



# ASMIRT

2018

Australian Society of Medical Imaging and Radiation  
Therapy

## Professional Practice Standards

# 2018

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## Introduction

Professional Practice Standards (PPS) describe the performance benchmarks for Medical Radiation Practitioners (MRP) eligible for a Statement of Compliance.

The PPS provides a framework for professional, patient and community expectations. The Standards aim to integrate the skills, knowledge and understanding that underpin Medical Radiation Practitioners with the unique attributes and attitudes of these disciplines.

The Standards have several purposes:

- To provide standards of practice for the accredited practitioner
- To provide standards necessary to assess overseas applicants
- To provide a statement on the status of our profession in the community
- To provide government bodies such as AEI-NOOSR and DEST with information regarding best practice in our professions
- To provide a resource for the development of industrial awards
- To provide a framework for higher levels of practice (and career structure)
- To support registration and licensing processes
- To provide a resource for students and practitioners.

This document is the specification of standards, incorporating academic, clinical and professional elements for a practitioner to embody the principles of practice recognised and encouraged by the profession. This document should be read and interpreted in the context of a graduate practitioner being at the minimum level of Australian Qualifications Framework (AQF 7) (Australian Qualifications Framework, 2013).

The format of the document is modularised to assist with enabling access to specific information and cross referencing domains throughout the standards. As a result, this document has some elements of repetition throughout.

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## History of the Standards

In 2005 the Australian Institute of Radiography released an updated version of the Competency Based Standards following substantial review of the existing 1998 standards by the Professional Accreditation and Education Board (PAEB). During the development of the 2005 CBS document the PAEB reviewed the approach taken by other Allied Health disciplines both locally and internationally. A significant shift in the philosophy underpinning the 2005 CBS was the development of standards based on outcomes rather than the previously utilised task orientated style.

Following the development of the 2005 standards in draft form, consultation was sought from:

- Radiation Therapists and Radiographers representing State Branches
- Specialist Panels of the AIR
- Academic Institutions
- Regulatory bodies.

Information gathered from this consultation process was used to update the draft and finalise the Standards, which were published in November 2005.

The 2005 CBS identified five standards common in many of the standards of other health professions. These were:

1. Knowledge and Understanding
2. Critical Thinking and Evaluation
3. Professional and Ethical Practice
4. Care and Clinical Management
5. Lifelong Learning

These standards were seen to provide a means of identifying general expectations about the professional practice, attributes and capabilities of Radiation Therapists and Radiographers entering employment immediately following attainment of the AIR Validated Statement of Accreditation. The standards were supported by descriptors and outcome statements.

In 2010 Darcy and Associates were commissioned to conduct an intensive literature review of the CBS and report back to the ASMIRT. This report was also made available to the Council of Regulating Authorities (CORA). Darcy and Associates compared the current standards of practice for medical radiation professionals in Australia, New Zealand, Canada and the United Kingdom, and also examined standards in use by other health professions within Australia. The Darcy and Associates Report maintained that the five standards appeared to be working well for the profession but left open the discussion of what competence was and the part it played in professional activities. The report suggested that by discussing competence as it related to the profession the structural foundation of the revised standards could be organised into domains of competence. This led to the development of the Professional Practice Standards, released in 2012.

A MRS practitioner will have achieved a level of competence to enable them to accept the responsibilities of practising independently. A practitioner should autonomously perform wide ranging professional roles within their scope of practice.

It is recognised there are further levels of judgment and skill known as advanced and extended practice. These are outside the scope of this document. Whilst the practitioner has the theoretical

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knowledge, they do not specifically possess the level of competence to practice independently in specialist areas.

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## Medical Radiation Professionals (MRP)

Medical Radiation Science (MRS) is the professional practice of providing a range of diagnostic imaging and therapeutic procedures using ionising or non-ionising radiation.

This may be done:

- to produce an image to confirm or exclude a clinical diagnosis
- to assist, monitor and manage procedures
- for screening programs
- in combination with other procedure modalities
- to improve the quality of life
- for research

MRP's provide a range of imaging and therapeutic procedures for diagnosis, management and treatment of medical conditions, and provide an informed opinion regarding those procedures.

Key dimensions of the MRS profession include:

- Pre-procedure decision making, planning, and evaluation
- Post-procedure decision making, planning, and evaluation
- Patient assessment and welfare
- Clinical methods
- Professional communication
- Image interpretation and evaluation
- Management, administration and legal requirements
- Quality assurance
- Professional education and development
- Promotion of the profession
- Research and development
- Radiation safety
- Occupational health and safety
- Therapeutic Procedures
- Critical reasoning and evaluation

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## Structure of Professional Practice Standards

The professional standard format comprises of five levels:

- Domain
- Standard
- Element
- Indicator
- Cues

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## Domain

The standards have been grouped together into domains of professional responsibility. The six domains are:

1. Professional and Ethical Practice
2. Communication, Teamwork and Autonomy
3. Knowledge and Understanding
4. Critical Thinking and Evaluation
5. Service Delivery and Clinical Management
6. Lifelong Learning.

It is relevant to note that the order in which the domains are presented does not indicate an order of importance.

- Standards

Each standard describes the professional activity to be assessed or demonstrated. The standards are the explicit requirements of the MRP as they practice in the clinical environment.

- Elements

The standards are further broken down into elements. These describe the key components or responsibilities within the standard.

- Indicators

Indicators describe the performance criteria associated with each element. They represent actions which should be evident in the daily clinical practice to ensure the standards are being met.

- Cues

Cues are intended to aid with clarification of the indicators of performance.

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## Domain 1: Professional and Ethical Practice

Standard 1.1	Practises within the Legal Framework
Standard 1.2	Practises to the standards laid down by the profession
Standard 1.3	Fulfils the duty of care in clinical practice
Standard 1.4	Provides patient centred care
Standard 1.5	Acts to preserve the safety of individuals and groups
Standard 1.6	Guided in action by their own and others' Scope of Practice
Standard 1.7	Acts to ensure that patient welfare and rights are appropriately respected
Standard 1.8	Responds appropriately in culturally sensitive situations

This domain deals with the standards that relate to the legal, ethical and professional responsibilities of MRP's. Professional behaviour and conduct is expected at all times. MRPs have

- a duty of care to both their patients and the other health professionals with whom they interact.
- an obligation to maintain professional competence, and to only undertake procedures within their own scope of practice.

Practice is regulated by statute and common law. ASMIRT provides Guidelines for Professional Conduct for Medical Radiation Professionals and a Code of Ethics. Professional practice consistent with the standards outlined in this domain ensures that procedures performed are of consistent and reliable quality.

### Standard 1.1 Practises within the Legal Framework

This standard relates to the legislative requirements that impact on an MRP's professional practice. It delineates the requirement to practise using methods that are compatible with the codes, guidelines and standards that have been set by regulatory bodies and ASMIRT.

Element 1: Practises in accordance with statute law and the ASMIRT's Code of Ethics, Guidelines for Professional Conduct and Professional Practice Standards	
Indicators	Cues
1. Understands and applies the obligations of statute law as they relate to the delivery of their professional services	<ul style="list-style-type: none"> <li>• Has an awareness of the statutory role of the MRPBA/regulatory body.</li> <li>• Works within the guidelines set out by the national law covering the regulation of Medical Radiation Practitioners</li> <li>• Complies with regulatory body's Code of Conduct.</li> <li>• Maintains registration / licencing, where appropriate.</li> </ul>
2. Executes the legislative obligations that are relevant to the provision of their professional services	<ul style="list-style-type: none"> <li>• Demonstrates safe practice within the framework of current legislation that governs the use of radiation for medical purposes</li> <li>• Only undertakes procedures which have been</li> </ul>

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	<p>requested by an authorised professional</p> <ul style="list-style-type: none"> <li>Ensures that operational policies and procedures comply with the legislative requirements governing the use of radiation</li> </ul>
3. Practises in accordance with the Code of Ethics and the Code of Professional Conduct of ASMIRT	<ul style="list-style-type: none"> <li>Knowledge of and compliance with Code of Ethics and Professional Conduct of ASMIRT</li> </ul>
4. Practises in accordance with the Professional Practice Standards of ASMIRT	<ul style="list-style-type: none"> <li>Knowledge and compliance with the Professional Practice Standards of ASMIRT</li> </ul>
5. Practises in accordance with Occupational Health and Safety Legislation	<ul style="list-style-type: none"> <li>Understands and executes the legal requirements of maintaining a safe workplace under Occupational Health and Safety legislation</li> </ul>

## Standard 1.2 Practises to the standards of the profession

This standard relates to the responsibility that MRPs must uphold the reputation, honour, integrity and dignity of the profession. MRPs should always behave in a manner which justifies the trust and confidence placed in them by their patients and their professional colleagues. MRPs should work to serve the best interests of their patients, at all times.

Element 1: Maintains Professional behaviour	
Indicators	Cues
1. Maintains professional integrity	<ul style="list-style-type: none"> <li>Refrains from engaging in any activity which may bring the profession into disrepute</li> <li>Recognises and appreciates the imbalance of power during procedures and takes steps to avoid any misinterpretation of professional behaviour</li> <li>Defends against any abuse of the professional relationship formed with patients</li> <li>Practises without discrimination</li> <li>Works without seeking personal profit or gain from interactions with patients</li> <li>Holds an appropriate level of professional indemnity insurance as required by law</li> </ul>
2. Understands personal accountability for work and professional conduct	<ul style="list-style-type: none"> <li>Understands the legal responsibility to be accountable for professional practice, including acts of negligence and acts appropriately</li> <li>Accepts responsibility for their decisions during procedures</li> </ul>

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3. Works within the guidelines of the profession	<ul style="list-style-type: none"> <li>• Recognises the scope of practice of their own and other health professions, and works appropriately within those frameworks</li> <li>• Ability to explain their role within healthcare</li> </ul>

## Standard 1.3 Fulfils the duty of care in clinical practice

This standard covers the duty of care MRPs have to their patients, particularly with regard to patient safety and well-being.

Element 1: Acts to ensure the rights of individuals are not compromised	
Indicators	Cues
1. Demonstrates practice that recognises, respects and upholds the rights of individuals	<ul style="list-style-type: none"> <li>• Practises in a manner that protects the patient's rights</li> <li>• Acts as an advocate for individual rights</li> <li>• Provides patients with the information required for them to make an informed decision regarding their procedure and aftercare</li> </ul>
Element 2: Demonstrates duty of care in patient management	
Indicators	Cues
1. Understands their duty of care to patients.	<ul style="list-style-type: none"> <li>• Describes and understands the meaning of professional duty of care</li> <li>• Ensures provision of patient centred care</li> <li>• Recognises and understands the legal implications of professional misconduct or negligence</li> </ul>
2. Recognises professional responsibilities and understands accountability	<ul style="list-style-type: none"> <li>• Justifies requests for procedures</li> <li>• Consults with members of the interprofessional team when required</li> </ul>
3. Ensures procedure is provided within an appropriate time frame	<ul style="list-style-type: none"> <li>• Uses clinical judgement to assign priority in terms of the medical urgency and act accordingly</li> <li>• Alerts the appropriate personnel of medically significant findings or of a change in patient condition</li> </ul>

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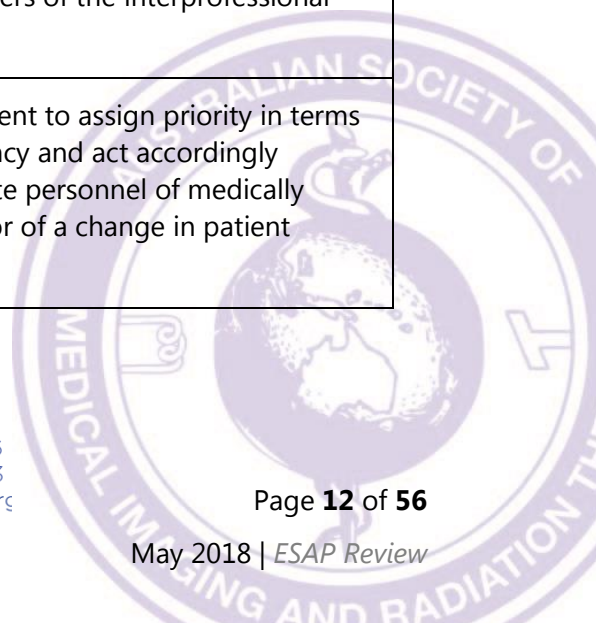
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## Standard 1.4 Provides patient centred care

This standard covers patient centred care, which considers the patient's wants, needs and preferences. Patients should be provided with the information and support necessary to become actively involved in decisions concerning their care.

