



**Introducing the role of the
'practice educator' from the
University of Derby
to the affiliated radiography clinical
placement and its impact on the
student learning experience.**



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Changing needs of the service

- Merger - University hospitals of Derby and Burton
- General increase in newly qualified radiographers especially in different specialisms for example cross sectional imaging and sonography.
- Increase in reporting radiographers
- Targets have increased especially in areas of waiting times for example the 4-hour breach times & 2 week wait cancer pathways
- Currently the trust are working towards a 0 day wait on reported plain film imaging.



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How will this impact on student learning experience?

- With Trusts merging there is re-structuring at managerial level, roles become redefined.
- High numbers of newly qualified staff means reduced numbers of staff able to formally assess and feedback.
- Target pressures lead to staff working within tightening time constraints, limiting time can be dedicated to learners.
- Introduction of digital radiography - processing time was historically spent discussing images with students.



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In this climate we hope to...

- This role will provide learners with a dedication to practice education, committing to provide pastoral care and engage in mentorship behaviours.
- Coaching and reflective practice will become a key component to the practice placement experience for students.
- Deliver a contemporary, student centred approach to practice education in the clinical environment.
- Using an evidence based approach



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How do we implement these proposals?

We can use the strategy and framework offered by Health Education England.

- HEE Quality Strategy 2016 – 2020
- HEE Quality Framework 2019-2020
- HEE Quality Framework Handbook 2017-2018





The HEE Quality Framework 2017/18

Narratives of each of these domains have clarity and the benefits can be realised, as some can be implemented immediately

However challenges can be identified in trying to meet these expectations in some some of these domains

For example,

- Not all practice placement providers will have come across this initiative



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Quality domains



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The HEE Quality Framework 2017/18



Learning
Environment
and Culture

- The learning environment does not always provide suitable facilities for learners and educators, to include space, IT, or library access
- Difficult to have access to, organise and engage with supervising radiographers to provide simulation based learning in practice placement



Supporting
and
Empowering
Learners

- Learners do not have a named educators for a period of placement as radiographers are rostered on a shift basis and will not always mirror the learner roster.
- Radiography students don't often stay in one area for more than a week



Supporting
and
Empowering
Educators

- Not all supervisory staff or educators are aware of the learner's programme in its entirety
- Radiographers generally like to 'stick to what they know' and feel reluctant to open up to learner practice requirements incase it challenges their own knowledge



Supporting
and
Empowering
Educators

- **See one, do one, teach one...**the idea of briefing and debriefing and allowing time for reflection in the practice placement is sparse
- The nature and historic way of radiography training is still embedded and breaking traditional values are difficult
- Therefore allowing ‘protected time’ to support learners isn’t even on the radar



**However this provides a detailed
platform from which to
work from for all parties involved**



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Short term goals

- Promote the role and its relevance to student clinical practice
- Ensuring the role is accessible to learners
- Empower supervising radiographic staff in their own abilities
- Used to introduce coaching behaviours to learners for the first time in this placement unique to radiography.



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Long term goals

- To develop and establish a learning team led by the practice educator
- Engage in habitual mentorship/coaching behaviours and maintain a positive learning culture amongst healthcare professionals.
- Plans for the role and its impact will hope to see a positive difference in the student learning experience in clinical placement.



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To monitor this approach...

- Evaluations of each learning experience provided to learners will take place
- Retrospective feedback will be collated from the radiographic learners and supervisory staff to ensure that practice stays relevant and valid to the service users who contribute to patient care delivery.



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Reflection

What have we
achieved so far?



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- In post since January 2019
- An accessible 'presence' in the clinical workplace
- We had team huddles...coaching and reflection
- Positive links have been made with the PLSU
- The climate is changing...radiographers are beginning to feel supported
- Student feedback at student rep meetings at the university is positive
- More radiographers have now engaged with the clinical supervisor's package that is now accredited with CPD Now



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What have been the barriers: teething problems

- Awareness of the quality approach not broadly known.
- Change in role from Senior Supervisory Radiographer and Student Liaison to Practice Educator.
- Time spent on site.
- Contact with radiographers - raising awareness of phone and email contact when not available on site.
- Mixed expectations of the role due to the emerging nature.



