



UNITED ARAB EMIRATES
MINISTRY OF HIGHER EDUCATION
& SCIENTIFIC RESEARCH

Clinical Training Guidelines



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Introduction

These guidelines outline the essential requirements and expectations for establishing effective clinical training partnerships between Higher Education Institutions (HEIs) and clinical training sites. They aim to ensure clear collaboration, define roles and responsibilities, and promote high-quality clinical training experiences for Health Professions Education (HPE) students. These guidelines are applicable to all health professions programs at all QFEmirates 2024 qualification levels that require clinical and practical training as a part of their program completion requirements.

Clinical training serves as a vital bridge between education and employment. By engaging in structured clinical training:

- Students gain exposure to workplace dynamics, industry expectations, and the soft skills required for long-term career success.
- Healthcare Facilities/Clinical Training Sites contribute to skills and competencies development and strengthen ties with the education sector.
- Higher Education Institutions ensure program content stays relevant and remains closely aligned with labor market needs.

These guidelines are part of the Ministry of Higher Education and Scientific Research's ongoing efforts to enhance the quality of the higher education sector and support students' readiness to acquire career-related skills and knowledge. To ensure the success of clinical placements, collaboration between higher education institutions, clinical training sites, and students must be guided by clear expectations, strong communication, and mutual accountability. Accordingly, these guidelines specify the requirements of clinical training based on Article 3 in Ministerial Resolution No. (220) of 2025 regarding Licensure of Higher Education Institutions and Accreditation of Academic Programs, and Ministerial Resolution No. (173) of 2025 on the "Governance of Higher Education Institutions' Obligations with Respect to Students' Work Experience Training." It is important to note that these guidelines refer to the "Work Experience Guidelines" published by the Ministry in September 2025, which define MoHESR's oversight of students' work experience

It is important to note that this document refers to the following sections of "Work Experience Guidelines" published by the Ministry in September 2025:

1. Definitions
2. MoHESR oversight of student's work experience.
3. Breach of Obligations

Students inquires:

- Students are encouraged to report any concerns regarding fraudulent or ineffective clinical training to their higher education institutions through the official channels provided by the institution.
- If the concern is not addressed at the institutional level, students should escalate the issue to the Ministry using the following channels:
 - **Mobile App:** MOHESR UAE
 - **Call Center:** 800511
 - **Email:** info@mohesr.gov.ae
 - **Website or Live Chat:** www.mohesr.gov.ae

Scope

The scope of these guidelines includes all undergraduate and postgraduate health professions education programs offered by higher education institutions. These guidelines are not aimed at the mandatory post-graduation internship, residency, or fellowship training programs.

Governance of Students' Clinical Training

This refers to the comprehensive framework of policies, standards, roles, and responsibilities that guide the planning, implementation, monitoring, and evaluation of students' work-based clinical learning experiences. This governance ensures that:

- **Higher Education institutions** design and manage programs that align with academic goals and national standards.
- **Academic Supervisors (Faculty)** provide academic supervision and ensure integration between theoretical learning and practical application.
- **Students** engage in meaningful, supervised experiences that contribute to their professional growth.
- **Healthcare Facility/Clinical Training Site** offer relevant, structured, and supportive environments for skill development.
- **The Ministry of Higher Education and Scientific Research** oversees compliance, quality assurance, and alignment with national education and labor market strategies. MoHESR shall coordinate with relevant government authorities to ensure the effective implementation of clinical Training.

It is expected that the Higher Education institution and the clinical training site will have a joint clinical training coordination committee or equivalent to formally co-share governance of clinical training. The governance framework promotes transparency, accountability, and continuous improvement across all stages of the clinical training process.



Establishing the Partnership

To ensure continuous, uninterrupted provision of hands-on training for health professions education students, HEIs and healthcare facilities must formalize their partnership through documented binding agreements (contract or equivalent) specifying the following:

- The duration of the partnership.
 - The Scope, settings, type and the requirements of clinical training provided.
 - The discipline and level of students
 - The number of students accommodated per training cycle, based on available resources.
 - The specialties available and details on patient load or bed availability.
 - The roles and responsibilities that are aligned with these guidelines
 - The required qualifications of clinical trainers and supervisors
 - The facilities and resources available to students
 - The students' assessment methods
 - The responsibility for health insurance and professional liability insurance
 - The arrangements for business continuity and termination
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- The agreement should include articles that allows the adjustment of training capacity of the clinical training site according to patient volumes and number of qualified clinical supervisors. Adjustment of capacity should not negatively affect students currently in active training.
 - The agreement should emphasize competency-based clinical training that escalates from observation to hands-on experience according to the students' academic level.
 - The clinical training sites include, but are not limited to, hospitals (in-patient and out-patient facilities), ambulatory care clinics and centers, primary healthcare centers, dental clinics, community pharmacies, diagnostic laboratories, physical rehabilitation centers, and emergency care services.



