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Quality of learning environments for students in healthcare professions — Requirements for healthcare education providers in care settings

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Foreword

ISO (the International Organization for Standardization) is a worldwide federation of national standards bodies (ISO member bodies). The work of preparing International Standards is normally carried out through ISO technical committees. Each member body interested in a subject for which a technical committee has been established has the right to be represented on that committee. International organizations, governmental and non-governmental, in liaison with ISO, also take part in the work. ISO collaborates closely with the International Electrotechnical Commission (IEC) on all matters of electrotechnical standardization.

The procedures used to develop this document and those intended for its further maintenance are described in the ISO/IEC Directives, Part 1. In particular, the different approval criteria needed for the different types of ISO documents should be noted. This document was drafted in accordance with the editorial rules of the ISO/IEC Directives, Part 2 (see www.iso.org/directives).

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For an explanation of the voluntary nature of standards, the meaning of ISO specific terms and expressions related to conformity assessment, as well as information about ISO's adherence to the World Trade Organization (WTO) principles in the Technical Barriers to Trade (TBT), see www.iso.org/iso/foreword.html.

International Workshop Agreement IWA 35 was approved at a series of workshops hosted by the British Standards Institution (BSI), in association with Nottingham University and the Knowledge Innovation Center (Malta), held via video conferencing meetings in June to August 2020.

Any feedback or questions on this document should be directed to the user's national standards body. A complete listing of these bodies can be found at www.iso.org/members.html.

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Introduction

In healthcare studies which include professional regulation, student learning in care settings is an essential part of the curriculum. This education occurs when an organization provides structured arrangements, such as student teacher relationships and/or interactions, in care settings. Curricula are designed with close input from national health services and, when they graduate, students are expected to have sufficient experience to practice independently within their profession. Simultaneously, a shortage of healthcare professionals in certain countries is stimulating mobility. However, healthcare professionals who are educated or trained in the systems in which they intend to work are more likely to be capable of immediate integration into that system, unlike professionals from other systems who can require extra time and resources for a similar integration.

The intent of this document is, therefore, to provide a set of requirements that support educational and healthcare institutions in offering and directing high-quality international learning opportunities and in simplifying the processes involved in organizing these for students.

In this document, the following verbal forms are used:

— “shall” indicates a requirement;

— “should” indicates a recommendation;

— “may” indicates a permission;

— “can” indicates a possibility or a capability.

This document is based on the HEALINT Protocol[4].

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Quality of learning environments for students in healthcare professions — Requirements for healthcare education providers in care settings

1 Scope

This document specifies requirements for operational practices in care settings when a provider wishes to demonstrate its ability to consistently provide and improve healthcare education or training that meets the learning requirements of educational organizations.

All the requirements in this document are intended to be applicable to any provider, regardless of its type, size or the healthcare services it offers.

2 Normative references

There are no normative references in this document.

3 Terms and definitions

For the purposes of this document, the following terms and definitions apply.

ISO and IEC maintain terminological databases for use in standardization at the following addresses:

— ISO Online browsing platform: available at https://www.iso.org/obp

— IEC Electropedia: available at http://www.electropedia.org/

3.1
legal requirements and other requirements
legal requirements that an *organization* (3.8) has to comply with and other requirements that an organization has to, or chooses to, comply with

Note 1 to entry: Legal requirements and other requirements can arise from mandatory requirements, such as applicable laws and regulations, or voluntary commitments, such as organizational and industry standards, contractual relationships, codes of practice and agreements with community groups or non-governmental organizations.

[SOURCE: ISO 45001:2018, 3.9, modified — The original notes to entry have been removed and a new note to entry has been added.]

3.2
documented information
information required to be controlled and maintained by an *organization* (3.8) and the medium on which it is contained

Note 1 to entry: Documented information can be in any format and media, and from any source.

Note 2 to entry: Documented information can refer to:

— management systems and related processes;

— information created in order for the organization to operate (documentation);

— evidence of results achieved (records).

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