

Championing Enhanced practice in Radiography (CHEERs) Final Report

This work was commissioned and funded by NHS England.



SoR
THE SOCIETY OF
RADIOGRAPHERS



England

207 Providence Square
Mill Street, London
SE1 2EW, UK

020 7740 7200
info@sor.org

www.sor.org

**Championing EnhancEd practice
in Radiography (CHEERs)**

FINAL REPORT

2024/2025



SoR
THE SOCIETY OF
RADIOGRAPHERS

**Sheffield
Hallam
University**

 **UNIVERSITY of
BRADFORD**

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Executive Summary

The **Championing EnhancEd Practice in Radiography (CHEERs)** project, initiated by experts from Sheffield Hallam University (SHU) and the University of Bradford (UoB), aims to elevate awareness and understanding of enhanced practice within the radiography profession across the United Kingdom. Fostering a collaborative and inclusive approach, the initiative seeks to address current gaps in knowledge and practice, paving the way for a more competent and cohesive radiography workforce.

Objectives

- **Awareness Raising:** Develop and implement strategies to improve understanding of enhanced practice across clinical and academic settings.
- **Stakeholder Collaboration:** Engage a diverse group of stakeholders to co-create resources and strategies for advancing practice.
- **Training Champions:** Train enhanced practice champions to serve as advocates and mentors in the field.

Deliverables

Key outcomes include:

- Comprehensive resources, including infographics and educational materials.
- Improved collaboration and alignment of Higher Education Institutions (HEIs) with national practice frameworks.
- A trained cohort of champions equipped to sustain and expand awareness of enhanced practice in radiography.
- Evaluation reports detailing project outcomes and recommendations for future initiatives.

Conclusion

The CHEERs project represents a transformative effort to standardise and promote enhanced radiography practice across the UK. The project has created a lasting impact on the profession's growth and adaptability; whilst enhanced practice is nothing new in radiography, the term has been socialised to show the positive impact on the profession and patient care and encourage workforce development within and through this level of

practice. Resources have been developed to transform workplace culture, increasing confidence in the workforce to discuss enhanced practice locally, regionally and nationally. Through strategic stakeholder engagement, educational outreach, and the establishment of a network of champions, the project aims to create a lasting impact on the profession's growth and adaptability.

Project group

Melanie Clarkson (lead), Senior Lecturer in Advancing Practice in Radiotherapy and Oncology, Sheffield Hallam University.

Professor Beverly Snaith, Clinical Professor of Radiography, Mid Yorkshire Teaching NHS Trust, and University of Bradford

James Marcus, Associate Professor in Diagnostic Radiography, University of Bradford

Kay Hizzett Assistant Professor in Diagnostic Radiography, University of Bradford.

Background

Introduction to Enhanced Practice

Enhanced Practice is a defined level of clinical and professional practice that significantly impacts patient care and clinical services through workforce redesign^{1,2,3,4}. Practitioners at this level use specific knowledge and skills within their enhanced scope of practice to take responsibility for decisions in defined areas which their scope of practice defines, mitigating and managing risk to patients, colleagues, and the organisation.² Enhanced practice is not a role or a task but rather a level of practice. It is nothing new in Radiography as it corresponds with some pre-existing terms, such as 'specialist' or 'extended role'. However, it has increasingly become recognised as a level of practice, bridging the perceived distance from the newly qualified practitioner to the advanced practitioner.³

Current Landscape in Radiography

While a generic multi-professional apprenticeship for Enhanced Clinical Practitioner (ECP) exists, an individual schema and model curricula for diagnostic and therapeutic radiographers has been developed to align with relevant national documents.⁴ Importantly, enhanced practice is a level of practice rather than a role title or a task, encompassing broader professional capabilities and innovative approaches that improve care quality and service delivery.² Practitioners working at an enhanced level of practice contribute to the four pillars of professional practice—clinical, education, research, and leadership—but are likely to have greatest engagement with a particular pillar.³

Rationale for the Project

Enhanced level practice provides a structured opportunity to recognise and build on the radiographer's skill base, which spans the four pillars of professional practice and bridges the gap between the levels of foundation and advanced. By socialising this level of practice, the project seeks to highlight the benefits of this level of practice, retaining experience within the workforce, and how it already exists within the radiography community. Supporting conversations on career progression, the enhanced level practice should be seen as an exciting opportunity for development.

This initiative aims to:

- Understand the current awareness of enhanced level practice in radiography,

- Promote awareness of enhanced level practice across academia and the clinical workplace.
- Increase engagement in enhanced-level practice by supporting the development of champions to further discuss enhanced practice and the opportunities it can bring.

Stakeholders

The project engages key stakeholders, including:

- **Practitioners:** Supporting professional growth and career development.
- **Employers:** Addressing skills shortages and improving service quality.
- **Higher Education Institutions (HEIs):** Aligning educational programmes with national frameworks to ensure workforce readiness.
- **Patients:** Enhancing care quality and patient outcomes through improved service delivery.

