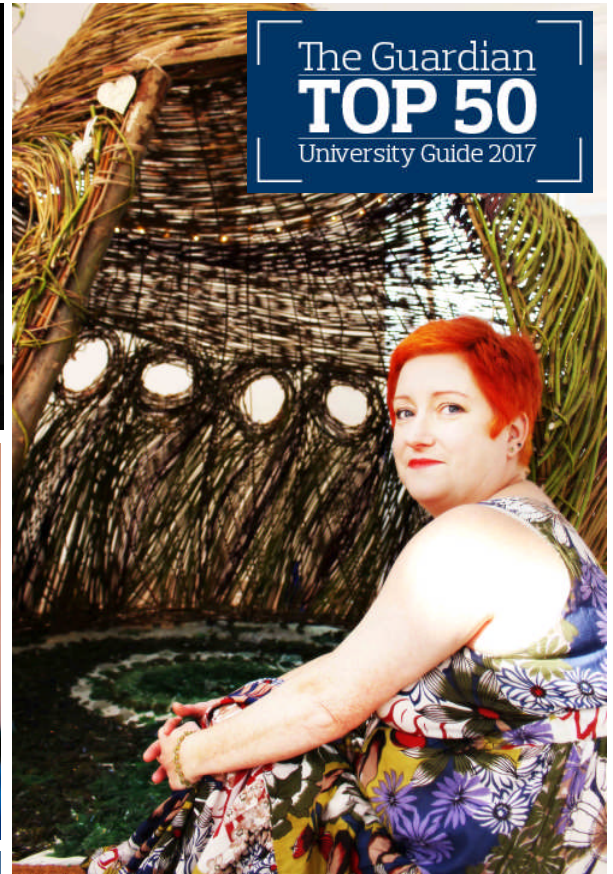


The Guardian
TOP 50
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Evaluation of shared placements between MSc Pre-Registration and BSc (Hons) Diagnostic Radiography students



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Background

- History of Diagnostic Imaging at UoD
- 2016 new MSc Pre-Reg DR starts
- 1 of only 4 programmes in the UK
- How the programme works
- Programme evaluation on-going
- Placement evaluations are completed on both programmes but these do not specifically ask about their shared learning experience.

Aim of this evaluation

- To evaluate the shared placement experience of MSc (Pre-Registration) Diagnostic Radiography and BSc (Hons) Diagnostic Radiography from their perspective

Opportunity to evaluate;

