



Diagnostic Imaging UG programme had to deal with will be covered to present how an HEI institute in the South West delivered safe, high-quality education throughout both national lockdowns

Purpose of poster: This will present the steps that an HEI in the South West of England took to plan, prepare and deliver a number of undergraduate healthcare-related programmes (with particular focus on Diagnostic Radiography) from both the senior leadership perspective and from an operational level.

Summary of content: This will cover the following areas: Initial student and staff communications (how the HEI kept in contact with staff and students) Student and staff well-being measures (Use of personal tutors/signposting) Training of staff in online delivery methods and pedagogy (What was identified as critical training) Teaching quality and assurance of any changes required Changes to teaching (Use of PPE/staff teaching bubbles and the implementation of a new simulated Bucky assessment for stage two students who were pulled out of their stage one placement). The road to recovery for making up time for clinical placements (Plans for the future and how assessments and clinical competencies will be met)

P111 Converting to exclusive online learning during the COVID-19 pandemic - The experience of the London School of Radiology

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Background: The London School of Radiology has used a bespoke online platform since 2016 to remotely deliver monthly regional teaching sessions which demonstrated the advantages of increased flexibility, improved accessibility and the ability for subsequent review of the recorded content. This facility was provided as an adjunct to face-to-face teaching by streaming and recording the live training events. From March 2020, as a result of the COVID-19 pandemic, all teaching and training events were converted to online delivery using Microsoft Teams. To date, we have successfully delivered over 50 training sessions both synchronous and asynchronous, for all levels of registrar training, covering both clinical and non-clinical elements of the radiology curriculum and have also produced a curated set of training sessions for the Part 1 FRCR examination. Moving online has provided additional benefits of accessibility to teaching material, allowing trainee to revisit content multiple times at a time convenient to them.

Purpose: This presentation outlines the challenges faced in carrying out a regional teaching programme remotely, the solutions that were implemented and a review of the future directions and suggestions for improving the remote learning experience.

Summary: The COVID-19 pandemic has rapidly accelerated the uptake and implementation of remotely delivered teaching and training sessions across the country. While there are numerous challenges to overcome, there are several.

P112 Coronavirus (COVID-19) e-learning

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Background: To introduce a programme for the health and care workforce that contains key information from Health Education England e-Learning for Healthcare's catalogue of content as well as curated materials from other trusted organisations. The programme is freely available to UKIO colleagues in the UK and overseas.

Purpose: This programme has been created by Health Education England e-Learning for Healthcare (HEE e-LfH) in response to the Coronavirus (COVID-19) global pandemic. The programme includes key materials to help the health and care workforce respond to Coronavirus.

Summary of content: e-learning courses relating to the prevention and treatment of Coronavirus in primary care and community settings. Resources for diagnostic radiographers and other professions including nurses, midwives and AHPs, doctors, medical students, pharmacy staff, support workers and volunteers.



EDUCATION AND WORKFORCE POSTER PRESENTATIONS

P113 Perceptions of final year undergraduate radiography students in a Higher Education Institute in the South West of England around barriers for raising concerns on unprofessional practice of qualified healthcare staff

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Background: The Mid Staffordshire NHS Foundation Trust Public Inquiry highlighted the importance of incident



reporting in health care.(1) However, research following to the Freedom to Speak up Review still found students are generally hesitant to speak up.(2,3,4,5,6) There is qualitative research studying barriers for raising concerns, predominantly in nursing, but there is a gap in literature for diagnostic radiography students. This research sought to explore perceptions of final year undergraduate radiography students in a Higher Education Institute in the South West of England around barriers for raising concerns on unprofessional practice of qualified healthcare staff. Results from this research could be used to improve teaching on raising concerns by integrating relatable students' viewpoints, along with understanding its necessity, into the curriculum.

Method: Qualitative study, 6 participants taking part in an online semi-structured interview (due to covid19). Interviews were later transcribed and thematically analysed (method of identifying and analysing patterns (themes) within the data). (7,8)

Results: Themes found resonate with previous research undermining hierarchy, fear of repercussions, doubt about valid concerns, negative inter-professional impacts. New finding mature students find the process of raising concerns of unprofessional practice less stressful, some due to previous working experience.

