



Ag Rialáil Gairmithe Sláinte
agus Cúraim Shóisialaigh

Regulating Health +
Social Care Professionals

Category

Education
Quality
Assurance

Information for Education Providers preparing to submit Documentary Evidence

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About this Document

This document is designed as a guide for Education Providers in preparing and submitting evidence as part of the programme approval or monitoring process.

Further information about these processes can be found at [About Approval and Monitoring - CORU](#).

This document should be used in conjunction with the following documents (found at [Criteria and Standards of Proficiency - CORU](#)) issued by the Registration Board of each profession

- **Standards of Proficiency**
- **Criteria for Education and Training Programmes**

The document provides;

- **An explanation of some of the terminology used within the Criteria for Education and Training Programmes**
- **An overview of some key documentary evidence types**
- **Examples of evidence types that typically meet criteria**

The guidance and considerations presented here are based on the experience and knowledge of the CORU executive in conducting programme approval and monitoring processes across a range of different regulated health and social care professions.

The guidance document aims to assist programme providers in preparing concise, accurate and relevant evidence types as part of the approval or monitoring process. However, it is important to note that it is beyond the remit of this document to guarantee programmes will automatically attain approval through the following of the guidance set out below.

These considerations are general in nature and address common issues from multiple professions and submissions, which will hopefully help provide further clarity to individuals and teams as they prepare their submissions for programme approval or monitoring going forward.

Terms used in the Criteria for Education and Training Programmes

The Criteria for Education and Training Programmes makes reference to the following terminology:

Policies

Typically, policies refer to the 'what' element regarding set expectation and are subject to approval and regular review e.g. attendance policy. Statements that set expectations for decisions made, or actions taken by the education provider related to the rights and duties of, as well as the terms and conditions of engagement for students, staff and other stakeholders relevant to the active running of the programme.

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Procedures

Procedures relate to the 'how' element in the application of a policy and sets out clearly the practical stages and step by step format to be followed in the embedding of a policy in the everyday running of the programme e.g. procedures to be followed to ensure application of the attendance policy in the daily running of the programme. A series of identified instructions or steps for the implementation or administration of an education provider's policy.

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Processes

Are descriptive and more general than procedures but explain the broad set of actions taken in the application of a policy or procedure e.g. admissions process.

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Mechanisms

Refers to the practical tools or instruments used by the education provider to ensure wider policies and/or procedures are applied and embedded in the daily running of the programme e.g. the admissions application form used in assessing a candidate under the admission process.

Typical Evidence Types

Some examples of typical documents submitted to meet particular criteria are outlined below. This is followed by specific evidence examples as per each individual criterion.

Practice Placement Handbook

Providers may have the following documents which will also address the Practice Placement Criteria

- Practice Placement Handbook for Practice Supervisors
- Practice Placement Handbook for Students

It should be noted that if multiple handbooks are being used, it is essential that the information is cross checked to ensure consistency in the information being provided.

This document is key to evidencing the majority of Criteria under the Practice Placement Heading.

It is useful to all stakeholders if the sections in this document have clear headings and address the following:

- Integration of Practice.
- Selection, Approval and Monitoring Practice Placement Sites
- Allocation of placement and support for students
- Attendance requirements and Code of Conduct for Placement
- Training and supports provided to onsite practice educators.
- Preplacement requirements for students prior to placement commencement
- Assessment of Standards of Proficiency while on placement.

Student Handbook or Programme Handbook/Document

Providers may have a student handbook to cover the duration of the programme or have a yearly student handbook

This document is key to evidencing information provided to students on core elements of the programme:

- Philosophy, Design and Principles of the programme
- Support Services available
- Attendance Policy
- Links to Module Descriptors
- Teaching and Assessment Strategy for programme
- Link to Student Code of Conduct

Module Descriptors Booklet

This document should clearly show how the learning outcomes are aligned to the Standards of Proficiency. It is not sufficient to just link a number of the Standards of Proficiency with a learning outcome. The content and language of the learning outcome should clearly evidence how the Standards of Proficiency are being met.

The document should also clearly show how the assessment is linked to the Standards of Proficiency and provide details of elective and mandatory modules.

It should be clear from the module descriptors how students progress and develop through the programme.

Quality assurance and stakeholder involvement

This draws together relevant documents submitted to evidence quality assurance policies, procedures and processes utilised by the education provider.

- Academic Regulations
- Programme review documents and reports
- External examiner reports
- Feedback forms

Education Providers Policies and Regulations

It should be noted in instances where a wider education policy is included against a criterion, it is important documentary evidence is also submitted to demonstrate how this policy or procedure is embedded and applied in the daily running of the programme.

