Achieving Excellence in Radiography Education and Research Conference
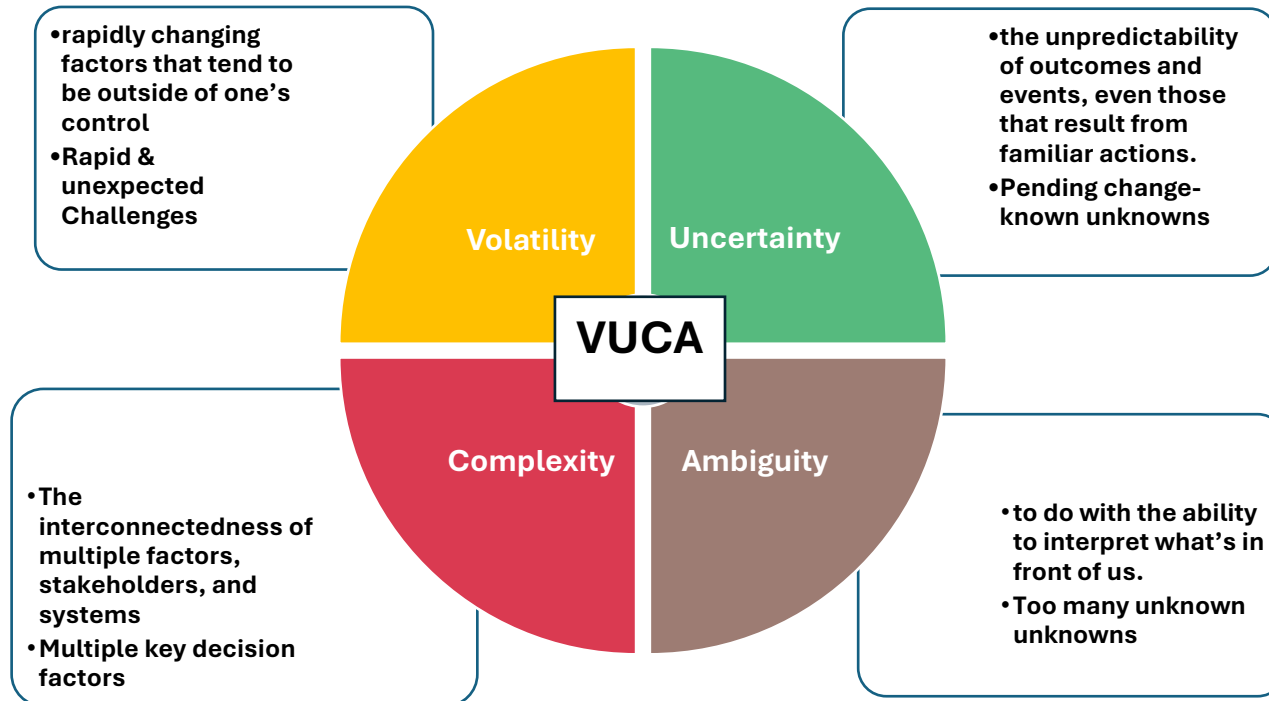
19th & 20th November 2024

The following handout contains a compilation of group responses from the day 2 Workshop: *Growing Educator Capability and Capacity* and various signposting information.

Activity 1

Identify barriers to the growth of educator capacity and capability using the VUCA Model

- rapidly changing factors that tend to be outside of one's control
- Rapid & unexpected Challenges

- the unpredictability of outcomes and events, even those that result from familiar actions.
- Pending change-known unknowns

Volatility **Uncertainty**

VUCA

Complexity **Ambiguity**

- The interconnectedness of multiple factors, stakeholders, and systems
- Multiple key decision factors

- to do with the ability to interpret what's in front of us.
- Too many unknown unknowns

Volatility	Uncertainty
Preceptorship New policy Changing government policy e.g. workforce planning, visa policy Pandemic and aftermath Changing government, political unrest Burn out & staff sickness Increasing demands MDT working Sustainability of PE role- will it die out Lack of collaboration Differing opportunities in different areas Capacity in practice EDI, antiracism and representation HEI teams changing Increasing number of stakeholders	Attrition/retention of learners Funding- - tariff, tuition, PE, HSE Lack of funding for PE posts Long term medical conditions Succession planning New learners- apprentices Staff turn-over (induction, new starters, training Increasing student/placement capacity Workforce education & training needs Operational pressures Clinical experiences for students 10 year NHS plan HEI income (fixed fees/ post availability/ redundancies Lack of experience for teaching- new to academia/PE role Lack of protected time
Complexity	**Ambiguity**
Apprentices v students. Routes into profession- differing student types (UG, MSc pre- reg, Apprentices). HEIs v Dept expectations & needs. Preceptorship. Research (under published). Number of HEIs involved for placements- multiple providers. Multiple trusts, ICSs, CDCs. Increasing new education providers. Learner needs- emotional, neurodiversity, protected characteristics. Education & Training for staff and PEs. Relationships with stakeholders and communication. Increasing use of technology in and across modalities. Gen Z, Learner sense of entitlement at times, behaviour and expectations. Government policy in relation to where education takes place. Variation in education focus- DRAD Competencies HCPC SOPs, TRAD patient pathway awareness. Lack of standardisation across various aspects of educational delivery.	Getting systems on board with framework e.g. preceptorship Funding Raising profile of profession Relevant experience- training in clinical Pay scales/ bands in trusts & HEIs Internal politics Vague curriculum/standards etc Career progression opportunities Changing expectations Pandemic NHSE priorities Differing student numbers Regulation and legislation (HCPC, IR(ME)R) Future of radiography- role of technology e.g. AI. Consumerisation and commercialisation of HEI Apprentices not tied into NHS trust after course finishes Who are the relevant stakeholders?