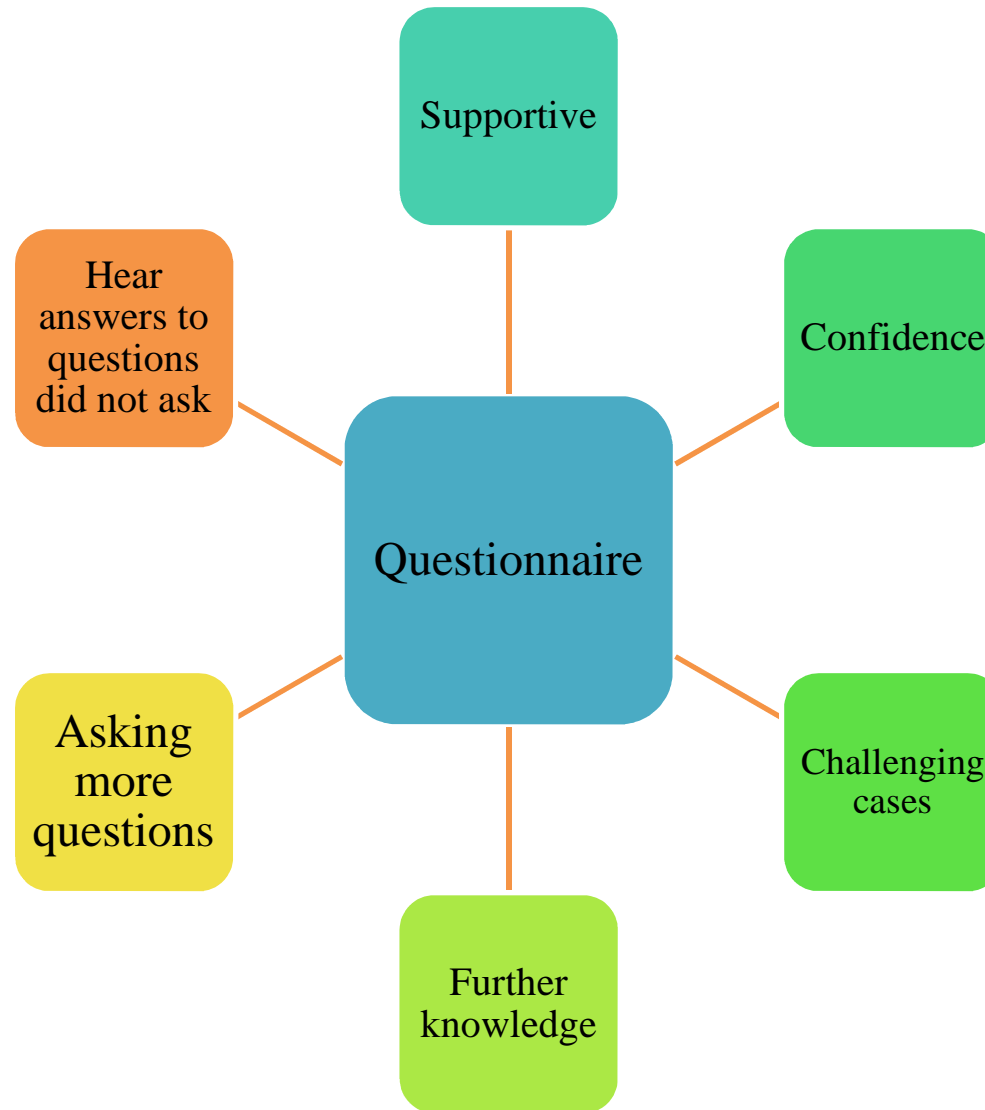
- the perceptions, expectations and experiences of the students learning together on placement.

Method

- Data gathered at the end of first shared placement block
- Participation information sheet & consent attached to questionnaire
- Recruited by academic (not the 3 researchers)
- Paper Questionnaire (quantitative and qualitative data)
- Small focus groups (1 for BSc and 1 for MSc)
- Sample size 44 (BSc) and 8 (MSc) from Sept 17 programmes

Questionnaire

- Please only complete this questionnaire if during your first placement block you were placed in the same imaging area as a student from another University of Derby programme e.g. BSc/MSc Diagnostic Radiography
- Identified whether BSc or MSc student
- Likert scale 1-4
- Even number used to remove 'neutral' response and 4 categories which is considered normal (Lavrakas, 2008)



Please provide free text answers to the following questions:

- 1) How did you feel about working with students from another programme?

- 2) How did working alongside another student impact on your placement experience?

- 3) Was there anything that would have improved or changed this experience?

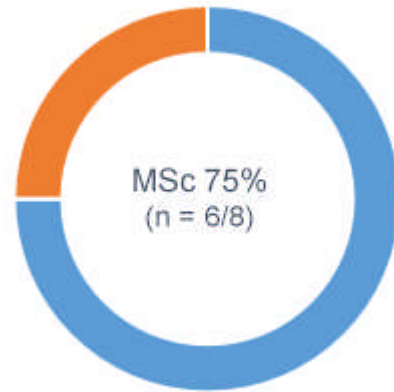
- 4) Were you treated differently to students from a different Programme, if so in what way?

If you would like to make any other comments that you feel are relevant please write them here

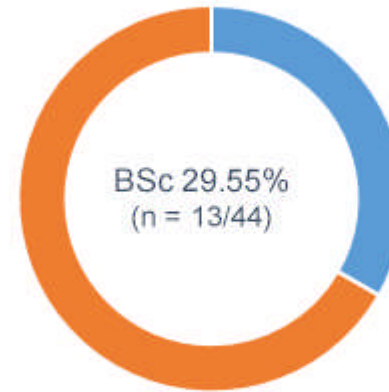
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Results

