

2310: The development of a UK curriculum for therapeutic radiographers at an advanced level of practice [abstract only]

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The development of a UK curriculum for therapeutic radiographers working at an advanced level of practice.

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Purpose

A rapidly increasing workload in radiotherapy with increasingly complex, technically demanding, radiotherapy techniques is well documented¹. The Royal College of Radiologists workforce census has repeatedly demonstrated a shortage of clinical oncologists, and this is predicted to continue to rise in the short to medium term². NHS England is looking to skill mix and developing its non-medical workforce to practice at enhanced, advanced and consultant levels to respond to this need³.

Delivered by experienced, registered health and care practitioners. It is a level of practice with a high degree of autonomy and complex decision making. Underpinned by a master's level award or equivalent that encompasses the four pillars of practice, leadership and management, education, and research, with demonstration of core capabilities and area specific clinical competence. It includes the analysis and synthesis of complex problems across a range of settings, enabling innovative solutions to enhance people's experience and improve outcomes.

Figure 1. What is advanced practice? MPF ref [1].

Development

The curriculum framework was aligned to the multi-professional framework for advanced clinical practice in England, the Royal College of Radiologists, and the Royal College of Physicians specialty training curricula. It provides core skills and knowledge for anyone practising at advanced level within radiotherapy, and a wide variety of competencies which can be selected to provide an appropriate structure for training to meet an individual scope of practice⁴.

Methodology

A survey was devised from a focus group of professionals working in advanced practice providing a co-produced data collection tool. Using a purposive sampling approach the survey was shared via social media. Ethical approval for the project was gained from Sheffield Hallam University. The data was analysed using descriptive statistics and thematic analysis to gain depth of analysis.

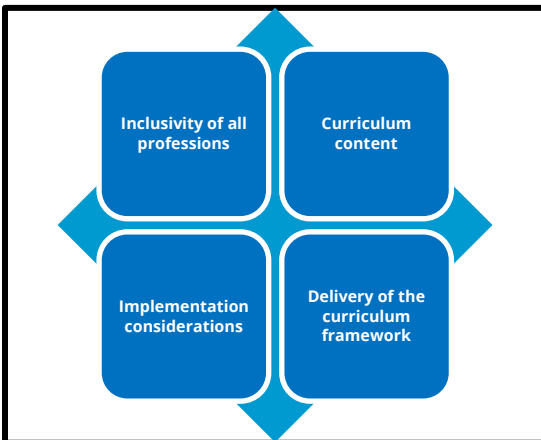


Figure 2. Themes produced.

Results

From the survey there were 51 responses, with an additional 3 group submissions from professionally recognised groups and 2 individual responses. All were considered as part of the analysis to ensure all views were considered.



Figure 3. Direct participant quotes.

Conclusion

Further development of the content and consideration of the alignment to all professions in Radiotherapy, will inform the final version of the curriculum framework. Consideration of structure of the ease of use and implementation will also impact the final design.

Acknowledgments

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