SAFE Europe
Safe And Free Exchange of EU Radiography Professionals across Europe

Co-funded by the Erasmus+ Programme of the European Union

Ulster University (Project Coordinator)

EFRS European Federation of Radiographer Societies

L-Università ta' Malta

Regulations and competency:

Why is regulation of TR/RTTs competencies important?

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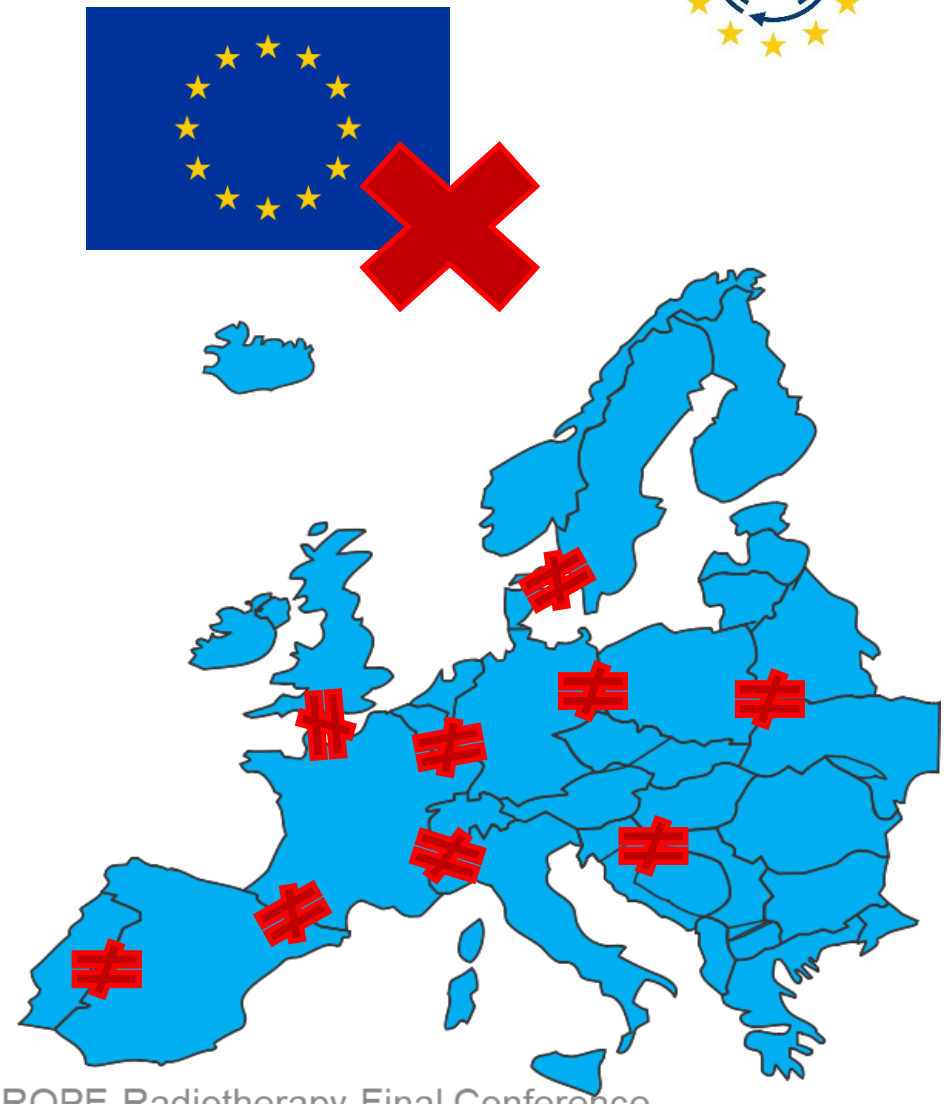
The background…



Definition

- “Competency”
  - ability to use knowledge, skills and (…) abilities, in work or study situations
  - competence is described in terms of responsibility and autonomy
  - (“European Qualification Framework”, 2008)

Research question (being explored today)

- Which factors influence RT competency levels?
  - How does regulation affect competency levels?

