DRAFT

Radiographers Registration Board

Standards of Proficiency for **Radiographers**

Version – Public Consultation

Bord Clárúcháin na Radagrafaithe
Radiographers Registration Board

About this Document

CORU is a multi-profession regulator. The role of CORU 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. CORU was set up under the Health and Social Care Professionals Act 2005 (as amended). It is made up of the Health and Social Care Professionals Council and the Registration Boards, one for each profession named in our Act. This document sets out the Radiographers Registration Board Standards of Proficiency for Radiographers.

This document should be read in conjunction with:
- Radiographers Registration Board Criteria for Education and Training Programmes (Radiographers)
- Programme Approval and Monitoring Processes: Information for Education Providers

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1. Professional Autonomy and Accountability

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Introduction

The Health and Social Care Professionals Act, 2005 (HSCP Act 2005) provides for the establishment of Registration Boards, to establish and maintain registers for a range of health and social care professions. Entry onto to the register allows a person to use the title of that profession. This system of statutory registration is fundamental to the delivery of quality and accountability in the provision of professional services. The objective of the statutory registration system is to protect, guide and inform the public by ensuring that health and social care professionals are properly regulated and qualified for the job whether they work in the public or private sectors or are self-employed.

The objective of the Registration Board is to protect the public by fostering high standards of professional conduct and professional education, training and competence among registrants of that profession (HSCP Act, 2005: Section 27(1)(as amended)). To this end the Act makes provision for:

- The approval of education and training programmes (HSCP Act, 2005: Section 48)
- Monitoring the continuing suitability of education and training programmes (HSCP Act, 2005: Section 49).

Regulatory approval of a programme by a Registration Board is distinct from academic accreditation. Academic accreditation is based on the suitability of a programme for the award of a qualification. Regulatory approval is a judgment as to whether a programme associated with a given qualification consistently and effectively prepares graduates for entry into register of that profession. To receive approval a programme must demonstrate that it meets the requirements of the Registration Board. There are two types of requirements:

- Criteria for education and training programmes
  - there are two sets of criteria; core and profession specific
  - the criteria specify the requirements for the design, organisation and management of a programme to ensure that it can consistently and effectively produce graduates who meet the standards of proficiency
- Standards of proficiency
  - there is one set of standards; profession specific
  - the standards of proficiency specify the threshold skills and abilities required for entry to the register

Standards of Proficiency

The standards of proficiency detail the skills and abilities that individuals must possess in order to enter the register. They are the threshold standards deemed necessary by the registration board at the level of entry to practice. They are not standards for practice after entry to the register. Rather they offer a snapshot of the standards at entry to the register.

This document sets out the standards of proficiency for *Radiographers* under five domains:

1. Professional Autonomy and Accountability
2. Communication, Collaborative Practice and Teamworking
3. Safety and Quality
4. Professional Development
5. Professional Knowledge and Skills

Criteria for Education and Training Programmes

The criteria for education and training programmes 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 entry to the register. There are two sets of criteria; core and profession specific. Together, the core and profession specific criteria form the Registration Board's requirements for the way education and training programmes are designed, organised and managed.

Approval and Monitoring of Programmes

Approved programmes are those which meet <u>all</u> of the Registration Board's criteria and ensure that all students who successfully complete the programme meet <u>all</u> of the required standards of proficiency.

A programme which meets the required criteria and standards of proficiency for entry to the register is granted approval and the qualification associated with the programme is listed on the Approved Qualifications Bye-Law as one of the entry criteria to the register. Graduates possessing an approved qualification are eligible to apply for entry to the profession's register. The programme will then be subject to monitoring.

Failure to demonstrate that the programme meets the criteria for programmes and the standards of proficiency, either during approval or subsequent monitoring, will mean that the programme is not approved. Students graduating from a non-approved programme are not eligible to apply for entry to the profession's register.