This draws together the wider policies used at an institutional level:

- CPD policy
- Equality, Diversity and Inclusion Policy
- Data Protection Policy
- Health and Safety Statement

Relevant Committee Documents

These documents draw together submission material such as committee terms of reference, agenda details and relevant meeting re-dacted minutes from various groups e.g. programme boards, programme advisory boards, practice education committees, academic boards.

These documents will demonstrate how embedded and applied the various policies and processes are in the active functioning of the programme

- Attendance
- Fitness to Practice
- Placement Approval and Monitoring
- Incorporation of feedback from stakeholders e.g. students, practice educators, service users, external examiners into future development and enhancement of the programme and programme curriculum

Training Content

This draws together all material related to the training provided by the programme provider to inform various stakeholders such as students, academic staff and onsite practice educators, as to the developments in the profession and assessment of students in achieving the Standards of Proficiency of the profession.

Programme teams provide training to multiple stakeholders to ensure that there is an understanding of the profession, the Standards of Proficiency and ensuring that all students achieve the Standards of Proficiency.

Documents include:

- **Practice Placement Provider Training**
- **Contributors outside Programme Team**
- **Programme Team training**
- **Student training e.g. induction, placement preparation**

Profession Specific Documents

CORU is a multi-professional regulator and while most of the documentary evidence is general to all programmes and professions, there are instances where a Registration Board requires documents specific to the professions. This may include documentation relevant to:

- **Specialised equipment on site**
- **In-house placement facilities**
- **Laboratory facilities**

Website information/Prospectus/Open day or career events information aides

The information available to potential students should be clear and include the following:

- **Admission requirements to ensure successful candidates can complete elements of the programme**
- **Profession definition**
- **Mature Student requirements**
- **Recognition of Prior Learning (RPL)**

Examples of linking evidence types to the Criteria

Criterion 1 - Level of qualifications for Entry to the Register

CRITERION 1: MINIMUM LEVEL OF QUALIFICATION

Validation certificate from QQI confirming the level of the qualification

OR

Academic Council Certificate /notification confirming the level of qualification

Criterion 2 - Practice Placement

The primary documents used to meet the Practice Placement criteria are Practice Placement Handbooks. However, you will note that further documentary evidence is required to ensure that placement experience for students is appropriate.

Two specific groups are referred to in Criteria 2. Please see definitions below which may assist your understanding of the Criteria.

Placement Education Team



The staff within the Education Institution, generally referred to as the practice co-ordinator and supporting internal staff.

Practice Placement Education Team



The staff within placement sites, generally referred to as onsite Supervisors, Teachers, Tutors, who ensure students experience both support and learning while on placement.

Criteria 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7

Documents	Demonstrating Embeddedness
<ul style="list-style-type: none"> • Practice Placement Handbooks available for students • Practice Placement Handbook available for supervisors • Template Written Agreements with placement providers • Template Record of Practice Placement Hours completed 	<ul style="list-style-type: none"> • Terms of Reference of any Committees • Recent re-dacted minutes of meetings, appropriately redacted

Information in the above documents should align with similar documents being used on the programme, for example the attendance requirements in the Student/Programme Handbook and the information in the Module Descriptors.

The submitted documents should clearly outline details of the practice placement elements of the programme regarding the number, range and duration of placements of the programme as well as the system used by the programme provider in the selection, approval and monitoring of placement.

The process used in the allocation of students to placement sites should be explained while the governance and communication structures between education and placement providers must also be laid out.

The evidence submitted must also demonstrate how these systems and processes are used actively and are embedded in the practical running of the programme.



Criteria 2.8, 2.9

Documents	Demonstrating Embeddedness
<ul style="list-style-type: none"> • Practice Placement Handbook for students • Practice Placement Handbook for supervisors • Policy outlining requirements for students regarding pre-placement requirements and consequences of non-compliance 	<ul style="list-style-type: none"> • Templates of forms used to record attendance/non-attendance for students on placement (Templates of these forms can be included as appendices in the placement handbooks) • Templates of forms used to record/confirm student completion of pre-placement requirements

The evidence documents suggested here must direct reviewers to the placement attendance requirements for students during the placement element of the programme and present the mechanisms and practical tools used in the running of the programme to ensure all students attain the required placement hours.