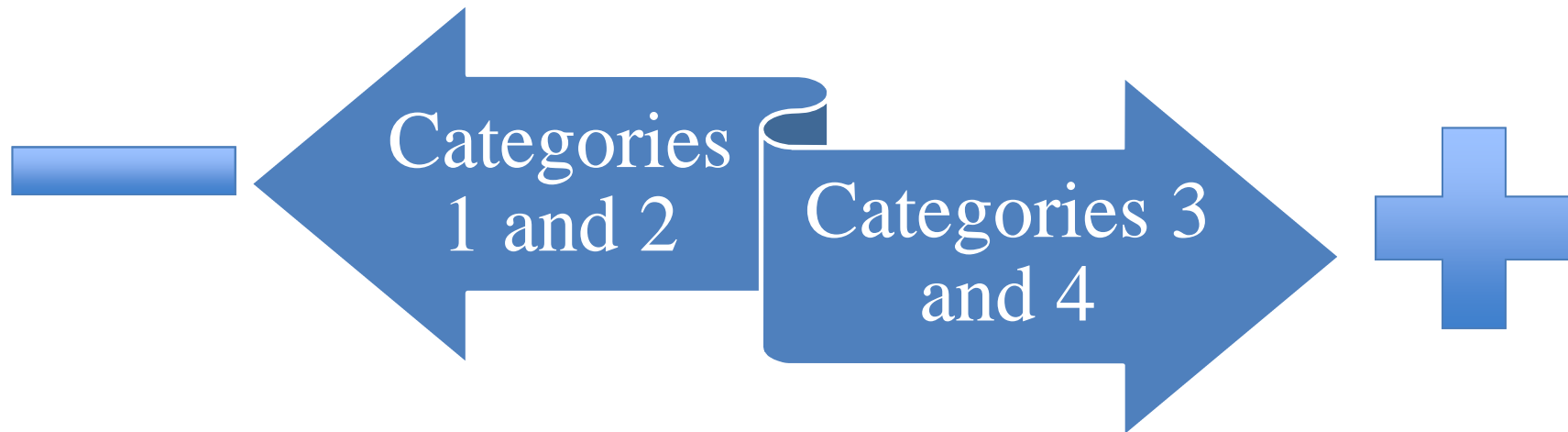
MSc response rates



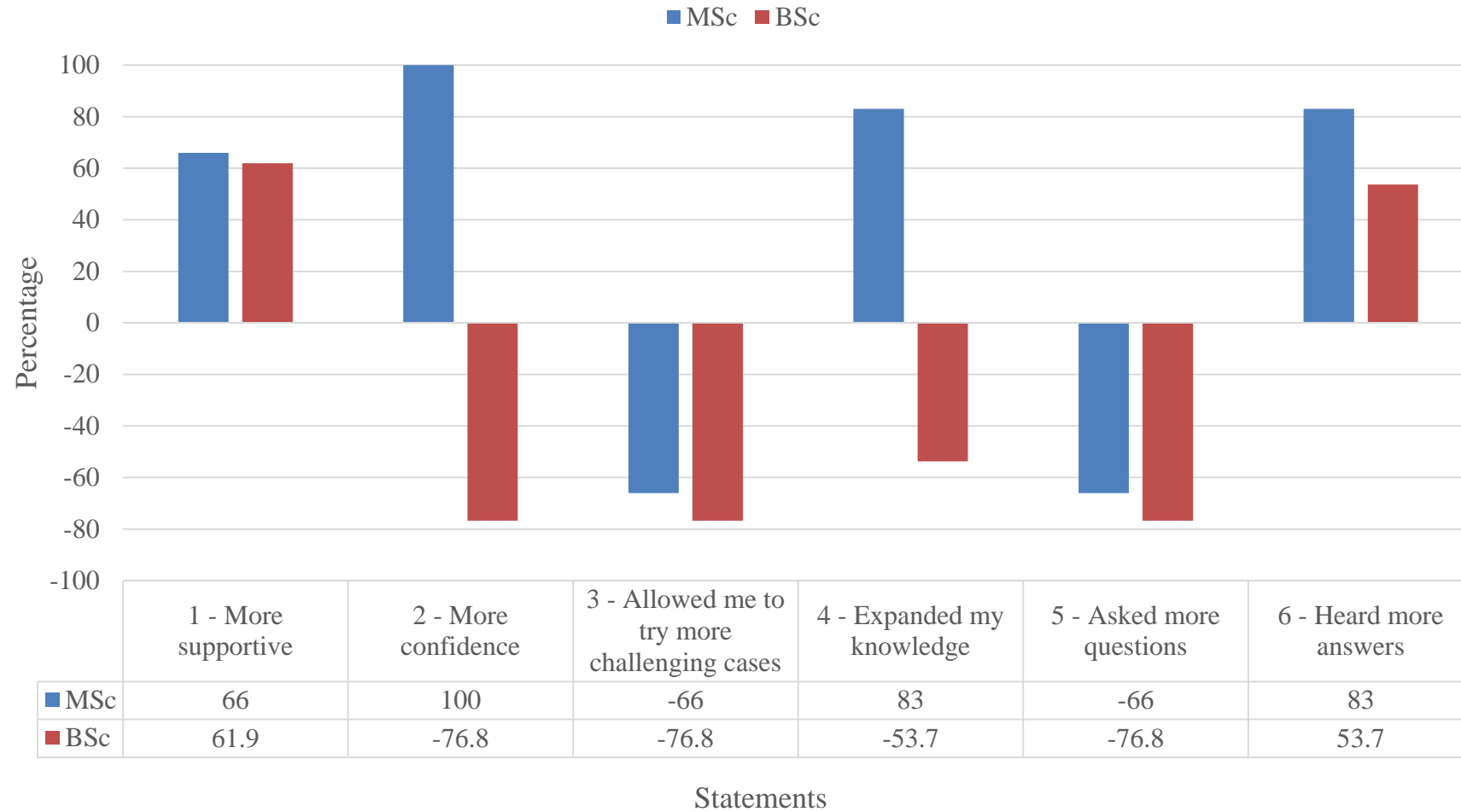
BSc response rates