Conclusion: Participants have strong theoretical knowledge about the process of raising concerns and its significance for the quality of care. However, radiographer students may not adhere to the reporting process because fear of repercussions. There is a need for improvement in practical skills of the process itself deliver by the university to better support radiographer students.

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P114 Progress Testing: Engaging apprentices radiographers with this method of assessment

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Background: Progress testing is widely used within medical education but not in other healthcare programmes. It is not known how this method of assessment will be received and perceived by learners from such programmes. The aim of this study is to investigate the perceptions of diagnostic radiography degree apprentices when assessed using this method.

Method: This programme commenced in 2020; within the first year there are three formative and one summative progress tests. Following each test, apprentices were invited to complete a questionnaire. Following the summative test, volunteers were recruited for a focus group; which was informed by the previous questionnaire data [1]. The focus group was conducted by an independent research assistant ensuring anonymity of the participants.

Results: Initial feedback indicated that there was good understanding of the concept and benefit of this form of testing (100% agree / strongly agree, n=25, response rate 86%). The response rate declined as the year progressed, although this positive perception was maintained by those who did respond (100% agree or strongly agree, n=6, response rate 21%). The focus groups provided more granular detail about their experiences and what support they feel would benefit them through this process.

Conclusion: The results suggest that the apprentices understand and appreciate the rationale for this form of assessment. Their experiences have also been valuable for providing insight into how best to tailor support specifically for this type of assessment method.

[1] Ethical approval for this study has been granted by the Higher Education Institution.

P115 Introducing Progress Testing into a pre-registration radiography degree apprenticeship programme

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Background: Progress testing is long established within medical education but has not been applied widely in other



healthcare programmes. The principle of progress testing is that regular assessment is undertaken of all content, even that which has not yet been taught. This encourages learners to engage with all material as it could be assessed at any point, and removes any tendency towards 'learning for the test'. In other words it promotes deep learning.

Purpose of poster: The aim of this poster is to outline initial experiences of introducing this assessment method within a pre-registration diagnostic radiography apprenticeship programme.

Summary of content: This poster will provide an overview of the rationale for progress testing in general, and for its use within this degree apprenticeship programme. The reasons for its use within a particular area of the curriculum will be given together with an explanation of the particular marking strategy used. A description of the logistical challenges of moving to this mode of assessment will also be provided together with an overview of the quality assurance process. Finally; insight into the perceptions of the learners themselves [1] (both initially and on-going) during their first year of being assessed by this method will also be outlined.

[1] Ethical approval for the collection and dissemination of feedback data has been granted by the Higher Education Institution.

P116 Preventing 'never' events: Can bespoke training prepare student radiographers for initial commenting on NG tube placement radiographs?

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Background: The placement and use of NG tubes is, in many hospitals considered part of everyday practice. Feeding through a malpositioned NG tube however, is considered a never event. This educational intervention study explored the feasibility of introducing NG tube position check training into the undergraduate curriculum to prepare students for commenting on NG positions by radiographers as a basic competency.

Methods: An image bank of 30 validated chest x-ray images taken to confirm the position of a placed NG tube was created. For each image, participants indicated NG tube position as satisfactory/unsatisfactory/unsure. A structured teaching session was then delivered and participants were retested with the same test bank (randomised order). The students' accuracy, sensitivity and specificity were then established pre and post intervention.

Results: 32 final year students of diagnostic radiography from one higher education institution consented to take part in the study. Following removal of an image from the test set that was subsequently found to be 'ambiguous', the participants demonstrated a 23% increase in accuracy (to 75%), 3% improvement in sensitivity (to 97%) and 23% increase in specificity (to 73%) following the training intervention.

Conclusions: The study demonstrated that accuracy of pre-registration radiographers with respect to commenting on the position of an NG tube on a chest x-ray can be improved through structured teaching. While very high post-intervention sensitivity was achieved, the lower accuracy and specificity rates following the training session suggest further experience and training is likely required to achieve proficiency.

