



Ag Rialáil Gairmithe Sláinte  
agus Cúraim Shóisialaigh

Regulating Health +  
Social Care Professionals

# Public Consultation Report

on the Radiographers Registration Board Standards of Proficiency for Radiographers and Criteria for Education and Training Programmes (Radiation Therapists)

May 2024

Bord Clárchúcháin na Radagrafaithe  
Radiographers Registration Board



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## Introduction

### **About the Radiographers Registration Board**

The Radiographers Registration Board has statutory responsibility for the registration of members of the professions; approval and monitoring of education and training programmes; establishing the code of professional conduct and ethics and standards of performance to which radiographers and radiation therapists must adhere to and recognition of qualifications gained outside the State.

### **About CORU**

CORU is responsible for regulating health and social care professions. It comprises the Health and Social Care Professionals Council and the registration boards established under the Health and Social Care Professionals Act 2005 (as amended).

CORU's role is to protect the public by promoting high standards of professional conduct, professional education, training and competence amongst the designated professions.

The designated professions under the Act are clinical biochemists, counsellors, dietitians, dispensing opticians, medical scientists, occupational therapists, optometrists, orthoptists, physiotherapists, podiatrists, psychologists, psychotherapists, radiation therapists, radiographers, social care workers, social workers and speech and language therapists.



## The Public Consultation Process

### Background

The *Health and Social Care Professionals Act 2005 (as amended)* provides for the establishment of Registration Boards to establish and maintain registers for the health and social care professionals named in the Act that are subject to statutory regulation. The fundamental objective of each Registration Board is to protect the public by fostering high standards of professional conduct and education, training and competence among its registrants.

To this end, Part 5 of the *Health and Social Care Professionals Act 2005 (as amended)* makes provision for the approval of education and training programmes (Section 48) and the monitoring of the continuing suitability of education and training programmes (Section 49). The Act also makes provision for each Registration Board to *issue guidelines concerning the requirements for its approval of education and training programmes* [Section 48(2)]. There are two types of requirements set by a Registration Board:

- **Standards of Proficiency:** the threshold level of knowledge, skills and professional behaviours required to enable a person to practise safely and, in so doing, keep the public safe; and
- **Criteria for Education and Training Programmes:** the requirements around how a professional education and training programme is designed and managed to ensure that it can consistently produce graduates who meet the standards of proficiency.

Collectively, these two documents are known as a Registration Board's pre-registration education and training requirements.

Both documents are comprised of requirements that have been set by the Health and Social Care Professionals Council – known as *Framework Documents* – which detail the standards and criteria that are common across all the professions CORU regulates. Each Registration Board adopts the Framework set by the Council and is able to tailor it to meet the specific requirements of each profession, ensuring that the standards and criteria set reflect the identity and practice of the profession.

The Radiographers Registration Board made the decision in 2023 to undertake a review of its pre-registration education and training requirements. The Board undertook a detailed scoping and review exercise, examining comparator entry level standards of proficiency used internationally with the aim of identifying:

- any emerging trends in entry level standards across both professions since previous revision of the Board's requirements;
- any gaps or omissions in the Board's current standards; and
- any areas of ambiguity or lack of clarity in how the Board's requirements are articulated.



The Board reviewed international comparator threshold standards for entry to practice, selecting the following comparators because of their accessibility in the English language and identifying the most recently updated standards since the Board's last review of its pre-registration education and training requirements:

- **Health and Care Professions Council (UK):** Standards of Proficiency for Radiographers
- **Medical Radiation Practice Board (Australia):** Professional Capabilities for Medical Radiation Practitioners
- **European Federation of Radiographer Societies (ERFS):** European Qualifications Framework (EQF) Level 6 Benchmarking Document
- **American Society of Radiologic Technologists (ASRT):** Practice Standards for Medical Imaging and Radiation Therapy
- **Irish Institute of Radiographers and Radiation Therapists:** Scope of Practice for Graduate Diagnostic Radiographer and Scope of Practice for Graduate Radiation Therapist
- **International Institute of Radiographers and Radiological Technologists (ISRRT):** Guidelines for the Education of Entry Level Professional Practice in Medical Radiation Sciences

In revising its pre-registration education and training requirements, the Board considered the required threshold areas of knowledge and skill required for entry into both professions of Radiography and Radiation Therapy, considering both its currently published requirements, trends in international requirements and the specific practice of the professions in Ireland. To these considerations, it also discussed how to refine and clarify the articulation of its requirements to ensure clarity among the key users of the documents.

The Board prepared draft *Standards of Proficiency and Criteria for Education and Training Programmes* for both professions and issued these for a public consultation. The consultation period launched on Monday, 16 October 2023 and closed on Friday, 10 November 2023. Two separate public consultation processes were undertaken simultaneously: one process concerned the *Standards and Criteria* for Radiographers, and a separate process concerned the *Standards and Criteria* for Radiation Therapists.

The consultation process sought to ensure that the draft requirements set by the Board are at the threshold level required for safe practice and entry to the professional register to ensure public protection and that they are proportionate and in line with the Board's obligations under Statutory Instrument 413 of 2022 which requires an assessment of proportionality to be conducted before the adoption of new or amending of existing regulations on professions, as required under Directive 2018/958 of the European Parliament and Council.

Following the close of the consultation process, the Board reviewed all of the submissions received before finalising, issuing and publishing its revised *Standards of Proficiency and Criteria for Education and Training Programmes*.



This report presents the feedback and the Registration Board's response to the feedback received in respect of the *Standards and Criteria* for **Radiation Therapists**.

### **Publicising the Consultation Process**

A number of channels were used to publicise the consultation process and invite the submission of observations:

- An advertisement was placed in The Irish Times and Seachtain newspapers on 19 and 25 October 2023. (See Appendix 1)
- Information on the consultation was hosted on the CORU website. (See Appendix 2)
- An online feedback form was developed and a link to this form was included in the public consultation notice on the CORU website. (See Appendix 3)
- CORU social media platforms were utilised throughout the consultation period, including X (formerly Twitter) and LinkedIn. (See Appendix 4)
- An email highlighting the consultation process was issued to an extensive range of stakeholders including education providers of approved programmes and the professional body.

People were invited to participate in the consultation process in a number of ways:

- They could visit [www.coru.ie](http://www.coru.ie) and choose to complete an online feedback form, to print a copy of the form and post it, or email it to CORU
- They could email submissions to [consultation@coru.ie](mailto:consultation@coru.ie).
- They could submit written submissions to: Public Consultation, Strategy and Policy Unit, CORU, Infinity Building, George's Court, George's Lane, Smithfield, Dublin 7, D07 E98Y



## Overview of Responses to Consultation

There were 42 response to the public consultation:

Source	Number of Respondents
Online feedback form	40
Email submission	2
<b>TOTAL</b>	<b>42</b>

Respondents were asked to identify if they were offering feedback on their own behalf or on behalf of an organisation:

Individual	39
Organisation	3

### **Feedback was received from the following individuals and organisations:**

The following organisations indicated in their consultation feedback that they wished to be identified in the consultation report:

- SIPTU
- HSE Radiotherapy Service Manager Group
- Health Information and Quality Authority (HIQA)



## Acknowledgements

CORU would like to extend its appreciation and thanks to all those that participated in the consultation process.



## Issues emerging from the Consultation Process

The consultation questionnaire was divided into 5 sections:

- **Part One** – Feedback on profession-specific *Standards of Proficiency* (Standard 5.9 onwards) under Domain 5: Professional Knowledge and Skills. Respondents were asked to consider each of the standards and identify whether they considered it to be set at *threshold*, *partly threshold level* or *not threshold* for entry into practice. Respondents who indicated the standard was either partly or not threshold were asked to provide a rationale for better understanding of their response.
- **Part Two** – Feedback on the common *Standards of Proficiency* that are shared across all CORU-regulated professions – Domains 1-4 and Standards 5.1-5.8 in Domain 5. Noting that these standards have been agreed by the Health and Social Care Professionals Council and adopted by the Radiographers Registration Board, respondents were asked to consider whether there were any omissions or factual errors among these common standards.
- **Part Three** – Feedback on profession-specific *Criteria for Education and Training Programmes* (Criteria 1.1 and 2.2). Respondents were asked to consider both criteria and identify whether they considered them to be set at *threshold*, *partly threshold level* or *not threshold* for entry into practice. Respondents who indicated the standard was either partly or not threshold were asked to provide a rationale for better understanding of their response.
- **Part Four** – Feedback on profession-specific *Criteria for Education and Training Programmes* (Criteria 1.1 and 2.2). Respondents were asked to consider if there were any omissions in these standards and, if so, propose wording to rectify the omission.
- **Part Five** – Respondents were provided with an opportunity to provide any additional feedback or comment to be considered by the Radiographers Registration Board.

Email responses received were in the form of free text and did not follow the same structure as the questionnaire. When analysing these submissions, feedback against relevant standards or criteria was extrapolated and included with the questionnaire feedback for those same standards and criteria, thereby ensuring all feedback received – regardless of the means of submission – was reviewed and considered simultaneously by the Board.

A copy of the questionnaire is provided in Appendix Four.

What follows below is the response to each of the standards and criteria received. A summary of the Board's response to both the quantitative and qualitative feedback is provided that indicates what – if any – changes were made to the *Standards* and *Criteria* in light of stakeholder feedback.



## Profession-Specific Standards of Proficiency for Radiation Therapists

**Standard 5.9:** Apply knowledge of human anatomy in practice, including surface, cross-sectional and topographic anatomy; human physiology; and pathology of the human body.