■ Responses
■ Non response

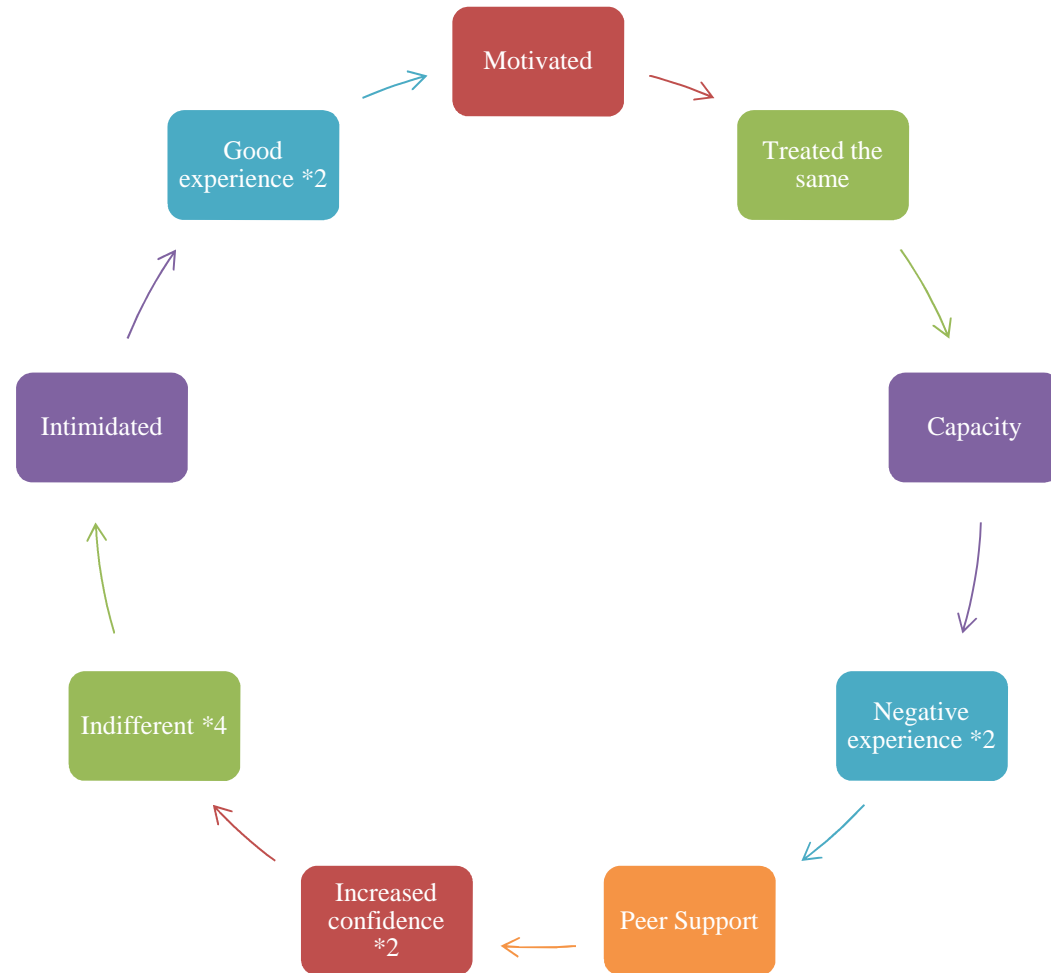


Comparative Questionnaire responses

