

**Enhanced Practice in Radiotherapy: the Development of a Schema to Support Education and Training in the United Kingdom (UK) [abstract only]**

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## **Enhanced practice in radiotherapy: the development of a schema to support education and training in the United Kingdom (UK).**

### **Background.**

Within the UK it has been identified there is a need to modernise careers across the wide variety of skill mix found within the healthcare workforce. Allowing highly skilled professionals to work to their fully trained potential and develop a clear career pathway with the aim to retain the workforce. Enhanced Practice is a defined level of clinical and professional practice, making a significant impact on patient care and clinical services. Using specific knowledge and skills within their enhanced scope of practice they will make autonomous decisions, mitigating and managing risk to the patient, themselves, and the organisation. In many professions this level of practice is nothing new, but this newfound awareness allows for further education and training development.

### **Innovation.**

Capabilities in practice (CiPs) are high level learning outcomes highlighting the capability to be achieved by the practitioner. The CiPs are housed in an education a schema with a strong narrative to inform educational institutions on requirements for education and training at this level of practice. The schema allows practitioners at this level of practice to excel across the four pillars of practice and not just the clinical pillar, allowing for career expansion for research radiographers, practice educators and operational leaders as well as those in predominantly clinical roles.

### **Progress/Outcomes.**

The schema will allow educational providers to apply its recommended principles into postgraduate education to support the development of practitioners to their career destination in enhanced practice or as a foundation building block to advanced practice. It is also hoped this opportunity will aid in retention of experienced practitioners as the workforce reforms and accesses the proficient knowledge, skills, and behaviours of these individuals to support clinical services.

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