LINAC

Other research question were explored in previous presentations/publications: www.safeeurope.eu

Methodology: EXPLANATORY SEQUENTIAL MULTIPHASE MIXED METHOD

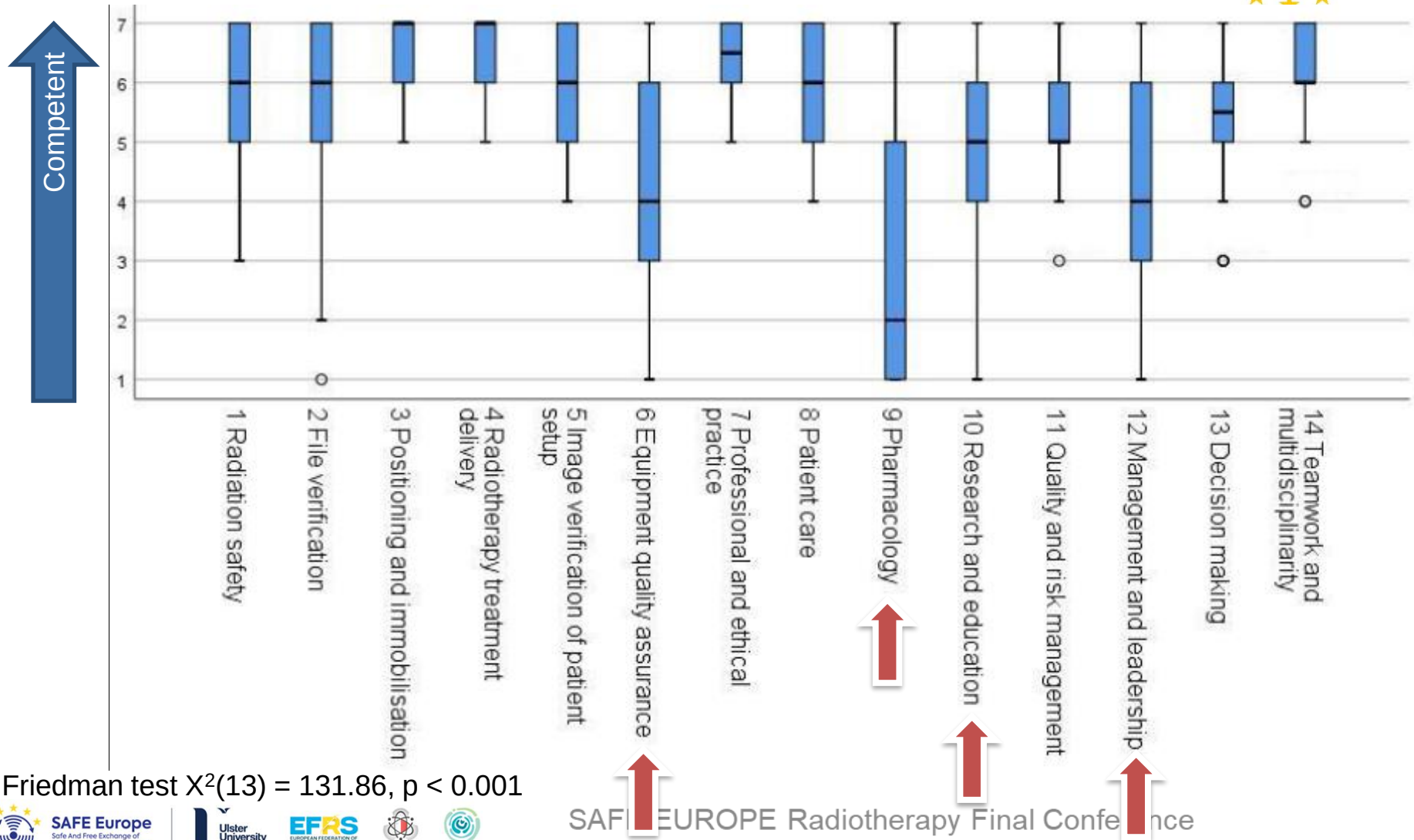
European Survey

- Participants: European RT lecturers
- Questions: course characteristics + graduates' competency level
- AIM: Evaluate competency levels across Europe
- AIM: Relationship between level and course characteristics