Element 1: Provides patient focused care	
Indicators	Cues
1. Recognises, monitors and responds to the needs of patients	<ul style="list-style-type: none"> <li>Identifies and takes responsibility for the care of a patient</li> </ul>
2. Adapts the procedure to take account of patients' needs	<ul style="list-style-type: none"> <li>Identifies situations which may affect patient outcome and adapts the procedure accordingly</li> </ul>
Element 2: Treats patients with respect and empathy	
Indicators	Cues
1. Uses a respectful and empathetic approach when dealing with patients	<ul style="list-style-type: none"> <li>Treats patients with respect, tolerance and empathy without discrimination</li> <li>Introduces and identifies themselves to patients in a respectful manner before commencing the procedure</li> <li>Communication with patients is conducted with sensitivity and respect for their privacy</li> <li>Explains procedures in patient appropriate language</li> <li>Maintains patient's dignity</li> <li>Complies with relevant complaints policies and procedures of the workplace</li> </ul>
2. Encourages the patient to be an active participant in the procedure	<ul style="list-style-type: none"> <li>Provides an appropriate environment for the patient to engage with the practitioner</li> <li>Engages the patient's cooperation, and allows time for the patient to comply with requests</li> </ul>

## Standard 1.5 Acts to preserve the safety of individuals and groups at all times

This standard relates to the practical applications of the policies and procedures including but not limited to radiation protection, infection control, and incident reporting and risk management. MRPs have a responsibility for the safety of patients, staff, visitors and themselves.

### Element 1: Demonstrates a broad and relevant knowledge of radiation safety to a level that supports safe practice in medical radiation.

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Indicators	Cues
1. Demonstrates a thorough knowledge and adherence to radiation safety and protection policies and legislation that supports safe practice	<ul style="list-style-type: none"> <li>Adheres to the local radiation management plan (RMP)</li> <li>Ensures that all procedures comply with the ALARA principle</li> <li>Follows the correct patient, correct site, correct procedure guidelines</li> <li>Complies with the relevant sections of the ARPANSA Code of Practice (RPS 14) and Safety Guides (RPS 14.1 &amp; 14.3)</li> </ul>
2. Withdraws unsafe equipment from clinical use	<ul style="list-style-type: none"> <li>Follows appropriate procedures in response to faulty or unsafe equipment</li> </ul>

### Element 2: Identifies risk to safe practice and takes appropriate action

Indicators	Cues
1. Understands potential risk factors in the clinical environments	<ul style="list-style-type: none"> <li>Manages workload to ensure safe practice</li> <li>Maintains personal mental and physical health as appropriate to allow safe and competent practice</li> <li>Understands the precautions associated with the administration of contrast agents, and checks for any known allergies or contraindications prior to the administration</li> </ul>
2. Questions procedures which are not justifiable	<ul style="list-style-type: none"> <li>Discusses with the requesting practitioner rationale for the procedure</li> </ul>
3. Ensures a safe working environment for patients and others	<ul style="list-style-type: none"> <li>Complies with relevant local policy for all aspects of patient care</li> </ul>

### Element 3: Reporting of incidents

Indicators	Cues
1. Manages incidents	<ul style="list-style-type: none"> <li>Promptly identifies and complies with local incident management policy</li> </ul>

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## Standard 1.6 Guided in action by their own and others' Scope of Practice

This standard covers Scope of Practice, which ensures that a registered MRP has the skills, knowledge and experience to practice safely and effectively.

An individual's Scope of Practice may change throughout their career as they gain knowledge and experience. The Scope of Practice may become more focussed in specialty areas.

Element 1: Recognise and operate within own Scope of Practice	
Indicators	Cues
1. Demonstrate an ability to understand, recognise and work within the framework of their own personal and professional skills	<ul style="list-style-type: none"> <li>Undertakes procedures independently or with others</li> </ul>
Element 2: Consults with others when expertise is required	
Indicators	Cues
1. Recognises when additional assistance is required	<ul style="list-style-type: none"> <li>Assess the situation and seek assistance when appropriate</li> </ul>
2. Develops and sustains professional working relationships with other professionals	<ul style="list-style-type: none"> <li>Contributes to professional relationships and works as part of a interprofessional professional team</li> </ul>
3. Recognises the appropriate time to seek assistance, consult colleagues or refer issues that are beyond own Scope of Practice	<ul style="list-style-type: none"> <li>Recognises the scope of practice of their own and other health professions, and works appropriately within those frameworks</li> <li>Understands and describes the chain of clinical responsibility</li> <li>Seeks advice or refers on to another member of the professional team when appropriate</li> </ul>

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## Element 3: Recognises the boundaries of Scope of Practice for student and graduate practitioners

Indicators	Cues
1. Recognises the boundaries for students, graduate practitioners	<ul style="list-style-type: none"><li>Identifies tasks which can be appropriately delegated to less experienced practitioners</li><li>Recognises own accountability and responsibility when delegating tasks to other less experienced practitioners</li></ul>
2. Instruction and supervision	<ul style="list-style-type: none"><li>Ensures appropriate supervision is provided for less experienced practitioners</li><li>Accepts the responsibility that is associated with a supervisory role</li><li>Willingly shares knowledge and expertise with students and other staff members</li><li>Assists in the professional development of staff and students</li></ul>

## Standard 1.7 Acts to ensure that patient welfare and rights are appropriately respected

This standard enforces the guidelines set out in the ASMIRT Codes of Ethics and Professional Conduct for MRPs, which emphasises that the prime concern of practitioners shall be ensuring that the welfare, safety and rights of patients are upheld at all times.

### Element 1: Practises in a manner that upholds the patient's right to privacy.

Indicators	Cues
1. Knowledge of the legislation relating to privacy	<ul style="list-style-type: none"><li>Has knowledge of and complies with the Privacy Act as it relates to professionals, and can direct others to the relevant documents</li></ul>

### Element 2: Complies with ethical practice standards

Indicators	Cues
1. Implements an ethical approach to patient interactions	<ul style="list-style-type: none"><li>Adheres to ASMIRT Code of Ethics and Guidelines for Professional Conduct</li></ul>
2. Engages effectively in ethical decision making	<ul style="list-style-type: none"><li>Demonstrates an ability to make informed, sensitive, and ethically sound professional judgements and to evaluate the outcomes of</li></ul>

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	clinical practice
3. Tailors procedures to the individual patient	<ul style="list-style-type: none"> <li>Identifies, assesses and acts upon physical and psychological needs.</li> </ul>
<b>Element 3: Ensures confidentiality of information</b>	
<b>Indicators</b>	<b>Cues</b>
1. Understands the importance of patient confidentiality	<ul style="list-style-type: none"> <li>Respects the confidentiality of information relating to patients and their families</li> <li>Complies with statutory reporting requirements</li> </ul>
2. Upholds the local Privacy and Confidentiality policies	<ul style="list-style-type: none"> <li>Complies with privacy legislation when sharing patient information for professional and procedure purposes</li> </ul>
3. Takes care to ensure that patient confidentiality is upheld	<ul style="list-style-type: none"> <li>Disposes of identified patient information in an appropriate manner</li> <li>Comply with legislative requirements and local policy when using patient data</li> </ul>
<b>Element 4: Ensures that procedures are undertaken with the appropriate consent</b>	
<b>Indicators</b>	<b>Cues</b>
1. Understands the importance of patient consent	<ul style="list-style-type: none"> <li>Clearly explains procedures to the patient before commencing</li> <li>Organises an appropriate interpreter for the consent to occur</li> </ul>
2. Ensures informed consent has been undertaken	<ul style="list-style-type: none"> <li>Ensures the patient has been given adequate information about the procedure</li> <li>Only initiates a procedure when the appropriate consent has been obtained</li> </ul>
3. Understands the patient's rights relating to consent	<ul style="list-style-type: none"> <li>Understands, accepts and acts upon the knowledge that the patient can withdraw consent at any stage during the examination</li> <li>Knows the steps to take in the case of a patient withdrawing consent</li> </ul>



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## Standard 1.8 Responds in a culturally sensitive manner

This standard relates to cultural awareness. The MRP should practice without discrimination and demonstrate respect and sensitivity to all patients.

### Element 1: Acts in ways that demonstrate respect for the values, customs, spiritual beliefs and practices of individuals

Indicators	Cues
1. Respects the diversity of patients	<ul style="list-style-type: none"><li>• Respect every patient as an individual</li><li>• Ensures that own values and beliefs are not imposed on others</li><li>• Recognises situations where there may be potential for misinterpretation or conflict</li><li>• Understands the obligation to practice without discrimination</li></ul>
2. Identifies, assesses and accommodates patient diversity and is aware of how this may impact on the procedure	<ul style="list-style-type: none"><li>• Ensures practice is sensitive and supportive with regards to patient diversity</li></ul>

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## Domain 2: Communication, Teamwork and Autonomy

Standard 2.1	Demonstrates effective communication skills
Standard 2.2	Establishes and maintains appropriate collaborative relationships with colleagues and members of the interprofessional team
Standard 2.3	Establishes and maintains effective interpersonal relationships with patients and others
Standard 2.4	Demonstrates well-established conflict resolution skills
Standard 2.5	Operates effectively as an autonomous and responsible practitioner

This domain relates to both effective communication and the establishment and maintenance of collaborative working relationships. Conflict resolution skills are a part of maintaining effective, collaborative relationships. This domain also includes the standards relating to the autonomy of MRPs, their professional responsibilities, and accountability for their own work practices.

### Standard 2.1 Demonstrates effective communication skills

This standard relates to the ability of MRPs to use effective communication skills in all aspects of their professional duties. It encompasses verbal, non-verbal and written communication. MRPs should be aware of the barriers to the communication process, and understand that diversity may require some modification.

Element 1: Uses sound communication methods	
Indicators	Cues
1. Maintains effective communication skills	<ul style="list-style-type: none"> <li>• Uses knowledge of effective communication skills that includes verbal, non-verbal and written communication</li> <li>• Selects the appropriate communication technique</li> <li>• Exchanges and shares information with members of the interprofessional team</li> </ul>
2. Respects others' opinions	<ul style="list-style-type: none"> <li>• Listens to, and shows respect for other opinions and views</li> </ul>
3. Recognises and overcomes communication barriers.	<ul style="list-style-type: none"> <li>• Ensure language style is situation appropriate</li> <li>• Selects and uses relevant strategies when communication barriers are identified</li> </ul>
4. Modifies communication methods to account for patient diversity	<ul style="list-style-type: none"> <li>• Understands that patient values and beliefs can affect the communication process</li> <li>• Employs the use of an interpreter when the clinical situation requires</li> </ul>

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Element 2: Adjusts communication technique to suit the situation	
Indicators	Cues
1. Adjusts communication effectively in diverse contexts	<ul style="list-style-type: none"> <li>Adopts and adjusts communication style appropriately</li> <li>Demonstrates awareness of communication needs for patients with impaired decision making capacity, and ensures involvement of the patient's carer as necessary</li> </ul>
2. Utilises a communication style which is suitable, applicable and acceptable	<ul style="list-style-type: none"> <li>Articulates thoughts and ideas using clear concise language</li> <li>Is aware of the type of language which may cause offence and takes care to avoid it</li> <li>Clarifies information when necessary to aid with understanding</li> <li>Uses various forms of communication to ensure information provided is accurate and complete</li> </ul>
3. Confirms that the intended message has been correctly interpreted	<ul style="list-style-type: none"> <li>Confirms that the information is understood by asking open ended follow up questions</li> <li>Responds to feedback and clarifies when necessary</li> <li>Watches for non-verbal cues</li> <li>Alters vocabulary to aid with understanding when necessary</li> </ul>

## Standard 2.2 Establishes and maintains appropriate collaborative relationships with colleagues and members of the healthcare team

This standard deals with the MRP's role as a member of the interprofessional team. MRPs should endeavour to create strong working relationships with other members of the professional team in order to ensure the best possible care for patients. The standard addresses the communication requirements, networking skills, understanding, and respect necessary to become a functioning member of the team.

