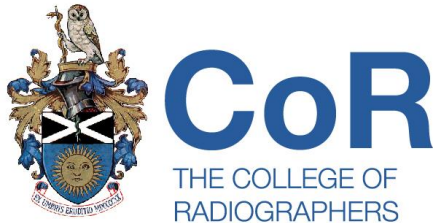


Developing in Practice Education Through Individual and Community Activity



Laura Charlesworth & Kathryn Williamson
Professional Officers - Education and Accreditation



Understand Practice Education against the Education and Career Framework



Explore the role and identity of a Practice Educator and identify ways to create communities of practice and sustain collegiality in Practice Education



Review the key indicators of Practice Education quality used by the CoR in reference to the Practice Educator Accreditation Scheme



Education and Career Framework for the Radiography Workforce (4th edition)

Start >



College of Radiographers Education and Career Framework Wheel



Simply click on the pin associated with the level of practice/role you wish to view.

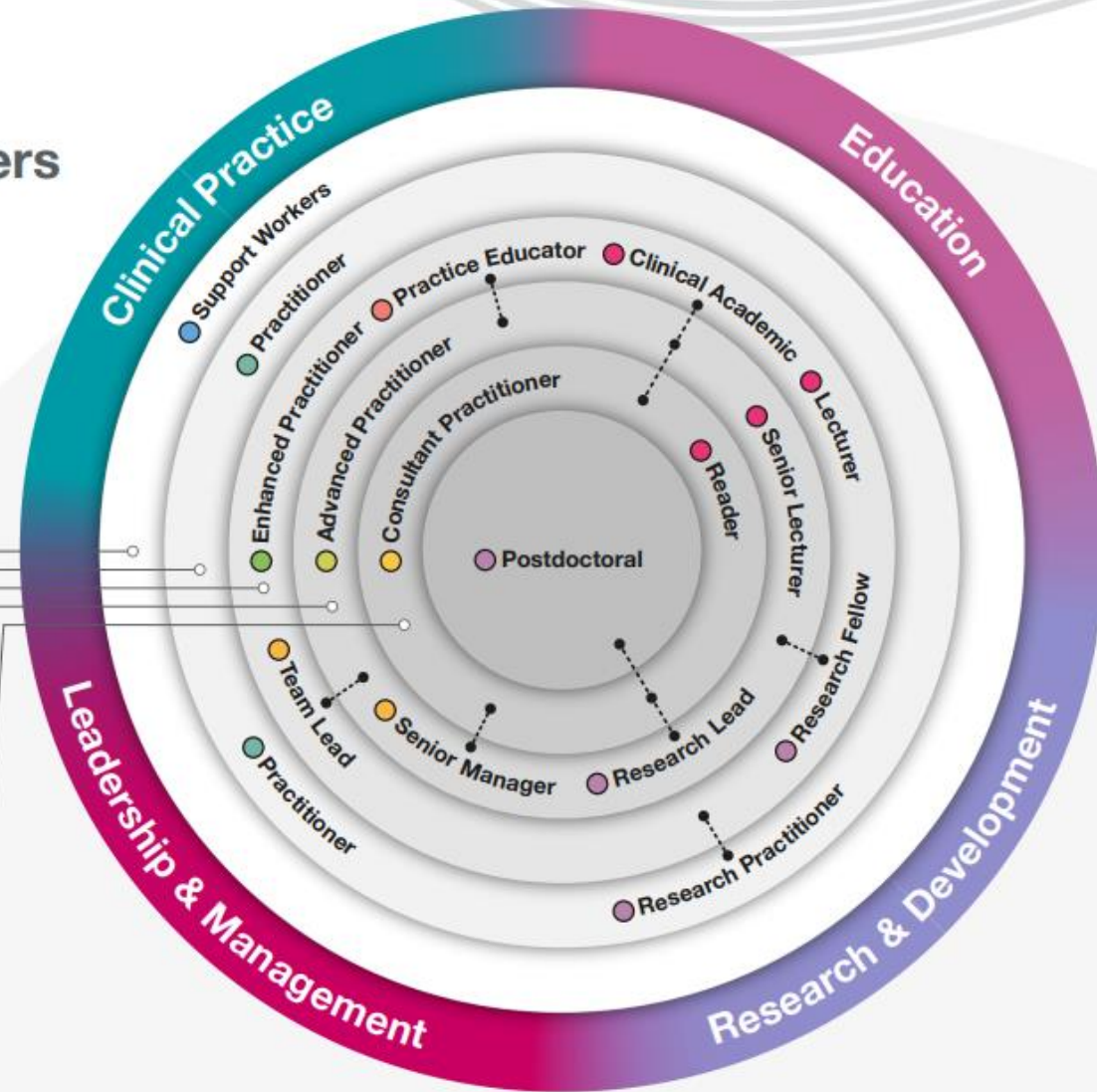
Clinical Support Worker/Senior Support – FHEQ Level 2/3
Mammography Associate – FHEQ Level 4/SCQF Level 7
Assistant Practitioner – FHEQ Level 5/SCQF Level 8