European Interviews

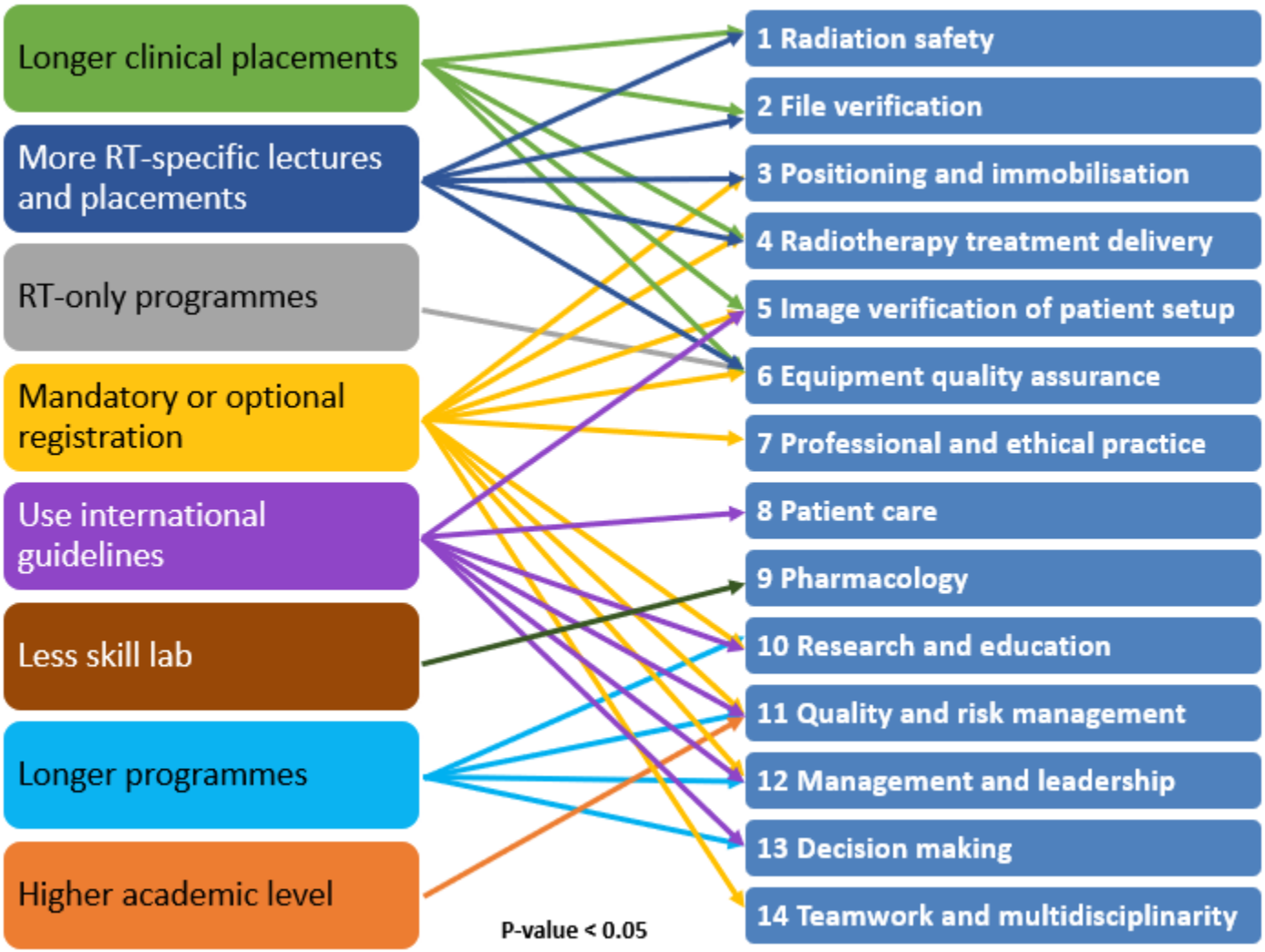
- Participants:
  - European TR/RTT stakeholders (Local and migrant TR/RTTs, educators, clinical managers, students, professional bodies' representatives)
  - 4 countries with different education models (FL, PL, PT, UK)
- AIM: explore the factors that affect competency levels