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Element 1: Ability to work collaboratively within the organisation	
Indicators	Cues
1. Provides information and advice to colleagues and members of the healthcare team	<ul style="list-style-type: none"> <li>• Discusses alternative pathways with the professional team to enable optimum outcome</li> <li>• Educates others regarding procedures and radiation safety</li> <li>• Engenders confidence in their role within the professional team</li> </ul>
2. Establishes the communication pathways necessary to achieve desired outcomes	<ul style="list-style-type: none"> <li>• Establishes and actively maintains positive working relationships with colleagues</li> </ul>
3. Ability to identify and use effective networks	<ul style="list-style-type: none"> <li>• Develops networks with health professionals and support staff</li> <li>• Forms collaborative affiliations with other health professionals.</li> <li>• Encourages mutual sharing of knowledge and experience with other members of the professional team</li> </ul>
4. Ability to recognise and support the role and function of other professionals and support staff	<ul style="list-style-type: none"> <li>• Respects and understands the roles of other staff in the professional environment</li> <li>• Works in partnership with other professionals</li> <li>• Recognises situations where the expertise of other health professionals is required</li> <li>• Acts as a role model within the professional team</li> </ul>
5. Understands and recognises organisational structure and their responsibility within it	<ul style="list-style-type: none"> <li>• Recognises their role within the professional network.</li> </ul>
Element 2: Advise colleagues and members of the healthcare team about individual patient's needs	
Indicators	Cues
1. Communicates patient requirements to members of the interprofessional team	<ul style="list-style-type: none"> <li>• Is proactive in responding to clinical issues that benefit from a team approach</li> <li>• Contact is made with colleagues and members of the healthcare team when relevant</li> <li>• Discusses unreasonable requests</li> <li>• Explains and justifies reasoning behind suggestions</li> <li>• Follows procedure when imaging shows an</li> </ul>

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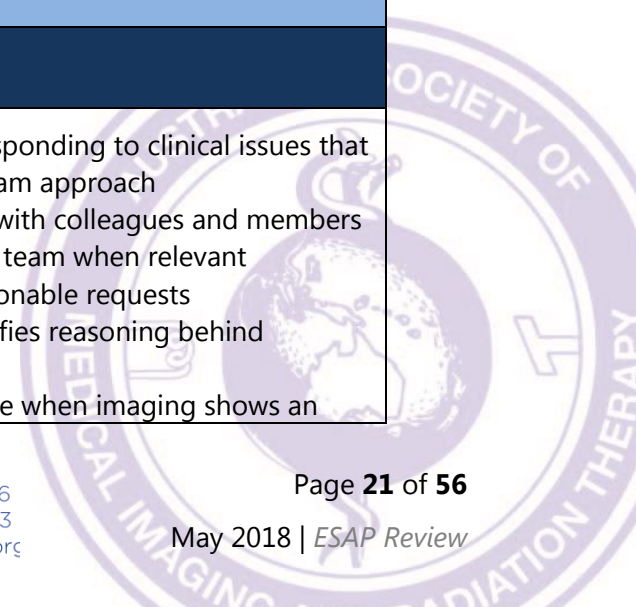
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	<p>immediate clinical response is indicated</p> <ul style="list-style-type: none"> <li>• Provides a description of images within own scope of practice</li> </ul>
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<b>Element 3: Demonstrates respect for colleagues and other members of the interprofessional team</b>	
<b>Indicators</b>	<b>Cues</b>
1. Establishes productive working relationships and team communication	<ul style="list-style-type: none"> <li>• Establishes and maintains effective relationships with other health professionals</li> <li>• Employs a positive and collaborative manner with other members of the interprofessional team</li> <li>• Recognises and respects the role of other members of the team and their responsibility to the patient</li> </ul>
<b>Element 4: Collaborative approach to decision making</b>	
<b>Indicators</b>	<b>Cues</b>
1. Participates in team approach to all aspects of the patient's care	<ul style="list-style-type: none"> <li>• Participates in, and contributes effectively with colleagues and members of a interprofessional team.</li> <li>• Works to and supports the role of collaboration in the provision of timely and effective patient care.</li> </ul>
2. Effectively communicates with professional team members	<ul style="list-style-type: none"> <li>• Ensures patient privacy and confidentiality is maintained in discussions with members of the professional team.</li> <li>• Demonstrates effective skills in communicating information and professional opinion to other members of the team</li> </ul>
3. Collaborates with other professionals within the team for the provision of continuing care	<ul style="list-style-type: none"> <li>• Shares knowledge and cooperates in a collaborative manner with other professionals for the benefit of the patient</li> <li>• Contributes to the procedure path of the patient as part of the professional team</li> <li>• Works in partnership with other health professionals to achieve optimum clinical outcomes</li> </ul>

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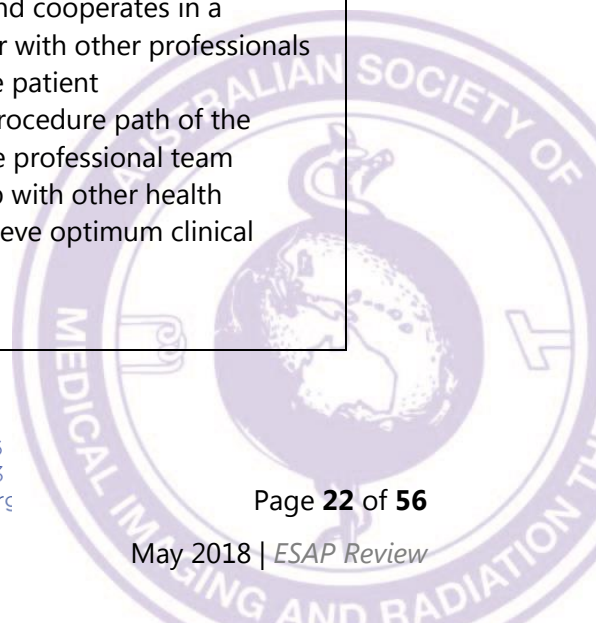
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## Standard 2.3 Establishes and maintains effective interpersonal relationships with patients and their support persons

This standard covers the MRP's ability to establish a rapport with patients and support persons to enable a successful outcome to the examination or procedure. It also deals with the timely dissemination of information to patients and support persons.

Element 1: Demonstrates empathy	
Indicators	Cues
1. Demonstrates an empathetic approach to patients and support persons	<ul style="list-style-type: none"> <li>Establishes rapport with patients and support persons</li> <li>Provides appropriate information and reassurance to patients and support persons</li> <li>Actively listens to patients and support persons and responds accordingly</li> <li>Recognises that normal behaviour may be affected by anxiety and uncertainty</li> <li>Anticipates and responds to the needs of patients and support persons to ensure the delivery of quality care</li> </ul>
Element 2: Applies strategies to support patients and support persons	
Indicators	Cues
1. Informs and supports patients and support persons in a timely, appropriate and sensitive manner	<ul style="list-style-type: none"> <li>Is responsive in providing information to patients and within their scope of practice</li> <li>Is respectful of the role of support persons and provides information as appropriate, ensuring patient confidentiality at all times</li> </ul>

## Standard 2.4 Demonstrate conflict resolution skills

This standard incorporates the process of conflict resolution, and the necessity to address conflict in a timely manner, following appropriate channels.

Element 1: Demonstrates appropriate skills for managing conflict within the workplace.	
Indicators	Cues
1. Manages conflict within the workplace	<ul style="list-style-type: none"> <li>Develops and maintains constructive professional relationships</li> <li>Deals with conflict appropriately</li> <li>Cooperates and compromises through negotiation to achieve an acceptable outcome</li> </ul>

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	for all parties
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## Standard 2.5 Operates effectively as an autonomous and responsible practitioner

This standard addresses the requirement for MRPs to be responsible and accountable for their own work practices. They will demonstrate initiative, acknowledge their own capabilities, and work within the limits of their own Scope of Practice.

Element 1: Assumes responsibility for own actions	
Indicators	Cues
1. Provides an opinion that lies within their knowledge and expertise	<ul style="list-style-type: none"> <li>Provides a professional opinion of medically significant findings to the medical personnel responsible for the patient's management</li> </ul>
2. Recognises and demonstrates professional responsibilities and accountabilities	<ul style="list-style-type: none"> <li>Demonstrates accountability and takes responsibility for own actions</li> <li>Takes responsibility for ensuring professional conduct and behaviour is maintained</li> <li>Follows the ALARA principle</li> </ul>
Element 2: Demonstrates a conscientious approach to work practices	
Indicators	Cues
1. Evidence of efficient practice	<ul style="list-style-type: none"> <li>Manages time and prioritises workload appropriately</li> <li>Adjusts priorities if the situation warrants</li> <li>Completes all work to a high standard, safely and in a timely manner</li> </ul>
2. Projects a professional image	<ul style="list-style-type: none"> <li>Knows their specific conditions of employment</li> <li>Respects the obligation to be punctual for working hours</li> <li>Observes all departmental policies and procedures</li> <li>Maintains composure in the work environment in stressful conditions</li> <li>Manages personal circumstances whilst in the work environment</li> <li>Maintains an appropriate standard of appearance and demeanour</li> <li>Clothing and personal presentation is professional, suitable and meets standards of the workplace</li> </ul>

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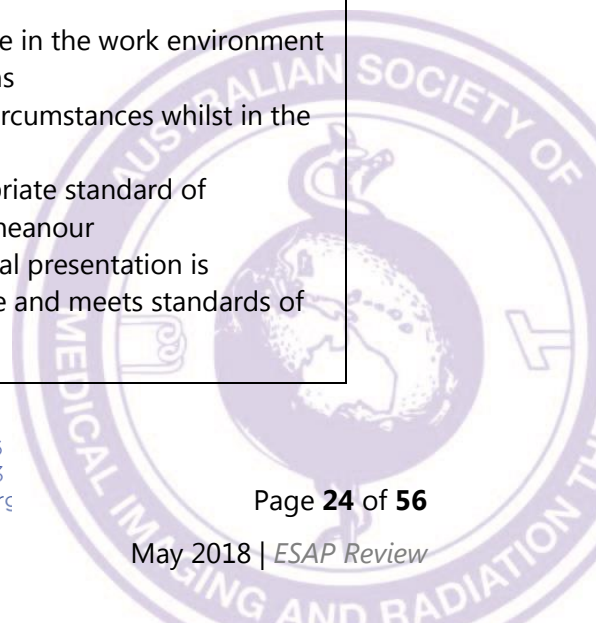
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<b>Element 3: Make independent professional decisions within their Scope of Practice</b>	
Indicators	Cues
1. Examinations or procedure are conducted within the limitations of scope of practice	<ul style="list-style-type: none"> <li>Competently perform procedures within the practitioner's scope of practice</li> </ul>
<b>Element 4: Recognises and responds to own level of professional ability</b>	
Indicators	Cues
1. Recognises and works within the limitations of clinical and professional skills	<ul style="list-style-type: none"> <li>Can define their area of responsibility</li> <li>Acknowledges own strengths and weaknesses</li> <li>Accepts constructive feedback and uses this to improve professional skills</li> </ul>
<b>Element 5: Provide effective communication throughout a procedure</b>	
Indicators	Cues
1. Elicits patient cooperation and establishes rapport	<ul style="list-style-type: none"> <li>Remains sensitive to the physical and emotional needs of the patient by using various methods of communication</li> </ul>
2. Ability to communicate and liaise with patient, support persons and other professional staff in professional decision making	<ul style="list-style-type: none"> <li>Communicates effectively with patients, support persons and relevant staff</li> <li>Refers patient queries regarding diagnosis and procedure outside of the scope of practice to the relevant professional</li> </ul>
2. Maintains effective communication throughout the procedure	<ul style="list-style-type: none"> <li>Ensures any pre-procedural requirements are adhered to</li> <li>Provides a complete explanation of the procedure prior to commencing to enable an informed decision</li> <li>Addresses patient's concerns</li> <li>Provides aftercare instructions</li> </ul>
<b>Element 6: Ensures documentation is accurate</b>	
Indicators	Cues
1. Ensures that consent protocols	<ul style="list-style-type: none"> <li>Follows the consent protocols of the healthcare organisation</li> </ul>

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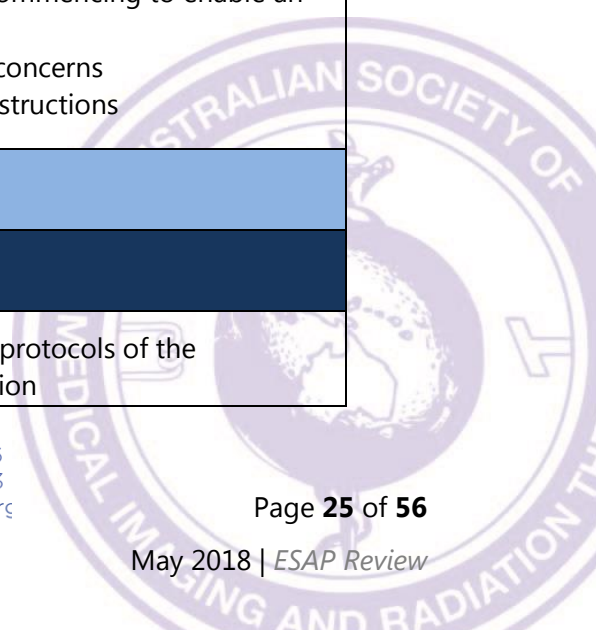
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have been followed	<ul style="list-style-type: none"> <li>Verifies that the signed consent form including the correct site is present</li> </ul>
2. Appropriate identification of all medical records	<ul style="list-style-type: none"> <li>Ensures patient identification policy is adhered to</li> <li>Ensures that all imaging and documentation is identified with the correct details</li> <li>Should an error occur, ensure that timely remedial actions are taken, as per departmental policy</li> </ul>
3. Accurately completes all documents	<ul style="list-style-type: none"> <li>Accurately documents patient data</li> <li>Completes all administrative responsibilities within the recommended timeframes of the healthcare organisation</li> <li>Documents any deviation from the standard protocol, and the reasons behind this</li> </ul>

## Domain 3a: Knowledge and Understanding (Medical Imaging)

Standard 3a.1	Demonstrates a broad and relevant knowledge and understanding of the key theoretical concepts underpinning Medical Imaging
Standard 3a.2	Demonstrates a broad and relevant knowledge of the practice underpinning Medical Imaging.

This domain includes the core knowledge base, principles of medical radiation and concepts that are required in the practice of medical radiation science. MRP's are required to understand the principles of x-ray production and the benefits and risks associated with medical imaging procedures. A thorough understanding of key principles of radiographic practice is demonstrated. Practice will adhere to the ALARA principle. Knowledge of anatomy, physiology and pathology is used to determine the imaging pathway best suited to answer the clinical question.

