

National regulations: impact on quality of care and competency level of Radiation Therapists

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With the collaboration of all SAFE EUROPE partners



My personal journey

- Migrant TR/RTT
- Differences in profession regulation
 - Partial recognition
 - Different professional titles
- Differences in education
 - RT-only to a multiple-specialism
 - Clinical practice

Background

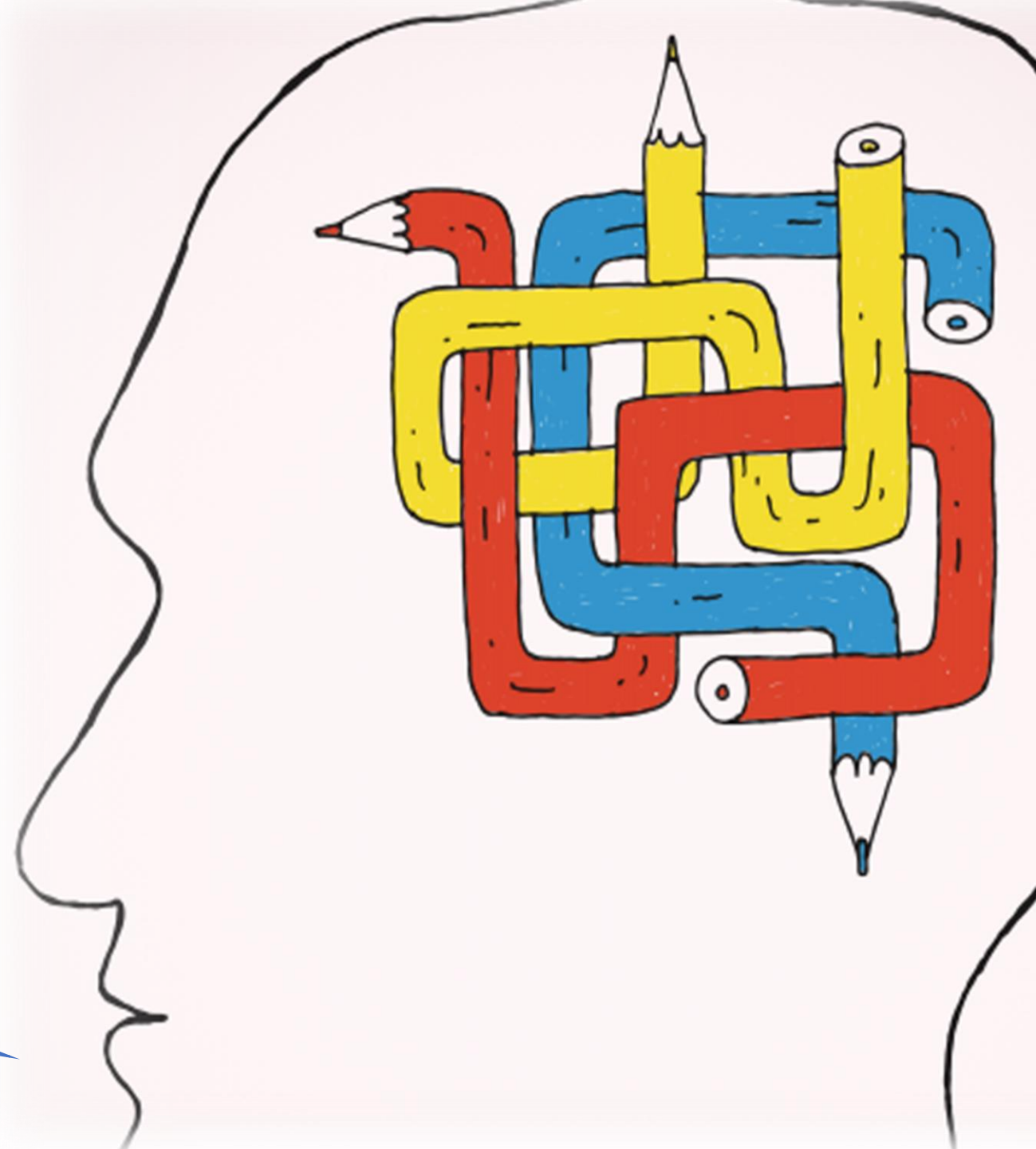
- Evidence of differences in education across Europe
 - (ESTRO, 2017; ISRRT, 2012; McNulty et al., 2016)
- Variation in professional titles
 - (EFRS, 2011; ESTRO, 2012; ISRRT, 2014, 2012)
- But mutual recognition of qualifications
 - European Directive 2005/36



Research question

- What are the differences in education of TRs across Europe?
- Impact on:
 - Competency level?
 - Professional mobility?
 - Patient safety?
- Can we standardise education across Europe at the highest standard?