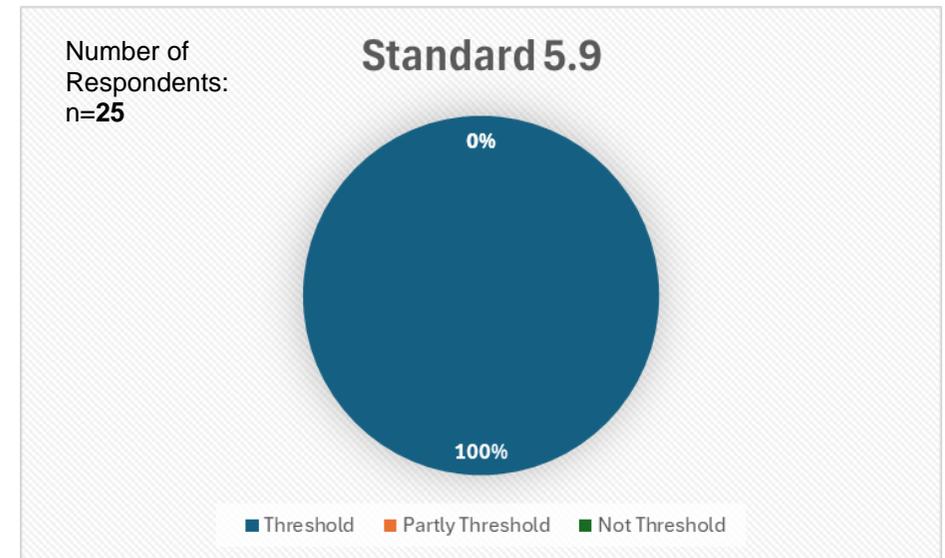
### Registration Board Response

While acknowledging the unanimous feedback from respondents who considered this standard as threshold, the Board recognised that this was a common standard to both the Radiographer and Radiation Therapists *Standards of Proficiency*.

Following the suggestion from feedback to the *Standards of Proficiency for Radiographers* that the construction of the standard could lead to a misunderstanding of the relationship between physiology, pathology and anatomy, the Board decided to separate this standard into two distinct standards: one that addresses *human anatomy in practice* and one that addresses *human physiology and pathology*:

**Standard 5.9:** Apply knowledge of human anatomy in practice, including surface, cross-sectional and topographic anatomy.

**Standard 5.10:** Apply knowledge of human physiology and pathology of the human body as it applies to radiography practice.





**Standard 5.10:** Know the aetiology and epidemiology of main cancer sites.

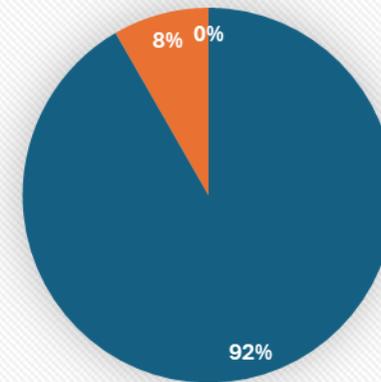
**Registration Board Response**

The Board noted the majority of respondents commented the standard was set at threshold level for safe practice. One qualitative comment was received that suggested that this standard would not be applied in everyday practice. The Board noted that this feedback did not comment on the content or articulation of the proposed standard and noted that while a particular skill or area of knowledge identified in a standard may not be used in everyday practice, it does not mean that it is not required for practice as an autonomous practitioner on a professional register.

The Board agreed that the standard, as written, was required for threshold entry into practice and made no changes to the original wording of the standard.

Number of Respondents:  
n=24

**Standard 5.10**



■ Threshold ■ Partly Threshold ■ Not Threshold



**Standard 5.11:** Know the physiological signs and symptoms, clinical investigations and diagnostic procedures that result in referral for radiation therapy.

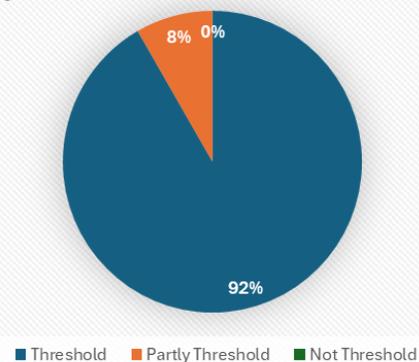
**Registration Board Response**

The Board noted the response rate from respondents indicating the standard was set at threshold. One qualitative response was received that commented there are some less common signs and symptoms that may not be known to Radiation Therapists.

The Board considered this feedback and agreed that the standards are written for threshold entry into the profession of Radiation Therapy and therefore are applied within the scope of practice of a Radiation Therapists. As such, the Board made no changes to the original wording of this standard.

Number of Respondents:  
n=24

**Standard 5.11**



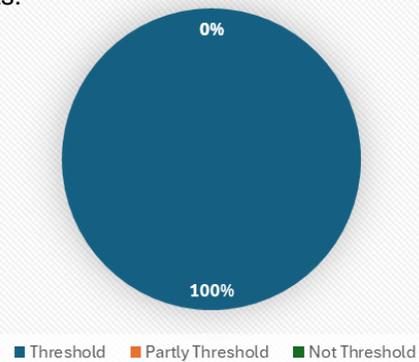
**Standard 5.12:** Know the principles of image guided and adaptive radiation therapy and acquire, interpret and evaluate images obtained during treatment.

**Registration Board Response**

The Board acknowledged the unanimous response from stakeholders indicating the standard was set at threshold level. No qualitative feedback was received that suggested amendments to the standard. Therefore, the Board made no changes to the original wording of this standard.

Number of Respondents:  
n=24

**Standard 5.12**





**Standard 5.13:** Know the principles and application of brachytherapy.

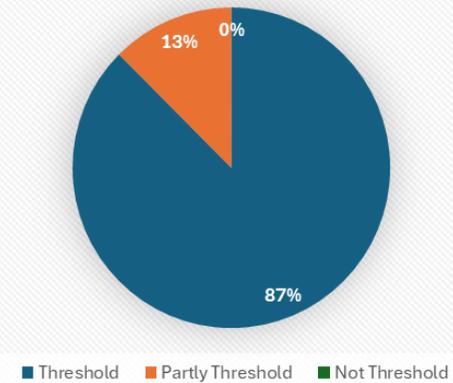
**Registration Board Response**

The Board noted the responses indicating the standard was set at threshold level. The qualitative responses received against this standard noted the specialised practice of brachytherapy. In considering these comments, the Board commented that the standard was written as a knowledge-based requirement, as opposed to a skills/practice-based requirement, meaning that at a threshold level, graduates are expected to have **knowledge of** the principles and application of brachytherapy and are not required to demonstrate skill in the practice of brachytherapy.

In light of this, the Board agreed to make no changes to the original wording of this standard.

Number of Respondents:  
n=24

**Standard 5.13**



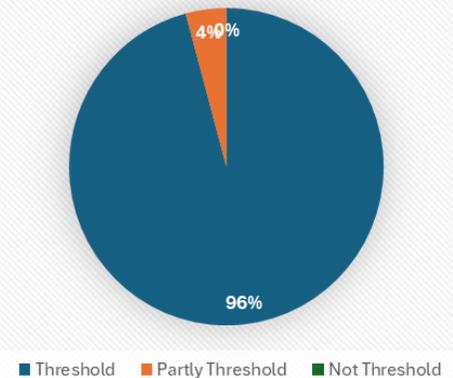
**Standard 5.14:** Evaluate service user suitability for pre-treatment and treatment.

**Registration Board Response**

The Board noted the majority of respondents who considered this standard to be set at threshold level. One qualitative response was received. It did not relate to the content or articulation of the proposed standard, but focused on the guidance new graduates would receive upon entry into practice. Therefore, the Board made no changes to the original wording of this standard.

Number of Respondents:  
n=24

**Standard 5.14**





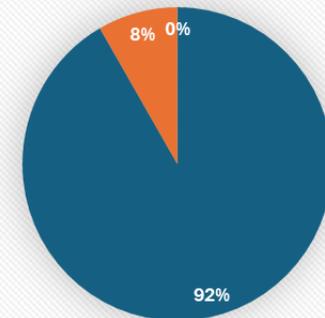
**Standard 5.15:** Perform and appropriately modify radiation therapy techniques for the main cancers.

**Registration Board Response**

The Board noted the responses indicated this standard was set at threshold level for entry into practice. The qualitative responses received focused on local training requirements at individual placement sites, rather than on the threshold competency required of all graduates seeking entry to the professional register. Therefore, the Board made no changes to the original wording of this standard.

Number of Respondents:  
n=24

**Standard 5.15**



■ Threshold ■ Partly Threshold ■ Not Threshold

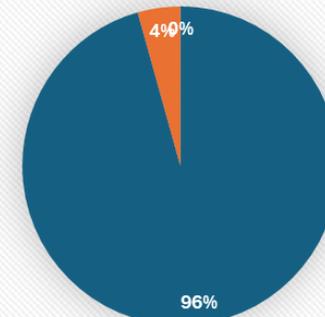
**Standard 5.16:** Perform pre-treatment imaging modalities.

**Registration Board Response**

The Board noted the responses indicated this standard was set at threshold level for entry into practice. Qualitative responses received focused on local and training processes for graduates at specific placement sites. The comments received did not provide feedback on the content or articulation of the standard. As such, the Board agreed that no changes were required to the original wording of this standard.

