to meet Criterion 2- Practice Placement. Particularly 2.2, 2.3, 2.7 Criterion 4 – Curriculum. Particularly 4.8

	and to ensure that **all** students have the opportunity to progressively achieve **all** the Standards of Proficiency.
Section C **Thematic question**	
Please provide details in relation to the Education Providers response to and delivery of the programme in the context of Covid-19.	
Section D **Relevant information**	
Please provide any additional information you feel is relevant to the Board	
Declaration	
I confirm that the XXX programme continues to meet the Criteria for Education and Training Programmes and Standards of Proficiency for the profession and I understand the Registration Board may require additional clarification in relation to the information provided. I also confirm the information given on this annual update is correct and failure to disclose relevant information could result in the Registration Board no longer being satisfied that the programme continues to meet Criteria for Education and Training Programmes and Standards of Proficiency for the profession.	