### **Standard 3a.1 Demonstrates a broad and relevant knowledge and understanding of the theoretical concepts underpinning medical imaging**

This standard deals with the knowledge base required by MRP's to practice efficiently and safely. It covers knowledge of physics, anatomy, pathology, patient behavioural characteristics, and information technology.

#### **Element 1: Demonstrate a broad and relevant knowledge of the science of medical**

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imaging	
Indicators	Cues
1. Demonstrates knowledge of the production and interpretation of medical images	<ul style="list-style-type: none"> <li>• Knowledge and application of the physics of ionising and non-ionising image production</li> <li>• Knowledge and use of the types of imaging equipment</li> <li>• Knowledge of positioning for imaging procedures, including modified techniques</li> <li>• Adheres to principles of image critique and quality assurance</li> <li>• Distinguishes between normal and abnormal appearances</li> <li>• Understands the effects of the interactions of x-rays with matter and how this contributes to image formation</li> </ul>
2. Demonstrates knowledge of principles of radiation dosimetry	<ul style="list-style-type: none"> <li>• Understands and interprets the importance of radiation dose</li> <li>• Adapts and modifies exposure factors based on the variables present in any given situation</li> <li>• Ensures that the appropriate exposure for the area being examined is used</li> </ul>
3. Demonstrates knowledge of medical imaging justification	<ul style="list-style-type: none"> <li>• Justifies each imaging procedure, seeking further information from the referring clinician as required</li> <li>• Provides relevant information to patients about radiation safety</li> <li>• Applies the ALARA principle</li> </ul>
4. Demonstrates knowledge of the use of medical terminology as it relates to radiography	<ul style="list-style-type: none"> <li>• Understands and applies terminology</li> <li>• Interprets a radiological request form, understanding all terminology used, and how it relates to the images obtained</li> </ul>
5. Demonstrates knowledge, principles, application and limitations of equipment and instrumentation	<ul style="list-style-type: none"> <li>• Identifies all components of the imaging system</li> <li>• Understands the function of each item of equipment with regards to image production</li> <li>• Sets up and uses the medical imaging equipment safely and appropriately for each requested examination</li> </ul>
<b>Element 2: Demonstrate a broad and relevant knowledge of biological sciences as it relates to Medical imaging</b>	

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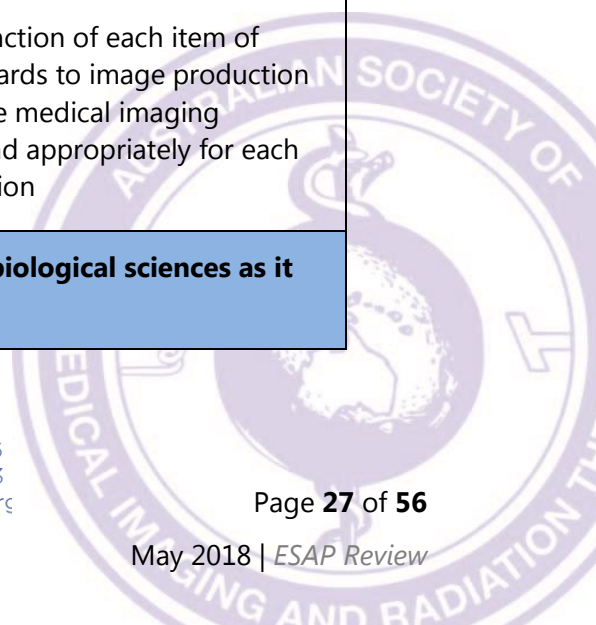
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Indicators	Cues
1. Demonstrates knowledge of the anatomy and physiology of the human body	<ul style="list-style-type: none"> <li>Understands the anatomy and physiology of the human body</li> </ul>
2. Demonstrates knowledge of the pathology	<ul style="list-style-type: none"> <li>Understands the signs and symptoms of disease</li> <li>Understands pathological appearances</li> <li>Understands the mechanisms of injury</li> </ul>
3. Demonstrates a knowledge of scientific principles of radiobiology	<ul style="list-style-type: none"> <li>Articulates the biological and cumulative effects of radiation dose including the deterministic and stochastic effects</li> <li>Understands and can define the dangers of foetal irradiation</li> </ul>
4. Demonstrates knowledge of pharmacology	<ul style="list-style-type: none"> <li>Knowledge of the characteristics, indications, and potential side effects of pharmaceuticals</li> <li>Understanding dose and means of administration</li> <li>Recognises adverse reactions and follows departmental procedure</li> <li>Understands the need to screen patients for co-morbidities</li> <li>Understands pharmaceutical side effects</li> </ul>

**Element 3: Demonstrates a broad and relevant knowledge of humanities and behavioural sciences as it relates to medical imaging**

Indicators	Cues
1. Understanding of sociological and psychological aspects of patient centred care	<ul style="list-style-type: none"> <li>Demonstrates knowledge of stresses/stressors and how they may impact on the patient</li> <li>Understands that patients will have anxieties and concerns relating to the investigation</li> </ul>
2. Demonstrates knowledge of behavioural and communication sciences, as they apply to patient centred care	<ul style="list-style-type: none"> <li>Understands that patients will react to, and cope differently with radiological procedures</li> <li>Understands the patient's communication and behaviour may change in response to the illness or injury</li> </ul>
3. Recognises the roles of physical and psychological preparation for imaging procedures	<ul style="list-style-type: none"> <li>Ensures the patient understands any instructions given</li> <li>Maintains a professional countenance when performing procedures</li> </ul>

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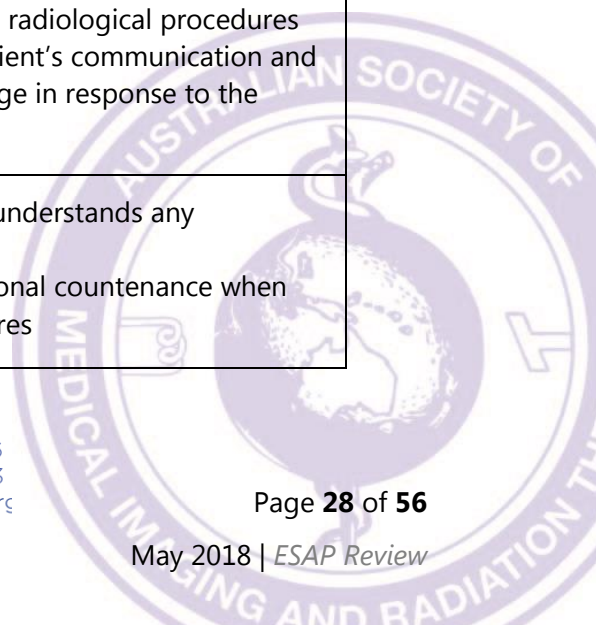
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<b>Element 4: Demonstrates a relevant and current knowledge of Information Technology</b>	
<b>Indicators</b>	<b>Cues</b>
1. Demonstrate knowledge of information technology	<ul style="list-style-type: none"> <li>• Knowledge and application of the appropriate information systems</li> </ul>
2. Demonstrates knowledge of information technology to communicate imaging information	<ul style="list-style-type: none"> <li>• Has a working knowledge of IT systems</li> <li>• Understands PACS</li> <li>• Understands digital imaging</li> </ul>

**Standard 3a.2 Demonstrates a broad and relevant knowledge of the practice underpinning medical imaging**

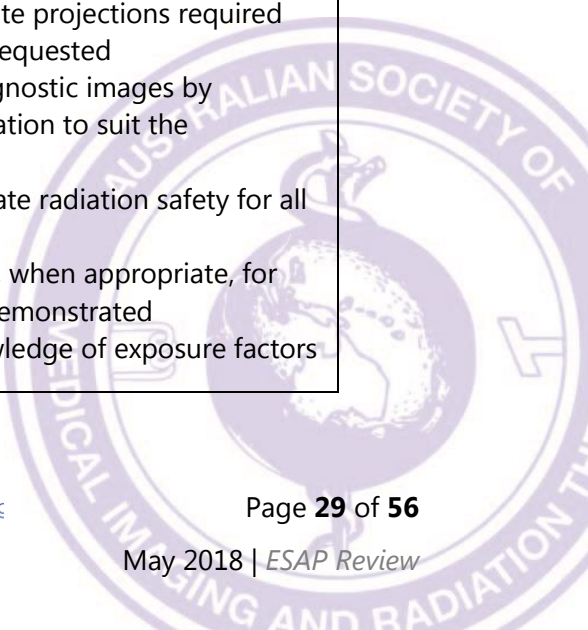
This standard refers to the clinical application of theoretical knowledge of medical imaging. It covers positioning, exposure selection, image interpretation, applications of medical imaging and the different imaging modalities, and the correct use of imaging equipment.

<b>Element 1: Demonstrates a thorough knowledge of the principles of medical imaging and their clinical application</b>	
<b>Indicators</b>	<b>Cues</b>
1. Demonstrates a thorough knowledge of patient and clinical assessment, positioning and immobilisation	<ul style="list-style-type: none"> <li>• Plans the procedure according to the individual patient, accounting for any modifications which may be required</li> <li>• Positions the area being examined considering anatomical landmarks, to ensure demonstration of the required anatomical structures</li> <li>• Performs procedures confidently and safely</li> <li>• Restricts beam appropriately</li> <li>• Uses accessory positioning and immobilisation devices when appropriate</li> <li>• Establishes appropriate projections required for the examination requested</li> <li>• Produces quality diagnostic images by adapting the examination to suit the circumstances</li> <li>• Undertakes appropriate radiation safety for all imaging</li> <li>• Uses grids and filters, when appropriate, for the anatomy being demonstrated</li> <li>• Has a thorough knowledge of exposure factors</li> </ul>

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	<ul style="list-style-type: none"> <li>• Undertakes all imaging, mindful of the need for infection control</li> </ul>
2. Demonstrates a thorough knowledge of the principles, clinical application and performance of general, emergency and mobile radiography	<ul style="list-style-type: none"> <li>• Has a thorough knowledge of CR and DR image receptors, and the differences between the two</li> <li>• Knowledge of, and can perform, the complete range of radiographic procedures</li> <li>• Understands the nature of trauma and emergency imaging</li> <li>• Participates as part of the patient care team</li> <li>• Acquires quality diagnostic images</li> <li>• Modifies imaging techniques to account for the patient's condition</li> <li>• Prioritises procedures so that high acuity cases take precedence</li> </ul>
3. Demonstrates a thorough knowledge of the principles, clinical application and performance of fluoroscopy and operating theatre	<ul style="list-style-type: none"> <li>• Ensures that all staff in the operating theatre are adhering to safe radiation practices</li> <li>• Knowledge and application of the complete range of fluoroscopic imaging procedures and the radiographer's role</li> <li>• Determines appropriate parameters for fluoroscopic screening</li> <li>• Acts as part of the team</li> <li>• Knowledge and application of the capabilities and use of a mobile image intensifier</li> </ul>
4. Demonstrates a knowledge of the principles, clinical application and performance of routine Computed Tomography (CT)	<ul style="list-style-type: none"> <li>• Knowledge and application of the range of procedures performed within CT</li> <li>• Ensures that authorisation of examination meets local Radiation Management Plan requirements</li> <li>• Perform routine procedures of the head, chest and abdomen and produces quality images in accordance with local protocols</li> <li>• Applies ALARA principle in CT setting</li> </ul>
5. Demonstrates and applies knowledge of paediatric radiation safety principles and techniques in all areas of medical imaging	<ul style="list-style-type: none"> <li>• Knowledge and understanding of the implications and importance of dose control in a paediatric context</li> <li>• Knowledge and understanding of paediatric specific anatomy and pathology</li> <li>• Knowledge and understanding of immobilisation for paediatric patients</li> </ul>
6. Uses established criteria to assess that image quality is of an acceptable standard	<ul style="list-style-type: none"> <li>• Verifies the patient demographics assigned to the images is accurate</li> <li>• Verifies that radiographic markers are present on each image, and that they are accurate</li> </ul>

