

GUIDE 12.0

Regulated & Accredited Programmes

Guidelines

1. While academic accreditation for each programme of study lies with the TU Dublin as a [Designated Awarding Body](#), the role of the PRSB in issuing regulatory approval for a programme of study, is a judgement as to whether a programme associated with a given qualification consistently and effectively prepares graduates for entry onto the register of that profession. For approval, a programme must demonstrate that it meets the profession specific requirements as specified by the PRSB. This includes meeting the relevant assessment criteria as specified by the PRSB. Guide 12.0 applies to professional programmes of study where graduates are eligible for direct entry onto the professional register of their statutorily regulated profession, upon successful completion of their TU Dublin programme of study. Assessments for these programmes must also comply with the [TU Dublin Assessment Regulations for Taught Programmes](#).
2. Assessment formats, grading systems, feedback mechanisms and other relevant characteristics must be mindful of the PRSB's profession-specific education and training requirements.
3. Assessments should comprehensively address the stated module/programme learning outcomes and that appropriately and effectively facilitate progression decisions and the achievement of standards of proficiency (or equivalent) within the PRSB's education and training guidelines.
4. Assessments should demonstrate alignment with the profession-specific standards of proficiency (or equivalent) of the PRSB.
5. Constructive alignment should be evidenced between assessments undertaken in the education setting and the practice placement setting to facilitate attainment of standards of proficiency (or equivalent) of the PRSB.
6. Effective monitoring and evaluation mechanisms must be in place to ensure good practices are implemented in assessment, including the use of both formative and summative assessment and feedback mechanisms.
7. Students must receive clear information about the assessment requirements and grading criteria being used for their module/programme assessments, including requirements for progression and procedures for non-progression decisions based on their performance in assessments.
8. Procedures must be in place for students to obtain assessment results and feedback. Further, procedures must be in place for students to appeal their results. Students and staff must all be informed of these procedures.
9. All staff involved in student assessment must be informed of the link between the assessment and the profession-specific standards of proficiency (or equivalent) of the PRSB.
10. All staff involved in student assessment must be trained to facilitate these assessments to a standard required by both TU Dublin and the PRSB.
11. The Programme Coordinator must ensure that all relevant assessment information and evidence is

recorded (as specified in assessment strategies in the Programme and Module Catalogue (PMC)), reported, and archived in accordance with the education and training requirements of the PRSB and consistent with the TU Dublin process(es).

12. The record of assessments must also include evidence of module exemptions granted to individual students based on recognition of prior learning, including the rationale for such. The rationale for module exemptions should be recorded and archived in a separate document by the Head of Discipline, where recording of such information is not possible within the university's Student Record Management System.
13. Assessment information must be made available for inspection upon request of the PRSB. The sharing of information with the PRSB must be in accordance with the active/current data protection and data sharing legislation.
14. Substantial changes associated with module/programme assessment structure and weightings are usually notified to the PRSB in accordance with the programme reporting requirements of the PRSB. The threshold of change required for notification of changes to PRSB is as per the requirements of the individual PRSB specific to the programme under consideration.

Terminology

PRSB	Professional Regulatory and/or Statutory Body
Standards of proficiency:	Threshold standards set by a regulatory registration board for entry onto the register for a named profession. The standards of proficiency provide detail on the knowledge, skills, and abilities that all graduates must possess at entry to the professional register of the named profession.
Statutory body	A body set up by law (statute) that is authorised to implement certain legislation on behalf of the Government of Ireland. This may encompass the power to set rules, such as regulations, in their field. A statutory body has the authority to check that the activities of an organisation are legal and in keeping with the rules of the statutory body.
Regulatory body	A public organisation or government agency that has legal responsibility for the regulation of educational programmes on behalf of the Government of Ireland. The regulatory body establishes and strengthens standards to ensure consistent compliance with them.

Quality Framework Glossary of Terms can be found at: [Quality Framework Glossary of Terms.docx](#)