BSc (Hons) degree, BSc (Hons) degree apprenticeship:
FHEQ Level 6/ SCQF Level 10
MSc (Pre-Reg): FHEQ Level 7/SCQF Level 11

PgCert/PgDip: FHEQ Level 7/SCQF Level 11

Masters: FHEQ Level 7/SCQF Level 11

Doctorate: FHEQ Level 8/SCQF Level 12



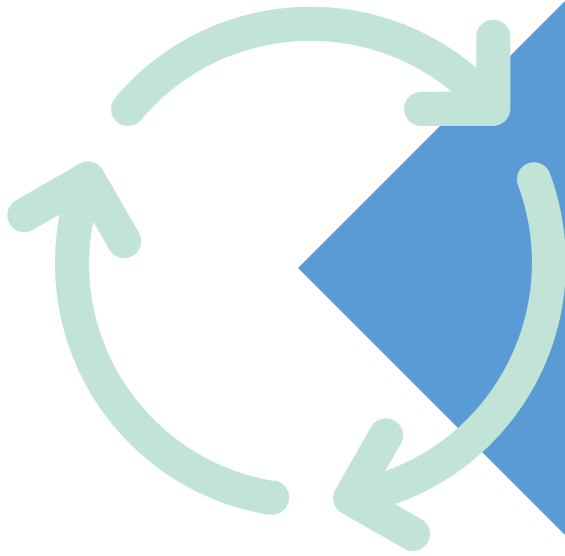
5 Education, qualifications and accreditation

- Local training organised by education institution, department or trust
- Master's (FHEQ level 7; SCQF level 11) module on practice education
- Postgraduate certificate (PgCert) in learning, teaching and assessment as a minimum, with aspiration to complete a full master's qualification (FHEQ level 7; SCQF level 11) aligned to their role
- [College of Radiographers Practice Educator Accreditation Scheme \(PEAS\)](#)
- Advance HE [Associate Fellowship](#) or [Fellowship](#)

6 Indicative curriculum

It is expected that Practice Educators will be supported by their employer to undergo formal education at level 7 to fulfil the requirements of their role. Ideally, this should be a full master's (FHEQ level 7/SCQF level 11) qualification, but as a minimum should be a postgraduate certificate (PgCert) in learning, teaching and assessment. Any programme of learning should cover the knowledge, skills and attributes as expected for a practice educator. Programmes seeking CoR approval in relation to practice education are expected to align with the [health and care professions practice education guidance](#).





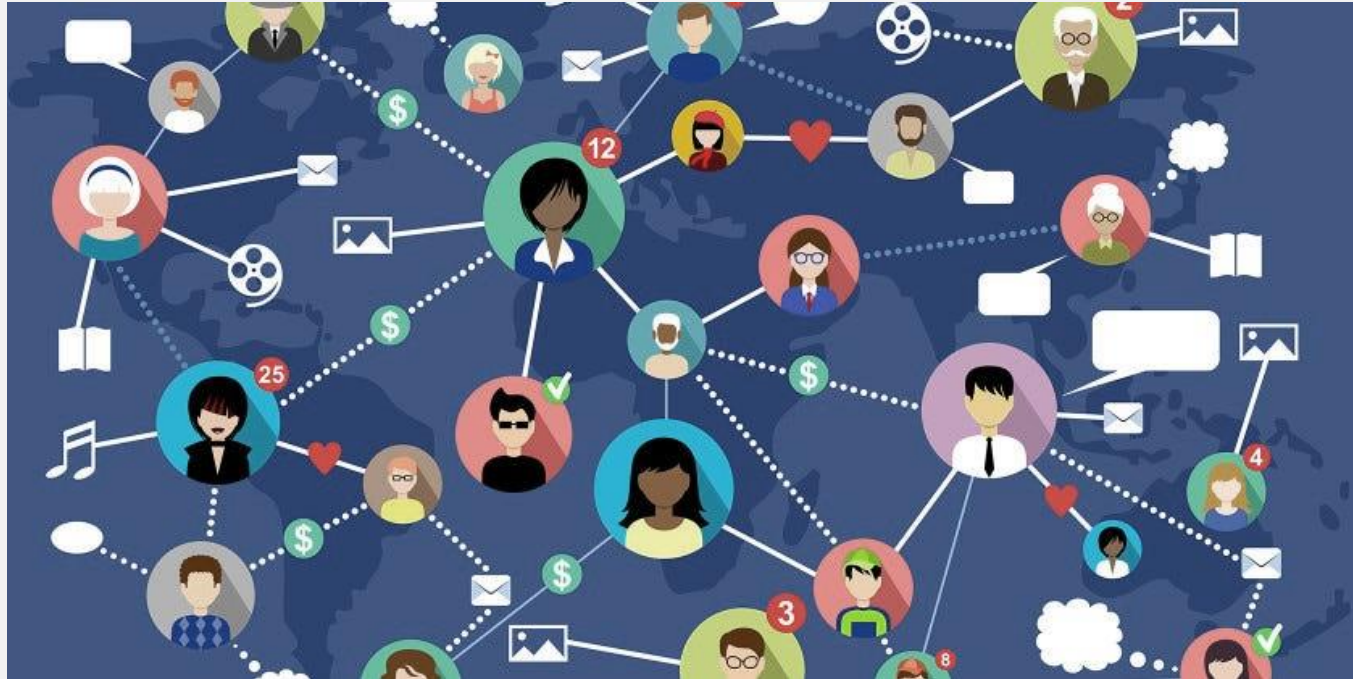
Explore the role and identity
of a Practice Educator and
identify ways to create
communities of practice and
sustain collegiality in Practice
Education

