

Sloane, Charles and Miller, Paul K. (2018) Coping and the plain radiography student: professionalism and the crippling dilemma of accountability before and after graduation. In: UK Radiological and Radiation Oncology Congress: Disease and Diversity, 2-4 July 2018, ACC Liverpool, UK. (Unpublished)

Downloaded from: <http://insight.cumbria.ac.uk/id/eprint/3574/>

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.

Title: Coping and the plain radiography student: Professionalism and the crippling dilemma of accountability before and after graduation

Authorship

1. Charles Sloane, MSc., Department of Medical and Sport Sciences, University of Cumbria, UK.*
2. Dr. Paul K. Miller, Department of Medical and Sport Sciences, University of Cumbria, UK.

*Corresponding author. Department of Medical and Sport Sciences, University of Cumbria, Bowerham Road, Lancaster, Lancashire, UK. LA1 3JD. Email: charles.sloane@cumbria.ac.uk. Tel: +44 1524 384640

Keywords

Grounded theory; Medical sociology; Medical education; Medical imaging; Plain radiography; Qualitative research

Abstract

Background: While the HCPC standards for radiography have not altered significantly since their initial publication, an examination of current NHS medical imaging workload data and case mix^{2,3} reveals that real-world medical imaging practice itself is undergoing a period of sustained change and increasing professionalisation. This movement places enhanced accountability on even the most junior of clinicians, against an escalating variety of practical clinical tasks. Building on the work of Sloane and Miller⁴ regarding radiography unit managers' perceptions around the "fitness for purpose" of new radiography graduates, the findings detailed herein explore in greater depth the relationship between contradictory structural pressures in UK Higher Education (HE) and the NHS.

Methods: Using a Straussian model of Grounded Theory,^{1,4} extended accounts provided by N=20 radiography department leads were analysed.

Results: Three themes emerged: (a) Participants voiced a degree of frustration around having to chase new graduates to undertake core roles and professional activities. (b) Newly qualified staff were regularly reported to have difficulty in maintaining a work life balance in 24/7 medical imaging services. (c) Recent graduates found difficulty in taking responsibility for their own mistakes.

Conclusions: The recent shifts in accountability-modelling in HE and the NHS place new radiography graduates in a profoundly difficult position regarding their adaptation/coping capacities. Shifting suddenly from an environment (HE) in which nearly all accountability is presently placed upon their lecturers and clinical tutors, into a professional context (NHS) in which all accountability is placed upon them, was noted to be crippling for them in many cases.

References.

1. NHS England. NHS imaging and radiodiagnostic activity. Leeds: NHS England Analytical Services; 2014.
2. CREDO. A white paper investigation into the proposed commissioning of new PET-CT services in England. London: CREDO; 2014.
3. Sloane C, Miller PK. Informing radiography curriculum development: The views of UK radiology service managers concerning the 'fitness for purpose' of recent diagnostic radiography graduates. *Radiography* 2017;23:S16-S22.
4. Charmaz, K., Grounded Theory, in: Smith, J.A., ed., Qualitative Psychology: A Practical Guide to Methods, Sage, London, 2008, 81-110.