Number of Respondents:  
n=24

**Standard 5.16**



■ Threshold ■ Partly Threshold ■ Not Threshold



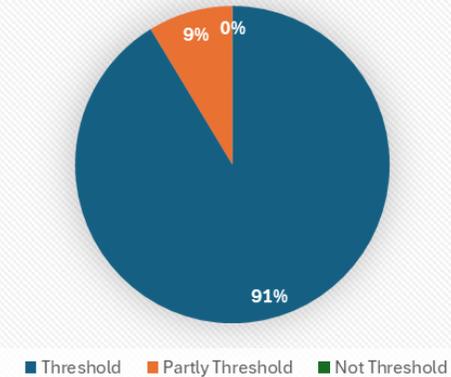
**Standard 5.17:** Appraise and manage the impact of surgery and systemic therapies on the delivery of radiation therapy.

**Registration Board Response**

While one respondent commented that this requirement was one that could be learned by graduates in employment, the Board noted the number of respondents who concluded this standard was set at threshold level for entry into professional practice. The Board agreed that this was a threshold requirement for safe practice and no changes were made to the original wording of the standard.

Number of Respondents:  
n=23

**Standard 5.17**





**Standard 5.18:** Select, justify and apply treatment techniques appropriate to the disease being managed.

### Registration Board Response

The Board acknowledged that the majority of respondents commented that the standard was set at threshold level. In reviewing the qualitative feedback received, it noted that one respondent suggested that inclusion of optimisation as part of the standard. The Board agreed with this suggested inclusion.

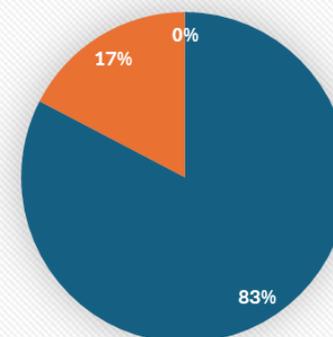
Other feedback suggested that the standard could be interpreted as requiring a Radiation Therapist to make a clinical decision. The Board highlighted that the standard specifically refers to the practitioner's responsibility in relation to **treatment techniques**, which is within a Radiation Therapist's scope of practice.

The Board agreed the following revised wording:

**Standard 5.19:** Select, justify and apply optimised treatment techniques appropriate to the disease being managed.

Number of Respondents:  
n=23

### Standard 5.18



■ Threshold ■ Partly Threshold ■ Not Threshold



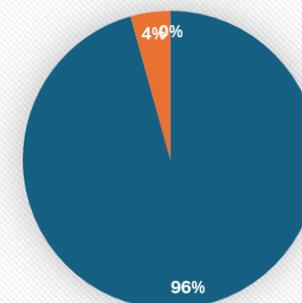
**Standard 5.19:** Position and immobilise service users using the appropriate devices and equipment, including the manufacture of individualised immobilisation devices as needed.

#### Registration Board Response

The Board noted the responses indicating the standard was set at threshold level. One qualitative response was received that emphasised the role of on-site continuing training in the development of the competency following graduation. The Board made no changes to the original wording of this standard.

Number of Respondents:  
n=23

#### Standard 5.19



■ Threshold ■ Partly Threshold ■ Not Threshold

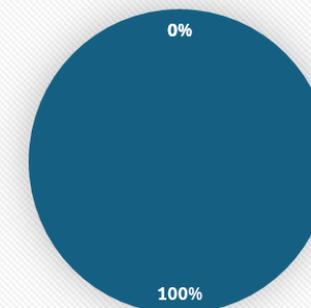
**Standard 5.20:** Apply knowledge of the principles of radiation physics to practice.

#### Registration Board Response

The Board acknowledged the unanimous response from stakeholders indicating the standard was set at threshold level. No qualitative feedback was received that suggested amendments to the standard. Therefore, the Board made no changes to the original wording of this standard.

Number of Respondents:  
n=23

#### Standard 5.20



■ Threshold ■ Partly Threshold ■ Not Threshold



**Standard 5.21:** Apply knowledge of the principles of radiation biology and molecular oncology to practice.

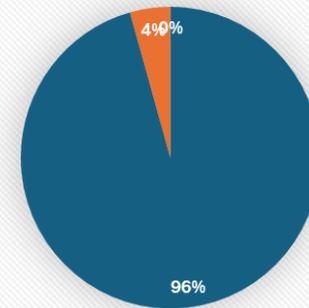
**Registration Board Response**

The Board acknowledged the respondents who commented that the standard, as drafted, was set at threshold level. One qualitative response was received that this standard would not be applied in everyday practice. The Board noted that this feedback did not comment on the content or articulation of the proposed standard and noted that while a particular skill or area of knowledge identified in a standard may not be used in everyday practice, it does not mean that it is not required for practice as an autonomous practitioner on a professional register.

The Board agreed that the standard, as written, was required for threshold entry into practice and made no changes to the original wording of the standard.

Number of Respondents:  
n=23

**Standard 5.21**



■ Threshold ■ Partly Threshold ■ Not Threshold

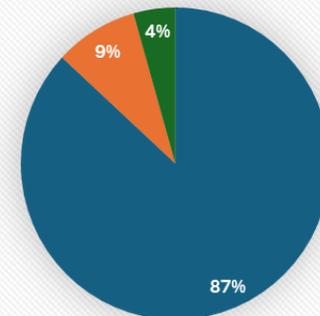
**Standard 5.22:** Perform virtual simulation procedures being aware of different techniques to achieve an optimal therapeutic ratio.

**Registration Board Response**

The Board noted the responses indicating the standard was set at threshold level. Qualitative responses received emphasised the role of on-site continuing training in the development of the competency following graduation. The Board made no changes to the original wording of this standard.

Number of Respondents:  
n=23

**Standard 5.22**



■ Threshold ■ Partly Threshold ■ Not Threshold



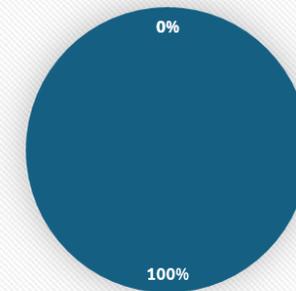
**Standard 5.23:** Recognise signs and symptoms of disease progression that may affect treatment outcomes and escalate these to the multidisciplinary team.

**Registration Board Response**

The Board acknowledged the unanimous response from stakeholders indicating the standard was set at threshold level. No qualitative feedback was received that suggested amendments to the standard. Therefore, the Board made no changes to the original wording of this standard.

Number of Respondents:  
n=23

**Standard 5.23**



■ Threshold ■ Partly Threshold ■ Not Threshold

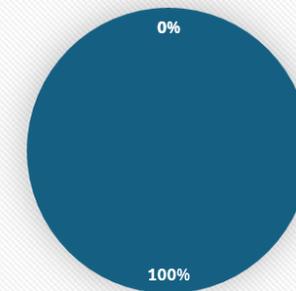
**Standard 5.24:** Recognise signs and symptoms of disease progression that may affect treatment outcomes and escalate these to the multidisciplinary team.

**Registration Board Response**

The Board acknowledged the unanimous response from stakeholders indicating the standard was set at threshold level. No qualitative feedback was received that suggested amendments to the standard. Therefore, the Board made no changes to the original wording of this standard.

Number of Respondents:  
n=23

**Standard 5.24**



■ Threshold ■ Partly Threshold ■ Not Threshold



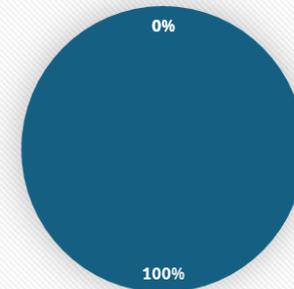
**Standard 5.25:** Apply the As Low as Reasonably Achievable (ALARA) principle in practice.

**Registration Board Response**

The Board acknowledged the unanimous response from stakeholders indicating the standard was set at threshold level. No qualitative feedback was received that suggested amendments to the standard. Therefore, the Board made no changes to the original wording of this standard.

Number of Respondents:  
n=23

**Standard 5.25**



■ Threshold ■ Partly Threshold ■ Not Threshold

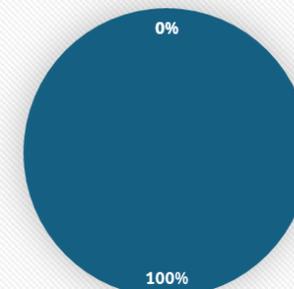
**Standard 5.26:** Implement 3-point identification checks of service users referred for radiation therapy.

**Registration Board Response**

The Board acknowledged the unanimous response from stakeholders indicating the standard was set at threshold level. No qualitative feedback was received that suggested amendments to the standard. Therefore, the Board made no changes to the original wording of this standard.

Number of Respondents:  
n=23

**Standard 5.26**



■ Threshold ■ Partly Threshold ■ Not Threshold



**Standard 5.27:** Check the pregnancy status of service users referred for radiation therapy.

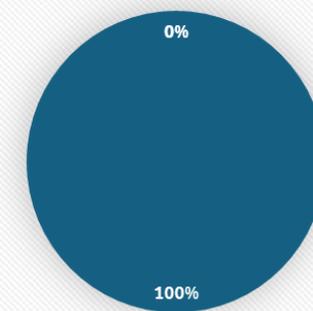
**Registration Board Response**

While all respondents commented that the standard was set at threshold level, one qualitative response was received that suggested the addition of *before conducting medical exposures for planning or treatment purposes*. The Board considered this suggestion and agreed the following amended wording of this standard:

**Standard 5.28:** Check the pregnancy status of the service user before conducting medical exposures for planning or treatment purposes in radiation therapy.