1 National Institute for Health and Care Excellence. (2017, August 08). Enteral tube feeding - NICE Pathways. Retrieved June 06, 2019, from <https://pathways.nice.org.uk/pathways/nutrition-support-in-adults/enteral-tube-feeding.pdf> 2 Roe, G., Harris, K., Lambie, H., & Tolan, D. (2017, June). Radiographer workforce role expansion to improve patient safety related to nasogastric tube placement for feeding in adults. *Clinical Radiology*, 72(6), 518.e1-518.e7.

P118 The perceived impact of different types of clinical and academic partnerships at postgraduate level in radiographic image interpretation training: An exploratory survey

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Background: Clinical and academic partnerships have long been used in undergraduate radiography training. Mentoring postgraduate image reporting students it is apparent that levels of clinical/academic input is varied across different academic institutions. There is a paucity of literature relating to postgraduate clinical and academic collaboration.

Aims and Objectives: To explore the cross section of academic institutions and their clinical and academic partnerships to provide image reporting postgraduate education.

Method: Cross sectional survey distributed to all academic institutions in the UK who deliver postgraduate image interpretation training. Survey will explore % clinical and academic time, practicing clinical expert teaching, image banks available to students within the academic setting and formal partnership agreements.

Outcome: UK wide map of postgraduate image reporting institutions and associated clinical and academic partnerships. Perceived impact of collaboration to the trainee image reporter outcome. (results currently being collated so not fully concluded)

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P119 Are newly qualified diagnostic radiographers sufficiently prepared for independent working in the operating theatre

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Background: The operating theatre has been identified as a challenging working environment for newly qualified radiographers, who are bestowed a leadership role in the theatre multidisciplinary team as radiation protection advocate. Despite having this essential role to fulfil, a systematic literature review revealed that there is very little research available regarding experiences of newly qualified radiographers working in the operating theatre and preceptorship that they receive, when compared with other health professions. Therefore the aim of the study investigated the preparedness of radiography students for working independently in theatre and to investigate the support they received in this crucial transition time.

Method: An online questionnaire was used containing both open and closed questions using a self selection sample.

Results: The operating theatre was identified as being an extremely challenging working environment due to its hierarchical structure and tribal silos. Most participants felt unprepared and lacked confidence working in theatre as a newly qualified radiographer. Three main factors were identified as reasons for lack of confidence. These were experience and support, identity and theatre culture.

Conclusion: Having a formal structured effective preceptorship would build confidence in novice radiographers and enhance collaborative working relationships between imaging and theatre departments improving radiographer job satisfaction and patient care.

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P120 Improving medical student confidence and knowledge in "on-call" radiology scenarios

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Background: A 2018 survey of 150 junior doctors from 29 UK medical schools found more than three-quarters (77%) of junior doctors wished they had experienced more radiology teaching in their undergraduate curriculum. A group of Clinical Teaching Fellows at The Great Western Hospital ran a radiology workshop for final year medical students, designed to simulate radiology requests a Junior Doctor may make whilst on-call. The aim was to improve confidence and knowledge in requesting scans, as well as interpreting and presenting plain-film radiographs.

Methods: The workshop ran for sixteen final year students and included teaching in chest, abdominal and musculoskeletal plain films as well as scenario-based simulation. Confidence in requesting scans and plain-film interpretation/presentation was assessed before and after the workshop using a pre and post-survey. Knowledge was assessed with an 11 question quiz before and after the workshop (pre and post-quiz).

Results: The percentage of students who felt either confident or very confident in the following domains were compared pre vs post workshop respectively: plain-film interpretation (43% vs 94%), presenting plain-films (25% vs 81%) and requesting imaging (38% vs 75%). Furthermore, the average pre and post-quiz score increased from 55% to 82% respectively.

Conclusion: The workshop improved overall confidence and knowledge in interpreting, presenting and requesting radiographs.