Task:

In your groups:

1. Capture your ideas on what constitutes Practice Educator identity, to include core aspects of practice education roles
2. Capture key Practice Educator “stakeholders”

Practice Educator Communities



Group discussion to identify:

1. Existing communities of practice/networks/groups
2. Potential communities of practice/networks/groups



Review the key indicators of Practice Education quality used by the CoR in reference to the Practice Educator Accreditation Scheme

What is CoR Accreditation?

Accreditation demonstrates a personal and organisational commitment to professionalism in Radiography.

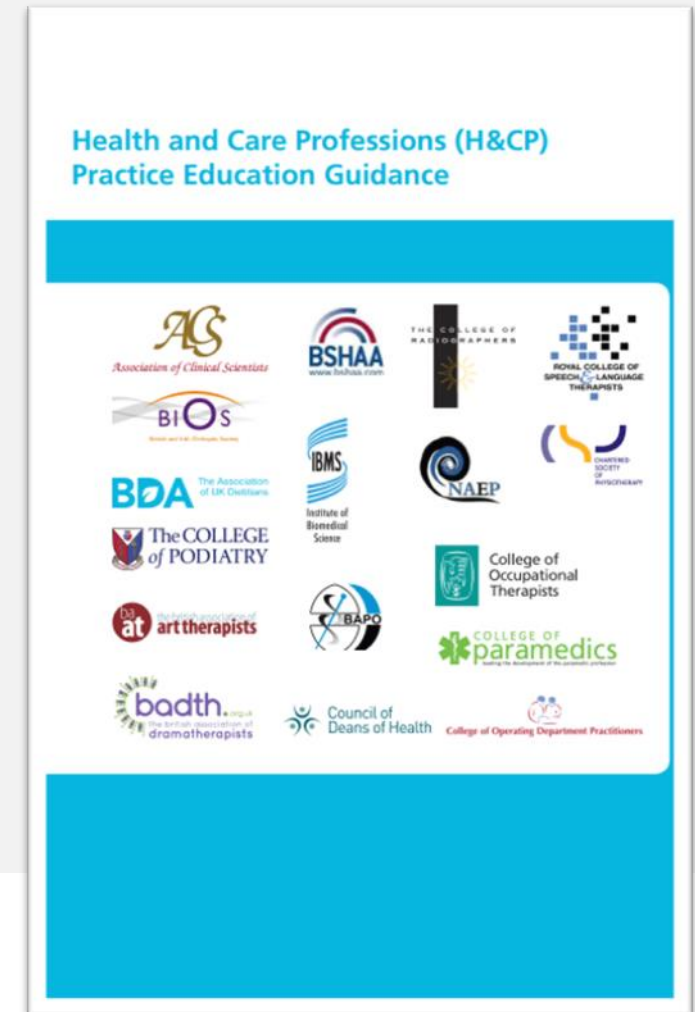
Holding accreditation evidences to your peers, employer and those who use your services that you can apply professional body requirements through your practice.