Number of Respondents:  
n=23

**Standard 5.27**



■ Threshold ■ Partly Threshold ■ Not Threshold

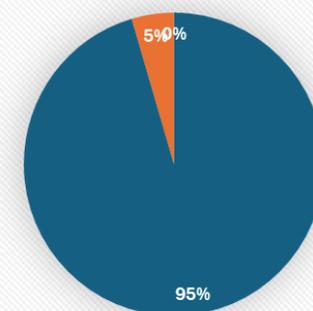
**Standard 5.28:** Use clinical information management systems to accurately record patient information.

**Registration Board Response**

The Board acknowledged the respondents who considered this standard, as written, as set at threshold level. While one qualitative response was received that suggested this competency could be learned 'in real time', the Board agreed that the proficiency was a threshold requirement for safe practice. Therefore, the Board made no changes to the original wording of this standard.

Number of Respondents:  
n=23

**Standard 5.28**



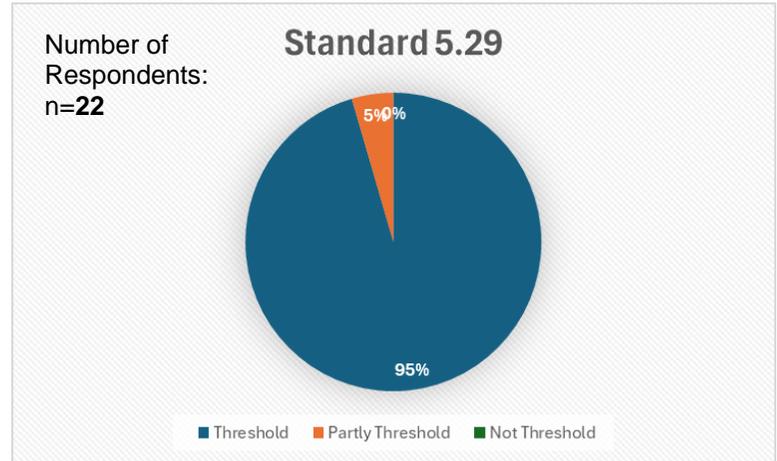
■ Threshold ■ Partly Threshold ■ Not Threshold



**Standard 5.29:** Apply quality control processes to radiation therapy equipment to ensure its safe and accurate operation.

**Registration Board Response**

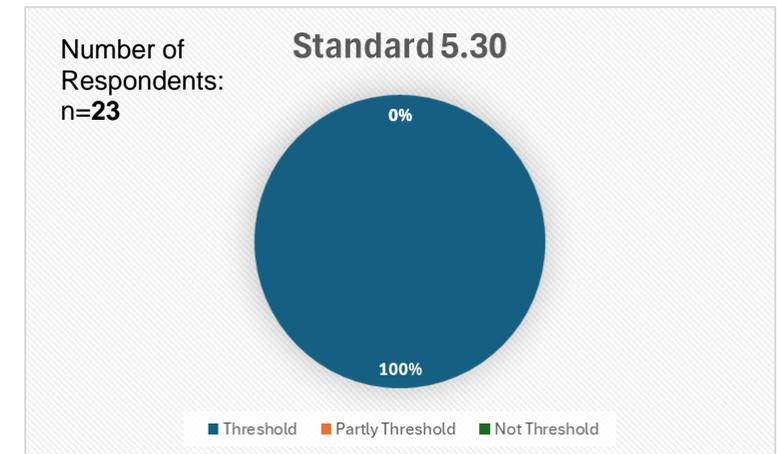
The Board acknowledged the responses from stakeholders indicating the standard was set at threshold level. No qualitative feedback was received that suggested amendments to the standard. Therefore, the Board made no changes to the original wording of this standard.



**Standard 5.30:** Verify treatment parameters ensuring high dose to target volumes while minimising dose to organs at risk.

**Registration Board Response**

The Board noted the unanimous response from stakeholders indicating the standard was set at threshold level. No qualitative feedback was received that suggested amendments to the standard. Therefore, the Board made no changes to the original wording of this standard.

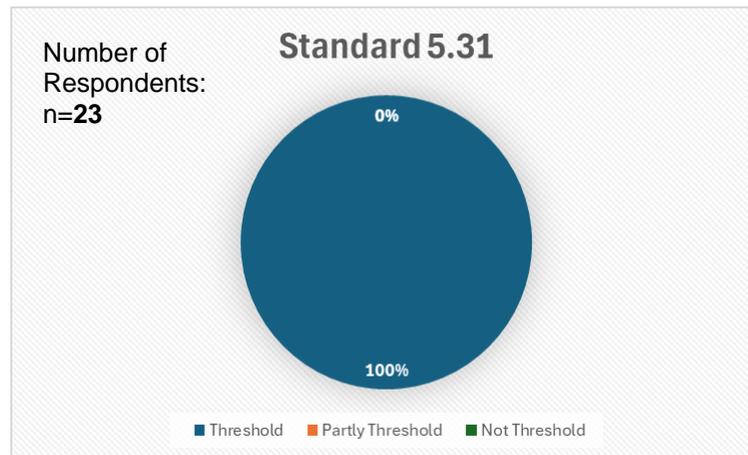




**Standard 5.31:** Communicate to service users the purposes of imaging and potential treatment side effects to enable them to make informed decisions.

**Registration Board Response**

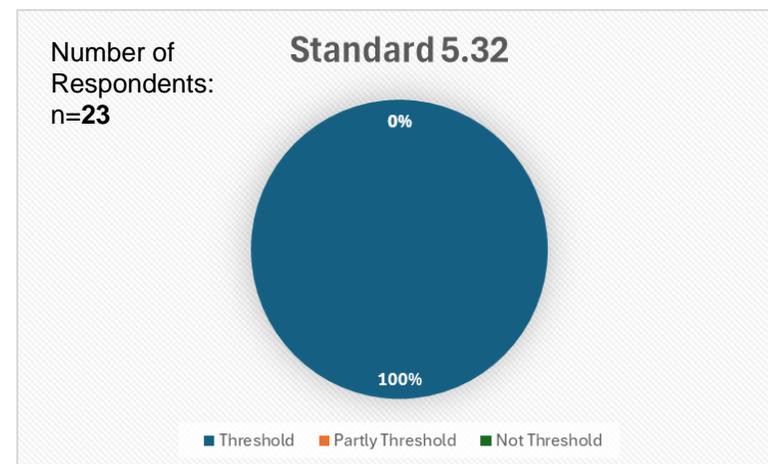
The Board noted the unanimous response from stakeholders indicating the standard was set at threshold level. No qualitative feedback was received that suggested amendments to the standard. Therefore, the Board made no changes to the original wording of this standard.



**Standard 5.32:** Recognise the physical, social and psychological needs of service users and provide them with appropriate care.

**Registration Board Response**

The Board acknowledged the unanimous response from stakeholders indicating the standard was set at threshold level. No qualitative feedback was received that suggested amendments to the standard. Therefore, the Board made no changes to the original wording of this standard.





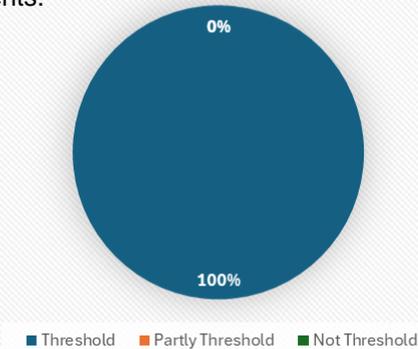
**Standard 5.33:** Manage the physical and psychological side-effects of treatment and refer to other professionals when needed.

**Registration Board Response**

The Board acknowledged the unanimous response from stakeholders indicating the standard was set at threshold level. No qualitative feedback was received that suggested amendments to the standard. Therefore, the Board made no changes to the original wording of this standard.

Number of Respondents:  
n=23

**Standard 5.33**



**Standard 5.34:** 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

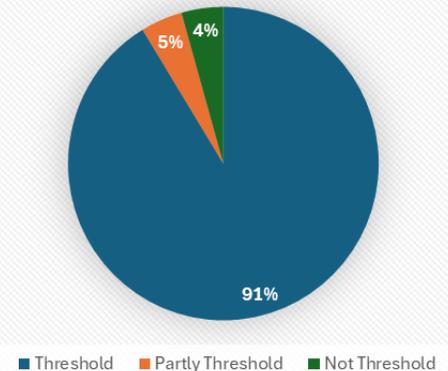
**Registration Board Response**

The Board noted a number of comments received in relation to the setting of a threshold level of competency in communication in English. Under Statutory Instrument 8 of 2017, each Registration Board established under the *Health and Social Care Professionals Act 2005 (as amended)* is required to carry out language controls to ensure that each applicant has sufficient knowledge of the language required to practice the profession in Ireland.

The Board noted that it has set the threshold level of competency at Level 7.0 on the IELTS given the individual, population and environmental health risks associated with exposure to ionising radiation.

Number of Respondents:  
n=23

**Standard 5.34**





### Possible Omissions from Profession-Specific Standards of Proficiency

Respondents to the public consultation were asked to consider if there were any possible omissions in the *Standards of Proficiency for Radiation Therapists* that the Registration Board should consider. 84.21% (n=16) of respondents commented that there were no omissions, while 15.79% (n=3) identified some areas of omission for consideration. The following table identifies the areas noted through the consultation process and the Board's response to these.