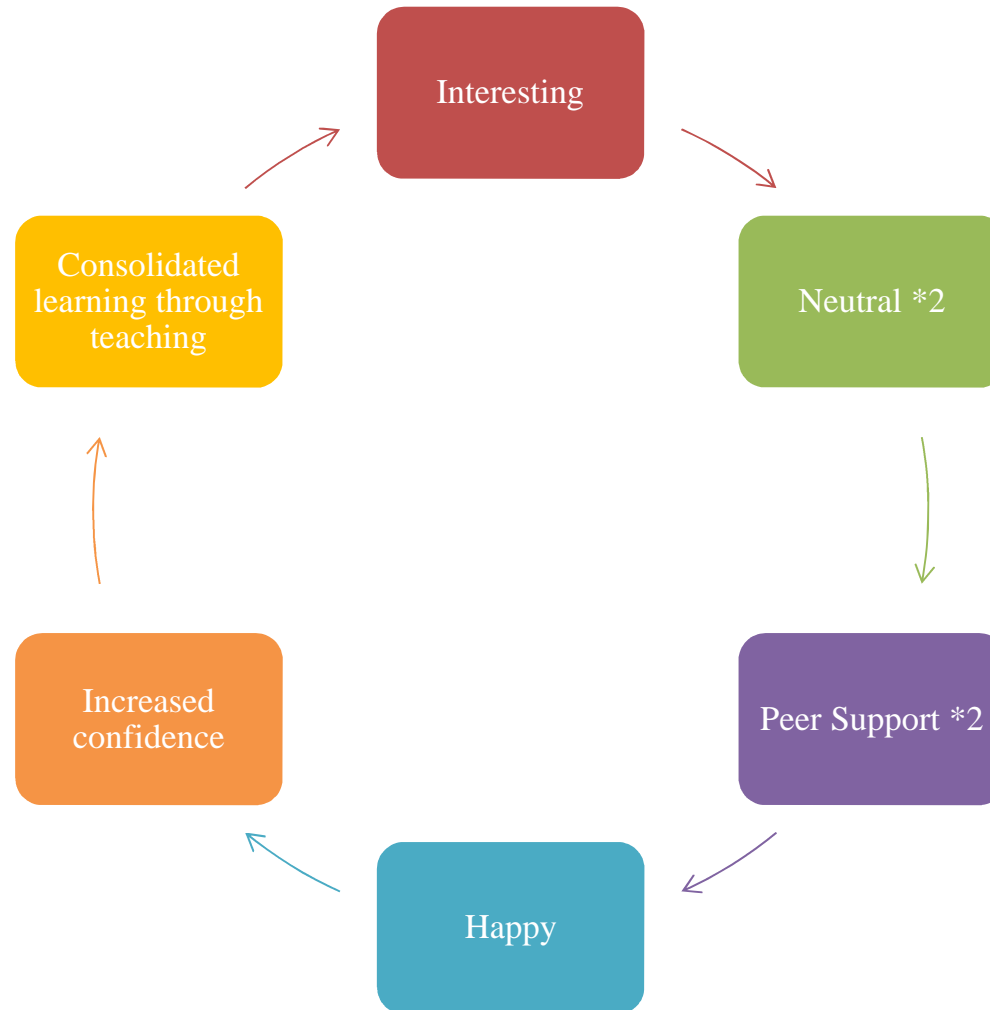


Themed Coded analysis of open questionnaire questions

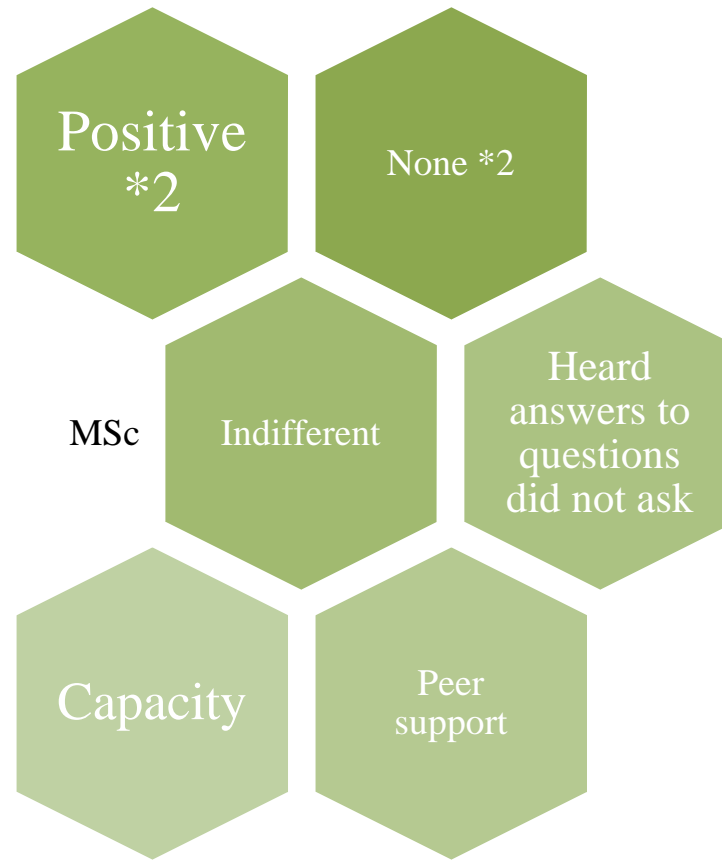