Level of competency of graduates



Friedman test $X^2(13) = 131.86$, $p < 0.001$

Factors positively affecting competency level



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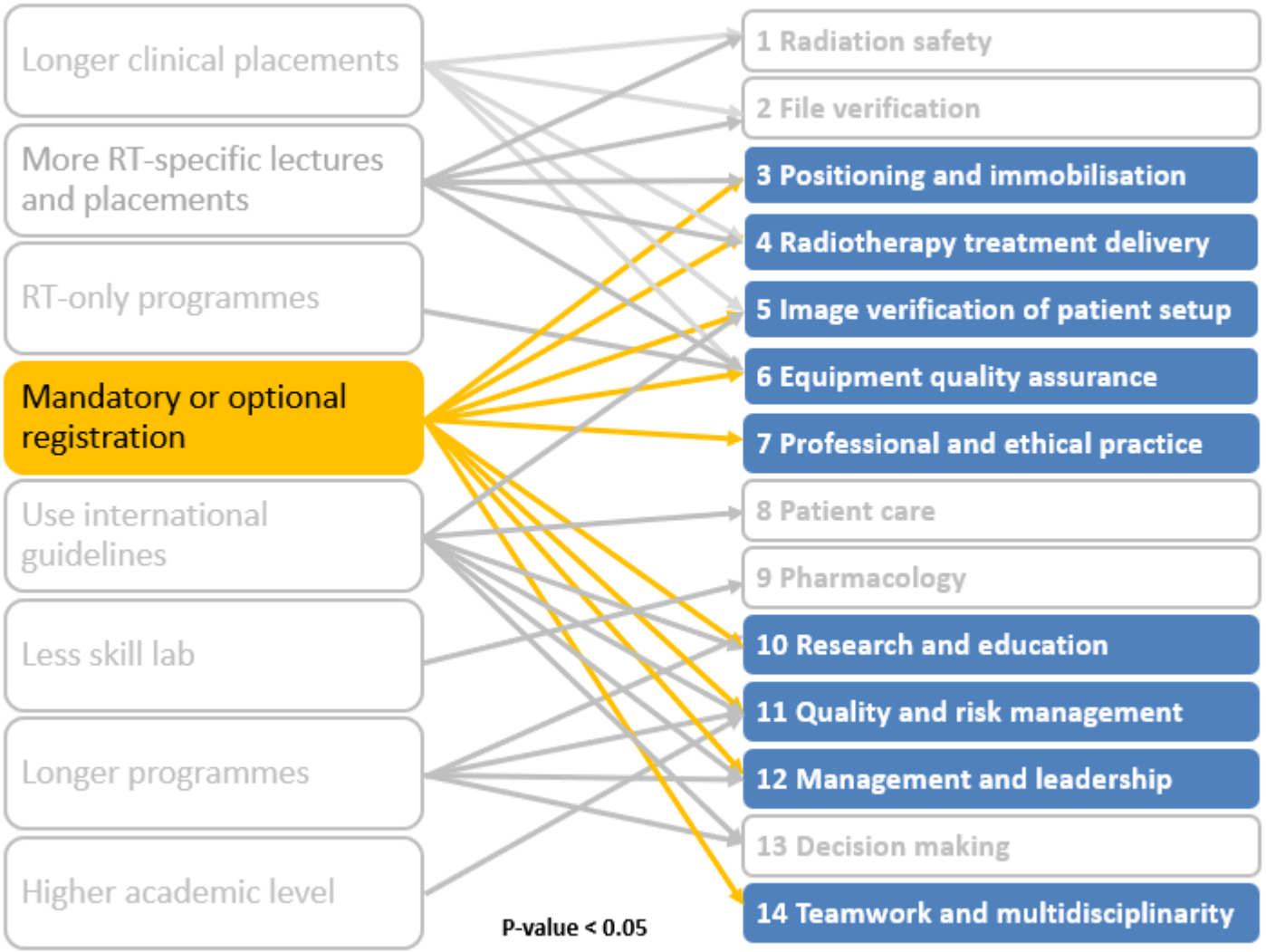
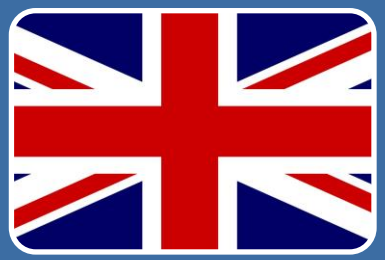