Activity 2

Explore and define key themes and concepts which will be required by educators to deliver effective learning in both the short and medium term.

Key themes and concepts educators will need to know/ have

Knowledge of Artificial intelligence, technology enhancements – training on this. Knowledge of Simulation and pedagogy, effectiveness of sim, TEL Digital poverty Evidence based practice- time ,training, alternative dissemination Flexible working opportunities Quality Understanding of expectations of learners Standardised structures- placement hours, guidance, national competency structure Platform to share good practice Financial funding savvy- better use of Tariff for DRAD More trained staff Student mentors Coaching & mentoring skills Everyone understands responsibilities Feedback surveys Ability to build strong relationships with key stakeholders Maintaining clinical skills	Equipment to help deliver training- e.g. VERT Preceptors Education for practice educators Student participation in research presenting at conferences Quality improvement- sharing good practice, succession planning Leadership and management knowledge and skills Wellbeing- own and learners. Learner needs- neurodiversity, protected characteristics Widening participation strategies Inequity widening across systems, affecting students, affecting patients- ways to reduce this. Recruitment strategies, competing with other degree choices, Skills in distance learning to ensure effective Practice- better awareness of course content, transparency between HEIs/Placement Decolonisation of the curriculum and practice setting Protected time for education delivery (off clinical) PE support for education role Normalisation of expectations on learners Reliable long term funding streams Role modelling and aspirational

Activity 3

Identify and define actions and ways of working that will/could build educator capacity and capability in the short- and medium-term through sharing innovation and exploring possibilities.

Workshop discussions:

a) Short-term	b) Medium-term
Consistency- job role and pay	Council of Deans
Protected time, job planning	Offer better incentives to work in education roles
NHSE funding for practice educators- apprentices	Improved recognition and rewards for educator roles- Value and
Digital sharing of information	interest and staff, ECF case studies, Council of Deans for Health
Networking and attending events	Funding to undertake PgCert, both academics and practice
Practice Education SIGs	educators
Development opportunities to be in an education role e.g. PEAS, shadow	?All band 5s become practice educators?- or encourage band 5
opportunities at HEI	involvement in practice education activities e.g. peer support
Platform to share good practice	Regional Networking groups
Better collaboration- getting HEIs to talk together when developing	Leadership training for all staff
placements	Shared goal-vision
Partnership meetings	Leadership teams- friendly, supportive sharing, mentorship.
Reduce hierarchy in meetings ask the people doing the roles	Platforms- evidenced -based practice, alternative dissemination
Thinking differently- other placement options?	spaces,
Introduce pedagogy into DRAD development (AFHEA/FHEA etc)	NHS futures platform
Education placements in pre-reg courses, Open doors	Simulation- learning for healthcare, ASPiH sim network, SoR Sim SIG,
Joined up shared delivery across organisations to free up capacity	IRIS
University/hospital in-house training	Preceptor training
ECF case studies	More DRAD in senior roles
	Standardised structures- placement hours, guidance, national
	competency structure
	Access to funding

Useful Links / Resources

- [Education and Career Framework for the Radiography Workforce | SoR](#)

- [NHS England » Educator Workforce Strategy](#)

- [Council of Deans of Health- Allied-Health-Professions-Educator-Framework.pdf](#)

- [professional_development_framework_for_educators_2022.pdf](#)

- [Education Quality Strategy and Framework | NHS England | Workforce, training and education](#)

- [Home | Advance HE](#)

- [Education Quality Escalating Quality Concerns.pdf](#)

- [Support by profession | NIHR](#)

- [Technology Enhanced Learning (TEL) | NHS England | Workforce, training and education](#)

- [Setting Up A Scheme | East of England](#)

- [AAPE](#)

- [The National Association of Educators in Practice – Preparing students for safe, effective and person-centred practice](#)

- [What is VUCA and what does it mean for you and your international organisation? | Cambridge Advance Online](#)