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Still to achieve:

- CPD sessions for radiographers to refresh ideals around mentorship and coaching.
- Recruit more radiographers that are student advocates in each specialism.
- Develop structures and processes to enable and empower radiographers and learners to provide the optimal learning environment.



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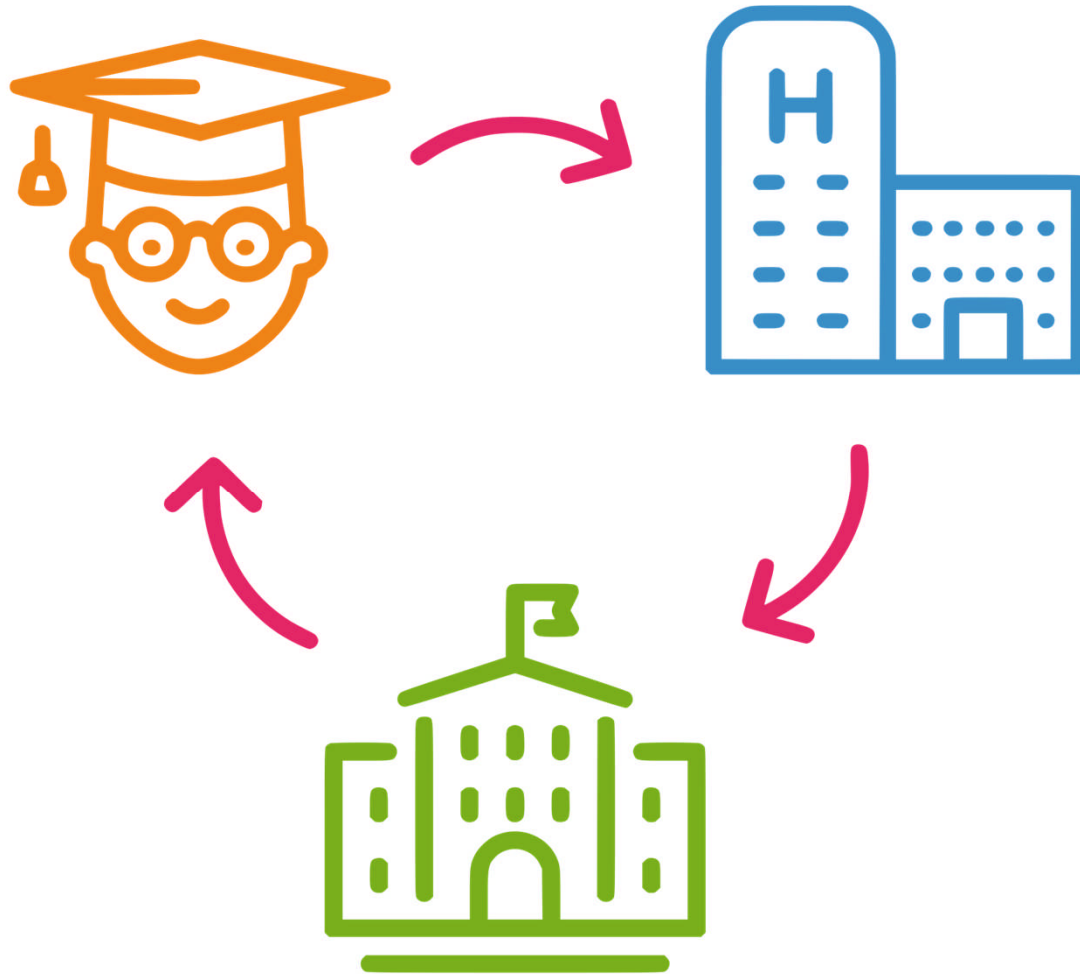
Reflection

- This learning culture will take time to embed
- Working with an Practice Learning Support Unit will have a key role in this
- The HEE Quality Framework Handbook 2017-2018 is an excellent and detailed resource to refer to when implementing this strategy to quality
- It has been challenging but very rewarding to try and identify ways to harmonise the relationship between clinical pressures and student learning. It has been a steep learning curve to come back into academia and respect the need for evidenced based practice and research.



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Long term goal: An active partnership





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