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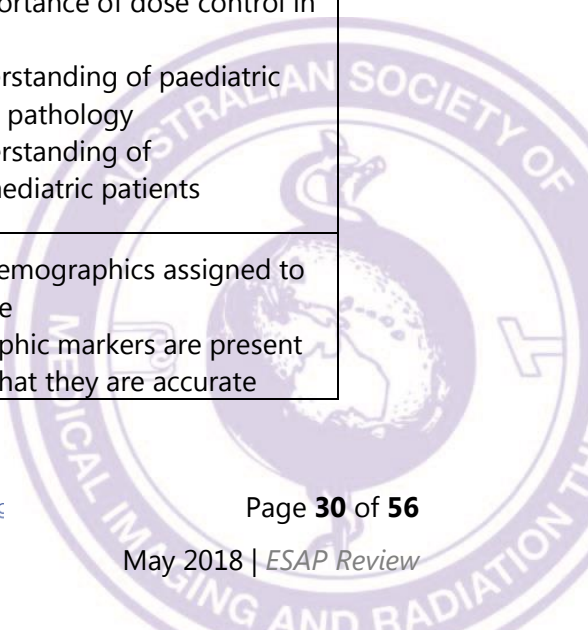
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	<ul style="list-style-type: none"> <li>• Determines the need for annotations</li> <li>• Ensures that any annotations applied are not obscuring patient anatomy</li> <li>• Ensures that the images are not compromised by artefact, and takes action if required</li> <li>• Determines whether the clinical question can be answered from the images obtained</li> </ul>
7. Demonstrates an appropriate knowledge of image interpretation	<ul style="list-style-type: none"> <li>• Recognises normal and abnormal appearances of diagnostic images and conveys this information appropriately to the relevant health professional, including documentation.</li> </ul>
8. Equipment is operated in an appropriate manner	<ul style="list-style-type: none"> <li>• Selects the appropriate imaging equipment for the examination being performed</li> <li>• Knowledge and application of how to use the imaging equipment safely and accurately</li> <li>• Identify malfunctioning equipment and take immediate remedial appropriate action</li> </ul>
9. Understands and complies with quality assurance processes	<ul style="list-style-type: none"> <li>• Complies with local quality assurance protocols</li> </ul>
10. Demonstrates a knowledge of monitoring and care of the patient	<ul style="list-style-type: none"> <li>• Demonstrates a high standard of patient care</li> <li>• Acknowledging and responding to the condition of the patient</li> </ul>
11. Demonstrates knowledge and clinical applications of medical imaging modalities	<ul style="list-style-type: none"> <li>• Knowledge and understanding of physics principles and applications of all medical imaging modalities</li> </ul>

## Element 2: Demonstrates a thorough knowledge of imaging practice

Indicators	Cues
1. Demonstrates a knowledge of a safe work environment	<ul style="list-style-type: none"> <li>• Understands and applies radiation protection principles</li> <li>• Operates equipment under the guidelines of the national radiation safety legislation</li> <li>• Ensures competency prior to operating equipment</li> <li>• Knowledge and application of occupational radiation dose standards</li> <li>• Uses and maintains personal protective equipment, including personal radiation monitoring as required</li> </ul>
2. Ensures safe practice is maintained	<ul style="list-style-type: none"> <li>• Delivers appropriate radiation dose to the patient</li> </ul>

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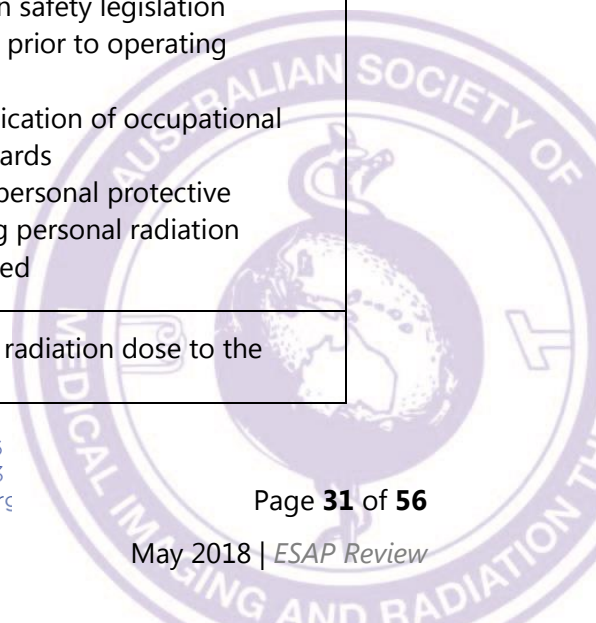
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according to the ALARA principle	<ul style="list-style-type: none"> <li>• Ensures appropriate patient preparation</li> <li>• Determines the most appropriate examination after reviewing clinical information and assessing the patient</li> <li>• Uses shielding devices when appropriate</li> <li>• Checks pregnancy status of all female patients of child-bearing age as per departmental protocol</li> </ul>
3. Demonstrates a thorough knowledge of the benefits of different imaging techniques and modalities	<ul style="list-style-type: none"> <li>• Advises other healthcare professionals about the benefits and limitations of the various imaging modalities</li> </ul>
4. Assumes responsibility for performance of appropriate medical imaging	<ul style="list-style-type: none"> <li>• Interprets requests and performs the appropriate examination</li> <li>• Discusses techniques and alternatives with the requesting doctor when indicated</li> <li>• Promotes diagnostic quality and safety with each examination</li> </ul>



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## Element 3: Demonstrates an understanding of imaging procedures to contribute effectively to healthcare team decision making

Indicators	Cues
1. Demonstrates a thorough knowledge/understanding of the healthcare team	<ul style="list-style-type: none"><li>• Understands the clinical implications associated with imaging procedures</li><li>• Understands the situations which are best addressed by a team approach</li></ul>
2. Demonstrates a thorough knowledge and understanding of request information	<ul style="list-style-type: none"><li>• Ensures that the request form is complete with all required information</li><li>• Understands the responsibility to recognise and act when an incorrect examination is requested</li></ul>
3. Demonstrates a thorough knowledge and understanding of adapting working practices to meet the needs of individual patients and situations	<ul style="list-style-type: none"><li>• Tailors the examination to the individual patient</li><li>• Reorganises workflow to account for emergencies and high priority situations</li></ul>

## Element 4: Demonstrates a thorough knowledge of information management and confidentiality

Indicators	Cues
1. Demonstrates a thorough knowledge of organisational and management structure	<ul style="list-style-type: none"><li>• Recognises the organisation and management of the department and how it fits within the health service as a whole</li></ul>
2. Demonstrates a thorough knowledge of information technology associated with radiography	<ul style="list-style-type: none"><li>• Has the appropriate level of computer skills required</li><li>• Understands the computer systems and programs relevant to the medical imaging department</li></ul>
3. Demonstrates a thorough knowledge/ understanding of confidentiality responsibilities related to information management	<ul style="list-style-type: none"><li>• Ensures patient data is stored in a secure, readily retrievable and permanent form</li><li>• Follows all local healthcare confidentiality protocols</li></ul>

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## Domain 3b: Knowledge and Understanding (Radiation Therapy)

Standard 3b.1	Demonstrates a broad and relevant knowledge and understanding of the key theoretical concepts underpinning Radiation Therapy
Standard 3b.2	Demonstrates a broad and relevant knowledge of the practice underpinning Radiation Therapy

This domain includes the core knowledge base, principles and concepts that are required in the practice of radiation therapy. Radiation Therapists are required to understand the principles of x-ray production and the benefits and risks associated with radiation therapy procedures. A thorough understanding of the key principles of radiation therapy practice is demonstrated. Practice will adhere to the ALARA principle. Knowledge of anatomy, physiology and pathology is essential for simulation, planning and treatment procedures. This domain also includes the psychosocial aspects of the radiation therapy experience, as well as the duty of care as radiation therapists should protect the patient and other staff members from unnecessary radiation dose.

### **Standard 3b.1 Demonstrates a broad and relevant knowledge and understanding of the key theoretical concepts underpinning Radiation Therapy**

This standard deals with the knowledge base required by radiation therapists to practice their profession skilfully, efficiently and safely. It covers knowledge of physics, anatomy, pathology, patient behavioural characteristics, and information technology.

<b>Element 1: Demonstrates a broad and relevant knowledge of the science of Radiation Therapy</b>	
<b>Indicators</b>	<b>Cues</b>
1. Demonstrates knowledge of simulation, planning and treatment of malignant and benign diseases	<ul style="list-style-type: none"> <li>• Knowledge of the application of ionising and non-ionising image production</li> <li>• Knowledge and use of the types of equipment used in radiation therapy</li> <li>• Knowledge of positioning and immobilisation for radiation therapy procedures</li> <li>• Knowledge of the rationale for selection of modality for treating malignant and benign disease</li> </ul>
2. Demonstrates knowledge of the risk benefit analysis involved in the practice of radiation therapy	<ul style="list-style-type: none"> <li>• Selection of appropriate protocols is based on consideration of all relevant risks</li> <li>• Justifies prescription, seeking further information as required</li> </ul>

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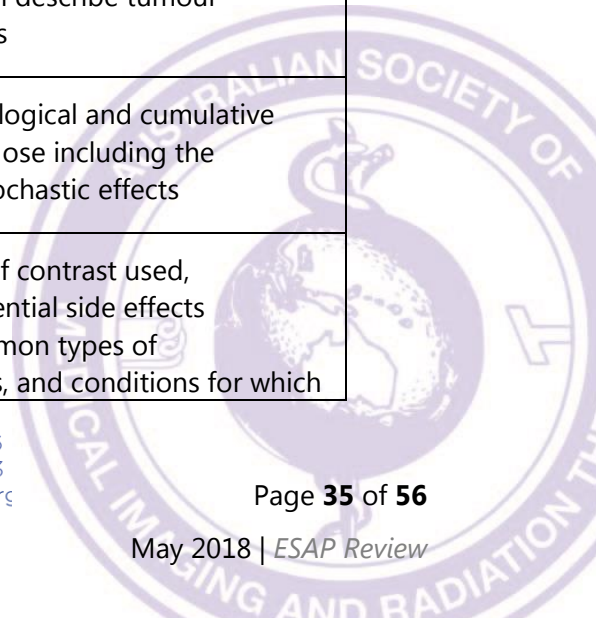
	<ul style="list-style-type: none"> <li>• Provides appropriate information to patients about radiation safety issues</li> <li>• Adheres to the ALARA principle</li> </ul>
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**Element 2: Demonstrates a broad and relevant knowledge of physical sciences as it relates to Radiation Therapy**

Indicators	Cues
1. Demonstrates knowledge of the physical principles of radiation therapy	<ul style="list-style-type: none"> <li>• Understands the physics of radiation, application and interaction with matter</li> <li>• Understands the principles of image formation in simulation and associated imaging modalities</li> </ul>
2. Demonstrates knowledge of principles of radiation dose, imaging technique and exposure factor selection	<ul style="list-style-type: none"> <li>• Understands and applies the principles of radiation therapy imaging</li> <li>• Applies the correct protocols when using on-board imaging to manage patient and target movement</li> <li>• Selects from the appropriate imaging modalities and adapts and modifies exposure factors to ensure accurate imaging</li> </ul>
3. Demonstrates knowledge of equipment and instrumentation and their principles, application and limitations	<ul style="list-style-type: none"> <li>• Understands the function of the equipment used for image production and treatment delivery</li> <li>• Uses all equipment safely and appropriately</li> </ul>

**Element 3: Demonstrates a broad and relevant knowledge of biological sciences as it relates to Radiation Therapy**

Indicators	Cues
1. Demonstrates knowledge of pathophysiology	<ul style="list-style-type: none"> <li>• Understands the signs, symptoms and mechanisms of the spread of cancer</li> <li>• Understands epidemiology and aetiology associated with the treated condition</li> <li>• Understands and can describe tumour classification systems</li> </ul>
2. Demonstrates knowledge of radiobiology	<ul style="list-style-type: none"> <li>• Understands the biological and cumulative effects of radiation dose including the deterministic and stochastic effects</li> </ul>
3. Demonstrates knowledge of pharmacology related to radiation therapy	<ul style="list-style-type: none"> <li>• Understands types of contrast used, indications, and potential side effects</li> <li>• Recognises the common types of chemotherapy drugs, and conditions for which</li> </ul>

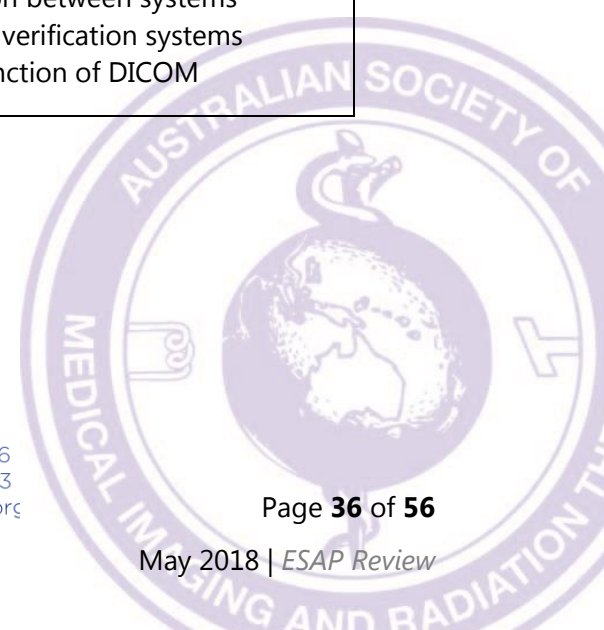


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	<p>they are used</p> <ul style="list-style-type: none"> <li>• Recognises the drugs commonly used for the relief of symptoms</li> <li>• Recognises adverse reactions and responds appropriately</li> </ul>
<b>Element 4: Demonstrate a broad and relevant knowledge of humanities and behavioural sciences as it relates to Radiation Therapy</b>	
Indicators	Cues
1. Demonstrates knowledge and understanding of psychosocial care	<ul style="list-style-type: none"> <li>• Understands that patients may have concerns relating to their condition</li> <li>• Understands how life stresses may impact on the patient and their significant others</li> </ul>
2. Demonstrates knowledge of behavioural and communication sciences, as applied to the care of those undergoing Radiation Therapy	<ul style="list-style-type: none"> <li>• Understands that illness can produce emotional reactions</li> <li>• Understands that patients may react and respond differently</li> <li>• Demonstrates empathy and understanding for the patient</li> <li>• Demonstrates knowledge and understanding of end of life care</li> </ul>
3. Recognises the roles of physical and psychological preparation	<ul style="list-style-type: none"> <li>• Provides an explanation of the procedure ensuring understanding prior to commencing</li> </ul>
<b>Element 5: Demonstrates relevant and current knowledge of Information Technology as it relates to Radiation Therapy</b>	
Indicators	Cues
1. Demonstrates relevant and current knowledge of information systems associated with radiation therapy	<ul style="list-style-type: none"> <li>• Understands the components and functional relationships of the systems used to capture data</li> <li>• Transfers information between systems</li> <li>• Understands image verification systems</li> <li>• Understands the function of DICOM</li> </ul>



## Standard 3b.2 Demonstrates the broad and relevant knowledge of the practice underpinning Radiation Therapy

This standard covers the clinical application of theoretical knowledge of radiation therapy. It covers positioning, simulation, image interpretation, applications and uses of the different imaging modalities, and the correct use of radiation therapy equipment.