Possible Omission Area	Proposed Wording/Feedback	Registration Board Response
<p>Role of Radiation Therapists as Referrers</p>	<p><i>Be aware of, understand and comply with all legislation relating to the roles and responsibility of radiation therapists as referrers and practitioners with respect to medical exposures to ionising radiation.</i></p>	<p>The Board considered this area extensively, noting in particular the role of the Health Information and Quality Authority as the independent competent authority for medical exposures to ionising radiation.</p> <p>The Board concluded that the threshold requirement for graduates to have knowledge of and work within Statutory Instrument 256 of 2018 was addressed in Standards 1.1 and 1.2:</p> <p><b>Standard 1.1:</b> Be able to practise safely and effectively within the legal, ethical and practice boundaries of the profession.</p> <p><b>Standard 1.2:</b> Be able to identify the limits of their practice and know when to seek advice and additional expertise or refer to another professional.</p> <p>The Board made the decision that no additional standard was required.</p>



Possible Omission Area	Proposed Wording/Feedback	Registration Board Response
<p>Communication of Benefits/Risks</p>	<p><i>Be able to communicate the risks and benefits of medical radiological procedures to service users or their legal representatives.</i></p>	<p>The Board noted that two standards cover the area of communicating the risks and benefits of medical radiological procedures to service users:</p> <p><b>Standard 5.32:</b> Communicate to service users the purposes of imaging and potential treatment side effects to enable them to make informed decisions.</p> <p><b>Standard 2.1:</b> Be able to communicate diagnosis/assessment and/or treatment/management options in a way that can be understood by the service user.</p> <p>The Board made the decision that no additional standard was required.</p>
<p>Reporting of Incidents</p>	<p><i>Apply knowledge of the principles of reporting incident locally and to external regulatory bodies as appropriate.</i></p>	<p>The Board noted that Standard 3.12 addresses the principles of reporting an incident and complying with all current legislation and guidelines.</p> <p><b>Standard 3.12:</b> 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.</p>



Possible Omission Area	Proposed Wording/Feedback	Registration Board Response
		The Board made the decision that no additional standard was required.



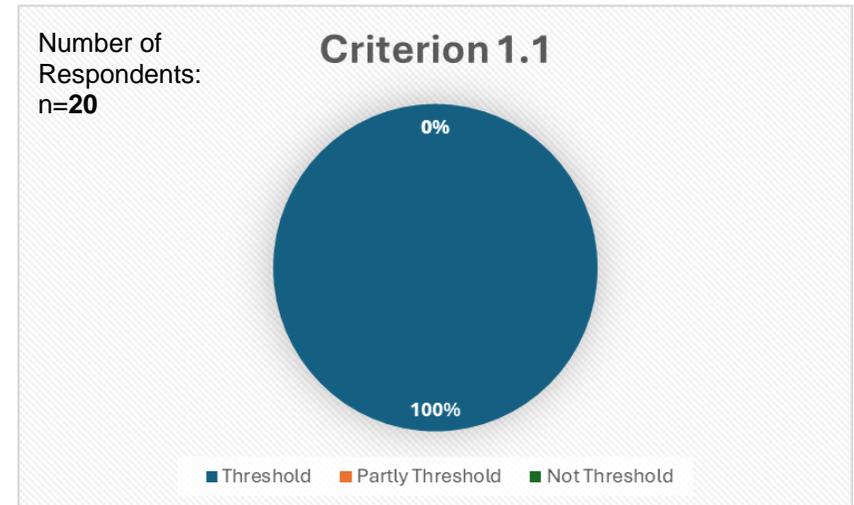
## Profession-Specific Standards of Proficiency for Radiographers

**Criterion 1.1:** The minimum level of qualification for entry to the register is Level 8 on the National Framework of Qualifications (NFQ).

### Registration Board Response

The Board noted the unanimous feedback from respondents that the threshold qualification level for entry to the register should be retained at Level 8 on the National Framework of Qualifications.

The Board made no changes to the wording of this criterion.





**Criterion 2.2:** The programme must ensure that each student completes 1200 hours in practice placements, 280 hours of which must be in one block and full-time.

### Registration Board Response

The Board acknowledged the majority of respondents considered that the criterion – as written – was not set at threshold level. In considering this feedback, the Board took particular cognisance the qualitative feedback submitted from a range of stakeholders that made a strong case that the standards of proficiency were demonstrated within 1000 hours of practice education and that this was sufficient for threshold entry into practice.

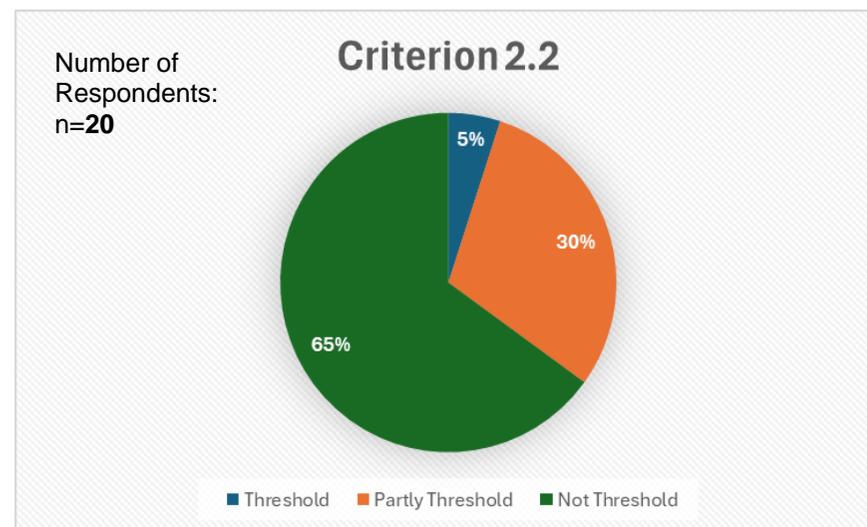
The Board made the decision to reduce the threshold number of practice placement hours to 1000 hours on the basis that graduates are able to demonstrate achievement of the *Standards of Proficiency* in 1000 hours of placement experience.

The Board further discussed the role of block placements and concluded its importance in a student's progressive development and achievement of the *Standards of Proficiency*.

Having made the decision to reduce the threshold number of practice education hours overall, the Board made a corresponding reduction in the total number hours for block placement to 210 hours.

The Board agreed the following amended criterion:

**Criterion 2.2:** The programme must ensure that each student completes 1000 hours in practice placements, 210 hours of which must be in one block and full-time.





### Possible Omissions from Profession-Specific Criteria for Education and Training Programmes

Respondents to the public consultation were asked to consider if there were any possible omissions in the *Criteria for Education and Training Programmes (Radiation Therapists)* that the Registration Board should consider. 68.42% (n=13) of respondents commented that there were no omissions, while 31.58% (n=6) identified some areas of omission for consideration. The following table identifies the areas identified through the consultation process and the Board’s response to these.

Possible Omission Area	Comment	Registration Board Response
<i>Drafting profession-specific Criteria</i>	<i>While noting CORU position regarding the removal of generic standards there is a general feeling among SIPTU radiographer members that the documents should be tailored more specifically to radiation therapy given unique nature of the role. It is for example noted that the word radiographer' hardly appears in the Criteria for Education and Training Programmes for radiation therapists.</i>	<p>The Board noted that the <i>Criteria for Education and Training Programmes</i> is comprised of <i>Council Framework Criteria</i> which has been adopted by the Registration Board.</p> <p>There are <b>two</b> criteria which are profession specific, which the Board is in a position to set to reflect profession requirements. These are the only changes that a Board makes to the <i>Framework Criteria</i>.</p>

The Board noted that, in addition to the above area, the following issues were identified by respondents:

- Timelines for recognition of international qualifications
- Timelines for registration of Section 38 applicants
- Establishment of a Radiation Therapists Registration Board
- Current practices in employment sites and practice placement sites.

While these issues were identified as omissions, they are outside the scope of this consultation process and do not relate to the revision of the Board’s pre-registration education and training requirements.



## Conclusion

The Radiographers Registration Board approved and adopted its revised *Standards of Proficiency for Radiographers* and *Criteria for Education and Training Programmes (Radiographers)* at its meeting on 11 April 2024.

At this meeting the Board agreed to provide education providers with 12 months – from the Board’s date of adoption – to align their programmes to the revised *Standards of Proficiency* and *Criteria for Education and Training Programmes*. Therefore, from 11 April 2025 onwards, the Board will use its revised pre-registration education and training requirements in the approval and monitoring of education and training programmes. In addition, international applicants will be assessed against these revised requirements from 11 April 2025 onwards.

Copies of the revised documents are available on the CORU website here: <https://coru.ie/health-and-social-care-professionals/education/criteria-and-standards-of-proficiency/>



## Appendix 1: Copy of Advertisement

Irish Times – 19 October 2023



Ag Rialáil Gairmithe Sláinte  
agus Cúraim Shóisialaigh  
Regulating Health +  
Social Care Professionals

### Comhairliúchán Poiblí

Tá CORU freagrach as gairmithe sláinte agus cúraim shóisialaigh a rialáil leis an bpobal a chosaint.

Tá tuairimí an phobail, na ngairmeacha agus páirtithe leasmhara eile anois á lorg ag **Bord Clárúcháin na Radagrafaiithe** maidir leis na comhairliúcháin atá á reáchtáil ar:

- Na Dréachtchaighdeáin Inniúlachta do Radagrafaiithe
- Na Dréachtchritéir le haghaidh Cláir Oideachais agus Oiliúna do Radagrafaiithe
- Na Dréachtchaighdeáin Inniúlachta do Radatheiripeoirí
- Na Dréachtchritéir le haghaidh Cláir Oideachais agus Oiliúna do Radatheiripeoirí

Tá tuilleadh faisnéise faoi na comhairliúcháin sin agus mionsonraí faoin gcaoi ar féidir aighneacht a dhéanamh ar fáil ar [www.coru.ie](http://www.coru.ie)

Is é **5 i.n., Dé hAoine, an 10 Samhain 2023** an spriodhata le haghaidh aiseolais agus aighneachtaí.