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P122 The role of a Radiographer clinical champion in hospital design

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As the demand on clinical Radiology services increases, hospitals need to continually expand to meet this demand. Original design footprints are often exceeded with building works becoming the next option to enable expansion. It is important that Radiographer's play a pivotal role in ensuring that future hospital design is appropriate. Senior Radiographer's and managers are often asked to

comment on plans or sign off on the design for new clinical areas. However there is little education to help undertake this task and enormous pressure to meet the deadlines associated with these projects, which are pivotal to the future proofing of delivery of Radiology services. Real clinical engagement and the opportunity to contribute to a multi-disciplinary design process will enable these projects to be successful. Purpose of poster To provide evidence of the importance of working collaboratively with the built environment team. To support clinicians in understanding the importance of involvement throughout redevelopment projects within their institutions. Summary of content: background, experience including current design and proposed new design and how we got there, and project results.

P123 Introduction of CT academy for workforce development

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Background: Effective training is essential to ensure safe and efficient work practices support all imaging requirements. Training schemes should be developed to demonstrate competency and provide assurance that any imaging undertaken is completed safely, effectively and within legislative guidelines. When Covid-19 pandemic hit the UK, all areas of healthcare provision were thrown into unprecedented situations and a dramatic rise in diagnostic imaging particularly Computed Tomography (CT) and chest x-ray arose. As part of our response to the national response to support the country, we had an urgent requirement to facilitate effective training of radiographers within the organisation to undertake CT rather than MRI or PET-CT

Purpose of poster:

Learning Outcomes:

- Demonstrate a pathway that facilitates effective training in an unusual situation
- Highlight all considerations; clinical examination requirements, radiation protection and medicines management
- Raise awareness of challenges that can be encountered when implementing a fast track training programme

Application to Practice:

- Demonstrate a practical pathway that can be implemented for workforce development.
- Highlight positives and negatives of this approach

Summary of content: The poster will present a comprehensive overview of the CT Academy that we added to our training portfolio. It will include the rationale for the project, pathway development including governance of and impact on the workforce, an overview of the pathway detailing all different elements; also, the support mechanisms in place and the monitoring processes utilised; and a review of the successes, challenges and lessons learnt.

P124 Kicking down the doors of higher education to kick start a new career in health for mature students

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Mature learners are a valuable addition to Higher Education(HE) and the health workforce demonstrating high motivation in their learning(1). It is often the case that they are disadvantaged at school and/or college by learning difficulties not previously identified(2) creating a barrier to continuing education and the careers they desire(3). As part of its Widening Participation agenda(4) the University of Liverpool offers a unique mature learner's Foundation programme leading to degree courses in Medicine; Dentistry; Veterinary Science; Dental Therapy; Diagnostic Radiography; Occupational Therapy; Physiotherapy; Orthoptics; Radiotherapy and Nursing. The programme is delivered in conjunction with two local partners: Birkenhead Sixth Form College & Carmel College-St Helens, where expertise in support for students with learning needs is recognised in their "Outstanding" Ofsted reports (5) (6). Data is now available to track progression of these students over a ten year period to demonstrate transition into year 1 of their respective health profession routes and through to graduation. Results show a gradual increase in recruitment to the programme over the last five years with an average 90% transition rate into year 1. The ten year data set shows 77% of students taking the AHP and Nursing routes successfully complete their degree studies with 64% achieving either a 2:1 or 1st class Honours degree. 74% of students taking the Medicine, Dentistry or Veterinary Science routes successfully complete their degree studies. Conclusion: the programme is successful at supporting mature students into HE and the workplace but more is needed to reduce degree attrition rates.



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3. Marcaletti F, Iniguez-Berrozpe T, Koutra K (2018) Overcoming age barriers: motivation for mature adults' engagement in education; PG 451- 467; International Journal of Lifelong Education , Vol37, 2018-Issue 4 (accessed 4/9/20)
4. University of Liverpool; Access and Participation plan 2020-21 to 2024-25 Providing opportunities and nurturing talent; <https://www.liverpool.ac.uk/media/livacuk/about/APP2020-25.pdf> (accessed 4/9/20)
5. Birkenhead Sixth Form College Ofsted Report; Full Inspection; 2017; <https://reports.ofsted.gov.uk/provider/40/130494> (accessed 4/9/20)
6. Carmel College Ofsted Report; Full Inspection; 2019; <https://reports.ofsted.gov.uk/provider/40/130489> (accessed 4/9/20)

P126 Pre-admission clinical visits: A review of online prospectuses in radiography and operating department practice

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Background: Professional body statistics suggest that radiography student attrition is concerning [1]. 'Wrong career choice' is commonly cited by students who leave, therefore securing an observational clinical visit prior to admission may be influential. This study analysed online prospectuses (OLP) to investigate whether pre-admission requirements included a clinical visit.