The documents should also present;

- pre-placement requirements for students prior to placement commencement
- tools used by the programme provider to ensure all students complete the pre-placement requirements prior to placement commencement
- consequences of not completing the pre-placement requirements

Criteria 2.10, 2.11, 2.12

Documents	Demonstrating Embeddedness
<ul style="list-style-type: none"> • Practice Placement Handbook for students • Practice Placement Handbook for supervisors • Student Placement Code of Conduct 	<ul style="list-style-type: none"> • Practice Education Team meeting re-dacted minutes

Documents submitted against these three criteria must demonstrate the mechanisms and methods used by the practice programme team to provide support and supervision to students whilst on placement.

Criteria 2.13, 2.14, 2.15

Documents	Demonstrating Embeddedness
<ul style="list-style-type: none"> Practice Placement Handbook for students Practice Placement Handbook for supervisors Mapping document, which provides the registration number of all practice educators, both academic and onsite 	<ul style="list-style-type: none"> Practice Placement written agreements including detail of role requirements of practice educators both academic and onsite Schedule and Content of Training Activity provided to students and practice educators regarding practice placement

The submitted evidence relevant to criteria 2.13, 2.14 and 2.15 must clearly explain the profile and roles of the practice education team confirming that all practice educators both academic and on the placement site are registered with the relevant board.

This evidence must demonstrate how students, placement providers and educators are prepared and informed of the expectations of placement including the requirements regarding students' fitness to practise.

The submitted documents should demonstrate the guidance provided to all placement stakeholders as to how students achieve independence in practice.

Criteria 2.16, 2.17, 2.18, 2.19

Documents	Demonstrating Embeddedness
<ul style="list-style-type: none"> Practice Placement Handbook for supervisors 	<ul style="list-style-type: none"> Schedule of Training Activity Record of onsite practice educators per placement site who have completed training Placement Assessment Forms

These criteria require the education provider to provide details of the training and support provided to practice educators so they can perform their role in supervising students on placement.

This training should include guidance regarding supporting students experiencing difficulty on placement and should also ensure all placement educators are trained in assessing students regarding their fitness to practise and attainment of the relevant Standards of Proficiency.

Details of the system used by the programme provider for the return of placement assessment should also be included.

This system should ensure that the return of assessments from the onsite practice educator to the programme provider are secure to confirm that all students have met the required standards and have completed the appropriate placement hours.

Criterion 3 - Programme Admissions

The primary locations for information on Admissions will be found on your website, the prospectus, and brochures etc. from open days. A Registration Board needs to be satisfied that information is clear to all potential applicants to the programme, regardless of the route taken to get on the programme.

Criteria 3.1, 3.2, 3.3, 3.4

Documents	Demonstrating Embeddedness
<ul style="list-style-type: none">• Programme Webpage• Programme Brochures• Open Day• Prospectus• Equality policy• Programme Handbook/Document	<ul style="list-style-type: none">• Approval of Derogation from Institutional Policies – for example RPL if applicable• Admission Marking Criteria – mature students etc.• Mapping to Standards of Proficiency and process of approval of module exemptions or advanced entry to programme

In cases where several evidence types are submitted against these criteria it is important that the information is consistent and accurate across the information platforms e.g. the admission requirements are stated as the same on the programme webpage and course prospectus.

In submitting evidence against criteria three, the programme provider must clearly demonstrate how prospective students of the programme are informed about core criteria such as admission requirements to ensure successful applicants can complete all elements of the programme.

Application routes, policies and procedures regarding Recognition of Prior Learning (RPL) should demonstrate how the programme team ensure students provided with an exemption attain the of Standards of Proficiency of the profession.

Any practical forms or tools used in the application of these admission policies and procedures should be submitted as evidence of embeddedness.

Criterion 4 - Programme Management

This criterion is quite broad in nature and may require a range of documents to evidence meeting the requirements. The student and/programme handbooks are a key source of evidence to demonstrate how information is shared with stakeholders.

Criteria 4.1, 4.2, 4.3, 4.4, 4.5

Documents	Demonstrating Embeddedness
<ul style="list-style-type: none">• Letter from President of the Education Provider• CORU Qualifications, Knowledge, Experience and Research Forms• Programme Handbook/Document	<ul style="list-style-type: none">• Feedback Forms e.g. students, placement providers• Programme Advisory Board Meeting re-dacted Minutes• Programme Board Meeting re-dacted Minutes• Most recent external examiners reports

The education provider must demonstrate the programme has a secure place in the education provider's plans and that any existing students on the programme will have the opportunity to complete the programme.

The profession specific programme leader and core programme team must hold qualifications and experience as relevant to the profession, whilst all staff involved in the delivery of the programme must hold relevant knowledge and experience as related to their role on the programme.