Supporting CORU documentation

This document should be considered in conjunction with the following documentation:

- *Profession Specific Criteria for Education and Training Programmes*
- *Profession Specific Criteria for Education and Training Programmes* for your profession - *Guidelines for Programme Providers*
- *Standards of Proficiency* for your profession
- *Code of Professional Conduct and Ethics* for your profession
- *Approval and Monitoring Guide*
- *Programme Information Guidelines for Education/Training Providers*

1. Professional Autonomy and Accountability

Graduates will:

1. Be able to practise safely and effectively within the legal, ethical and practice boundaries of the profession

2. Be able to identify the limits of their practice and know when to seek advice and additional expertise or refer to another professional

3. Be able to act in the best interest of service users at all times with due regard to their will and preference

4. Be aware of current guidelines and legislation relating to candour and disclosure

5. Respect and uphold the rights, dignity and autonomy of every service user including their role in the diagnostic, therapeutic and social care process

6. Be able to exercise a professional duty of care

7. Understand what is required of them by the Registration Board and be familiar with the provisions of the current *Code of Professional Conduct and Ethics* for the profession issued by the Registration Board

8. Recognise the importance of practising in a non-discriminatory, culturally sensitive way and acknowledge and respect the differences in beliefs and cultural practices of individuals or groups

9. Understand the role of policies and systems to protect the health, safety, welfare, equality and dignity of service users, staff and volunteers

10. Understand and respect the confidentiality of service users and use information only for the purpose for which it was given

11. Understand confidentiality in the context of the team setting

12. Understand and be able to apply the limits of the concept of confidentiality particularly in relation to child protection, vulnerable adults and elder abuse

13. Be aware of current data protection, freedom of information and other legislation relevant to the profession and be able to access new and emerging legislation

14. Be able to recognise and manage the potential conflict that can arise between confidentiality and protected disclosures

15. Be able to gain informed consent to carry out assessments or provide treatment/interventions and document evidence that consent has been

obtained and understand the legal implications of failing to obtain consent and continuing with the procedure

16. Be aware of current legislation and guidelines related to informed consent for individuals with lack of capacity

17. Recognise personal responsibility and professional accountability for one's actions and be able to justify professional decisions made

18. Be able to take responsibility for managing one's own workload as appropriate

19. Understand the principles of professional decision-making and be able to make informed decisions within the context of competing demands including those relating to ethical conflicts and available resources

20. Be aware of and be able to take responsibility for managing one's own health and wellbeing

2. Communication, Collaborative Practice and Teamworking

Graduates will:

1. Be able to communicate diagnosis/assessment and/or treatment/management options in a way that can be understood by the service user

2. Be able to modify and adapt communication methods and styles, including verbal and non-verbal methods to suit the individual service users considering issues of language, culture, beliefs and health and/or social care needs

3. Recognise service users as active participants in their health and social care and be able to support service users in communicating their health and/or social care needs, choices and concerns

4. Be able to recognise when the services of a professional translator are required

5. Be able to produce clear, concise, accurate and objective documentation

6. Be able to apply digital literacy skills and communication technologies appropriate to the profession

7. Be aware of and comply with local/national documentation standards including, for example, terminology, signature requirements

8. Be able to express professional, informed and considered opinions to service users, health professionals and others e.g. carers, relatives in varied practice settings and contexts and within the boundaries of confidentiality

9. Understand and be able to recognise the impact of effective leadership and management on practice

10. Understand and be able to discuss the principles of effective conflict management

11. Understand the need to work in partnership with service users, their relatives/carers and other professionals in planning and evaluating goals, treatments and interventions and be aware of the concepts of power and authority in relationships with service users

12. Understand the need to build and sustain professional relationships as both an independent practitioner and collaboratively as a member of a team

13. Understand the role and impact of effective interdisciplinary team working in meeting service user needs and be able to effectively contribute to decision-making within a team setting

14. Understand the role of relationships with professional colleagues and other workers in service delivery and the need to create professional relationships based on mutual respect and trust

3. Safety and Quality

Graduates will:

1. Be able to gather all appropriate background information relevant to the service user's health and social care needs

2. Be able to justify the selection of and implement appropriate assessment techniques and be able to undertake and record a thorough, sensitive and detailed assessment

3. Be able to determine the appropriate tests/assessments required and undertake/arrange these tests

4. Be able to analyse and critically evaluate the information collected in the assessment process

5. Be able to demonstrate sound logical reasoning and problem solving skills to determine appropriate problem lists, action plans and goals

6. Be able to demonstrate an evidence-informed approach to professional decision-making, adapting practice to the needs of the service user and draw on appropriate knowledge and skills in order to make professional judgments

7. Be able to prioritise and maintain the safety of both service users and those involved in their care

8. Be able to evaluate intervention plans using appropriate tools and recognised performance/outcome measures along with service user responses to the interventions. Revise the plans as necessary and where appropriate, in conjunction with the service user

9. Understand the need to monitor, evaluate and/or audit the quality of practice and be able to critically evaluate one's own practice against evidence-based standards and implement improvements based on the findings of these audits and reviews