21/05/2021



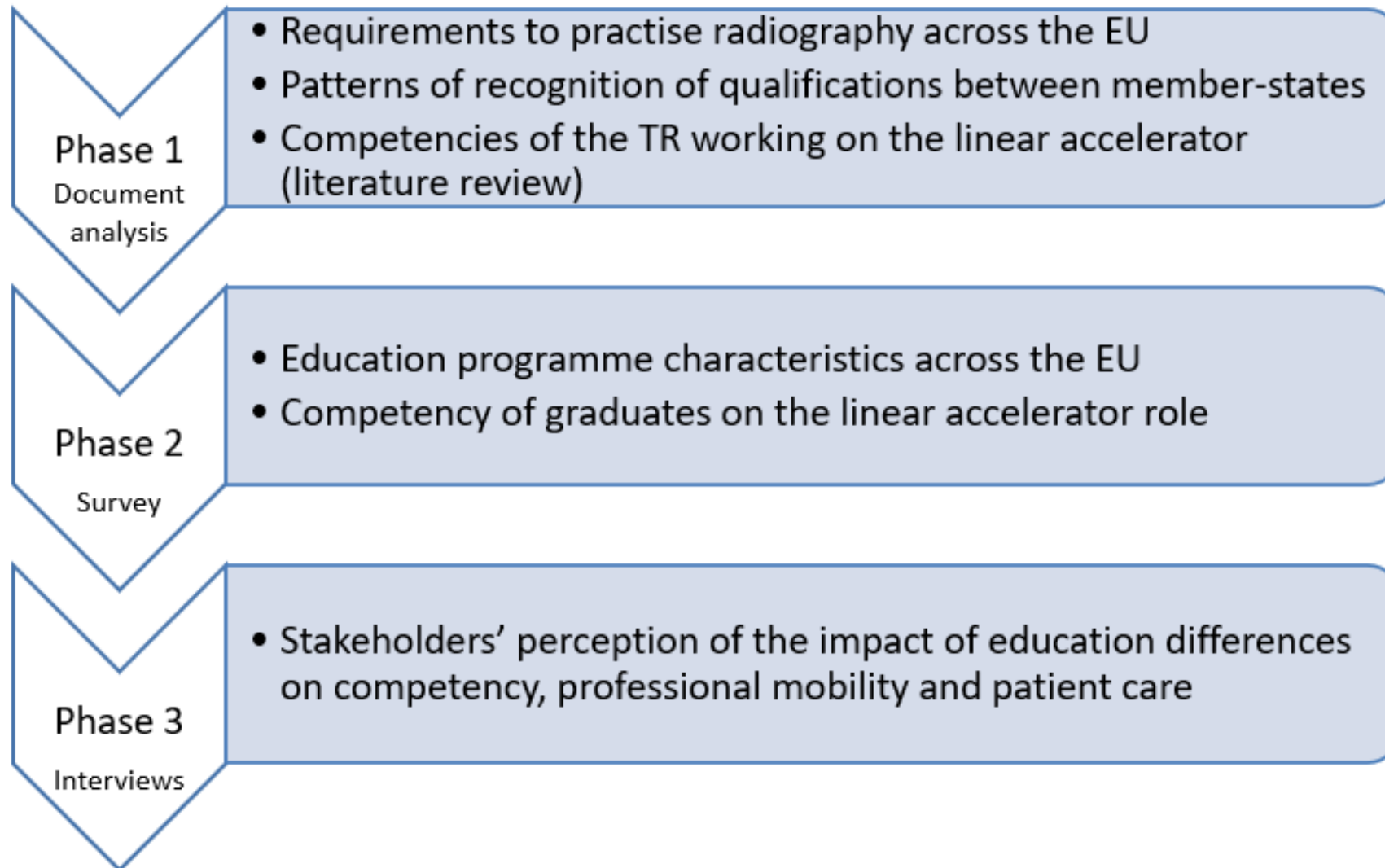


Lack of standardisation at
European level

Plot Twist !!!

