



SP07.6 Realising the role of the therapeutic radiographer in prehabilitation and rehabilitation

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Background: 50% of all cancer patients receive radiotherapy treatment, delivered by Therapeutic Radiographers (TR's) (1). Prehabilitation prepares people for cancer treatment by optimising their physical and mental health through a needs-based prescription of exercise, nutrition, and psychological interventions. The BMJ note that, although it is a great idea in theory, it is somewhat trickier in practice (2). This can be seen in the literature, where it's well documented that rehabilitation /prehabilitation should be delivered by the multidisciplinary team (3,4), however, there is a notable absence of the TR, who can see cancer patients for up to 8 weeks during radiotherapy. This is a significant missed opportunity.

Purpose: To meet the increased demand for cancer services, new ways of working are essential (5) and TR's should be integral to this workforce redesign and the prehabilitation / rehabilitation agenda. A proposed case study pathway is presented to highlight how the TR's could support prehabilitation / rehabilitation, optimising patient care; whether that be through screening, assessment, monitoring and evaluation, or referral to interventions. As part of this exploration to realise the potential of TR's, a survey of TR's current knowledge, perceptions and confidence levels is presented, identifying workforce development needs.

Summary of content: Prehabilitation and rehabilitation should be integral to the role of ALL the MDT and although emphasis has historically been on surgery, focusing on radiotherapy is key to ensure patients living with cancer have the appropriate support to minimise long term side effects, improve quality of life and overall health.

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2. Giles, C. and Cummins, S. (2019) Prehabilitation before cancer treatment. BMJ. Vol. 366. doi: <https://doi.org/10.1136/bmj.l5120>
3. Macmillan Cancer Support (2020). Principles and guidance for prehabilitation within the management and support of people with cancer. Retrieved from <https://www.macmillan.org.uk/healthcare-professionals/news-and-resources/guides/principles-and-guidance-for-prehabilitation>
4. Macmillan Cancer Support. (2018) Cancer Rehabilitation Pathways. Retrieved from <https://www.macmillan.org.uk/assets/macmillan-cancer-rehabilitation-pathways.pdf>
5. Macmillan Cancer Support & NHS Improvement. (2013) Living with & Beyond Cancer: Taking Action to Improve Outcomes (an update to the 2010 The National Cancer Survivorship Initiative Vision). Retrieved from https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/181054/9333-TSO-2900664-NCSI_Report_FINAL.pdf



Proffered papers: Research and workforce

SP08.1 Inspiring the next generation - what are the benefits to the researcher?

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In March 2020, the "Be Curious" public engagement event, was cancelled due to COVID19. Researchers were challenged to convert face-to-face stations with equally engaging online content. We chose REFLECTION for children to understand the concept and use of ultrasound. However, this subject can be dry, not only for small children! Reviewing online educational content for the age 6-12 category and available learning resources for physics in ultrasound, provided some home experiments, but not sufficient to engage children to "Be Curious" about Ultrasound. To captivate our audience online for 25-30min, we chose to explain the concept by researching ultrasound in bats, birds and cetaceans and drawing parallels with echolocation in the animal kingdom. We used the platform Zoom, scanning live, multiple objects that a child might recognise and engage with, such as sweets, fruit, plants, flowers, feathers, etc. embedded in jelly and a competition, judged live by Poll. Over 14 days, "Be Curious" hit roughly 150k impressions/views on Twitter of live events, podcasts and other interactive content. An estimated 130 research/academic staff were involved in creating content, collected on Padlet. Our Ultrasound Event was published on YouTube and shared for Medical Ultrasound Awareness Month #MUAM with BMUS. Post event analysis by online survey posed several thought provoking questions, five of which in particular will be explored in this poster. 1. Motivation for taking part? 2. Skills gained/developed? 3. Value of public engagement activities? 4. Be Curious as a stepping stone? 5. Will your Be Curious activity, feature when writing funding bids?

SP08.2 Diagnostic and therapeutic radiography MSc dissertations -- a rich source of clinically relevant research and development

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The accomplishments of small-scale dissertation research projects are often underestimated. Here we present two recent projects; highlighting their clinical content and worth to inform/encourage radiographers in future studies and



careers. Anthony examined preferences and perceptions of final-year UG diagnostic radiographers regarding advanced practice. Novel findings showed Reporting as the preferred specialist modality with more ambitious anticipated timescales than published research. Lauren designed, developed and implemented a novel, blended e-Learning package for therapeutic radiographers on late effects of pelvic radiotherapy. Pre/post intervention research showed statistically significant increases in staff knowledge and awareness; qualitatively highlighting greater confidence and recognition of professional responsibilities. Both studies have not 'lied idle'. Anthony's was presented at an International Conference in the UK. Three papers are in preparation; outlining qualitative and quantitative analyses of responses and a separate paper examining mathematical stress-testing of the statistical results for such cohort sizes. The work is helping inform curriculum development for future student diagnostic radiographers. Lauren's eLearning tool is now used in clinic, enabling change in staff perceptions and quality of care for patients' late effects following pelvic radiotherapy. Publications will highlight the qualitative and quantitative analyses and a separate paper will demonstrate the eLearning pedagogic background, design and value for other disciplines. The local Cancer Alliance are now using the package as is a newly-established 'Late Effects Clinic' for nurses and other healthcare professionals. These two small-scale MSc dissertation projects demonstrate achievements of both clinical and academic worth and should provide encouragement for future diagnostic and therapeutic.