- ✓ An outward sign of quality – provides a valuable measure of success & is increasingly recognised across the sector
- ✓ Promotes good practice and demonstrates your professional commitment through active reflective practice
- ✓ Ensure consistency in the quality of care and service provided, assuring alignment with current practice
- ✓ Alignment to the CoR programme approval process - PEAS gold standard measure for Practice Learning Support

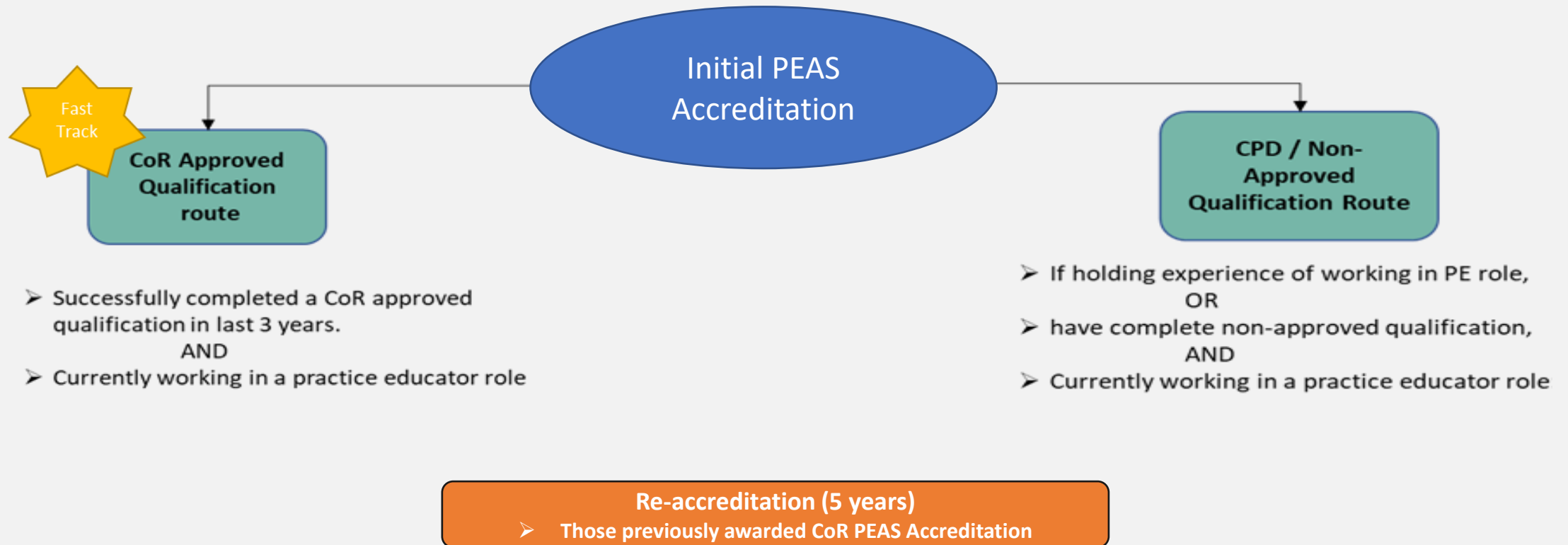
Practice Educator Accreditation (PEAS)



- For Practice Educators, CoR accreditation is awarded to individuals who can demonstrate fulfilment of the **12 practice educator learning outcomes** (H&CP Practice Education Guidance 2016)
- Valid for 5 years



Routes to PEAS Accreditation



Practice Educator Accreditation Scheme

- Apply through CPD Now
- Guidance available on the PEAS webpage
[Practice Educator | CoR
\(collegeofradiographers.ac.uk\)](https://collegeofradiographers.ac.uk)



Practice Educator Accreditation Scheme

Guidance for Applicants

July 2022

Features of Continuing Professional Development in Practice Education



Knowledge – developing your thinking



Skills – developing your doing



Values – developing your being



Competency – developing against governed set of standards

12 PEAS Outcomes



1. provide information to learners about the learning experience offered and to clarify/manage expectations
2. apply knowledge of educational theory to learning and assessment practice, creating level-appropriate, inclusive and empowering learning environments and opportunities
3. actively promote policies and practices that acknowledge different needs of students and learners individually and as a group, demonstrating an inclusive approach
4. promote the visibility of practice education and the role of learners within the health and care professional team, amongst stakeholders
5. actively contribute to the assessment of adequate and safe levels and models of learner supervision
6. understand where practice learning fits with taught components of the programme when working with students