Ní bhreithneofar aighneachtaí a gheofar i ndiaidh an ama agus spriodhata sin.

### Public Consultation

CORU is responsible for protecting the public by regulating health and social care professionals.

The **Radiographers Registration Board** currently seeks the views of the public, the professions, and other interested parties on the latest consultations concerning the:

- **Draft Standards of Proficiency for Radiographers**
- **Draft Criteria for Education and Training Programmes for Radiographers**
- **Draft Standards of Proficiency for Radiation Therapists**
- **Draft Criteria for Education and Training Programmes for Radiation Therapists**

Further information on these consultations and details on how to make a submission, are available on [www.coru.ie](http://www.coru.ie)

The closing date for receipt of feedback and submissions is **5pm on Friday 10 November 2023**.

Submissions received after this time and date will not be considered.

CORU, Infinity Building, George's Court, George's Lane, Smithfield, Dublin 7, D07 E98Y. T: 01 2933160 E: [info@coru.ie](mailto:info@coru.ie) W: [www.coru.ie](http://www.coru.ie)



Seachtain – 25 October 2023



Ag Rialáil Gairmithe Sláinte  
agus Cúraim Shóisialaigh  
Regulating Health +  
Social Care Professionals

## Comhairliúchán Polbí

Tá CORU freagrach as gairmithe sláinte agus cúraim shóisialaigh a rialáil leis an bpobal a chosaint.

Tá tuairimí an phobail, na ngairmeacha agus páirtithe leasmhara eile anois á lorg ag **Bord Clárúcháin na Radagrafaihte** maidir leis na comhairliúcháin atá á reáchtáil ar:

- **Na Dréachtchaighdeáin Inniúlachta do Radagrafaihte**
- **Na Dréachtchritéir le haghaidh Cláir Oideachais agus Oiliúna do Radagrafaihte**
- **Na Dréachtchaighdeáin Inniúlachta do Radatheiripeoirí**
- **Na Dréachtchritéir le haghaidh Cláir Oideachais agus Oiliúna do Radatheiripeoirí**

Tá tuilleadh faisnéise faoi na comhairliúcháin sin agus mionsonraí faoin gcaoi ar féidir aighneacht a dhéanamh ar fáil ar [www.coru.ie](http://www.coru.ie)

Is é **5 i.n., Dé hAoine, an 10 Samhain 2023** an spriocdháta le haghaidh aiseolais agus aighneachtaí.

Ní bhreithneofar aighneachtaí a gheofar i ndiaidh an ama agus spriocdháta sin.

CORU, Infinity Building, George's Court, George's Lane, Smithfield, Dublin 7, D07 E98Y. T: 01 2933160 E: [info@coru.ie](mailto:info@coru.ie) W: [www.coru.ie](http://www.coru.ie)



## Appendix 2: Notice of Public Consultation on CORU's website

### **Public Consultation: Radiation Therapists – Standards of Proficiency and Criteria for Education and Training Programmes**

The Radiographers Registration Board has recently undertaken a review of its *Standards of Proficiency for Radiation Therapists* and its *Criteria for Education and Training Programmes (Radiation Therapists)*.

As part of this review process, the Board is seeking feedback on its revised draft *Standards* and *Criteria* from stakeholders, including members of the professions, education providers, employers, professional bodies, as well as members of the public.

#### **How to submit your views:**

You are invited to submit your feedback – your personal views or on behalf of your organisation – on the draft *Standards of Proficiency* and draft *Criteria for Education and Training Programmes* by either:

- Completing the online consultation feedback form which can be found by clicking on the corresponding link below

#### **Online Consultations Feedback Form – For Radiation Therapists (Consultation ended)**

- Submitting written feedback via email to [strategyandpolicy@coru.ie](mailto:strategyandpolicy@coru.ie)
- Writing to: Public Consultation, CORU, Infinity Building, George's Court, George's Lane, Smithfield, Dublin 7, D07 E98Y

#### **Closing Date**

The consultation process will close at 5pm, Friday, 10 November 2023. Any submissions received after this date will not be considered.

#### **Consultation Resources**

You can access the Board's draft *Standards of Proficiency for Radiation Therapists* and draft *Criteria for Education and Training Programmes (Radiation Therapists)* in the Related Files section below.

If you have any questions or if you require further information, please contact CORU by email [strategyandpolicy@coru.ie](mailto:strategyandpolicy@coru.ie)



## Appendix 3: Copy of Social Media Posts

 **CORU - Regulating Health + Social Care Professionals** 9,643 followers  
3w • 

 The Radiographers Registration Board currently seeks the views of the public, the professions and other interested parties on the following draft documents:

- Draft Standards of Proficiency for Radiographers
- Draft Criteria for Education and Training Programmes for Radiographers
- Draft Standards of Proficiency for Radiation Therapists
- Draft Criteria for Education and Training Programmes for Radiation Therapists

Information on the consultations, including the draft documents and details on how to make a submission, are available on the following pages:  
Radiographers: <https://coru.ie/PW1V2B>  
Radiation Therapists: <https://coru.ie/DCJ07F>  
Closing date for submissions is 5pm on Friday 10 November 2023. ✓

[#Radiographers](#) [#RadiationTherapists](#) [#Regulation](#)



**HAVE YOUR SAY!**

**CORU**  
**Public Consultation Now Open!**

**Radiographers**  
Registration Board

- Draft Standards of Proficiency for Radiographers
- Draft Criteria for Education and Training Programmes for Radiographers
- Draft Standards of Proficiency for Radiation Therapists
- Draft Criteria for Education and Training Programmes for Radiation Therapists



**Public Consultation: Radiographers – Standards of Proficiency and Criteria for Education and Training Programmes**  
coru.ie • 1 min read



CORU - Regulating Health + Social Care Professionals

9,643 followers

1w • 🌐



🔔 Last chance to participate: The Radiographers Registration Board is seeking your views on the following draft documents:

- Draft Standards of Proficiency for Radiographers
- Draft Criteria for Education and Training Programmes for Radiographers
- Draft Standards of Proficiency for Radiation Therapists
- Draft Criteria for Education and Training Programmes for Radiation Therapists

Please visit the following pages for more information on the consultations, including the draft documents and details on how to make a submission:

Radiographers: <https://coru.ie/!PW1V2B>

Radiation Therapists: <https://coru.ie/!DCJ07F>

Remember, the closing date for submissions is 5pm on Friday 10 November 2023. Don't miss out on this opportunity to have your say!

#Radiographers #RadiationTherapists #Regulation

**HAVE YOUR SAY!**

**CORU**  
**Public Consultation Now Open!**

**Radiographers**  
Registration Board

- ▶ Draft Standards of Proficiency for Radiographers
- ▶ Draft Criteria for Education and Training Programmes for Radiographers
- ▶ Draft Standards of Proficiency for Radiation Therapists
- ▶ Draft Criteria for Education and Training Programmes for Radiation Therapists

Public Consultation: Radiographers – Standards of Proficiency and Criteria for Education and Training Programmes

coru.ie • 1 min read



## Appendix 4: Copy of Online Feedback Form

### Radiographers Registration Board (RRB)

Radiographers Registration Board Stakeholder Consultation: Standards of Proficiency for Radiation Therapists and Criteria for Education and Training Programmes (Radiation Therapists)

### Data Protection and Freedom of Information

Completion of this questionnaire is voluntary. By completing it, you are allowing your responses to be analysed by CORU for the purpose of seeking feedback on the *Criteria for Education and Training Programmes* and the *Standards of Proficiency* as set by the Radiographers Registration Board for Radiation Therapists. A report on the survey will be compiled and shared with the Radiographers Registration Board.

The information you provide to this survey will be stored in a secure and confidential manner by CORU, it will only be used for the purposes outlined above and it will be maintained as per the CORU's record retention policy. CORU uses SurveyMonkey to gather feedback to our public consultations. Full details of how your information is processed via SurveyMonkey is documented in this [privacy policy](#).

Please be advised that submissions made to CORU are subject to the provisions of the Freedom of Information Act 2014.

Do you agree to the terms above? <i>By selecting 'Yes' you are confirming that you consent to providing your answers to the questions in this questionnaire.</i>	Yes <input type="checkbox"/> No <input type="checkbox"/>
Are you contributing to this survey in:	Personal Capacity <input type="checkbox"/> On behalf of an Organisation <input type="checkbox"/>
If on behalf of an organisation, please specify:	
Please indicate if you would like your name and/or organisation to be kept confidential and excluded from the consultation report	Include in Consultation Report <input type="checkbox"/> Exclude from Consultation Report <input type="checkbox"/>

### About CORU

CORU is Ireland's first multi-profession health and social care regulator. Our role 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. We are an umbrella body made up of the Health and Social Care Professionals Council and Registration

Radiographers Registration Board



Boards, one for each profession named in our Act. The designated professions under the Act are clinical biochemists, counsellors, dietitians, dispensing opticians, medical scientists, occupational therapists, optometrists, orthoptists, physical therapists, physiotherapists, podiatrists, psychologists, psychotherapists, radiation therapists, radiographers, social care workers, social workers and speech and language therapists.

### **About the Consultation**

This consultation is seeking your feedback on two documents drafted by the Radiographers Registration Board:

- *The draft Standards of Proficiency for Radiation Therapists*
- *The draft Radiographers Registration Board Criteria for Education and Training Programmes: Radiation Therapists*

Both documents are accessible on the [CORU website](#).