Evidence should detail the processes and mechanisms used by the programme provider to monitor the programme and gather feedback from all stakeholders. The programme team should also demonstrate how this feedback is collated and used practically in the continuous review and enhancement of the programme.



Criteria 4.6, 4.7

Documents	Demonstrating Embeddedness
<ul style="list-style-type: none"> • CPD policy of the Education Provider • CPD policy of the programme provider (including requirements of staff in relation to professional development as health and social care educators) 	<ul style="list-style-type: none"> • Schedule of training and development events as relevant to programme staff in their role as health and social care educators

These criteria are about making sure that educators (those involved in the teaching and/or assessment of students) continue to develop their knowledge and skills relevant to their roles so that they are able to deliver the programme effectively.

The programme provider should outline the mechanisms and methods used to ensure that staff involved in programme delivery who are not from/of the profession of the programme are informed and updated as to the nature and developments in the programme's profession.

Criteria 4.8, 4.9

Documents	Demonstrating Embeddedness
<ul style="list-style-type: none"> • Programme Document/Handbook 	<ul style="list-style-type: none"> • Student Induction Slides • Support Services Webpages • Support Service Feedback Reports

Programme providers make sure that there are resources in place in all settings, both academic and practical, where learning takes place which support students to meet the relevant Standards for the profession.

The range of support services provided to students during their learning on the programme e.g. counselling, health, pastoral care, academic support must be clarified.

The evidence should provide detail about how students are informed about access to the services as and when needed throughout their studies on the programme.

Additionally the programme provider should also demonstrate how monitoring systems for the programme evaluate these services while including the feedback of students using the services.

Criteria 4.10, 4.11, 4.12

Documents	Demonstrating Embeddedness
<ul style="list-style-type: none"> • Programme Handbook/Document • Student Handbook • Student Code of Conduct • Fitness to Practise Policy 	<ul style="list-style-type: none"> • Approval of Derogation from Institutional Policies – for example Attendance Policy and Consequences of not meeting attendance requirements • Book of Modules/Module Booklet • Consent form (including details of process of withdrawing consent and associated consequences) • Student Induction Slides • Schedule and Content of Training Activity provided to students and practice educators regarding fitness to practise

The programme provider must demonstrate that they have identified any requirements for student attendance and have in place procedures for monitoring attendance. The consequences of non-attendance must be clear with evidence that this information is communicated to all relevant parties including students, staff and practice educators.

Evidence should be provided which outlines the protocol used to gain and record the consent of students before acting as service users in any academic or practice-based teaching scenarios.

The protocol should show that students have been afforded the right to not provide or withdraw consent at any stage of their studies whilst being informed clearly of the consequences of doing so regarding the completion of course requirements and meeting of the Standards of Proficiency.

The programme must have a student code of conduct which sets out in clear terms expectations of students' behaviour, underpinned by a clear process detailing how the programme provider deals with instances where it is alleged that a student's conduct has fallen below that required of a student studying on a programme leading to professional registration.



Criteria 4.13, 4.14

Documents	Demonstrating Embeddedness
<ul style="list-style-type: none"> • Academic Regulation of the Education Provider • Programme Handbook/Document • Student Handbook 	<ul style="list-style-type: none"> • Programme Board Meeting re-dacted Minutes • Student Complaint Forms • Class Representative Meeting re-dacted Minutes • Student Surveys

The education provider must have a quality assurance policy in place which is underpinned by a 'system' – a coherent and functioning set of processes which are effective in identifying and addressing quality issues when and where they occur on the programme.

Evidence must also demonstrate how quality issues or concerns raised by students or other stakeholders are recorded and reviewed in order to ensure continued development and enhancement in the future delivery of the programme.

Criteria 4.15, 4.16

Documents	Demonstrating Embeddedness
<ul style="list-style-type: none"> • Education Provider's data protection policy • Programme Handbook/Document • Education providers current and in date Health and Safety Statement (as relevant to each campus) • Copy of the education provider's insurance current certificate • Staff Handbook 	<ul style="list-style-type: none"> • Programme Board Meeting Minutes • Student Induction Slides

The evidence submitted against these indicators demonstrate the policies and procedures in place regarding the matters of data protection and health and safety.

The relevant policies should be evidenced here as well as the processes and mechanism used on the programme to ensure regular review and monitoring of these matters as relevant to the regular operation of the course.

Criterion 5 - Curriculum

While not evidence in its own right, the Standards of Proficiency matrix gives an overview and signposts to the modules delivering on individual Standards of Proficiency.

