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Results: Emergent 'motivational' themes relate to the notion of increased control over their future workforce (desire for more local recruitment of students; better retention of staff; professional pride; professional recognition). The 'barriers' currently identified differ across trailblazer groups but appear to relate to workforce challenges (regulation; career structures; professional protectionism; financial sustainability).

Conclusion: Degree apprenticeships are a new concept for allied health professions and the experience of each development stage should be captured, built upon and learnt from. There is no previous research in this area, and our timely recommendations will support evidence-based apprenticeship curriculum developments and facilitate a seamless integration of apprentices into the existing radiography workforce.

P169 Towards a discursive psychology of expertise in radiography education: Lecturers' use of "authenticity through autobiography" in classroom sessions

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Background: Often drawing upon K. Anders Ericsson's approach^[2] the contemporary corpus of research into radiography expertise tends to reflect a set of broadly social-cognitive concerns, whereby the knowledge and experience acquired by a professional are the focus^[1]. The Discursive Psychological (DP) approach, however, provides an alternative model; herein, how expertise is performed becomes key^[5] - DP describes how actors endeavour to make their own expertise persuasively and dynamically relevant in ways tailored to the intended audience.

Methods: Using the standard methods of DP^[3], N=10 classroom sessions were analysed to highlight the nuanced interpersonal ways in which experienced radiography lecturers performed their own expertise.

Results: Findings indicate the routine use of a socio-linguistic device termed "authenticity through autobiography" in the discursive sciences^[4]. The lecturers, in a variety of (usually) subtle ways, recurrently drew attention to:

- (a) The quantity and/or quality of their professional service in radiography;
- (b) the quantity and/or quality of their teaching experience; and
- (c) the quantity and/or quality of their research outputs and activities. All were raised only in moments whereby the specific topics of discussion - or the actions of the students - could in some way be inferred to contextually challenge the lecturers' own status as experts. Moreover, the particular autobiographical details raised always directly addressed the specific nature and implications of any challenge.

Conclusions: The work presented draws attention to the importance of interpersonal performance in communicating information in radiography, such that it might be recognised by students as expert knowledge.

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P170 Waving not drowning: How preceptorship will equip degree qualified sonographers to excel in the workforce

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Background: Preceptorship has been used in a wide range of health professions to provide support to newly qualified staff as they transition from student to registered practitioner. The preceptorship period should provide guidance and ensure that that each individual can develop to their full potential in a structured, supported way. Whilst a preceptorship period is advocated in many professions it is the responsibility of individual NHS trusts to determine how they will provide this support.

Purpose: With the introduction of a BSc Medical Ultrasound course a formal preceptorship period is being designed to enable this new transition. This has always been considered fundamental to the course by allowing the student to transition to practitioner and beyond, clinically and academically. To do this the preceptorship programme needs to be robust and meet the needs of the preceptee and their employer whilst ensuring that the preceptorship framework criteria are met. This poster shows how we are addressing these needs as we want to share our experiences with other educators and clinical sonographers.

Summary: As the first HEI to include sonographer preceptorship to those with an undergraduate qualification, we would like to present our journey of developing this programme.

P171 Personal experiences of students on a new medical ultrasound education programme

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Background: There is a recognised shortage in the UK medical ultrasound workforce which we are addressing with a direct entry BSc Medical Ultrasound qualification. Using an innovative approach to this workforce problem has given students on this new