Element 1: Demonstrates thorough knowledge of the principles of Radiation Therapy and their clinical application	
Indicators	Cues
1. Demonstrates thorough knowledge of patient assessment, positioning and immobilisation	<ul style="list-style-type: none"> <li>Assesses the patient to determine fitness to proceed</li> <li>Positions the area being planned, to ensure demonstration of the required anatomical structures considering anatomical landmarks</li> <li>Uses ancillary equipment to assist patient immobilisation and stabilisation</li> </ul>
2. Demonstrates a thorough knowledge of pre-treatment procedures	<ul style="list-style-type: none"> <li>Performs all procedures competently</li> <li>Positions patient and equipment correctly so that quality images are produced</li> <li>Recognises normal and abnormal appearance of images and conveys this information appropriately to the relevant health professional, including documentation</li> </ul>
3. Demonstrates a thorough knowledge of the planning rationale	<ul style="list-style-type: none"> <li>Determines the appropriate plan for the patient</li> <li>Presents recommendations for the appropriate modality to achieve required outcomes</li> </ul>
4. Demonstrates a thorough knowledge of imaging processes	<ul style="list-style-type: none"> <li>Determines and applies the correct protocols for treatment verification imaging</li> <li>Knowledge of the capabilities, application and use of equipment in imaging for planning purposes</li> </ul>
5. Demonstrate a thorough knowledge of the operation of equipment	<ul style="list-style-type: none"> <li>Understands the applications and limitations of radiation therapy equipment</li> <li>Ensures that the correct radiation therapy equipment is used</li> <li>Uses radiation therapy equipment appropriately</li> <li>Recognises faulty or unsafe equipment and</li> </ul>

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	responds appropriately
6. Demonstrates a thorough knowledge of quality assurance (QA procedures)	<ul style="list-style-type: none"> <li>• Knowledge and application of procedures used in QA, and follows department policies and procedures</li> </ul>
7. Demonstrate a thorough knowledge of monitoring and care of the patient	<ul style="list-style-type: none"> <li>• Ensures that the patient is continuously monitored and referred to the interprofessional team as appropriate</li> </ul>
8. Demonstrate a thorough knowledge of the principles of patient management	<ul style="list-style-type: none"> <li>• Understands the patient's clinical pathway and acts accordingly</li> <li>• Works with the team to ensure timely delivery of procedures</li> </ul>
9. Demonstrate knowledge of contemporary modalities associated with radiation therapy	Applies knowledge of contemporary modalities

**Element 2: Demonstrate a thorough knowledge of Radiation Therapy procedures and their application to patient welfare**

Indicators	Cues
1. Demonstrate knowledge of radiation safety and protection policies	<ul style="list-style-type: none"> <li>• Understands and applies radiation protection principles</li> <li>• Operates equipment safely</li> <li>• Practice is maintained according to the ALARA principle</li> </ul>
2. Demonstrate knowledge of imaging techniques	<ul style="list-style-type: none"> <li>• Advises requirements for imaging modalities</li> <li>• Performs imaging as required</li> </ul>
3. Evaluate radiation therapy images	<ul style="list-style-type: none"> <li>• Determine whether the images produced meet the requirements</li> <li>• Determine whether further imaging is required.</li> <li>• Recognises normal and abnormal appearances of images and conveys this information appropriately to the relevant health professional, including documentation</li> </ul>
4. Demonstrate a thorough knowledge of critical organ doses	<ul style="list-style-type: none"> <li>• Demonstrates knowledge of organs at risk and applies the appropriate tolerances</li> <li>• Ensures dose to organs at risk is documented</li> </ul>

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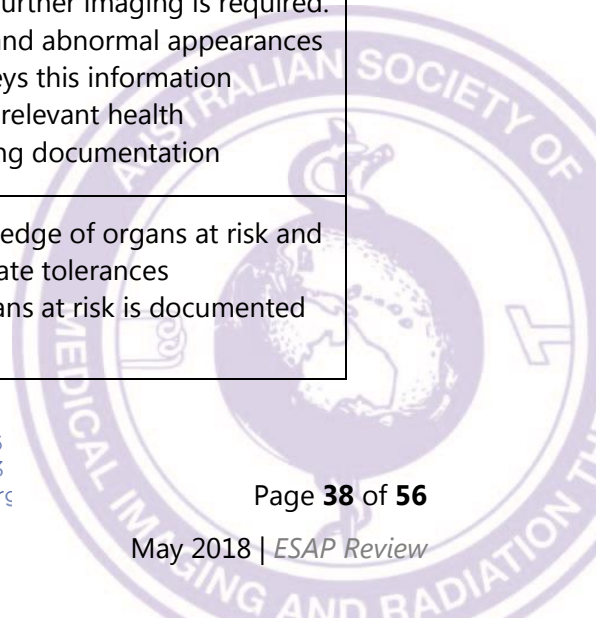
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<b>Element 3: Demonstrate an understanding of Radiation Therapy procedures to contribute effectively to interprofessional team decision - making</b>	
<b>Indicators</b>	<b>Cues</b>
1. Demonstrate a thorough knowledge and understanding of the interprofessional team in the care of the patient	<ul style="list-style-type: none"> <li>• Recognises the role of the interprofessional team in the care of the patient</li> <li>• Assumes an active role in the clinical performance of the interprofessional team</li> </ul>
2. Demonstrate a thorough knowledge and understanding of referral information	<ul style="list-style-type: none"> <li>• Recognises and takes appropriate action based on referral information</li> </ul>
3. Demonstrate a thorough knowledge and understanding of a patient centred approach	<ul style="list-style-type: none"> <li>• Applies a patient centred approach</li> </ul>
<b>Element 4: Demonstrate a thorough knowledge of information management</b>	
<b>Indicators</b>	<b>Cues</b>
1. Demonstrate a thorough knowledge of organisational and management structure	<ul style="list-style-type: none"> <li>• Recognise the management of the organisation and how it fits within the health service</li> </ul>
2. Demonstrate knowledge of information technology	<ul style="list-style-type: none"> <li>• Understands and is competent in the use of relevant computer systems and programs</li> </ul>

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## Domain 4: Critical Thinking and Evaluation

Standard 4.1	Assesses clinical situations, determines the key issues and delivers quality outcomes
Standard 4.2	Evaluates and implements processes and procedures for ensuring quality outcomes
Standard 4.3	Analyses and respond to problems related to patients' procedure and care
Standard 4.4	Analyses and respond to problems of operation and management
Standard 4.5	Initiates and evaluates research outcomes and incorporate into evidence based practice where relevant

This domain encompasses the ability of the MRP to think critically, creatively and reflectively. It covers the use of effective evaluation methods for assessing each individual clinical situation, and formulating an appropriate course of action for dealing with the situation. The ability to reflect critically on one's own methods, and review and modify when indicated, is an essential component of effective clinical practice. Another key requirement is the identification of problems in the clinical arena and the application of problem solving skills. Research and evidence based practice is a component of this domain.

### Standard 4.1 Assess clinical situations, determines the key issues and deliver a quality outcome

This standard relates to clinical reasoning and judgment and their role in providing quality clinical services to patients. The MRP's ability to provide safe, high-quality care is dependent upon their ability to reason, think, and apply problem solving skills to their clinical practice. Critical thinking is an essential skill in the ongoing provision of excellent clinical care.

Element 1: Apply critical thinking and problem solving skills to formulate appropriate clinical decisions	
Indicators	Cues
1. Evaluate the referral and respond to ensure the procedure is delivered appropriately and accurately	<ul style="list-style-type: none"> <li>Use professional judgement to ensure appropriate technique and equipment is utilised</li> <li>Address any issues with requesting physicians</li> <li>Tailor each procedure to the patient's needs and condition</li> </ul>
Element 2: Apply critical thinking skills to time management and resource use	
Indicators	Cues

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1. Manage time and resources	<ul style="list-style-type: none"> <li>Efficiently uses resources while maintaining standards of clinical practice and patient care</li> <li>Assume responsibility for own work ethics and attitude</li> </ul>
2. Work safely and accurately within time management constraints	<ul style="list-style-type: none"> <li>Manage time effectively, including prioritisation of work load whilst safely delivering high standards of care</li> </ul>
<b>Element 3: Evaluation of the appropriateness of the clinical information provided</b>	
<b>Indicators</b>	<b>Cues</b>
1. Evaluate the appropriateness of patient information provided	<ul style="list-style-type: none"> <li>Ensures sufficient clinical information has been provided</li> <li>Seeks additional information from the referring doctor if required</li> <li>Confirms and seeks information from the patient</li> </ul>

## Standard 4.2 Evaluate and implement processes and procedures for ensuring quality outcomes

This standard looks at the evaluation processes used to establish continuous quality improvement. It aims to ensure that procedures developed are based on patients' needs and that procedures are based on predetermined protocols. This standard also incorporates self-evaluation and reflective practice, which improves the quality of care, and leads to increased professional growth and development.

<b>Element 1: Ensure all procedures are provided in accordance with definitive protocols and standards of practice</b>	
<b>Indicators</b>	<b>Cues</b>
1. Knowledge of and compliance with standard procedures	<ul style="list-style-type: none"> <li>Departmental protocols for standard procedures are known and adhered to</li> </ul>
<b>Element 2: Evaluate personal practice on an ongoing basis</b>	
<b>Indicators</b>	<b>Cues</b>
1. Collect, review and interpret a range of information from a range of sources	<ul style="list-style-type: none"> <li>Undertakes ongoing critical reflection to constantly improve skills and knowledge base</li> <li>Collects and analyses data on actual performance</li> <li>Seeks and considers feedback on performance from supervisors and peers with a</li> </ul>

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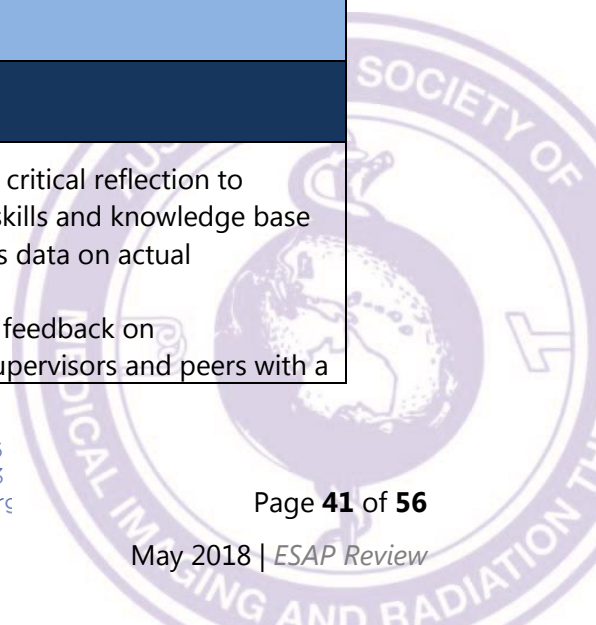
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	goal of continual improvement
<b>Element 3: Ability to audit, reflect upon and review individual professional practice</b>	
<b>Indicators</b>	<b>Cues</b>
1. Audits practice by reflecting on, and reviewing performance	<ul style="list-style-type: none"> <li>• Undertakes regular self-evaluation and reflects on clinical practice methods</li> <li>• Benchmark personal practice</li> <li>• Identify and implement corrective actions</li> </ul>
2. Recognise different sources of feedback on professional performance	<ul style="list-style-type: none"> <li>• Describes the reflective learning and peer review processes</li> <li>• Feedback is sought from supervisors and peers with a goal of continual improvement</li> <li>• Participates in self-assessment processes</li> <li>• Seeks and understands regular performance review</li> </ul>
<b>Element 4: Analyse and document issues related to reportable incidents, with recommendations for future corrective actions</b>	
<b>Indicators</b>	<b>Cues</b>
1. Ensure incidents are actioned promptly and appropriately through compliance with local protocols	<ul style="list-style-type: none"> <li>• Incidents are reported immediately and any appropriate remedial actions taken</li> <li>• Is aware of local protocols for incident reporting</li> <li>• Incidents are documented using the appropriate channels clearly and completely in a timely fashion</li> <li>• Understands the need to be accountable</li> </ul>

### Standard 4.3 Analyses and responds to problems related to patient procedure and care

This standard relates to the ability of MRPs to access, and interpret clinical information and apply professional judgement to formulate an objective response. It looks at their capacity to recognise and define problems within the patient care setting, and to develop a strategy to solve these. It also incorporates evaluation of the proposed solution.