The book of modules is evidence and should be written to explicitly demonstrate meeting the Standards of Proficiency. As mentioned earlier, the module booklet should clearly show how the learning outcomes are aligned to the Standards of Proficiency. It is not sufficient to just link a number of the Standards of Proficiency with a learning outcome.

The content and language of the learning outcome should clearly evidence how the Standard of Proficiency is being met as well as providing direction as to how students progress and develop through the module and programme. The document should also clearly show how the assessment is linked to the Standards of Proficiency and provide details of elective or mandatory modules.

Criteria 5.1, 5.2, 5.4

Documents	Demonstrating Embeddedness
<ul style="list-style-type: none">• Programme Handbook/ Document	<ul style="list-style-type: none">• Programme board Meeting Minutes• Schedule of guest speakers invited to present on the programme and links to topic of inter-professional practice as relevant to the profession

The Book of Modules provides details of how and where on the curriculum the Standards of Proficiency are taught and assessed throughout the programme confirming that all graduates of the programme have successfully met the Standards of Proficiency and are fit to practise in the profession. Evidence documents such as the programme handbook/document should also explain the mechanisms used by the programme team to ensure the programme stays updated and relevant to the profession e.g. feedback from students, employers, practice educators, service users, advisory board.

Any forms or templates used to garner this feedback can be included in the appendices of this document. Evidence must also confirm how this feedback is actively reviewed and incorporated to ensure the programme remains up to date to new developments and advancements in the profession.

Evidence documents submitted against these criteria should also explain how the programme includes inter-professional education as part of the curriculum design and delivery and explains the rationale for inter-professional education with the identified professionals in the curriculum as related to the real world practice environment of the profession.



Criteria 5.3, 5.5, 5.6

Documents	Demonstrating Embeddedness
<ul style="list-style-type: none">• Programme Handbook/Document	<ul style="list-style-type: none">• Book of modules/Module Booklet

The Programme Handbook/Document may include a section which outlines the core values and underlying principles in the design of the curriculum to ensure graduates are eligible to register to their profession.

The Programme Handbook/Document may use the section on teaching and learning philosophy to further explain the planning, design and sequencing of the curriculum to ensure students acquire core concepts and knowledge of the profession as relevant to their stage of development. For example, how do students learn about core professionals' principles and ethics prior to their first practice placement?

The evidence should also explain how students are afforded time and opportunities on the curriculum to reflect upon and consolidate their learning. For example, methods or opportunities embedded in modules where students reflect upon or receive feedback on their learning to help consolidate their knowledge or skills e.g. informal feedback opportunities, reflective exercises, class quizzes.

Criterion 6 - Assessment

This criterion ensures that all graduates through their progression on the programme are assessed and have successfully met the Standards of Proficiency of the profession. This criterion also ensures that there is effective monitoring and evaluation methods to ensure the integrity of programme assessments e.g. programme validation, external examining and moderation processes.

Criteria 6.1, 6.2, 6.5, 6.8, 6.9

Documents	Demonstrating Embeddedness
<ul style="list-style-type: none">• Book of modules/Module Booklet• Student handbook• Academic Regulation of the Education Provider	<ul style="list-style-type: none">• Student induction information slides

The evidence documents require the programme provider to confirm that, through the range of assessments used on the programme, students have successfully progressed through all modules and stages of the programme and are graduating as independent practitioners.

The programme provider must also demonstrate how they inform students of the assessment and progression requirements in order to proceed through the programme. This detail must also include information on how assessments are linked to the attainment of the Standards of Proficiency and the procedures in place for students to obtain results, feedback and appeal results if they so wish.

Criteria 6.3, 6.4, 6.6, 6.7

Documents	Demonstrating Embeddedness
<ul style="list-style-type: none"> • Book of modules/Module Booklet • Student handbook • Academic Regulation of the Education Provider • QQI certificate of Validation for the programme/Confirmation of awarding powers held by the Education Provider 	<ul style="list-style-type: none"> • Student induction information slides • Most recent programme validation report • Most recent external examiners reports • Module Feedback Report • Programme Board meeting re-dacted Minutes • Slides/aides used to train all individuals both academically and on practice placement in the assessment of students and attainment of the Standards of Proficiency of the profession

Programme providers in submitting evidence against these specific indicators should demonstrate the policies and procedures they have in place for continuous monitoring of the assessment approaches and methods utilised on the programme.

Documents submitted to demonstrate the embeddedness of these policies on the programme should include practical examples of how feedback has been collated, reviewed and considered in the future assessment methods used on the curriculum.





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