Roles and Responsibilities

1. Higher Education Institutions (HEIs)

- **Curriculum Design:**
 - Develop competency-based health professions program curricula that clearly specify competencies and learning outcomes, including those of the clinical training.
 - Develop training plans and/or manuals that are aligned with the outcomes of clinical training.
 - HEIs are highly encouraged to engage with clinical training sites in curricular co-design of clinical training experiences and co-creation of work-based assessments.
- **Placement Coordination:**
 - Communicate and cooperate with a variety of clinical training sites to arrange placements that offer diverse and comprehensive clinical training opportunities that match the institution's plans, academic programs, and students' needs in terms of numbers and disciplines.
 - Verify that each clinical training site is suitable and capable of delivering the required clinical training experiences and achieving the intended learning outcomes.
- **Student Preparation and Support:**
 - Provide appropriate administrative and logistical support and coordinate this support with the clinical training sites.
 - Ensure that the clinical training site environment is appropriate and safe for students.

- **Academic Faculty and Clinical Supervisors Support:**

- Ensure that Academic Faculty:
 - Develop clinical training plans that align clinical experiences with curricular competencies and learning objectives.
 - Coordinate placements, organize placement schedules and logistics, and liaise with clinical training sites.
 - Participate in competency-based assessments in collaboration with clinical supervisors.
 - Ensure the competence of clinical training supervisors and higher education faculty by checking their qualifications, experience, and ability to conduct objective assessment.
- Provide continuous academic and professional support, including calibration in clinical teaching, assessment, professional development, and feedback to clinical training supervisor.
- Provide logistical support to higher education faculty.

- **Monitoring and Feedback:**

- Regularly collect and utilize feedback from students and clinical training sites to improve quality.
- Monitor student performance according to the training plan through an effective tracking system (e.g., e-logbook or e-portfolio) that documents daily tasks the student has completed, which are then approved by the clinical supervisor.
- Oversee students at their training sites, document findings, and compare what students record in the tracking system against the agreed training plan.
- Ensure students' attendance by implementing suitable methods for check-in and check-out in collaboration with the clinical training site.
- Periodically review evaluations prepared by the clinical site supervisors, including mid-rotation assessments and final evaluations

- **Retain all documents related to clinical training and provide them to the Ministry upon request**

- **Submit detailed periodic reports to the Ministry on all clinical sites engaged**, based on the HEI's framework for quality assurance, including a comprehensive evaluation of their performance and the quality of their clinical training program.



2. Students

Students must actively engage in their learning, including:

- **Professionalism:**
 - Adhere to ethical standards, patient confidentiality, and respectful interactions.
 - Comply with attendance according to the training hours and number of days documented in the clinical training plan.
 - Handle and maintain in good condition all the clinical training site's tools and equipment.

- **Engagement:**
 - Fully participate in assigned clinical activities and seek opportunities for skill development.
 - Accurately record periodic tasks in the approved tracking system and take responsibility for following up with the clinical site supervisor to ensure verification and approval of the recorded task reports.

- **Responsibility:**
 - Take responsibility for their own learning, showing initiative and communicating proactively regarding challenges, issues, or concerns to supervisors and HEIs.
 - Actively seek opportunities to ask questions, request feedback, and engage meaningfully with the clinical site supervisor.
 - Actively seek and apply feedback provided by clinical supervisors to enhance professional growth.
 - Actively participate in performance evaluations, including completing self-assessments, tracking personal progress, and reflecting on the overall training experience.
 - Discuss satisfaction with clinical training with the clinical supervisor and the academic faculty.
 - Comply with all health and safety protocols, data privacy requirements, and confidentiality policies of the training entity



3. Healthcare Facility/Clinical Training Site

- **Training Coordination:**

- Clinical Training Site must have clinical training governance structures such clinical training committee or clinical education department that is responsible for the coordination of clinical training from within the clinical site as main point of contact with HEI.
- Where necessary, the site may also appoint clerkship directors and or coordinators

- **Clinical Site Supervision.**

- Students must be under a direct supervision of qualified clinical site supervisor during the rotation who actively mentor, instruct, and ensure patient safety. The clinical training site shall ensure adequate number of clinical site supervisors proportional to the number of students being The clinical site supervisor should:
 - Possess relevant professional qualifications and maintain active clinical Credentials.
 - Participate in ongoing professional development to enhance their mentorship and supervisory skills.
 - Directly supervise, instruct, evaluate and assess students, aligning their activities with HEI curriculum objectives.
 - Assist the HEI in tracking students' attendance.