10. Be able to recognise important risk factors and implement risk management strategies; be able to make reasoned decisions and/or provide guidance to others to initiate, continue, modify or cease interventions, techniques or courses of action and record decisions and concerns

11. Understand the principles of quality assurance and quality improvement

12. Be able to carry out and document a risk analysis and implement effective risk management controls and strategies; be able to clearly communicate any identified risk, adverse events or near misses in line with current legislation/guidelines

13. Be able to comply with relevant and current health and safety legislation and guidelines

14. Be able to establish safe environments for practice which minimises risks to service users, those treating them and others, including the use of infection prevention and control strategies

4. Professional Development

Graduates will:

1. Be able to engage in and take responsibility for professional development

2. Understand the need to demonstrate evidence of ongoing continuing professional development and education, be aware of professional regulation requirements and understand the benefits of continuing professional development to professional practice

3. Be able to evaluate and reflect critically on own professional practice to identify learning and development needs; be able to select appropriate learning activities to achieve professional development goals and be able to integrate new knowledge and skills into professional practice

4. Understand and recognise the impact of personal values and life experience on professional practice and be able to manage this impact appropriately

5. Understand the importance of and be able to seek professional development, supervision, feedback and peer review opportunities in order to continuously improve practice

6. Understand the importance of participation in performance management activities for effective service delivery

5. Professional Knowledge and Skills

Graduates will:

1. Know, understand and apply the key concepts of the domains of knowledge which are relevant to the profession

2. Demonstrate an understanding of relevant biological sciences, human development, social and behavioural sciences and other related sciences, together with a knowledge of health and wellbeing, disease, disorder and dysfunction

3. Know and understand the principles and applications of scientific enquiry, including the evaluation of treatment/intervention efficacy, the research process and evidence-informed practice

4. Demonstrate skills in evidence-informed practice, including translation of theory, concepts and methods to professional practice

5. Be able to identify and understand the impact of organisational, community and societal structures, systems and culture on health and social care provision

6. Demonstrate safe and effective implementation of practical, technical and clinical skills

7. Demonstrate ability to participate in or lead clinical, academic or practice-based research

8. Know the basic principles of effective teaching and learning, mentoring and supervision

9. Apply knowledge of human anatomy in practice, including surface, cross-sectional and topographic anatomy; human physiology; pathology of the human body.

10. Know the application of modalities used in diagnostic imaging, including:
    - Angiography;
    - Computed Tomography;
    - Magnetic Resonance;
    - Ultrasound;
    - Paediatric (including Neonatal) Radiography;
    - Interventional Radiology;
    - Mammography;
    - Dental Imaging;
    - DEXA;
    - Nuclear Medicine; and
    - Hybrid Imaging:
        - Single Photon Emission Computed Tomography – Computed Tomography (SPECT/CT),
        - Positron Emission Tomography - Computed Tomography (PET/CT),

     o Position Emission Tomography – Magnetic Resonance (PET/MR).

11. Apply knowledge of the principles of radiation physics and radiation biology and use diagnostic equipment in practice.

12. Identify the signs and symptoms of a broad range of pathologies and trauma which are used as clinical indicators for referrals for imaging.

13. Independently perform all general radiographic imaging techniques in paediatric (including neonatal), fluoroscopy, emergency, ward and theatre settings

14. Assess and ensure the quality of acquired images for the purpose of diagnosis.

15. Assess the service user, their condition, and clinical indications to effectively justify and optimise diagnostic imaging procedures and image quality.

16. Be able to adapt techniques to generate and manipulate diagnostic images, appropriate to the pathology or trauma, in various patient presentations and conditions.

17. Assist with Angiography, Computed Tomography, Magnetic Resonance, Ultrasound, Paediatric (including Neonatal) Radiography, Interventional Radiology, Mammography, DEXA and Nuclear Medicine procedures.

18. Know the principles of IV cannulation and administration.

19. Be able to assist in the development of IV administration protocols, operate in accordance with local protocols and be able to recognise an adverse event and take appropriate action.

20. Apply radiation protection principles in relation to service users, staff and the public involved in the practice of radiography.

21. Apply As Low as Reasonably Achievable (ALARA) principle in practice.

22. Implement 3-point identification checks for service users referred for radiography.

23. Check the pregnancy status of service users referred for radiography.

24. Know the functionality of and use Radiology Information Systems and Picture Archiving Communication Systems.

25. Apply quality control processes to radiography equipment to ensure its safe and accurate operation.

26. Communicate in English to the standard equivalent to Level 7.0 of the International English Language Testing System, with no element scored below Level 7.0