12 PEAS Outcomes Contd.



7. promote, facilitate and support self-reflection and peer learning
8. provide a range of opportunities to maximise learning and enable the achievement of directed and self-directed level-appropriate learning outcomes
9. apply and contribute to, where appropriate, various forms and levels of fair, inclusive, sensitive, consistent and robust practice education feedback / feed forward and assessment and involve learners in the process
10. communicate in a skilled and effective manner with students, colleagues, service users and stakeholders to support the facilitation of the programme of learning
11. reflect on and evaluate their role as a practice educator and continually implement improvements
12. evaluate the practice learning environment and formal / informal learning events and implement change based on evidence

Health and Care Professions (H&CP) Practice Education Guidance (2016)

Task:

Reflection Activity:
Use the PEAS reflection tool to begin building your CPD evidence and critical narrative, please complete this individually or in a pair/small group if you prefer.

The 12 PEAS Learning Outcomes

The 12 learning outcomes	What have you done?	How can you evidence this?
1. Provide information to learners about the learning experience offered and to clarify/manage expectations.		
2. Apply knowledge of educational theory to learning and assessment practice, creating level-appropriate, inclusive and empowering learning environments and opportunities.		
3. Actively promote policies and practices that acknowledge different needs of students and learners individually and as a group, demonstrating an inclusive approach.		
4. Promote the visibility of practice education and the role of learners within the health and care professional team, amongst stakeholders.		
5. Actively contribute to the assessment of adequate and safe levels and models of learner supervision.		
6. Understand where practice learning fits with taught components of the programme when working with students.		

The 12 learning outcomes	What have you done?	How can you evidence this?
7. Promote, facilitate, and support self-reflection and peer learning.		
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11. Reflect on and evaluate their role as a practice educator and continually implement improvements.		
12. Evaluate the practice learning environment and formal / informal learning events and implement change based on evidence.		

Meeting the 12 LOs

Through daily PE activities.....

Involvement in and facilitation of;

- learner induction,
- teaching and learning in practice, at HEI
- organising tutorials, alternative workshops,
- innovative teaching methodologies, simulation,
- providing feedback,
- multidisciplinary teaching / learning experiences
- student supervision, coaching and mentoring,
- supporting failing learners,
- ways to promote reflection with your learners, participating in self reflection,
- **evaluating** the effectiveness and **impact** of your practice,
- gathering **evidence** of this, obtaining feedback, testimonials....

1. provide information to learners about the learning experience offered and to clarify/manage expectations
2. apply knowledge of educational theory to learning and assessment practice, creating level-appropriate, inclusive and empowering learning environments and opportunities
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Quality of reflection

Impact on Practice

- How has your activity improved your practice?
- and benefitted service users (could be students, learners and ultimately patients).
- Evaluate the activity/learning-positives, negatives, quality of service.

Further Learning

- What further learning this activity has helped you to identify?
- Draw conclusions
- Create action plan-what, who, how, when?

Become more analytical and strategic when choosing your CPD activity



Insight – consider doing an exercise with a trusted other to find hidden development areas such as a Johari window. Ask – where are my blind spots?



Target – think about a clear career goal (such as using the Education & Career Framework and complete a Learning Needs Analysis. What skills am I lacking, where can I stretch?



Wider – consider how your plan fits into the wider service needs. You are (probably) going to need resource – time, funding and support. How do I make the case? who do I need to help me? How will they decide?

**Thank you for your
participation**

[Home | CoR \(collegeofradiographers.ac.uk\)](#)

Useful Links

- College of Radiographers (2019) *Practice Educator Accreditation Scheme Guidance Document for Applicants*, London: CoR. Available at: <https://www.collegeofradiographers.ac.uk/CMSPages/GetFile.aspx?guid=09e361f2-cf09-434c-95b7-c1e37dd2da29&versionhistoryid=22924> [Accessed 27 August 2021]
- College of Radiographers (2020) *Practice Educators*. London: CoR. Available at: [Practice Educator | CoR \(collegeofradiographers.ac.uk\)](https://www.collegeofradiographers.ac.uk) [Accessed 27th August 2021]
- *Health and Care Professions (H&CP) Practice Education Guidance* (2016) Available at: <https://www.collegeofradiographers.ac.uk/CMSPages/GetFile.aspx?guid=33714703-f6be-448a-89af-67d8886021af&versionhistoryid=22928> [Accessed 23 August 2021]
- The Chartered Society of Physiotherapy et al (2024) *AHP Principles of Practice Based Learning*. London: CSP, Available at: <https://www.sor.org/learning-advice/professional-body-guidance-and-publications/documents-and-publications/policy-guidance-document-library/ahp-principles-of-practice-based-learning> [Accessed 04 November 2024]