Lack of regulation of the
professional standards at
national level
and impact on competency!

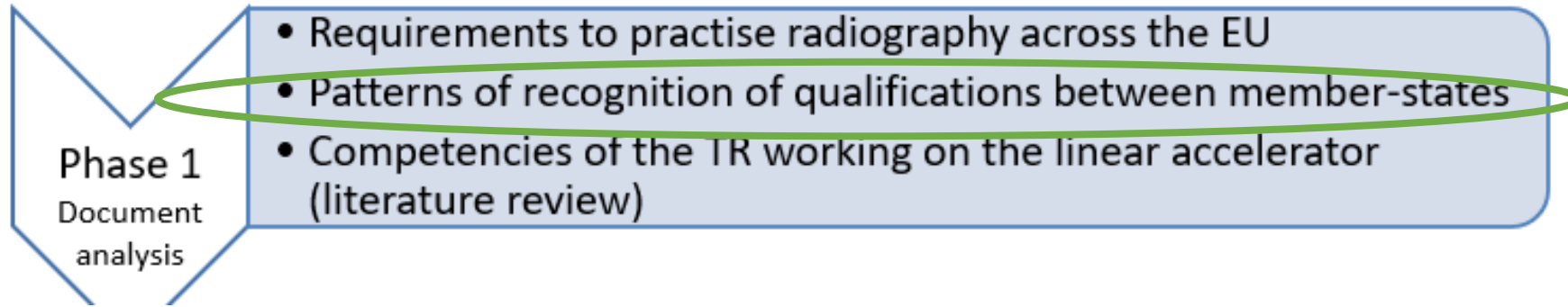
Explanatory sequential multiphase mix-method



Phase 1
Document
analysis

- Requirements to practise radiography across the EU
- Patterns of recognition of qualifications between member-states
- Competencies of the TR working on the linear accelerator (literature review)