<b>Element 1: Identify problems as they arise in clinical practice</b>	
<b>Indicators</b>	<b>Cues</b>
1. Reflect upon clinical practice to recognise potential problems as	<ul style="list-style-type: none"> <li>• Predicts potential problems, report/document hazards and reacts appropriately to prevent the problem or minimise its effect</li> </ul>

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they arise	<ul style="list-style-type: none"> <li>• Address problems which directly impact on immediate workflow as they occur</li> </ul>
2. Analyses the reason for the problem	<ul style="list-style-type: none"> <li>• Ascertains and describes the cause of problems</li> <li>• Analyses and describes factors which may lead to an escalation of the issue</li> <li>• Identifies all involved factors to ensure a comprehensive understanding of the problem</li> </ul>
<b>Element 2: Apply knowledge and experience to solve problems and ensure care is delivered to achieve best practice</b>	
<b>Indicators</b>	<b>Cues</b>
1. Develops a plan for resolving the problem.	<ul style="list-style-type: none"> <li>• Explores options to resolve the issue</li> <li>• Applies critical thinking and problem-solving strategies when indicated</li> <li>• Selects the most appropriate solution for the best possible outcome.</li> </ul>
2. Uses a collaborative approach to reach a resolution	<ul style="list-style-type: none"> <li>• Communicate and consult with other parties with the aim to find a solution which suits all affected</li> <li>• Gain the cooperation of all parties in the implementation of the agreed solution to the problem</li> </ul>
<b>Element 3: Monitors and reviews the issue and modifies solutions as required</b>	
<b>Indicators</b>	<b>Cues</b>
1. Reviews the situation once a solution has been established and implemented	<ul style="list-style-type: none"> <li>• Regularly reviews the situation to ensure that the solution is appropriate</li> <li>• Identifies the need for further action if required</li> </ul>
<b>Element 4: Apply reasoning and problem solving skills to determine appropriate clinical decisions</b>	
<b>Indicators</b>	<b>Cues</b>
1. Manage non-standard situations	<ul style="list-style-type: none"> <li>• Continue to acquire and apply a strong knowledge base of the principles of medical radiation sciences and uses this knowledge to make informed decisions regarding clinical practice in non-standard situations</li> <li>• Undertakes the examination or procedure based on all factors including the patient's condition, and applies the most appropriate</li> </ul>

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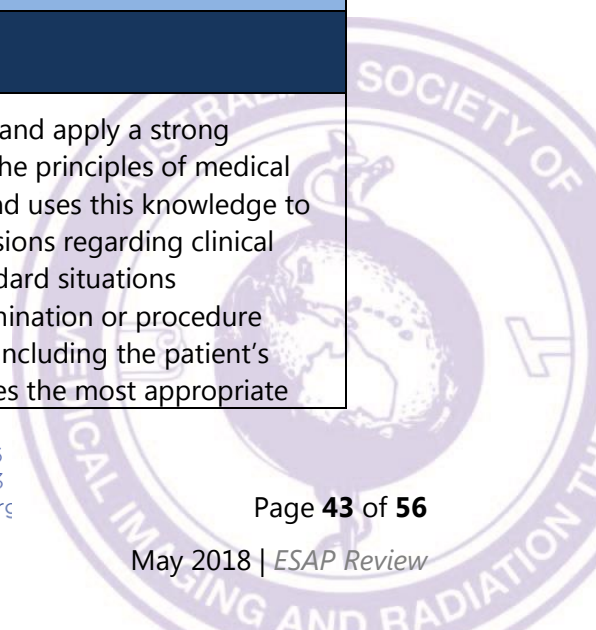
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	technique
2. Respond effectively to emergent needs	<ul style="list-style-type: none"> <li>Makes decisions including modifying or halting the procedure according to the changing situation and the patient's needs</li> </ul>
<b>Element 5: Reflect upon decisions to modify future practices</b>	
<b>Indicators</b>	<b>Cues</b>
1. Adopt a questioning approach	<ul style="list-style-type: none"> <li>Understands and engages in reflective practice</li> </ul>
2. Reflect upon practice modifications and their impact	<ul style="list-style-type: none"> <li>Plans and modifies approach as a result of reflection</li> <li>Evaluates the changes and determines the potential to incorporate them into standard practice</li> </ul>

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## Standard 4.4 Analyses and responds to problems of operation and management

This standard deals with analysing and defining issues and suggesting improvement strategies that focus on delivering quality patient care, whilst operating as efficiently as possible.

Element 1: Identify problems and apply systematic and logical approaches to their resolution	
Indicators	Cues
1. Identify the problem and seek an effective solution	<ul style="list-style-type: none"><li>• Investigates situations, determines problems, and identifies all potential solutions</li><li>• Involve other professionals as needed</li></ul>
Element 2: Initiate resolution of problems to ensure prescribed protocols are maintained	
Indicators	Cues
1. Initiate resolution	<ul style="list-style-type: none"><li>• Demonstrates personal initiative and is able to initiate resolution of problems</li><li>• Develops techniques to determine solutions to clinical problems not previously encountered</li><li>• Ensure information is shared with appropriate persons</li></ul>

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## Standard 4.5 Evaluate and implement research outcomes and incorporate into practice where relevant

This standard deals with the MRP's ability to critically evaluate published research, and identify strengths and weaknesses. It also covers judging the overall quality of research regarding its application to clinical practice, and incorporation of research into clinical practice when appropriate.

Element 1: Evaluate the appropriateness of implementing research findings into practice	
Indicators	Cues
1. Analytical approach to research used	<ul style="list-style-type: none"> <li>Research is critically evaluated with respect to clinical questions</li> </ul>
2. Newly gained knowledge is considered in the context of its application to clinical practice	<ul style="list-style-type: none"> <li>Demonstrates analytical skills when evaluating current research</li> <li>Knowledge obtained from conferences, workshops and seminars is shared, discussed and reviewed</li> </ul>
Element 2: Apply research and evaluation findings to practice	
Indicators	Cues
1. Seeks to apply newly gained knowledge in the clinical environment	<ul style="list-style-type: none"> <li>Consider how research findings can be implemented into clinical practice</li> <li>Seeks to introduce research finding into practice</li> <li>Research findings are discussed with colleagues</li> </ul>
2. Engage in evidence based practice	<ul style="list-style-type: none"> <li>Facilitates evidence-based decision making to improve patient outcomes</li> <li>Applies an evidence-based approach to daily practice</li> <li>Uses evidence base when proposing new protocols</li> </ul>

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## Domain 5: Service Delivery and Clinical Management

Standard 5.1	Management of quality issues relating to effective practice
Standard 5.2	Demonstrates effective clinical management of individuals
Standard 5.3	Contributes to maintaining a safe working environment
Standard 5.4	Plans resources for service delivery

### Standard 5.1 Management of quality issues relating to effective practice

This standard encompasses the responsibility MRPs have for ensuring the quality of professional services is maintained and improved for the benefit of patients. It deals with quality control and quality assurance activities, including those which are regulated through official accreditation pathways, and those undertaken to ensure the equipment is functioning appropriately, and that the imaging produced, or therapeutic procedure delivered, is of the highest standard.

Element 1: Evaluates the quality of practice in the clinical setting	
Indicators	Cues
1. Understands the principles of quality assurance, clinical audit and risk assessment	<ul style="list-style-type: none"> <li>Understands the quality assurance processes relevant to their profession</li> <li>Recognises the need to monitor and evaluate practice to maintain high quality service and role in risk management</li> <li>Contributes to the maintenance of documented evidence of quality assurance activities</li> <li>Understands the role of audit and review as it relates to quality assurance</li> <li>Understands the role quality assurance procedures play in risk management</li> <li>Follows the risk management process and protocols as defined by the workplace</li> </ul>
2. Routine clinical practice is evidence based	<ul style="list-style-type: none"> <li>Complies with policies and procedures for procedure methods that are consistent with professional standards</li> <li>Recognises that quality improvement is a continuous process incorporating new developments and standards of practice</li> </ul>

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<b>Element 2: Contributes to quality assurance procedures</b>	
<b>Indicators</b>	<b>Cues</b>
1. Contributes to risk assessment, audit and quality assurance	<ul style="list-style-type: none"> <li>• Participates in departmental quality assurance programmes</li> <li>• Works towards continual improvement</li> <li>• Assesses the risk of activities in the clinical setting and manages the risk in an appropriate manner</li> </ul>
2. Evaluates results and takes appropriate action when indicated	<ul style="list-style-type: none"> <li>• Ensures all values achieved in quality assurance tests fall within the predetermined limits</li> <li>• Repeats tests when necessary and takes corrective action</li> <li>• Reports problems relating to equipment in the appropriate manner</li> <li>• Reports the potential risks to the relevant parties</li> <li>• Ensures corrective action is taken</li> </ul>
<b>Element 3: Contributes to enhanced service quality</b>	
<b>Indicators</b>	<b>Cues</b>
1. Understands the patient's right to receive safe and high quality diagnostic or therapeutic services	<ul style="list-style-type: none"> <li>• Ensures a high quality service is delivered to all patients by maintaining professional standards</li> </ul>
2. Understands the means by which the quality of diagnostic or therapeutic services can be maintained and improved	<ul style="list-style-type: none"> <li>• Applies quality assurance and quality improvement methods</li> </ul>
3. Accepts responsibility for assuring the quality of professional services provided	<ul style="list-style-type: none"> <li>• Identifies mechanisms through which the quality of professional services can be maintained and improved</li> <li>• Complies with policies and procedures which are conducive to quality practice</li> </ul>
4. Seeks continuous improvement in service quality	<ul style="list-style-type: none"> <li>• Promotes an environment of continuous improvement by participating in quality improvement or quality assurance activities and reviewing workplace practices</li> </ul>

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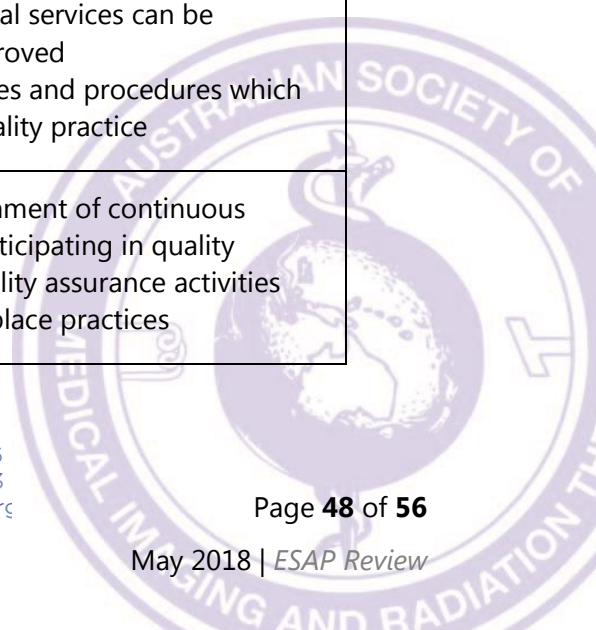
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5. Shows initiative in implementing and evaluating changes to practice	<ul style="list-style-type: none"> <li>Manages change within the evolving medical imaging or therapeutic environment</li> </ul>
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## Standard 5.2 Demonstrate effective clinical management of patients

This standard relates to the radiographer or radiation therapist's responsibility to ensure that the procedures carried out are applicable and relevant for the patient's. It covers compliance with standard procedures, documentation, and collaboration with other members of the professional team to confirm that patients have the optimum outcome from each procedure.

Element 1: Document and apply clinical procedures	
Indicators	Cues
1. Prepare and accurately document clinical procedures	<ul style="list-style-type: none"> <li>Maintains appropriate, accurate, and legible records</li> </ul>

Element 2: Participate in patient care in consultation with the team	
Indicators	Cues
1. Recognition of the patients progress through the management of their condition in the context of the interprofessional team	<ul style="list-style-type: none"> <li>Collaborates with other members of the healthcare team to make procedure recommendations that facilitate quality patient care</li> </ul>
2. Determines the appropriate examination for the patient condition	<ul style="list-style-type: none"> <li>Determines and selects appropriate examination and technique based on established protocols</li> </ul>
3. Initiates the appropriate patient care at all stages of procedure	<ul style="list-style-type: none"> <li>Provides the appropriate care</li> </ul>
4. Evaluates each clinical situation and the range of available and appropriate interventions that may be required in a timely fashion	<ul style="list-style-type: none"> <li>Has knowledge of and is able to implement the procedure to follow in case of a clinical emergency</li> </ul>
5. Make judgments from the verbal and physical presentation of a patient and information from	<ul style="list-style-type: none"> <li>Procedures are tailored to the patient based on the information collected</li> </ul>

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referring practitioners	
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## Standard 5.3 Contribute to maintaining a safe working environment

This standard deals with the responsibility each radiographer or radiation therapist has by law to maintain the working environment in a safe and hazard-free state. It covers risk management, personal, staff and patient safety.