**It is important that you read these documents before providing your consultation feedback.**

### **Proportionality of Proposed Regulations**

[Directive 2018/958 of the European Parliament and Council](#) – on a proportionality test before adoption of new regulation of professions – establishes rules for proportionality assessments to be conducted by EU countries before the adoption of new professional regulations or the amendment of existing regulations. The aim of the Directive is to:

- prevent undue restrictions on access to or the pursuit of professional activities; and
- ensure transparency and the proper functioning of the EU internal market.

The Directive was transposed into Irish law in August 2022 through [Statutory Instrument 413/2022](#).

The setting of Criteria and Standards of Proficiency for Radiation Therapists requires that an assessment of proportionality be undertaken before the adoption of the Criteria and Standards of Proficiency by the Board.

This public consultation, and the report that is issued from it, will form a key component of the proportionality assessment CORU is undertaking in relation to the setting of Criteria and Standards of Proficiency for Radiation Therapists.

All proportionality assessments, following completion and submission to the European Commission, are accessible on the Regulated Professions Database, available [here](#).



**Consultation Section [1]: Standards of Proficiency for Radiation Therapists-Domain 5**

Domain 5 of the Standards of Proficiency detail the professional knowledge and skills required for the safe practice of the profession. These are the **minimum or threshold standards** that graduates are expected to meet in order to safely practice the profession.

Only profession-specific standards are included for survey feedback. These have been identified and specific questions on each of these will be presented in this section.

Please be reminded that in this instance the term threshold refers to the minimum requirements.

- 'Consider threshold' means that the minimum requirement detailed is appropriate.
- 'Partly or not threshold' could refer to either being more or less than the minimum requirement.

Please indicate in the comment box if you consider it more or less than the minimum requirements and provide a brief rationale.

Standard		Feedback
5.9	<b>Standard 5.9</b> Apply knowledge of human anatomy in practice, including surface, cross-sectional and topographic anatomy; human physiology; and pathology of the human body.	Consider Threshold <input type="checkbox"/> Do Not Consider Threshold <input type="checkbox"/> Party Threshold <input type="checkbox"/>
<p><i>If you do not consider Standard 5.9 to be at threshold level or if you consider it to be partially threshold, please explain why</i></p>		

Standard		Feedback
5.10	<i>Know the aetiology and epidemiology of main cancer sites.</i>	Consider Threshold <input type="checkbox"/> Do Not Consider Threshold <input type="checkbox"/> Party Threshold <input type="checkbox"/>
<p><i>If you do not consider standard 5.10 to be at threshold level or if you consider it to be partially threshold, please explain why</i></p>		



Standard		Feedback
5.11	<i>Know the physiological signs and symptoms, clinical investigations and diagnostic procedures that result in referral for radiation therapy.</i>	Consider Threshold <input type="checkbox"/> Do Not Consider Threshold <input type="checkbox"/> Party Threshold <input type="checkbox"/>
<i>If you do not consider standard 5.11 to be at threshold level or if you consider it to be partially threshold, please explain why</i>		

Standard		Feedback
5.12	<i>Know the principles of image guided and adaptive radiation therapy and acquire, interpret and evaluate images obtained during treatment.</i>	Consider Threshold <input type="checkbox"/> Do Not Consider Threshold <input type="checkbox"/> Party Threshold <input type="checkbox"/>
<i>If you do not consider standard 5.12 to be at threshold level or if you consider it to be partially threshold, please explain why</i>		



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Standard		Feedback
5.13	<i>Know the principles and application of brachytherapy.</i>	Consider Threshold <input type="checkbox"/> Do Not Consider Threshold <input type="checkbox"/> Party Threshold <input type="checkbox"/>
<i>If you do not consider standard 5.13 to be at threshold level or if you consider it to be partially threshold, please explain why</i>		

Standard		Feedback
5.14	<i>Evaluate service user suitability for pre-treatment and treatment.</i>	Consider Threshold <input type="checkbox"/> Do Not Consider Threshold <input type="checkbox"/> Party Threshold <input type="checkbox"/>
<i>If you do not consider standard 5.14 to be at threshold level or if you consider it to be partially threshold, please explain why</i>		

Standard		Feedback
5.15	<i>Perform and appropriately modify radiation therapy techniques for the main cancers.</i>	Consider Threshold <input type="checkbox"/> Do Not Consider Threshold <input type="checkbox"/> Party Threshold <input type="checkbox"/>
<i>If you do not consider standard 5.15 to be at threshold level or if you consider it to be partially threshold, please explain why</i>		



Standard		Feedback
5.16	Perform pre-treatment imaging modalities.	Consider Threshold <input type="checkbox"/> Do Not Consider Threshold <input type="checkbox"/> Party Threshold <input type="checkbox"/>
<i>If you do not consider standard 5.16 to be at threshold level or if you consider it to be partially threshold, please explain why</i>		

Standard		Feedback
5.17	Appraise and manage the impact of surgery and systemic therapies on the delivery of radiation therapy.	Consider Threshold <input type="checkbox"/> Do Not Consider Threshold <input type="checkbox"/> Party Threshold <input type="checkbox"/>
<i>If you do not consider standard 5.17 to be at threshold level or if you consider it to be partially threshold, please explain why</i>		



Standard		Feedback
5.18	<i>Select, justify and apply treatment techniques appropriate to the disease being managed.</i>	Consider Threshold <input type="checkbox"/> Do Not Consider Threshold <input type="checkbox"/> Party Threshold <input type="checkbox"/>
<i>If you do not consider standard 5.18 to be at threshold level or if you consider it to be partially threshold, please explain why</i>		

Standard		Feedback
5.19	<i>Position and immobilise service users using the appropriate devices and equipment, including the manufacture of individualised immobilisation devices as needed.</i>	Consider Threshold <input type="checkbox"/> Do Not Consider Threshold <input type="checkbox"/> Party Threshold <input type="checkbox"/>
<i>If you do not consider standard 5.19 to be at threshold level or if you consider it to be partially threshold, please explain why</i>		

Standard		Feedback
5.20	<i>Apply knowledge of the principles of radiation physics to practice.</i>	Consider Threshold <input type="checkbox"/> Do Not Consider Threshold <input type="checkbox"/> Party Threshold <input type="checkbox"/>
<i>If you do not consider standard 5.20 to be at threshold level or if you consider it to be partially threshold, please explain why</i>		



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Standard		Feedback
5.21	<i>Apply knowledge of the principles of radiation biology and molecular oncology to practice.</i>	Consider Threshold <input type="checkbox"/> Do Not Consider Threshold <input type="checkbox"/> Party Threshold <input type="checkbox"/>
<i>If you do not consider standard 5.21 to be at threshold level or if you consider it to be partially threshold, please explain why</i>		

Standard		Feedback
5.22	Perform virtual simulation procedures being aware of different techniques to achieve an optimal therapeutic ratio.	Consider Threshold <input type="checkbox"/> Do Not Consider Threshold <input type="checkbox"/> Party Threshold <input type="checkbox"/>
<i>If you do not consider standard 5.22 to be at threshold level or if you consider it to be partially threshold, please explain why</i>		

Standard	Feedback
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5.23	Recognise signs and symptoms of disease progression that may affect treatment outcomes and escalate these to the multidisciplinary team.	Consider Threshold <input type="checkbox"/> Do Not Consider Threshold <input type="checkbox"/> Party Threshold <input type="checkbox"/>
<i>If you do not consider standard 5.23 to be at threshold level or if you consider it to be partially threshold, please explain why</i>		

Standard		Feedback
5.24	Apply radiation protection principles in relation to service users, staff and the public in all pre-treatment and on-treatment settings.	Consider Threshold <input type="checkbox"/> Do Not Consider Threshold <input type="checkbox"/> Party Threshold <input type="checkbox"/>
<i>If you do not consider standard 24 to be at threshold level or if you consider it to be partially threshold, please explain why</i>		

Standard		Feedback
5.25	Apply the As Low as Reasonably Achievable (ALARA) principle in practice.	Consider Threshold <input type="checkbox"/> Do Not Consider Threshold <input type="checkbox"/> Party Threshold <input type="checkbox"/>
<i>If you do not consider standard 5.25 to be at threshold level or if you consider it to be partially threshold, please explain why</i>		



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Standard		Feedback
5.26	Implement 3-point identification checks of service users referred for radiation therapy.	Consider Threshold <input type="checkbox"/> Do Not Consider Threshold <input type="checkbox"/> Party Threshold <input type="checkbox"/>
<i>If you do not consider standard 5.26 to be at threshold level or if you consider it to be partially threshold, please explain why</i>		

Standard		Feedback
5.27	Check the pregnancy status of service users referred for radiation therapy.	Consider Threshold <input type="checkbox"/> Do Not Consider Threshold <input type="checkbox"/> Party Threshold <input type="checkbox"/>
<i>If you do not consider standard 5.27 to be at threshold level or if you consider it to be partially threshold, please explain why</i>		

Standard		Feedback
5.28	Use clinical information management systems to accurately record patient information.	Consider Threshold <input type="checkbox"/>



		Do Not Consider Threshold <input type="checkbox"/> Party Threshold <input type="checkbox"/>
<i>If you do not consider standard 5.28 to be at threshold level or if you consider it to be partially threshold, please explain why</i>		

Standard		Feedback
5.29	Apply quality control processes to radiation therapy equipment to ensure its safe and accurate operation.	Consider Threshold <input type="checkbox"/> Do Not Consider Threshold <input type="checkbox"/> Party Threshold <input type="checkbox"/>
<i>If you do not consider standard 5.29 to be at threshold level or if you consider it to be partially threshold, please explain why</i>		