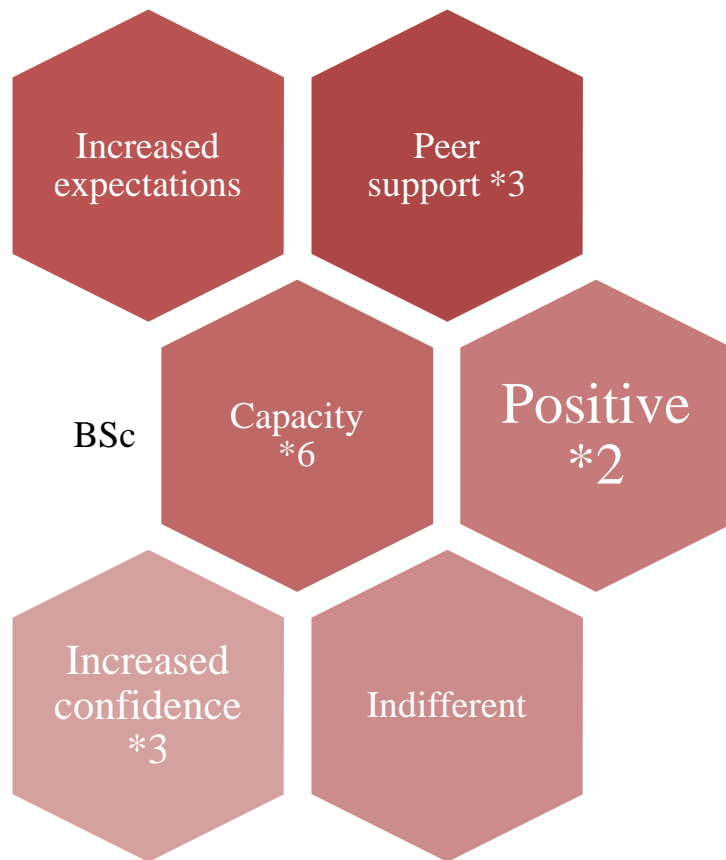
BSc: How did you feel about working with students from another programme?



