

Mawson, Julie and Miller, Paul K. ORCID: <https://orcid.org/0000-0002-5611-1354> (2024) Bridging the gap: understanding why assistant practitioners choose a radiography UDip pathway. In: UK Imaging and Oncology Congress 2024 (UKIO 2024): Vision and values: Putting people first, 10-12 June 2024, Liverpool ACC, UK. (Unpublished)

Downloaded from: <http://insight.cumbria.ac.uk/id/eprint/7580/>

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.

Bridging the gap: Understanding why assistant practitioners choose a radiography UDip pathway

Julie A. Mawson^{1,2} and Paul K. Miller²

¹North Cumbria Integrated Care; ²Institute of Health, University of Cumbria, UK

UK Imaging and Oncology Congress, Liverpool ACC, 10th to 12th June 2024.

Abstract

Background: The UDip Radiography Assistant Practitioner bridging course is designed to allow current Assistant Practitioners (APs) in the UK's National Health Service (NHS) to emulate the level of educational and clinical attainment of a BSc. Diagnostic Radiography student finishing their second undergraduate year. This is with a view to the AP then progressing into the third year of the BSc programme and ultimately qualifying as a state-registered radiographer. Little is known about UDip registrants' rationales for choosing to bridge this gap between AP and qualified radiographer. This exploratory paper therefore qualitatively reports detailed self-reflections on pathways taken and choices made by APs in the early stages of a recently validated UDip programme at a single UK university.

Method: Semi-structured interviews were conducted with N=6 UDip registrants ($f=4$; $m=2$). Transcribed data were investigated in line with the Reflexive Thematic Analysis approach detailed by Braun and Clarke (2021).

Results: Analysis revealed four global themes: (1) A funded opportunity to study - a pathway without incurring tuition fees; (2) Prior level of knowledge and skill - the need to be recognised for clinical experience and skills; (3) Limited scope of practice - frustration and the inability to progress; (4) Impact on the future - the personal and professional impact of progression.

Conclusions: It is contended that the findings provide a stronger understanding of registrants' backgrounds and motivations, and the links between them, and will help to more effectively tailor UDip pedagogical provision and personal tuition in the future.

References

Braun, V. and Clarke, V. (2021) "One size fits all? What counts as quality practice in (reflexive) thematic analysis?," *Qualitative Research in Psychology*, 18(3), pp. 328–352.