- **Clinical Environment:**

- Maintain a safe, inclusive, and conducive learning environment.

- **Training Opportunities:**

The site must:

- Offer diverse clinical experiences aligned with the curriculum requirements, clinical rotations outcomes and the intended student competency levels.
- Have adequate staffing to provide a high standard of patient-centered care and to provide meaningful educational experience to health professions students.
- Have an adequate patient population to accomplish the objectives of the specific rotation.
- Provide students with appropriate access to patient information at the site as it pertains to their training requirements.
- Provide students with opportunities to interact with other members of the health care team.

- **Feedback and Communication:**

- Regularly deliver constructive performance feedback to students and communicate promptly with HEIs regarding any concerns or issues.

- **Clinical Training Resources and Facilities:**

Demonstrate contemporary practice and support student training, the site must ensure access to:

- Necessary clinical tools, equipment and technology , facilities, and patient records essential for student training.
- Clinical training spaces (e.g., wards, outpatient clinics, operating rooms, pharmacy, meeting and debriefing areas).
- Necessary diagnostic, laboratory, and treatment facilities.
- Simulation resources and secure access to electronic patient records.

- **Site-specific orientation:**

The site must provide site-specific orientation, with documented completion records, for all trainees that covers:

- Emergency procedures.
- Reporting hierarchies.
- Infection control protocols.
- Patient safety.
- Equipment handling and use.
- EMR access and navigation.



4. Student Training Capacity

Both parties must clearly define the maximum student numbers per placement cycle, considering:

- Availability of resources.
- Appropriate clinical site supervisor-to-student ratios.
- Patient load to maintain quality care and effective training.

Assessment of Students

Assessment methods must be explicitly defined, including:

- Types of assessments (e.g., direct observation, practical skills assessments, formative assessment, OSCEs).
- Frequency and documentation of evaluations.
- Roles of both HEI faculty and clinical site supervisors in the assessment process.
- Clear mechanism for remediation

Insurance and Liability Coverage

The agreements must clearly state responsibilities for providing:

- Comprehensive health insurance coverage for students.
- Professional liability coverage, as necessary, to protect students during clinical training.

Implementation and Review of Agreements

The agreements parties should:

- Clearly establish timelines for regular review and renewal of the binding agreements.
- Continuously evaluate the effectiveness and compliance of partnerships, collaboratively addressing identified improvements.
- Ensure that the binding agreement between with the HEI and that healthcare facilities/clinical training sites, and hence the latter should not request any fees directly from students.

Communication, and Documentation of Students' Clinical Training Experience

- Regular monitoring of student progression is essential to identify challenges swiftly.
 - Systematic tracking system (e.g., a electronic clinical experience logbook), including content learned, assessment methods, feedback, and observations from the clinical supervisor and the academic supervisor.
 - Systematic tracking system should allow sign off by the student and clinical site supervisor and/or academic supervisor, upon completion of detailed tasks.
- To facilitate effective communication, frequent progress meetings are required between students, their academic supervisor(s), and clinical site supervisor(s) using tracking system (e.g., logbook) as a reference tool. These meetings will serve as platforms to discuss the student progress, challenges, and potential areas of improvement.
- Comprehensive records of clinical training experience, assessment and timelines will be maintained by the academic supervisor using the approved tracking system to ensure compliance and track the overall success of the clinical training programs.

Distribution of time for student activities in hospitals

- Students need to spend at least 30 hours per week in the clinical training site.
- Significant portion of the training and learning in the clinical training site should be dedicated to bedside (or equivalent) training and learning and work-based-assessment (WBA). This proportion should increase as the level of the student progress in his/her training level.

Conclusion

Adhering to these guidelines ensures effective collaboration between HEIs and clinical training sites, promoting high-quality, competency-based clinical training experiences for students, clearly defining roles and responsibilities, and optimizing educational outcomes.

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For further information or feedback:

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