MSc: How did you feel about working with students from another programme?



How did working alongside another student impact on your placement?



BSc was there anything you would have improved or changed about this experience?

Level of training

Clinical staff knowledge of programme

No *4

Capacity &3

Would like more time together *2

MSc was there anything you would have improved or changed about this experience?

No *4

Improve BSc
social skills

Capacity

Were you treated differently to students from a different programme, if so in what way?

Overshadowed

No*3

Part of the team

Higher expectations of maturity from staff *2

Greater level of respect *2

Work more independently *3

No

BSc: Any other comments

Capacity

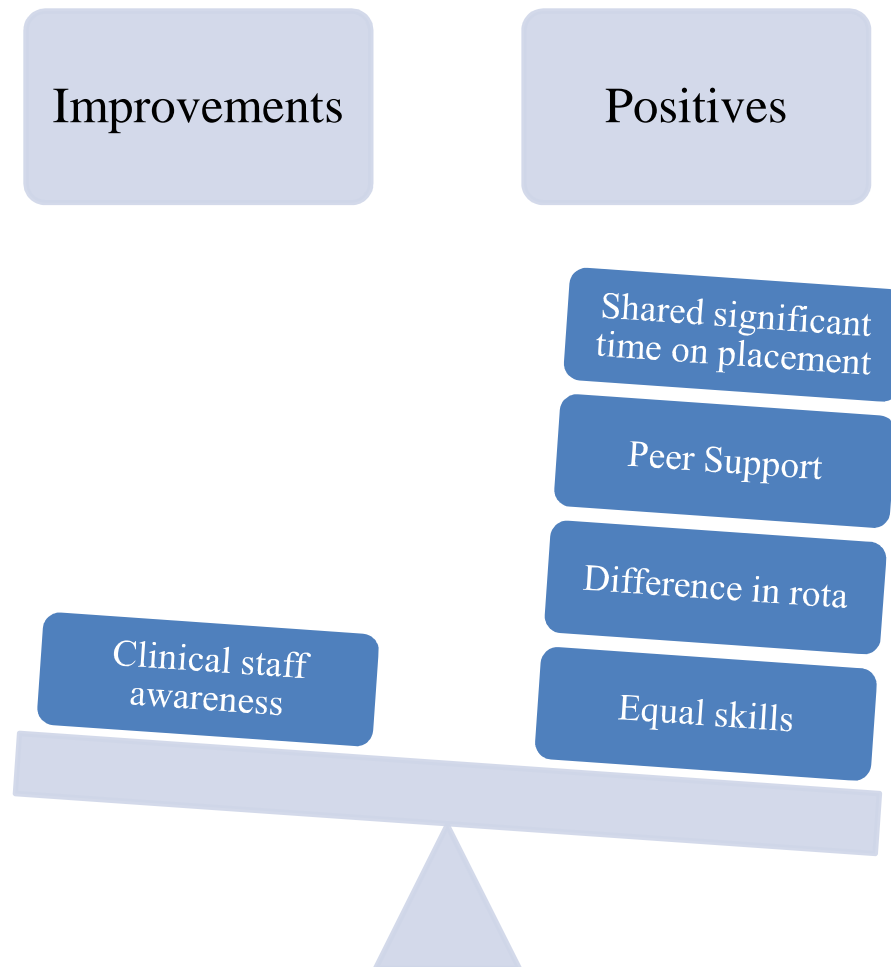
Good
experience

MSc: Any other comments

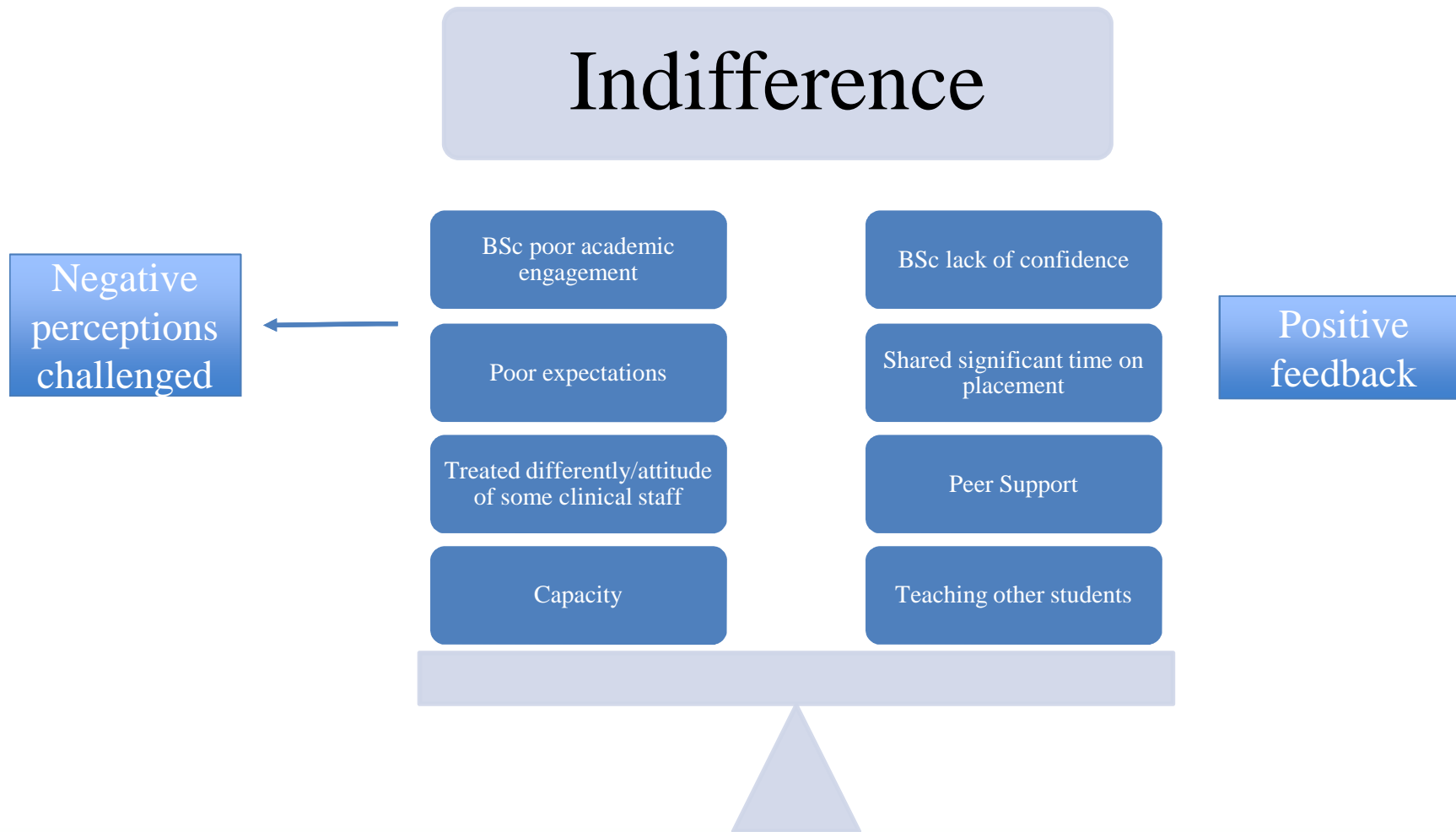
None

Focus groups BSc coded themes

*'we would stop and talk
and compare notes on our
lunch breaks'*



Focus groups MSc coded themes



Quotes

'I would always be asking questions and find out what the answers were and then they would ask me'

'They would treat you more like one of the radiographers than one of the students'

'It's nice to share that information'

Validity

- Anonymous questionnaires
- Quant/Qual
- Blind coded by 2 researchers

Limitations

- Relies on self-reflection & emotional intelligence
- Students perceptions on reasons for research
- Students don't know any different/nothing to compare to
- Experiences may be from 1st week or last week depending on rota
- Even Likert scale
- Only a snapshot of 1 year (lots of variables)

Conclusions

- Shared placement provides peer support and can positively impact confidence, learning and the work environment
- Can enhance experience for both programmes
- Capacity and clinical staff awareness need to be managed
- Need to work on student expectations
- MSc programme has increased student numbers
- Further research required

References

- Lavrakas, P (2008). Encyclopedia of Survey Research Methods. Volume 1. Sage: California