Method: All UK universities offering diagnostic radiography, therapeutic radiography, and operating department practice (ODP) were included. Two student researchers reviewed pre-admission experience requirements in OLP entries (Dec 2019). This included requirements for a clinical visit, and support for arranging visits. The Head of Student Recruitment adjudicated on any unclear or contradictory information, and updated decisions following Covid-19 restrictions (May 2020).

Results: 58 courses were analysed (38 Universities). 60% of courses required/strongly advised clinical visits (n=35/58), yet most of these (60%) did not assist in arranging visits. Eight universities supply clinical visit 'evidence' forms, suggesting that the visit informs the admissions decision. Radiography courses were more likely to require a visit than ODP courses, where 52% did not mention a visit (n=13/23). Only 31% of the 58 OLP entries assessed were rated as helpful/ very helpful by the student researchers.

Conclusion: While most radiography courses require a clinical visit, few support the applicant to arrange it which may disadvantage some applicants. OLPs present a confusing picture for applicants who may be researching several Universities and professions. This may inadvertently dissuade some from pursuing their application. Collaborative approaches to the development of a clinical visit policy for applicants to these professions are recommended.

1. College of Radiographers. Approval and Accreditation Report for 2018-19

P127 Degree apprenticeships for the Radiography profession; are clinical departments ready?

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Background: Degree apprenticeships for the allied health professions are a relatively new concept with apprenticeship standards for diagnostic and therapeutic radiography and sonography being recently approved for delivery. Employers are central to the success of apprentices by embracing the positive impacts they can offer, however recent studies highlight there is still a lack of understanding around radiography apprenticeships. This study investigated diagnostic and therapeutic radiography and sonography managers' intentions to embrace degree apprenticeships.

Method: An online questionnaire survey was used to capture quantitative and detailed qualitative data relating to employers' perspectives on degree apprenticeships. Participants (n=17) were recruited through social media and advertisements in professional journals and websites. Framework analysis methodology was used to amalgamate numerical and textual data.

Results: Almost all the participants were planning to employ apprentices and thought they would increase the diversity and sustainability of the workforce. Three themes were identified; challenges and required facilitators, the differences between apprentices and traditional university students and work based learning mentor support. Concerns were raised about the cost of apprentice training however, encouragingly, none of the participants identified extreme challenges to the implementation of degree apprentice posts.

Conclusion: Recommendations were formulated to increase awareness, understanding and employment of apprentices. These included a need for further clarity on the role of mentors, guidance on the split between academic and practice education and ensuring there were strong collaborations between clinical departments and higher education institutions. With careful implementation, apprenticeships will offer radiography support worker career development and other widening participation opportunities.



P128 The value of pre-application clinical visits and online resources in informing career choices

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Background: Clinical visits are a mandatory part of the admission process for most radiography courses but not for operating department practice (ODP) where observation visits are challenging to secure. However the Covid-19 pandemic interrupted the delivery of visits for all prospective students and alternatives are needed. This study investigates stakeholder perceptions of the 'ideal' clinical visit, and the potential for documentary style videos/online simulations as an alternative.

Methods: A qualitative study design using thematic analysis explored participants' experiences of clinical visits and alternative resources. Six focus groups (were conducted, two with radiography managers and practice educators (n=5). Four focus groups included 25 first year students interviewed prior to their first clinical placement (fourteen therapeutic radiography, five diagnostic radiography and six ODP students).

Results: Four themes were constructed, namely: informing career choices, the clinical visit experience, the value of clinical visits and virtual alternatives. Clinical visits affirmed rather than inspired career choices. The best timing for a visit was before admission interviews and optimal duration was a full day. Interacting with current students was the most valued aspect. Simulated visits provided in-depth information about the professional role and allowed replay, but some participants found the videos uninspiring.