SP08.3 Research in Radiography

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Background: To introduce new Health Education England/College of Radiographers e-learning on Research in Radiography. This content is free for NHS, Higher Education and those working with NHS patients.

Purpose: To support anyone interested in embedding research into their role and/or embarking on a clinical academic career. Aimed at all staff who work in clinical imaging and radiotherapy departments (radiographers, assistant practitioners, nuclear medicine technicians, sonographers etc).

Summary of content: A complementary interactive version of the College of Radiographer's Getting into Research: A SCoR guide for members https://www.sor.org/sites/default/files/document-versions/getting_into_research_-_a_guide_for_members_of_the_society_of_radiographers.pdf. An overview of the following: an introduction to research, roles in research, the research cycle, clinical trials, patient and public involvement, funding and grants, legal and compliance aspects of research and case studies opportunity to ask questions.

SP08.4 Workforce retention: Why do radiographers leave the NHS and how can they be incentivised to stay?

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Background: Many radiology and radiotherapy departments are experiencing increasing demand for their services alongside a backdrop of persistently high radiographer and radiologist vacancy rates. Improving retention is a vital component in balancing workforce supply and demand and is gaining importance with policy makers and providers. This study investigates the current leaver profile to explore why radiographers leave the NHS, and what incentives are important in their decision to remain.

Method: Semi-structured telephone interviews (n=44) were used to explore perspectives of radiography managers, radiographers who have left the NHS, and those considering leaving. Purposive sampling ensured representation across radiography disciplines, geographical and organisational diversity, and stages of career. Analysis followed a qualitative framework methodology.

Results: Three themes were consistent across all radiographer groups: 1) Challenging working patterns and the impact on employee health and wellbeing; 2) Lack of flexibility in working terms and conditions; 3) Lack of timely career progression and access to CPD, and the need to feel valued. Radiographers 'loved being a radiographer'; small concessions and changes to workplace culture might be their incentive to remain in radiography. Manager participants recognised the need for flexible working opportunities but this was challenging within current environments.

Conclusion: The three themes (working patterns, flexibility and career progression) were consistently articulated, although some influencing factors varied between radiographer professional groups. Failure to address these recurrent concerns will exacerbate the loss of highly trained staff from the NHS at a time when demand for services continues to rise.



SP08.5 Introduction to the new NIHR (National Institute for Health Research) imaging group and imaging research delivery workstream

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Background: A new pan-NIHR Imaging Group has recently been launched. The group's aims are to develop an imaging community across the NIHR, contribute to scientific advances in imaging (including artificial intelligence), develop the imaging research workforce across all professional groups (radiologists, radiographers, medical physicists) and improve the delivery of imaging research across the NIHR infrastructure and NHS.

Purpose of poster: Imaging data is a precious resource that needs to be acquired (and analysed) efficiently and robustly, employing relevant expertise throughout the process (underpinned by appropriate funding), in order to answer clinical questions in a timely manner - thus providing confidence to our partners and patients that consistently high-quality imaging can be undertaken in the NHS to drive research forward. There is a need for this infrastructure to be more visible, connected and agile, and hence consistent and resilient, across the country. This poster will outline the stakeholders, aims and anticipated outcomes relating to the work of the imaging research delivery workstream - highlighting the multidisciplinary approach required to optimise this complex process. Establishing a model framework will help us achieve the wider aim of utilising imaging data, from every centre, to its fullest potential.

Summary of content: Content included in the poster will include an illustration of the complexity of delivering imaging research, an assessment of the current challenges across all modalities and types of research, the primary objectives of the workstream and some of the initial work being carried out to address these issues, including best practice recommendations.

SP08.6 Experiences from the first year of delivery; the degree apprenticeship in diagnostic radiography

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Background: Between 2017 and 2019 a Diagnostic Radiography Degree Apprenticeship Standard was developed by a national Trailblazer Group. This Standard was approved and published in April 2019 with the University of Exeter subsequently launching the first diagnostic radiography degree apprenticeship programme in March 2020.

The principle difference between the apprenticeship and traditional undergraduate routes is that apprentice learners are employees of a department with 80% of their time spent working and learning in the employing department. This necessitated a redesign of the conventional undergraduate programme structure with greater emphasis on the opportunities for learning within the workplace. As such, a blended learning approach with clearly defined 'academic' and 'workplace' modules has been used. Furthermore, there is a change in emphasis in some of the key pastoral, disciplinary and other governance aspects when comparing the degree apprenticeship with conventional undergraduate programmes.

Purpose of poster: The aim of this poster is to share initial experiences of the delivery of the degree apprenticeship in diagnostic radiography; so that prospective apprentices, employers and education providers may gain insight into the unique challenges as well as opportunities such a programme provides.

Summary of content: The experiences of the first year of delivery from the perspective of the apprentice, the employer and the education provider will be outlined together with the required changes in delivery method. Individual experiences together with reflection will identify areas of challenge that were encountered whilst also highlighting the benefits of this model of pre-registration education.



Proffered papers: Patient experience

SP09.1 Establishing pregnancy for patients who are transgender or non-binary

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Background: An incident occurred where a male patient attended for a CT scan, which subsequently identified a pregnancy of approximately 15 weeks gestation. During admission to the Trust, the patient had not disclosed their transgender status. The incident was notified to the IRMER team at the CQC and an investigation was completed. Under the Gender Recognition Act 2004, it is a criminal offence to disclose a patient's previous gender without patient consent. This covers individuals who have made an application (for Gender Recognition Certificate GRC) to The Gender Recognition Panel as well as those whose application has had a successful outcome. The investigation