Regulations → competency

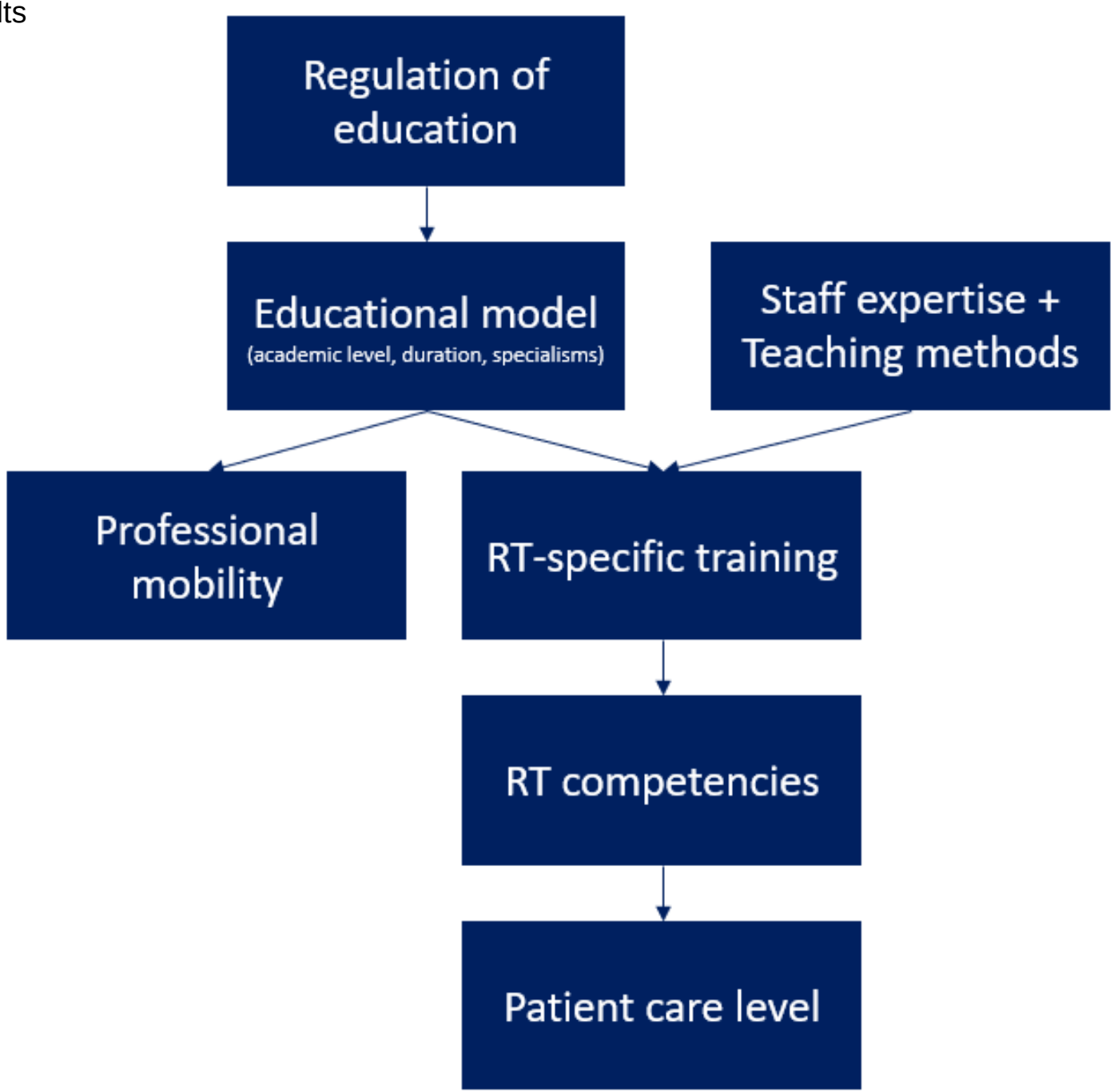


Standards of proficiency (skills) established by the regulator (HCPC) → similar competencies even across different educational models