Element 1: Accepts responsibility for maintaining a safe working environment.	
Indicators	Cues
1. Understands the need to maintain a safe working environment	<ul style="list-style-type: none"> <li>Maintains the work environment in compliance with Occupational Health and Safety legislation</li> <li>Maintains on-going competencies according to WHS legislation</li> </ul>
2. Knowledge of risk management protocols	<ul style="list-style-type: none"> <li>Complies with risk management protocols</li> <li>Maintains knowledge of safety procedures</li> </ul>
3. Maintains workplace safety	<ul style="list-style-type: none"> <li>Complies with workplace safety policies and procedures</li> <li>Promotes a safety culture within the work environment</li> <li>Identifies potential hazards and deals with them effectively</li> <li>Acts to ensure that the physical and radiation safety of all personnel in the workplace is maintained</li> </ul>
4. Complies with workplace security systems and policies	<ul style="list-style-type: none"> <li>Understands the key security systems for the workplace</li> </ul>

## Standard 5.4 Plan resources for service delivery

This standard relates to the ability of MRPs to prioritise workload and work flow to make the best use of available resources. It encompasses the requirement to plan for predicted workload and ensure resources will be sufficient to meet workload demands.

Element 1: Confirms resources are sufficient for the workload	
Indicators	Cues
1. Understands the need to provide adequate staffing levels	<ul style="list-style-type: none"> <li>Considers workload and staffing levels in order to maintain standards of patient care</li> </ul>

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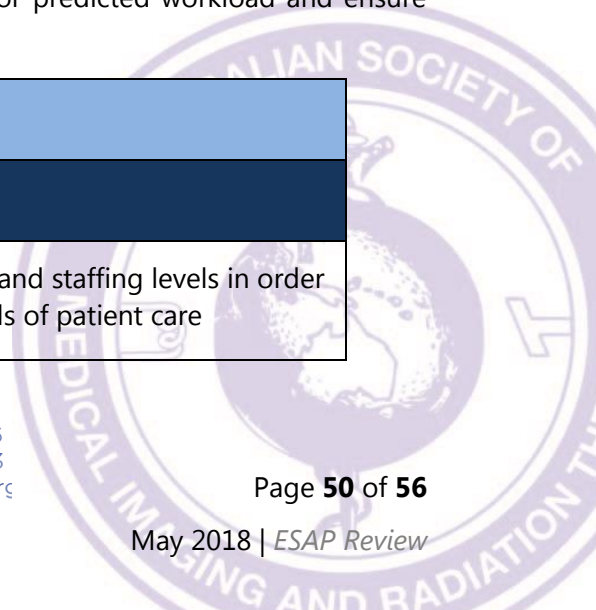
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2. Ensures accessory equipment and stock is adequate for the workload	<ul style="list-style-type: none"> <li>Ensures adequate accessory equipment and stock are available for workload</li> </ul>
<b>Element 2: Manages resources appropriately</b>	
<b>Indicators</b>	<b>Cues</b>
1. Makes best use of available resources	<ul style="list-style-type: none"> <li>Effectively manages resources according to the workload</li> </ul>
2. Ensure waste products are disposed of safely	<ul style="list-style-type: none"> <li>Follows protocols for the disposal of sharps and biohazardous waste</li> </ul>

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## Domain 6: Lifelong Learning

Standard 6.1	Demonstrates commitment to ongoing professional development
Standard 6.2	Participates in the training of students and graduate practitioners
Standard 6.3	Participates in guiding the learning of others
Standard 6.4	Participates in research relating to practice

### Standard 6.1 Demonstrates commitment to ongoing professional development

This standard covers acceptance and understanding of, and commitment, to the concept of continuing professional development which is essential to maintain and enhance professional skills and knowledge. It is essential that MRPs keep current with developments, trends and technologies, in all areas relevant to their professional activity.

Element 1: Commits to lifelong learning	
Indicators	Cues
1. Understands the importance of lifelong learning and commits to participation	<ul style="list-style-type: none"> <li>Understands the role lifelong learning plays in professional development, in delivering contemporary quality procedures</li> <li>demonstrates evidence of lifelong learning relevant to their profession</li> </ul>
Element 2: Uses professional practice standards to assess own performances	
Indicators	Cues
1. Critically reflects on own professional knowledge	<ul style="list-style-type: none"> <li>Identifies and acknowledges limitations to knowledge</li> <li>Determines own educational needs</li> </ul>
Element 3: Participates regularly in continuing professional development	
Indicators	Cues
1. Engages in and reflects upon professional development	<ul style="list-style-type: none"> <li>Compares learning and development accomplishments with previously determined goals to ensure they are being met</li> </ul>

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	<ul style="list-style-type: none"> <li>• Maintains continuing professional development throughout career</li> <li>• Employs strategies for continually developing knowledge and skills</li> <li>• Takes full advantage of educational opportunities</li> <li>• Maintains a record of involvement in continuing professional development</li> </ul>
2. Demonstrates an understanding of developments and trends in radiography or radiation therapy	<ul style="list-style-type: none"> <li>• Undertakes education to ensure current knowledge of advancements in medical imaging and radiation therapy</li> <li>• Takes responsibility to upskill in line with technological developments and updating personal knowledge base</li> <li>• Undertakes appropriate education related to new areas of clinical practice</li> <li>• Understanding of complimentary practice in complimentary services of the multi-disciplinary team</li> </ul>
<b>Element 4: Participates in training programs related to the introduction of new technologies and procedures</b>	
<b>Indicators</b>	<b>Cues</b>
1. Undertakes applications training following the installation of new equipment	<ul style="list-style-type: none"> <li>• Reads the appropriate manuals regarding operation and safe use of equipment before use</li> <li>• Participates in appropriate training on new equipment prior to using</li> <li>• Ensure competency requirements are met prior to unsupervised use</li> <li>• Ensures knowledge and understanding of limitations and capabilities of new equipment</li> <li>• Implements any required practice change</li> </ul>

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<b>Element 5: Commits to the development of the profession</b>	
<b>Indicators</b>	<b>Cues</b>
1. Participates in activities of the Australian Society of Medical Imaging and Radiation Therapy	<ul style="list-style-type: none"> <li>• Understands the benefits to the individual of participating in the professional organisation</li> </ul>
2. Undertakes activities to advance the profession	<ul style="list-style-type: none"> <li>• Supports activities involved in research, investigation and publication for the advancement of radiography and radiation therapy as a profession</li> <li>• Is an ambassador for the medical radiation science profession</li> </ul>

**Standard 6.2 Participates in the education and training of students and graduate practitioners**

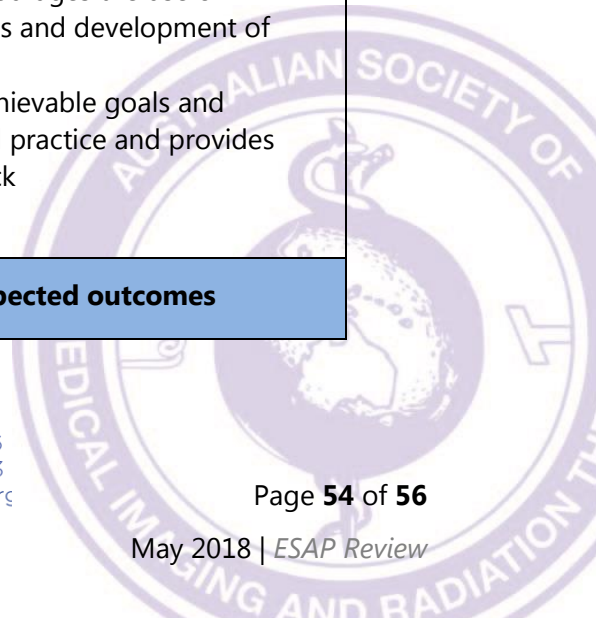
This standard relates to the responsibility MRPs have in assisting students and graduates to acquire the knowledge, skills and attitudes required by the ASMIRT for professional practice. It also deals with the role feedback provides during the learning process.

<b>Element 1: Participates in education of students and graduates undertaking supervised clinical practice</b>	
<b>Indicators</b>	<b>Cues</b>
1. Engages in provision of appropriate clinical practice for students and graduates relevant to their stage of education and experience	<ul style="list-style-type: none"> <li>• Supports students and graduates to gain the maximum experience from procedures they undertake</li> <li>• Recognises the importance of maintaining a positive attitude and role modelling expected behaviours' and attitudes</li> <li>• Facilitates experiential learning under supervision by providing learning opportunities which are relevant and diverse</li> <li>• Communicates information, ideas and techniques, and encourages the use of problem solving skills and development of reflective practice</li> <li>• Helps set specific achievable goals and outcomes for clinical practice and provides constructive feedback</li> </ul>
<b>Element 2: Evaluates the progress of students towards expected outcomes</b>	

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Indicators	Cues
1. Provide formal and informal feedback arising from training provided	<ul style="list-style-type: none"> <li>Evaluates performance against established criteria for the learning objectives and the clinical placement restrictions</li> <li>Provides specific, objective and accurate feedback in a timely and supportive manner</li> </ul>

### Standard 6.3 Participates in supporting the learning of others

This standard relates to the role MRPs have as health professionals to disseminate their knowledge, experience and expertise to their colleagues, health professionals from other disciplines and promotion of the profession to the wider community

Element 1: Contributes to learning experiences and professional development of others	
Indicators	Cues
1. Participates in communication that will educate staff, patients and wider community	<ul style="list-style-type: none"> <li>Engages in educating staff and the public about medical imaging or radiation therapy practice</li> <li>Ensures that the information presented is evidence based, accurate and current</li> </ul>
2. Participates in formal and informal education opportunities involving colleagues and peers	<ul style="list-style-type: none"> <li>Undertakes formal or informal education sessions with the multi-disciplinary team</li> <li>Presents or contributes to multi-disciplinary team education sessions</li> </ul>

### Standard 6.4 Supports research relating to practice

This standard looks at the development of a sound scientific research base to inform service planning and decision-making. MRPs should support ways to increase research capacity within their practice and incorporate initiatives for continual improvement to clinical outcomes.

Element 1: Demonstrates an understanding of the significance of research in contemporary practice	
Indicators	Cues
1. Recognises the value of research in the development of the practice of radiography or radiation therapy	<ul style="list-style-type: none"> <li>Understands the relevance of research for improving health outcomes</li> </ul>
2. Demonstrates an understanding of the relevant research methods to	<ul style="list-style-type: none"> <li>Is aware of a range of different research methods and how they can be applied</li> </ul>

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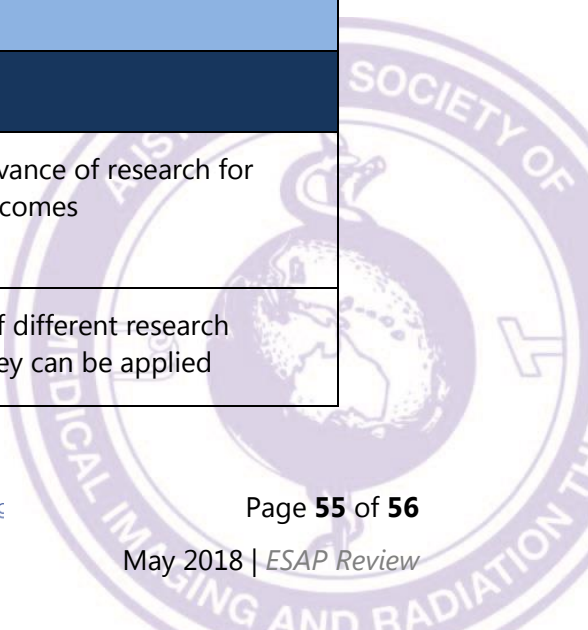
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the practice of radiography or radiation therapy	
3. Recognises the impact of research on contemporary practice	<ul style="list-style-type: none"> <li>Disseminates findings of research activities with the profession</li> <li>Evaluates new evidence based methods and incorporates them into own practice</li> </ul>
<b>Element 2: Demonstrates knowledge of research as it relates to Radiography or Radiation therapy</b>	
<b>Indicators</b>	<b>Cues</b>
1. Demonstrates knowledge of ethical requirements for research	<ul style="list-style-type: none"> <li>Conducts research in accordance with all institutional ethics committees, and complies with the ethical requirements outlined by the relevant State, National and International organisations</li> <li>Distinguishes between ethical and non-ethical research</li> </ul>
2. Demonstrates knowledge of principles of evidence based practice	<ul style="list-style-type: none"> <li>Uses current evidence to aid in decision making</li> <li>Understands how to review and critically evaluate literature with respect to research methodology, data collection and analysis</li> </ul>
<b>Element 3: Support developments in the science and practice of radiography and radiation therapy</b>	
<b>Indicators</b>	<b>Cues</b>
1. Support developments in the practice of radiography and radiation therapy	<ul style="list-style-type: none"> <li>Contribute to the development of the radiography and radiation therapy knowledge base</li> <li>Identifies areas within practice which may benefit from scientific investigation</li> </ul>

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