



**Supporting the pastoral needs of
undergraduate diagnostic radiography
students: a phenomenological exploration
of the educator's experience**

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With thanks to:
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Background

- 11.9% of students due to qualify in 2020-21 did not complete their course, with personal circumstances are recognised as a cause of non-completion (CoR, 2022a)
- Pastoral support is crucial to continuation (McAnulla, Ball and Knapp, 2019), as well as feeling “known and valued” (Austen et al., 2021, p.30)
- Band 5 vacancy rate of 20.2% (CoR, 2022b)
- Political, professional and institutional drivers for reducing attrition
- 49.4% of teaching staff report their workload in relation to pastoral support had increased significantly over the last 3 years (UCU, 2022)

Research design

- **How do educators make sense of their experiences of supporting the pastoral needs of undergraduate diagnostic radiography students in the United Kingdom?**
- Interpretative Phenomenological Analysis (IPA) – an interpretative endeavour attending to the detailed examination of lived experience
- Semi-structured, one-to-one interviews
- Small, purposively selected sample of radiography educators in England and Scotland with pastoral experience ranging from two to 23 years

Results

Superordinate	Subordinate
Disorientation and Distress	"Winging it": Feeling unprepared
	Feeling overwhelmed
	"Where do you cross the line?": Experiencing uncertainty
Connectedness	"The fuzzy glowing inside bit": Feeling rewarded
	Becoming connected
Acceptance and Coping	"It's not for you to fix": making sense of the pastoral support role
	Feeling supported: the importance of social networks
	Experience-informed practices

Experiencing
connectedness in
pastoral relationships

Practising at the
intersection – boundary
work in pastoral
practices

Emotion management as
a radiography educator

Communities of practice
in radiography education

Thank you

Any thoughts or
questions?

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