
Downloaded from: http://insight.cumbria.ac.uk/id/eprint/2394/

Usage of any items from the University of Cumbria's institutional repository 'Insight' must conform to the following fair usage guidelines.

Any item and its associated metadata held in the University of Cumbria's institutional repository Insight (unless stated otherwise on the metadata record) may be copied, displayed or performed, and stored in line with the JISC fair dealing guidelines (available here) for educational and not-for-profit activities provided that

- the authors, title and full bibliographic details of the item are cited clearly when any part of the work is referred to verbally or in the written form

- a hyperlink/URL to the original Insight record of that item is included in any citations of the work

- the content is not changed in any way

- all files required for usage of the item are kept together with the main item file.

You may not

- sell any part of an item

- refer to any part of an item without citation

- amend any item or contextualise it in a way that will impugn the creator’s reputation

- remove or alter the copyright statement on an item.

The full policy can be found here. Alternatively contact the University of Cumbria Repository Editor by emailing insight@cumbria.ac.uk.
The future of Radiography Education: mapping the views of radiology service managers in the UK

Soft Skills & Hard Lessons

Charles Sloane: Professional Lead for Medical Sciences
Dr Paul Miller: Senior Lecturer in Social Psychology

DISCLOSURE OF CONFLICT OF INTEREST

There are no potential conflicts of interest, relevant relationships or financial interests to report regarding this presentation

Background

• Diagnostic Radiography curricula have remained largely static since the inception of degrees in the late 1980's
• Medical imaging technology & imaging services have changed significantly e.g. MRI has seen a 220% increase in activity over the last 10 years (NHS England Analytical Services 2014)
• Curricula driven by national occupational standards e.g. HCPC Standards of Proficiency

Research Questions

• How ‘fit for purpose’ are radiography graduates?
• Are current curricula aligning with the needs of service?
• How should curricula evolve in the future?

Method:

• Data collected by means of semi-structured interviews
• A formalised schedule of open questions was developed to elucidate all priority issues
• Responses recorded & transcribed verbatim
• Ethical clearance sought and provided through university ethics committee
• Participants were provided with relevant information, an interview schedule and consented prior to study

Participants

• Convenience sample of Radiology Service Managers n=20
• 5 Male, 15 female
Data Analysis

- Straussian Grounded Theory approach (Strauss & Corbin, 1998) utilised for the qualitative data
- Responses were initially free coded & grouped into sub themes and meta-themes
- Method designed to display the range of emergent themes and not to accord significance according to frequency of occurrence
- The personal experiences of participants & factors which impact upon service were focussed upon

Theme 1: Curriculum Content & Structure Review

Quote related to theme 1

“I mean, one thing that I’ve seen is that radiographers are moving out of general radiography more quickly than ever. Almost to the point where you start to question whether it’s worth doing a radiography degree at all...” (Interview 16)

Theme 2: Diversification of Role

Quotes related to theme 2

“Because of the size of general radiography, and the complexity of general radiography, they actually found it quite difficult to maintain competence in more than one modality.” (Interview 17)

“We are very, very careful with our new graduates in terms of induction, so, for example, we have a twelve week induction programme...where they’re supernumerary, and it’s well established in terms of they go round all the clinical areas.” (Interview 20)

Theme 3: Professionalism & Coping

Quotes related to theme 3

“Greater emphasis on professionalism & coping strategies for working in contemporary healthcare contexts”
Quotes related to theme 3 cont.

'I think one of the main things for me is about the level of autonomy that, erm some of the staff have now. I don’t feel that they’re quite as self-sufficient as they used to be, I think there’s a level of having to be spoon fed and not taking ownership for their own competence and professional development.’ (Interview 15)

Well, things like, you know, you know, the demands of the job, of them having an understanding of the demands of the job, that actually they do have to work weekends and bank holidays, it’s like a shock sometimes to some of them that come in’. (Interview 9)

Theme 4: Reformation of Career Structures

Quotes related to Meta theme 4

‘what’s happening here, and I’m sure we’re not alone, is that general radiography is constantly being drained to furnish the staff for the MRI, CT, intervention, so we end up with the junior radiographers doing some of the most complex work.’ (Interview 10)

‘we should look to building that (projection radiography) as more of a lifelong career for people and not just the stepping stone that a lot of people see it as today’ (Interview 3)

Discussion & Conclusions

• Increased pressures and changes in working practices require graduates to be resilient have realistic expectations about their career
• The role of the radiographer is evolving rapidly and the role is becoming quite nebulous
• The increase in cross sectional imaging should impact upon the development of future curricula
• Lack of clinical placement capacity is a major driver for change
• Education reforms would need to be coupled with career structure reform
• Significant challenges exist in relation to motivation, communication professionalism…..
• Marketisation of both health and health education producing many issues which both HEIs and employers have to deal with.
• Changes in professional identity, student capacity issues and mismatches between the two are embedded in broader patterns of socioeconomic change. We need to understand this a find fluid an flexible responses to these challenges that start with addressing identity.

References & Author Details


Accessed 5.4.16

Charles S Sloane
Principal Lecturer & Professional Lead for Medical Sciences.
DMSS, University of Cumbria, Bowerham Road, Lancaster, Lancashire, LA1 3JD.
Tel: 01524 384640 Email: charles.sloane@cumbria.ac.uk

Dr. Paul K. Miller
Senior Lecturer in Social Psychology & Academic Lead, UoC Health and Social Care Evaluations (HASCE).
DMSS, University of Cumbria, Bowerham Road, Lancaster, Lancashire, LA1 3JD.
Tel: 01524 384427 Email: paul.miller@cumbria.ac.uk