Conclusion: Clinical visits were deemed 'vital' to radiography student career choices, yet ODPs who could not access visits were comfortable with simulations. Simulated visits are a safe option amidst the pandemic and a sustainable, cost-effective method for the future. Simulations must capture the dynamic and patient-centred nature of practice to accurately inform career choices.



CLINICAL ONCOLOGY POSTER PRESENTATIONS

P129 Value of a Therapeutic Radiographer Clinical Fellow

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Macmillan Cancer Service

Introduction: Therapeutic radiographers are a small profession, with approximately 3000 posts in 2019(1). However, they are a key healthcare professional (HCP) in cancer services as approximately 50% of all patients will receive radiotherapy(2) and that figure is set to rise to 60% by 20253. The workforce will need to expand and develop to support the growth of demand for cancer services. It is predicted that a 45% increase in therapeutic radiographers is needed by 2029 (4). The challenges in recruitment and retention has been well documented (5, 6,7) and it has been recognised that to improve cancer services therapeutic radiographers should extend their scope of practice (9, 10) and new ways of working are needed(11). Therapeutic radiographers make up 20% of the non-surgical oncology workforce(9) and there has been some progress in workforce redesign with more roles undertaking duties traditionally carried out by medics such as independent prescribing. However, there is more work to be done as many HCP, don't fully understand the radiographer profile (12) and the diversity of roles they have the potential to undertake. Barriers remain, ranging staff shortages and lack of support to some cancer jobs being limited to nurses only.

Method: To raise the profile and address some of the challenges outlined HEE, supported by SCoR and Macmillan, funded 2 therapeutic radiographer clinical fellows.

Results: The fellows designed a range of initiatives: virtual careers events, 'I am a therapeutic radiographer ...' campaign, Girl-guides and schools engagement, and Intelligence gathering in current advanced.

1. SoR workforce census accessed on line 29/11/2020 https://www.sor.org/sites/default/files/document-versions/v2_radiotherapy_radiographic_workforce_uk_census.pdf 2. Baskar, Rajamanickam et al. "Cancer and radiation therapy: current advances and future directions." International journal of medical sciences vol. 9,3 (2012): 193-9. 3. Manifesto For Radiotherapy Improving cancer survival with modern world-class radiotherapy. All Party Parliamentary Group for Radiotherapy 2018. Accessed on line 29/11/2020 https://e8604b0e-5c16-4637-907f-3091e4443249.filesusr.com/ugd/4fcdc3_3aab4951c062443e9192d27bae054b8b.pdf?index=true 4. Estimating the cost of growing the NHS cancer workforce in England by 2029. Cancer Research UK 2020. Accessed on line 29/11/2020 Estimating the cost of growing the NHS cancer workforce in England by 2029 (October 2020) - Full Report (cancerresearchuk.org) 5. Health Education England. Reducing Pre-registration Attrition and Improving Retention Report (RePAIR) (2018), accessed on line 14/12/2020 Reducing Pre-registration Attrition and Improving Retention | Health Education England (hee.nhs.uk) 6. Colyer H. Improving retention of the radiotherapy workforce - the role of practice placements in student attrition from pre-registration programmes in England: Full report. Society and College of Radiographers, London, 2013. 7. Nightingale J. Radiography education funding - Crisis or opportunity? Editorial. Radiography 2016; 22(2):105-106 8. Nightingale J, McNamara J and Posnett J. Challenges in recruitment and retention: Securing the therapeutic radiography workforce of the future. Radiography 2019, 25 (1), 1-3. 9. Full Team Ahead: Understanding the Non-Surgical Cancer Treatments Workforce (2017) Accessed on line 29/11/2020 https://www.cancerresearchuk.org/sites/default/files/full_team_ahead-full_report.pdf 10. Department of Health Learning and Personal Development Division (2003) Radiography Skills Mix: A report on the four-tier service delivery model. London: Department of Health 11. HEE Star: