

AHP PrBL Recovery



Radiography 2023

AHP Practice-based Learning (PrBL) Recovery: Radiography 2023

Situation / Background

Covid restrictions limited many Allied Health Professions (AHP's) ability to provide quality PrBL experiences for students. Radiography managed to maintain capacity for quality student learning environments by being adaptive both to the needs of the students on clinical placement and to the restrictions placed upon them by the global Covid-19 outbreak. Please refer to the workstream report for the overriding background.

To maintain and increase PrBL capacity there needs to be an adequate resource and supply of quality Practice Educators (PEs) with robust support resources for all PEs to access and be signposted to. Without sufficient numbers of PEs actively participating in PrBL, there is a risk to a decline in PrBL capacity which will impact on the future Radiographic workforce supply and newly qualified graduates' preparedness to practice. We needed to address each of the project title components to maintain and increase capacity of PrBL experiences in radiography whilst responding to challenges of Covid-19 Pandemic.

- Recovery: not a direct need as radiography maintained its capacity for PrBL
- Modernisation: evolving the models of learning utilising peer assisted learning (PAL)
- Diversification: developing the PE training to suit demands
- Sustainability: futureproofing the profession

Current Situation: Radiography, as with all AHPs in NHS Scotland is currently facing a staffing crisis. Unison, Scotland comment that it is a shortage induced by Brexit and pre-pandemic planning being utilised now, among other factors(<https://unison-scotland.org/wp-content/uploads/NHS-staffing-crisis-an-introductory-note.pdf>)

We need to deliver quality learning environments for our students. There is direct correlation between quality learning and quality teaching by the PEs in a clinical environment. In June 2022, a survey of all Allied Health Professionals (AHPs) was carried out and the initial scoping exercises identified that radiography maintained the capacity

for PrBL for their students without marked deficit. This was due to adjustments in the working day hours and variation in days attended by students to comply with Covid social distancing requirements.

Purpose of Project: The AHP survey highlighted the deficit in PE numbers to deliver the needs of the students. Staff reported lapse in up-to-date training, poor staffing levels and lack of managerial support in providing protected time. The aim of the project was to increase uptake of PE role and expand the knowledge of PEs to deliver modern and diverse PrBL experiences. NHS Greater Glasgow and Clyde (GG&C) was identified as a test site for proposed change ideas due to engagement and the Practice Educator Lead (PEL) position in the organisation.

Stakeholder Group: A Stakeholder Group was formed. The stakeholder group had representation from Clinical Radiographers, Higher Education Institute (HEI) programme leaders, Scottish Radiology Transformation Programme (SRTP), student radiographers and professional body representation from the Society of Radiographers (SOR).

Questions were put to the stakeholders:

- What is current situation?
- What would better Practice Education look like?
- How do we achieve this?
- How do we promote the PE role?

The group highlighted

- the need for more PEs with greater recognition of the role
- clarification of what a PE is by adoption of NES values (Inspiring, Empowering, Adaptive, Collaborative, Engaged and Engaging)
- Wider dissemination of educational resources and where to find them for PEs
- Managerial support for PE role and its importance to CPD, HCPC Compliance for Fitness to Practice.

Task and Actions

Formation of a Short Life Working Group

A short life working group was established from within the stakeholder group to discuss the definition of a PE. Differing definitions between HEIs and professional bodies were acting as a barrier to engagement in becoming an PE. Were radiographers PEs or assessors? Subsequent meetings delivered potential solutions. The group decided to utilise the NES definition and to promote the SOR Practice Education Accreditation Scheme (PEAS) which is nationally recognised and is transferrable throughout the UK. PEAS has not had a great uptake in Scotland [SOR reports uptake in England – 78.5%, Scotland – 4.3%, NI – 14.2%, Wales – 2.8%], so promotion of this will be paramount to ensure all PEs are accredited to the same standard. Attendance at HEI’s assessor workshops in conjunction with completion of the TURAS module, Being and Becoming a Practice Educator will be recognised as evidence for the non-formal route to PEAS by SOR. The SOR representative took this proposal to relevant SOR committees.

The aim is to standardise the terminology and process required to becoming a PE in Scotland to reduce potential barriers and increase engagement.

The number of PEs needed to be increased so a test of change was initiated to acquire this.

Action 1: Implementation of a Test of Change

Test of Change in Greater Glasgow and Clyde (GG&C) PE engagement and recruitment: a questionnaire was emailed to all radiographers in GG&C to assess the knowledge of PE role and to determine numbers of PEs. Responses were anonymised. All data was recorded and stored in compliance with GDPR, tailored by the Data Protection Act 2018. Due to time constraints, this was not a national roll out.

