



Ag Rialáil Gairmithe Sláinte  
agus Cúraim Shóisialaigh

Regulating Health +  
Social Care Professionals

**DRAFT**

# **Council Framework**

## **Criteria for Education and Training Programmes**

Version – Public Consultation 2024



## **Criterion 1: Level of Qualification for Entry to the Register**

*The level of the programme is sufficient to deliver the standards of proficiency*

[Note: The following criterion may be tailored for the specific requirements of each profession]

1.1 The threshold level of qualification for entry to the Register is <insert NFQ Level>

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## Criterion 2: Programme Design and Delivery

*Programme design and delivery enable students to achieve the standards of proficiency*

- 2.1 The standards of proficiency must be embedded in the design of the curriculum.
- 2.2 The curriculum is evidence-informed and relevant to current practice.
- 2.3 The learning and teaching approaches used are appropriate to the effective delivery of the standards of proficiency.
- 2.4 The curriculum design and delivery facilitate the formation of the professional through the integration of theory and practice, with regular provision of feedback and opportunities for reflection and consolidation.

[Note: The following criterion may be tailored to the specific requirements of each profession]

- 2.5 The programme ensures that each student completes the required number of practice placement hours as set by each Registration Board.
- 2.6 The sequencing, duration and range of practice placements support students' progressive achievement of the standards of proficiency.
- 2.7 There are requirements for the selection of practice placements which ensure quality learning experiences that reflect the normal context and environment of practice and enable students to demonstrate achievement of the standards of proficiency.
- 2.8 The programme ensures student allocation to practice placement is based on supporting the student's progressive achievement of the standards of proficiency.
- 2.9 The education provider works in partnership with practice placement providers, with written agreements in place that set out respective roles and responsibilities.
- 2.10 Placement oversight ensures regular and effective ongoing communication between the education provider and practice placement providers.
- 2.11 The programme ensures students on practice placement are supervised and supported appropriate to the practice of the profession.
- 2.12 Students are fully prepared and informed of the expectations of the practice placement, including the education provider's Fitness to Practise requirements.
- 2.13 The curriculum includes interprofessional learning activities which are designed to prepare students for interprofessional practice.
- 2.14 The curriculum ensures that students will demonstrate understanding of professional regulation and expectations of professional behaviour, including the need to adhere to the relevant Registration Board's Code of Professional Conduct and Ethics.



### Criterion 3: Assessment

*Assessment is fair, valid and reliable to ensure successful students meet the standards of proficiency*

- 3.1 The assessment strategy ensures that a student who successfully completes the programme has met the standards of proficiency.
- 3.2 Assessments are designed to facilitate student progression by ensuring that students meet all the specified standards of proficiency before they can progress to the next stage of the programme.
- 3.3 Assessment methods are appropriate to, and effective at, measuring the achievement of the standards of proficiency.
- 3.4 Students, educators and practice educators understand the assessments employed in the programme, requirements for progression and procedures for non-progression.

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## Criterion 4: Programme Governance, Management and Quality Assurance

*Programme governance, management and quality assurance processes are effective in delivering a sustainable, high quality programme*

- 4.1 There are effective systems in place for regular and systematic monitoring, evaluation and quality improvement of the programme, which include the appointment of at least one external examiner.
- 4.2 There are effective arrangements in place which ensure all relevant stakeholders, including students, service users and employers, contribute to the programme's design, management and quality improvement.
- 4.3 There is an effective system in place for approving and monitoring the quality of all practice placements.
- 4.4 There are appropriate and sufficient resources to support students in achieving the standards of proficiency.
- 4.5 There are effective and accessible supports in place for the learning and wellbeing needs of students, including in practice placement settings.
- 4.6 The person holding overall professional responsibility for the programme is appropriately qualified, experienced and registered with the relevant Registration Board.<sup>1</sup>
- 4.7 Educators and practice educators have qualifications, knowledge and expertise relevant to their roles in teaching, supervising and/or assessing students.
- 4.8 Educators and practice educators responsible for teaching, supervising and/or assessing the core professional elements of the programme are registered with the relevant Registration Board.<sup>1</sup>
- 4.9 The education provider ensures that practice educators undertake regular training which is appropriate to their role on the programme.
- 4.10 Practice placement providers and practice educators are fully prepared and informed of the expectations of the practice placement, including the education and training provider's Fitness to Practise requirements.
- 4.11 Programme information is clear and accessible and allows prospective students to make an informed choice about taking up a place on the programme.

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<sup>1</sup> Please Note: the requirement for registration with the relevant Registration Board is effective from the close of the transition period. The transition period is operational for two years from the date the register opens.



- 4.12 Programme information meets CORU's *Programme Information Guidelines for Education and Training Providers*.
- 4.13 The admissions process ensures that appropriate entry criteria are met, including criteria related to academic and professional standards, language proficiency, health and criminal records.
- 4.14 Where the education provider has a process for recognising applicants' prior learning and/or experience, it includes:
- the mechanism for evaluating the impact on an applicant's achievement of the standards of proficiency; and
  - how the education provider ensures that an applicant will meet all the standards of proficiency by the completion of the programme.
- 4.15 Attendance requirements, including practice placement hours, are identified, communicated to students and monitored, with action taken when they are not met.
- 4.16 Pre-placement requirements, including academic, legal, occupational health and other requirements, are identified, with action taken when they are not met.
- 4.17 There is a policy and an effective process for addressing concerns about students' professional conduct and fitness to practice that includes clear consequences for student progression.
- 4.18 There is an effective process for students to raise concerns about the programme.
- 4.19 There is an effective process for students to raise concerns about the safety of service users.
- 4.20 There are equality, diversity and inclusion policies in relation to applicants and students and they are implemented and monitored.



## Glossary

**Code of professional conduct and ethics** - The standards of conduct, performance and ethics to which a member of that profession must adhere throughout the course of their work.

**Core professional elements** – The taught and practice placement modules of an education and training programme, identified by the education provider, that involve the teaching and/or assessment of profession-specific knowledge and skills (i.e. knowledge and skills directly related to the practice of the profession and achievement of the standards of proficiency).

**Curriculum** – The design, content and delivery of modules that combined comprise the planned learning opportunities offered to students on an education and training programme.

**Education provider** - The institution that offers an education and training programme and which control key aspects of the programme including admissions, curriculum delivery, quality management, placement management and assessment.

**Educators** – People employed or engaged by an education provider who are involved in teaching, supervising and/or assessing students in the taught environment.

**Interprofessional learning activities** – Activities where students learn about other health and social care professions and learn with and from other relevant professionals to prepare them for interprofessional practice.

**Interprofessional practice** – When professionals from different professions work together to provide care for service users.

**Practice educators** - People who are responsible for teaching, supervising and/or assessing students during the period of clinical or practical placement. This includes the practice educator on site in the placement provider.

**Practice placement** - A period of clinical or practical experience that forms part of a programme.

**Resources** – The physical and human resources available to students to support the achievement of the standards of proficiency.

**Service user** - A person who uses or is affected by the services of registrants or students.

**Standards of proficiency** - The threshold knowledge, skills and professional capabilities required for entry to the register.