Competency-Based Radiology Training Expectations: A Single Centre Comparison Between Trainees and Consultant Radiologists

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BACKGROUND

- The Royal College of Radiologist's (RCR) Clinical Radiology training curriculum provides a framework that supports educational and professional development throughout the course of the Clinical Radiology training programme¹.
- The latest curriculum (revised 2016) provides a series of competencies required of trainees prior to attaining a Certificate of Completion of Training (CCT)¹.
- Although these competencies are widely accessible, there is anecdotal evidence to suggest that perceived training expectations between Consultant Radiologists and Radiology Trainees do not match.
- Additionally, there is concern that there is discordance between Consultant Radiologists and Radiology Trainees with regards to what year of training specific radiology competencies should be attained by (as defined by the RCR).

STUDY AIMS

Our study had four principle aims:

1. To identify any differences in awareness of the RCR Clinical Radiology training curriculum between Consultant Radiologists and Radiology Trainees
2. To identify any differences between Consultant Radiologists and Radiology Trainees when determining what year of training they expected RCR defined competencies to be achieved by
3. To identify if the training expectations of Consultant Radiologists were being met by Radiology Trainees
4. To identify if the training expectations of Radiology Trainees were being met by Consultant Radiologists

METHODS

- An electronic questionnaire distributed to all Consultant Radiologists and Radiology Trainees in the Mersey School of Radiology
- Study participants asked to choose year of training they felt RCR defined radiology competencies should be achieved by
- Study participants asked if they felt the training expectations between Consultant Radiologists and Radiology Trainees matched
- Fisher’s exact test used to determine any significant differences in categorical data between both groups (P-value <0.05 was deemed statistically significant)

RESULTS

- 74 responded with 38 Consultant Radiologists (CR) and 36 Radiology Trainees (RT) (break down as shown below in Table 1)

<table>
<thead>
<tr>
<th>Year of Specialty Training</th>
<th>Number of Responses</th>
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<tbody>
<tr>
<td>ST1</td>
<td>10</td>
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<tr>
<td>ST2</td>
<td>12</td>
</tr>
<tr>
<td>ST3</td>
<td>7</td>
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<td>ST4</td>
<td>4</td>
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<td>ST5</td>
<td>3</td>
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</table>

- 21 (55.3%) of CR and 24 (66.7%) of RT had read the latest RCR Clinical Radiology training curriculum (p=0.349)
- No substantial overall differences in perceived year of attaining RCR competencies were noted between CR and RT in 24 of the 33 training domains included in our questionnaire.
- In 7 of the 33 RCR training domains, it was noted that CR perceived these competencies to be attained at a senior stage of training compared to RT. The majority of these domains (n=13) related to interventional radiology competencies.
- 22.7% (n=7) of RT reported that their training expectations did not match those of CR with the most common reason being due to perceived over-expectations of specialist radiology knowledge by CR.
- 63.2% (n=24) of CR reported that their training expectations were not met by RT with the reasons highlighted below in Figure 1

CONCLUSION

- Our study noted no significant differences in awareness of the RCR Clinical Radiology training curriculum between CR and RT (p=0.349).
- We also identified no substantial differences between CR and RT regarding their years of attaining RCR defined competencies
- Despite this, CR were significantly less likely to report that their training expectations were met by RT when compared to RT who did not feel their training expectations were met by CR (p=0.0005).
- The most commonly reason given by CR for why RT did not meet their expectations was a lack of trainee competency in general, core radiology.
- Although we are the first UK based study to examine competency-based expectations between CR and RT, there is a need for larger, multi-institute studies to identify if this discrepancy between training expectations amongst CR and RT is reflected across the UK radiology training deaneries.

REFERENCES