



Mary Coffey

The third revision of the European core curriculum for RTTs

The second revision of the core curriculum was published in 2004 and this third revision was carried out in conjunction with the revision of the core curricula for the Radiation Oncologists and the Medical Physicists.

Health professional education is increasingly based on competencies defined through learning outcomes. In this context a working group, comprising RTTs working in both the clinical and academic setting, decided to carry out a survey of member states in order to define the competencies required of new graduates. This survey was sent to 42 national societies and 28 completed responses were received. The survey was based on a questionnaire covering academic and clinical education, infrastructure, resources and delivery of the education programme, the professional status of RTTs nationally and the scope of practice and responsibility taken by RTTs at the time of their graduation, and subsequently, during their career. The third revision reflects changing practice and professional status for RTTs and is based on the competencies required for practice as defined through the survey.

Three working groups met during the preparation of the core curriculum and advised on structure and content. The final revision was then drafted by the review committee and circulated to the national societies for comments, suggestions and revision.

This third core curriculum gives recommendations on the educational infrastructure and organisation, the academic and clinical education environment, the clinical and academic educators, course duration

and certification. Bloom's taxonomy has been used to assist in defining the learning outcomes for the clinical competencies, the general academic competencies and the radiation therapy specific competencies. Examples of teaching and assessment methods are given to assist in the preparation and delivery of programmes developed from this core curriculum.

The format used for the ten clinical competencies is a short description followed by a table indicating the learning outcomes, knowledge and comprehension underpinning these and the application, synthesis or evaluation of the knowledge in terms of the learning outcomes. The ten clinical competencies are: professionalism, positioning and immobilisation, image acquisition and virtual simulation, treatment planning, treatment verification, external beam treatment delivery, quality assurance, brachytherapy, research and education. The general academic and radiation therapy specific competencies necessary to underpin the clinical competencies are also described in accordance with this taxonomy.

Issues such as professional status and title are ongoing issues for RTTs and the findings of the survey in these areas is also reflected in the core curriculum.

The review committee would like to thank all those involved in this third revision. ■

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