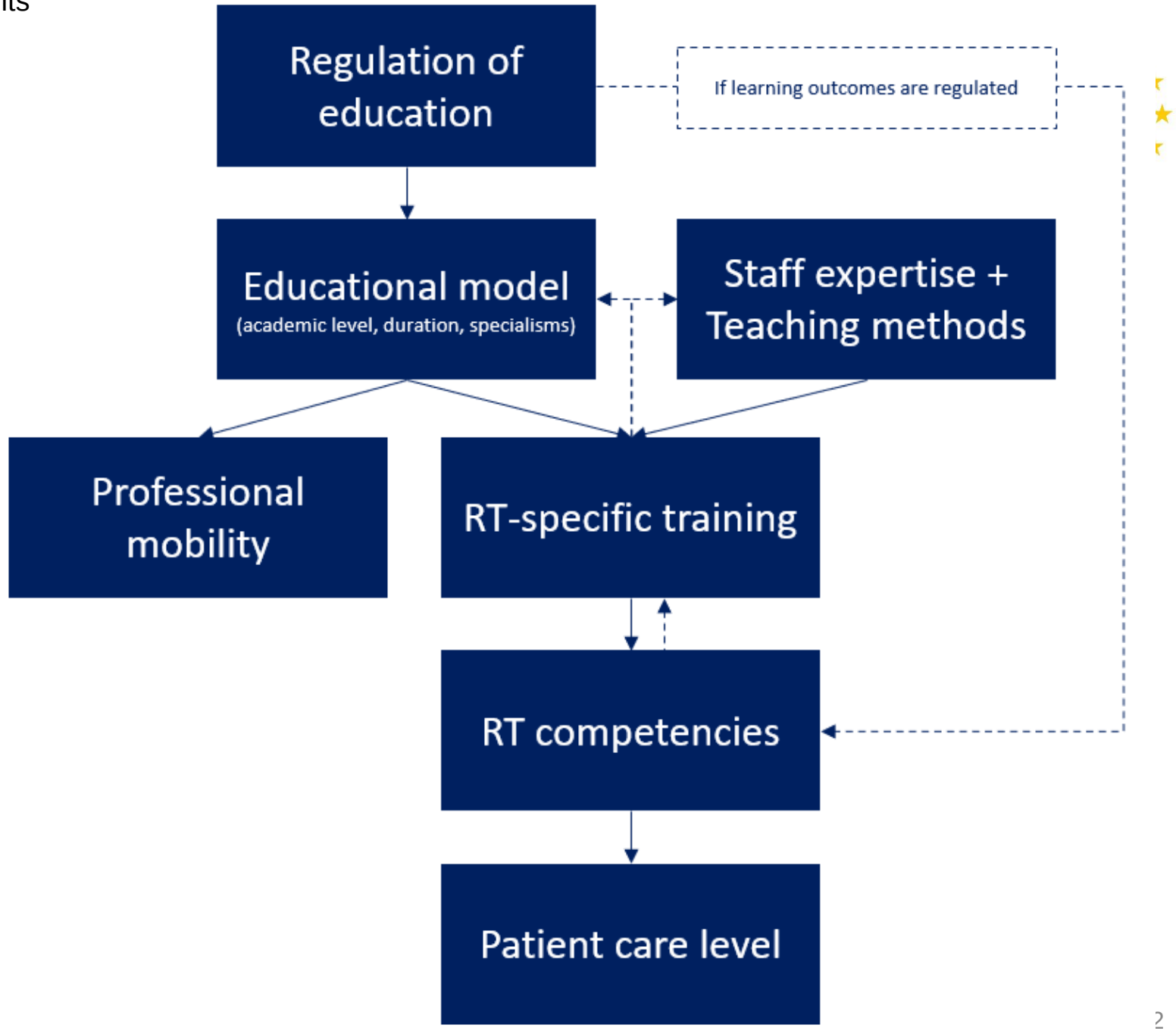
No regulation of skills/competencies → variation between courses across the country

No comprehensive regulation of skills/competencies → variation in competencies between “old” RT-only courses and “new” multiple-specialism courses

Interviews results



Interviews results



Standardisation of education regulation across Europe

- …facilitates movement:
  - *'would help the movement across Europe' (FL5)*
  - *'immediate transferability of skills' (UK5)*
  - *'[foreign TRs] could come and work straight away (UK3)*
- …improves care level:
  - '*ensures that they met a certain standard*' (UK5)
- …very challenging
  - may only be possible in an '*ideal world*' (UK2) due to national traditions
  - Needs to focus on the core competencies + flexibility to accommodate national differences
  - Definitely not below EQF6

Conclusions/recommendations

Course characteristics (duration, specialisms, academic level, placements, etc.) affect the competency level

- Education programmes should be carefully designed with the aim to achieve international benchmarking skills/competencies (EFRS, ESTRO, IAEA, etc.)

Conclusions/recommendations

Countries can regulate the education model AND/OR the competencies expected

- If they regulate the education model, the competencies are a BY-PRODUCT of the education
- If we regulate the competencies, the competencies are the GOAL of the education

Recommendation

- Competencies of TRs/RTTs should be regulated in all countries
  - Ensures that all graduates are competent, irrespective of the education model

Conclusions/recommendations

European standardization would be beneficial for mobility and patient care… but it is challenging!

- Further work/research is needed to compile which are the “core competencies” consensual across EU
- Priority for national competencies

In conclusion…

- We are all stakeholders in this matter!
- We should all push/support professional bodies, regulators and universities to regulate our competencies as TR/RTTs
- Better for us and for our patients!

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Thank you!

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