
Downloaded from: http://insight.cumbria.ac.uk/id/eprint/4401/

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.
A Two-Year Evaluation of a Direct-Entry Postgraduate Ultrasound Programme: The Perspectives of Clinical Leads

Gareth Bolton, Lorelei Waring, Amanda Marland, Charles Sloane and Paul K Miller

University of Cumbria, UK

Abstract

Background: The UK’s public ultrasound departments have been understaffed for some years (Waring et al., 2018; Miller et al., 2018). This short-staffing is noted have a range of detrimental outcomes for patients, departmental managers and working sonographers alike (Miller et al., 2018; Bolton and Cox, 2015; Migration Advisory Committee, 2013). While ultrasound courses have traditionally recruited from a pool of general radiography graduates, a current shortage of the latter is compounding the overall problem (Waring et al., 2018). Consequently, new direct-entry programmes have been advocated (Society and College of Radiographers, 2013). This presentation reports findings from an evaluation of one of the UK’s first postgraduate direct-entry ultrasound programmes, exploring the perspectives of the clinical leads of the departments within which participating students were placed.

Methods: A thematic analysis informed by a Straussian model of Grounded Theory was employed (Sloane and Miller, 2017); semi-structured interviews with N=6 participating clinical leads were conducted at the end of the first and the second year of the programme.

Results: Five global themes emerged: (a) The anticipated extra work required to clinically mentor students with no front-line healthcare experience; (b) The ‘soft skills’ (chiefly communication) of students with no prior clinical background; (c) Student management of
clinical objectives; (d) Rapid student adaptation to context; (e) Financial benefits of the direct-entry postgraduate model.

Conclusions: The anxieties of participants regarding (a) were rapidly quashed, while those around (b) were reported to have taken a little longer to fully address. While the equation between clinical objectives and academic work was an occasional ongoing concern, the rapidity with which the students adapted was reported to have given the participants great confidence in the selection process and the programmatic model itself.

**Keywords**: education; grounded theory; postgraduate study; sonography; ultrasound;

**References**