Charts available on the Learning Stack demonstrate the change in PE demographic within GG&C from September 2022 until December 2022. The promotion of PE role and uptake was advertised via flyers and all radiographers in GG&C were invited to a presentation at

GG&C Continuing Professional Development (CPD) group. Before promotion there were 5.4% radiographers in GG&C recognised as PE's. After the promotion there were 8.5% (an increase of 3.1% which is 19 more PEs in place). There is direct correlation between number and quality of PE's delivering PrBL as increase in numbers lessens pressure on individuals allowing a more nurtured and holistic environment for learning. Awareness and participation in the TURAS module will deliver a higher quality PE. Resources for education and development of PEs are readily available on TURAS.

Action 2: Guidance to resources for all PEs

All radiographers will be directed to TURAS where there are a range of resources to support AHP PrBL. An AHP PrBL Virtual Learning Community has been set up for all involved in AHP Practice Education to access and allowing them to share resources and learning nationally.

Action 3: Drop-In Clinic and Virtual Community Developed

A 'drop-in' clinic is in process of development by the Radiographer PEL, HEI member and PE Facilitator. A Radiography PrBL virtual community has been set up as a point of contact for all radiographers in the PE role. This will improve quality of learning through discussion with peers. The link to it has been shared on multiple teams throughout Scotland.

Action 4: Continuation of Stakeholder Group

This project recognised the important role of leadership support in ensuring sustainability of actions. Radiography Stakeholder Group will continue to maintain communication for changes/developments within Radiography after tenure of NES project. All participants in group were invited to sustain the group via a poll and all agreed to continue.

Action 5: Developing New Models of Education: Peer Assisted Learning (PAL)

A short-term test of change was introduced to one radiology department (Royal Alexandra Hospital, Paisley). PAL model was trialled over a 6-week period. This was first trial of PAL in Radiography in Scotland. Feedback from questionnaires was analysed and a positive qualitative response was received. Quantitative evaluation via Visual Analogue Scoring

(VAS) gave an average of 10/10 from the student cohort and an average of 9.25 from PEs involved. This is a truly trailblazing approach to developing learning strategies within radiography. It brings radiography in line with many other AHPs that have adopted this system of learning. PAL is to be tested in radiography multi-site trial commencing this year. National roll-out planned with radiography adopting this learning model concomitant with other AHPs.

Impact

Educational: Consistent definitions and terminology have contributed to increased recruitment to role of PE with increased access to resources and ultimately increasing the confidence of the PE. Documentation of enrolment/completion of TURAS PE module is being developed. PAL has promoted a degree of independence to students on placement which has been evidenced in comments from the questionnaire. Learning stacks were developed and used at the Be Appreciated, Be Connected, Be Inspired Hybrid Conference and provide ongoing access to a range of information and resources:

<https://api.ltb.io/show/ABSQS>. Infographic flash cards have been sourced from SOR to aid students with additional learning needs i.e. Dyslexia.

Service: Facilitated by the introduction of more PEs, evidenced in a recruitment campaign. Data has been analysed with Microsoft (MS) Excel and showed exponential increase in numbers of PEs from start of promotion of PE role in radiography.

Performance: Demonstrated by increased uptake in role of PE by 3.1% in GG&C. Upscaling and proliferation should be next steps.

Engagement: Defined by a multi-disciplinary approach to the issues raised and the collaboration adopted by each discipline. Agreed continuation of stakeholder group. Poll conducted via MS Forms.

Learning/Recommendations

- Radiography PE “drop-in” clinics to support and assist radiographers nationally are in early stages of development, taking the form of an open forum for discussion.
- Uptake of PEAS to be promoted with the backing of SOR.
- Promotion of engagement in use of Radiography PrBL Virtual Community (15 members since launch on 8th February 2023); and participation in AHP PrBL Virtual Community.
- Encouraging all radiographers to be trailblazers in their profession, including consideration of new models and methods of PrBL delivery. Glasgow Caledonian University are facilitating a multi-site PAL project and radiography PEL hopes to provide ongoing support.
- Continue to promote a culture shift in radiography to encourage all radiographers to become PEs.

This resource may be made available, in full or summary form, in alternative formats and community languages. Please contact us on **0131 656 3200** or email **altformats@nes.scot.nhs.uk** to discuss how we can best meet your requirements.



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