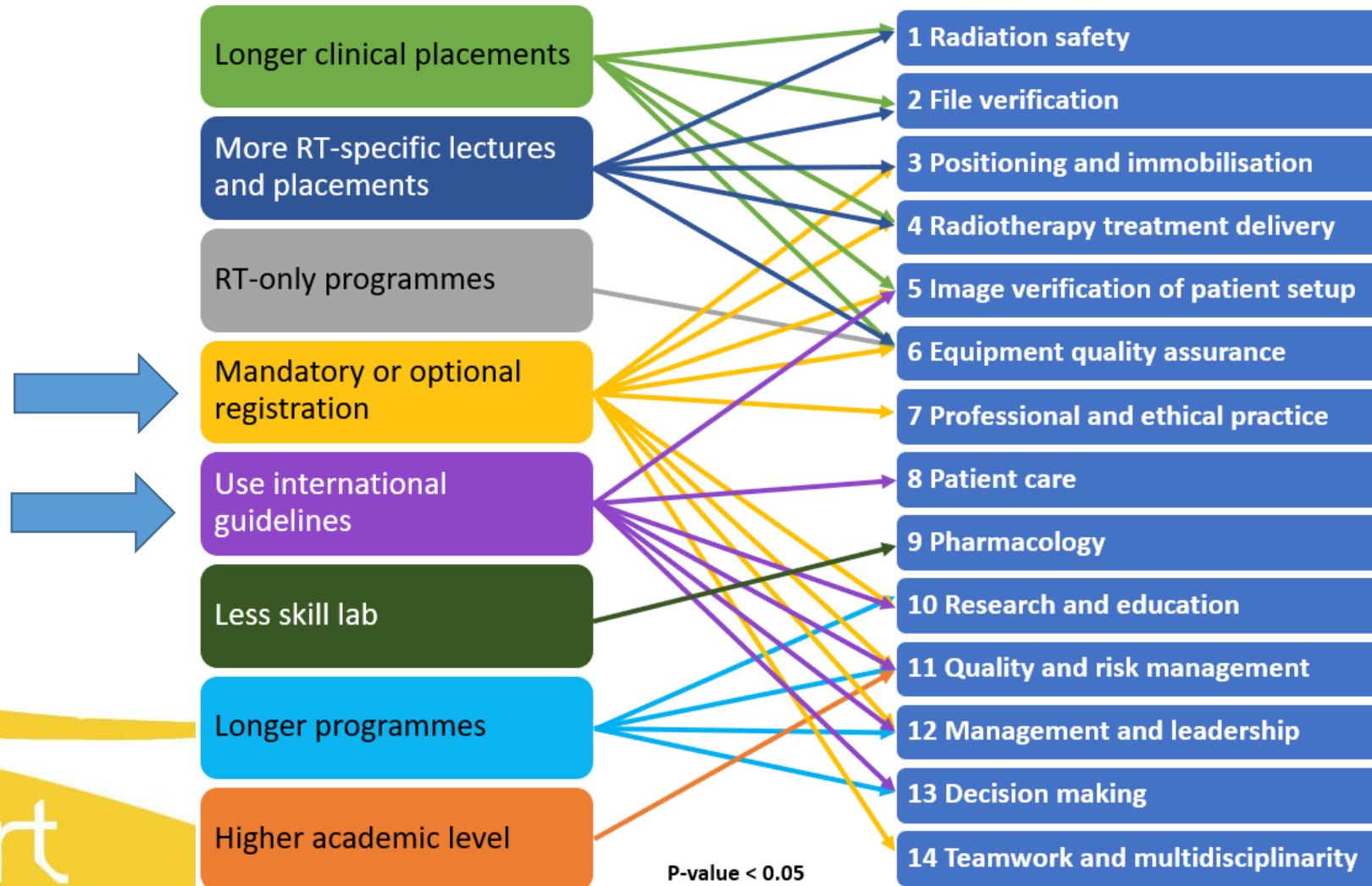
- Variation in the requirements to practise across EU
- Most common characteristics regulated: academic level, duration, ECTS and specialisms
- Lack of regulation of competencies across EU (only 26%)



- Variation in education across the EU hinders movement
- Do not comply with mutual recognition of qualifications directive
 - Lack of regulation of profession (from Romania)
 - Different academic level (e.g. from Germany)
 - Different specialisms (e.g. to France)

Phase 2
Survey

- Education programme characteristics across the EU
- Competency of graduates on the linear accelerator role



Phase 2

Survey

- Education programme characteristics across the EU
- Competency of graduates on the linear accelerator role

- Academic level, duration, ECTS → not a good reflection of the graduates' competencies

Phase 3
Interviews

- Stakeholders' perception of the impact of education differences on competency, professional mobility and patient care

- Regulation of standards of practice
 - Ensures that essential competencies are covered at an adequate level
 - Increased competency → improved patient care
 - Improve standardisation of practice across the country
 - Enhance profession
 - Explore alternative educational models
 - focusing on the outcomes (rather than the structure of the programme)



Who is responsible for establishing national regulations for RTT profession?

- **Regulators of profession and education**
- Professional organisations (national and international)
- Education institutions
- TRs/RTTs
- Employers
- students...

What should be included on the national regulations?

Minimum academic level

- To establish the level of autonomy and accountability

Standards of practice

- Skills or competencies
- Representing autonomy and accountability
- Should be specific for the roles of the TR/RTT
- Can be based on international guidelines (e.g. EFRS/ESTRO/IAEA)

Other aspects may be included

- **Minimum time dedicated to RT**, duration of programme, specialisms (RT, MI, and/or NM), ECTS...

European Standardisation

- Standardisation of the basic standards of practice at international level
 - Improve practice across all countries and professional mobility
 - Difficult due to tradition
 - Core + additional competencies?
 - Some variation may benefit workforce (mixed skillset)



Take home message!

Regulation of standards of practise improve education and graduates' competency

... and enhance the profession and ensure autonomy and accountability

We all have a role in regulation of our profession

Thank you!

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

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



(Project Coordinator)



Polskie Towarzystwo Elektrodziologii