Standard		Feedback
5.30	Verify treatment parameters ensuring high dose to target volumes while minimising dose to organs at risk.	Consider Threshold <input type="checkbox"/> Do Not Consider Threshold <input type="checkbox"/> Party Threshold <input type="checkbox"/>
<i>If you do not consider standard 5.30 to be at threshold level or if you consider it to be partially threshold, please explain why</i>		



Standard		Feedback
5.31	Communicate to service users the purposes of imaging and potential treatment side effects to enable them to make informed decisions.	Consider Threshold <input type="checkbox"/> Do Not Consider Threshold <input type="checkbox"/> Party Threshold <input type="checkbox"/>
<i>If you do not consider standard 5.31 to be at threshold level or if you consider it to be partially threshold, please explain why</i>		

Standard		Feedback
5.32	Recognise the physical, social and psychological needs of service users and provide them with appropriate care.	Consider Threshold <input type="checkbox"/> Do Not Consider Threshold <input type="checkbox"/> Party Threshold <input type="checkbox"/>
<i>If you do not consider standard 5.32 to be at threshold level or if you consider it to be partially threshold, please explain why</i>		



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Standard		Feedback
5.33	Manage the physical and psychological side-effects of treatment and refer to other professionals when needed.	Consider Threshold <input type="checkbox"/> Do Not Consider Threshold <input type="checkbox"/> Party Threshold <input type="checkbox"/>
<i>If you do not consider standard 5.33 to be at threshold level or if you consider it to be partially threshold, please explain why</i>		

Standard		Feedback
5.34	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.	Consider Threshold <input type="checkbox"/> Do Not Consider Threshold <input type="checkbox"/> Party Threshold <input type="checkbox"/>
<i>If you do not consider standard 5. to be at threshold level or if you consider it to be partially threshold, please explain why</i>		

**Consultation Section [2]: Common Standards of Proficiency**

The common standards have been agreed by the Health and Social Care Professionals Council and have been adopted by the Radiographers Registration Board. As such, **they are not the subject of this consultation.**



These common standards are common across all professions CORU regulates and can be found in Domains 1-4 of the *Standards of Proficiency for Radiation Therapists* document.

In relation to the common standards, these have been included for completeness so please keep in mind that we do not plan to make any significant changes to these standards **unless there is a factual error, or a standard has been omitted.**

In this context, you should read through the whole document to ensure that there are no omissions.

If you feel there are omissions, you should note these in the table below along with your proposed wording to rectify an omission. It is important that if you feel that a standard has been omitted, that you explain your rationale so we can better understand your comment and consider whether it is something that should be included in the final document.

Do you consider there to be any omissions from or factual errors in Domains 1-4?	Yes <input type="checkbox"/>
	No <input type="checkbox"/>

If yes, please complete the following as appropriate:

Domain	
Suggested Omission/Error	
Proposed Wording to rectify omission	
Rationale for Comment	

Domain	
Suggested Omission/Error	
Proposed Wording to rectify omission	
Rationale for Comment	



Domain	
Suggested Omission/Error	
Proposed Wording to rectify omission	
Rationale for Comment	

Domain	
Suggested Omission/Error	
Proposed Wording to rectify omission	
Rationale for Comment	

Domain	
Suggested Omission/Error	
Proposed Wording to rectify omission	
Rationale for Comment	

Domain	
Suggested Omission/Error	
Proposed Wording to rectify omission	
Rationale for Comment	



**Consultation Section [3]: *Criteria for Education and Training Programmes (Radiation Therapists)***

The Criteria for Education and Training programmes identify the requirements an education provider must meet around how a programme is designed and managed to ensure that all graduates meet the Standards of Proficiency.

The following criteria are specifically related to Radiation Therapists and have been included in addition to the common criteria that all CORU registered professionals are expected to meet. When looking at each criterion, you should consider whether they result in a graduate being a safe practitioner for the purpose of public protection when entering the register.

Please be reminded that in this instance the term **threshold refers to the minimum requirements**.

- 'Consider threshold' means that the minimum requirement detailed is appropriate.
- 'Partly or not threshold' could refer to either being more or less than the minimum requirement. Please indicate in the comment box if you consider it more or less than the minimum requirements and provide a brief rationale.

Criterion		Feedback
1.1	<b><i>The Radiographers Registration Board requires that the minimum qualification level for entry to the register is: Level 8 on the National Framework of Qualifications (NFQ)</i></b>	Consider Threshold <input type="checkbox"/> Do Not Consider Threshold <input type="checkbox"/> Party Threshold <input type="checkbox"/>
<i>If you do not consider the criterion to be at threshold level or if you consider it to be partially threshold, please explain why</i>		

Criterion		Feedback
2.2	The programme must ensure that each student completes 1200 hours in practice	Consider Threshold <input type="checkbox"/> Do Not Consider Threshold <input type="checkbox"/> Party Threshold <input type="checkbox"/>



	placements, 280 hours of which must be in one block and full-time.	
<p><i>If you do not consider the criterion to be at threshold level or if you consider it to be partially threshold, please explain why</i></p>		

**Consultation Section [4]: *Criteria for Education and Training Programmes: Radiation Therapists***

Having read through the draft profession-specific *Criteria for Education and Training Programmes (Radiation Therapists)*, you are now invited to consider if there are any omissions.

If you feel there are omissions, you should note these below along with your proposed wording to rectify an omission. It is important that if you feel that a criterion has been omitted that you explain your rationale so we can better understand your comment and consider whether it is something we should include it in the final document.

**Please answer the following questions in relation to the Profession Specific Criteria for Education and Training Programmes(Criterion 1.1 and Criterion 2.2)..**

Do you consider there to be any omissions from the profession-specific criteria?	Yes <input type="checkbox"/>
	No <input type="checkbox"/>

If yes, please complete the following as appropriate:

Suggested Omission	
Proposed Wording to rectify omission	
Rationale for Comment	



Suggested Omission	
Proposed Wording to rectify omission	
Rationale for Comment	

Suggested Omission	
Proposed Wording to rectify omission	
Rationale for Comment	

Suggested Omission	
Proposed Wording to rectify omission	
Rationale for Comment	

**Consultation Section [5]: *Additional Feedback***

CORU welcomes your contribution to this consultation process. As already stated, we are not in a position to remove any of the common standards or criteria. We are also limited in changing any of the language as it has been developed to ensure consistency across all the professions that we currently regulate or will regulate in the future.

However, if you do have any further general comments related to these documents, please include it below and describe the relevant issue for our consideration.

Issue	
General Comment	
Rationale for Comment	



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Issue	
General Comment	
Rationale for Comment	

Issue	
General Comment	
Rationale for Comment	

Issue	
General Comment	
Rationale for Comment	

**Consultation Section [6]: Submission**

Thank you for completing this survey. If you have any questions about this consultation, please email [strategyandpolicy@coru.ie](mailto:strategyandpolicy@coru.ie)



## Appendix 4: Copy of Social Media Posts

 **CORU - Regulating Health + Social Care Professionals** 9,643 followers  
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 The Radiographers Registration Board currently seeks the views of the public, the professions and other interested parties on the following draft documents:

- Draft Standards of Proficiency for Radiographers
- Draft Criteria for Education and Training Programmes for Radiographers
- Draft Standards of Proficiency for Radiation Therapists
- Draft Criteria for Education and Training Programmes for Radiation Therapists

Information on the consultations, including the draft documents and details on how to make a submission, are available on the following pages:  
Radiographers: <https://coru.ie/!PW1V2B>  
Radiation Therapists: <https://coru.ie/!DCJ07F>  
Closing date for submissions is 5pm on Friday 10 November 2023. ✓

[#Radiographers](#) [#RadiationTherapists](#) [#Regulation](#)



**HAVE YOUR SAY!**

**CORU**  
**Public Consultation Now Open!**

**Radiographers**  
Registration Board

- Draft Standards of Proficiency for Radiographers
- Draft Criteria for Education and Training Programmes for Radiographers
- Draft Standards of Proficiency for Radiation Therapists
- Draft Criteria for Education and Training Programmes for Radiation Therapists



**Public Consultation: Radiographers – Standards of Proficiency and Criteria for Education and Training Programmes**  
coru.ie • 1 min read



CORU - Regulating Health + Social Care Professionals

9,643 followers

1w • 🌐



🔔 Last chance to participate: The Radiographers Registration Board is seeking your views on the following draft documents:

- Draft Standards of Proficiency for Radiographers
- Draft Criteria for Education and Training Programmes for Radiographers
- Draft Standards of Proficiency for Radiation Therapists
- Draft Criteria for Education and Training Programmes for Radiation Therapists

Please visit the following pages for more information on the consultations, including the draft documents and details on how to make a submission:

Radiographers: <https://coru.ie/!PW1V2B>

Radiation Therapists: <https://coru.ie/!DCJ07F>

Remember, the closing date for submissions is 5pm on Friday 10 November 2023. Don't miss out on this opportunity to have your say!

#Radiographers #RadiationTherapists #Regulation

**HAVE YOUR SAY!**

**CORU**  
**Public Consultation Now Open!**

**Radiographers Registration Board**

- ▶ Draft Standards of Proficiency for Radiographers
- ▶ Draft Criteria for Education and Training Programmes for Radiographers
- ▶ Draft Standards of Proficiency for Radiation Therapists
- ▶ Draft Criteria for Education and Training Programmes for Radiation Therapists

Public Consultation: Radiographers – Standards of Proficiency and Criteria for Education and Training Programmes

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