Project Plan

The project was undertaken across the radiography profession, inclusive of diagnostic and therapeutic radiographers, all modalities, and specialisms. To ensure robustness across professional areas, clinical technologists were also included in the project. Funding was provided by NHS England, the scope of the professional body is the United Kingdom, therefore all four nations, England, Scotland, Wales, and Northern Ireland were included in the scope of this project. To ensure the project deliverables were achieved, the project was developed across five phases/stages.

1. A national survey on enhanced-level practice

Purpose

To determine the current understanding and confidence levels regarding the enhanced level of practice in radiography.

Survey

Two separate online surveys were developed to collect baseline data to inform project design. One for managers in radiography and one for practitioners (inclusive of academics) in radiography. Ethical approval for the surveys was gained by the University of Bradford E1234 Data was collated anonymously with no personal data recorded. Consent was assumed by the completion of the survey. The surveys were launched and opened from May to July 2024. The surveys were promoted using the project group's professional social media accounts and publicised at the UK Imaging and Oncology Congress (UKIO in Liverpool in June 2024).

2. Establishing a Diverse and Inclusive Stakeholder Group (DISG)

Purpose

To ensure representation from all four nations of the UK and the diverse expertise from academia and clinical practice.

Identification and recruitment of the DISG

Discussed with networks identifying potential DISG members aiming for representation across modalities, specialisms, and geographical regions.

The initial meeting was on 20th September 2024

The project and group aim were discussed, clear lines of communication were established, and regular meetings were scheduled. The results of the surveys were shared; perspectives on how best to socialise available relevant resources were sought and plans for additional resources to be developed within the project were established.

3. Development of informed resources specific to enhanced level practice in radiography.

Purpose

To create educational materials that promote awareness and understanding of enhanced-level practice, such as:

- Infographics
- support materials.

4. Knowledge dissemination and socialisation.

Purpose

To foster dialogue and increased engagement across the radiography community, such as:

- Conference presentations
- Published works
- Webinars
- Higher Education Institution (HEI) workshop
- Enhanced practice champions

5. Developing champions in enhanced level practice.

Purpose

To develop a community of practice, training advocates for enhanced level practice, equipped to elevate awareness and understanding of enhanced practice within the radiography profession.

Participant call

There was a national call advertised through professional networks and social media to seek volunteers. The advert, *Appendix One*, and article, *Appendix Two* were developed to advertise the training. A person specification *Appendix Three* and application form *Appendix Four* were developed by the project team, with consideration of ensuring the priority of diversity in specialism and geography for those attending the programme. Employer support was required for participation.

Delivery of training

The training utilised the Christie Oncology School (COS), Digital Clinical Placement (DCP) platform. The DCP team are very experienced in facilitating online training and have undertaken a similar approach within preceptorship training. The training was undertaken online over two separate days. Day one was focused on deconstructing enhanced-level practice and Day two considered career progression and coaching skills.

Overview of the deliverables and dates.

Confirmation of deliverables and dates.

	June 24	July 24	Aug 24	Sept 24	Oct 24	Nov 24	Dec 24	Jan 25	Feb 25	Mar 25
Development of the DISG										
Survey										
Resource Development										
Academic										
Enhanced Practice Champions										
Write up.										
Deliverables/ Project reports										

Project report schedule

Reports will align with the completion of deliverables and allow a staged approach for funding.

1. Results of the survey and actions moving forwards. (31st July 2024)
2. Evaluation of the development of resources. (31st November 2024)
3. Evaluation of the whole project (8th March 2025)

Outcomes

National survey

The national survey to identify the understanding of enhanced practice across the radiography community was promoted at the National Radiology Managers Conference in May 2024 and formally launched at the United Kingdom Imaging and Oncology Congress (UKIO) in Liverpool in June 2024. The two separate survey results are highlighted below:

Practitioner survey

The practitioner survey brought 435 responses from across the various levels of practice, including pre-registration, foundation, enhanced, advanced and consultant levels, and educators in radiography. Of these, 98% of respondents were currently working within the NHS. The sub-profession split was 313 diagnostic radiographers (DRad), and 122 therapeutic radiographers (TRad).

Overall, 66.3% of DRads and 75.2% of TRads had heard of enhanced practice, with the majority of those being in advanced and consultant-level roles. At the practitioner level, the awareness within DRad remained similar, however, in TRad this significantly reduced to 22.2%.

Although the community had heard of enhanced level practice, their awareness of the appropriate educational level showed various misconceptions. The survey also identified several other areas of confusion such as the differences between enhanced and advanced practice and the need for integration of the four pillars of professional practice at all levels. There was a request from the community for resources such as frameworks to support the profession, highlighting the lack of awareness of the CoR *Education and Career Framework* (ECF) and the NHSE *Allied Health Professions Enhanced Level Practice Schemas with Model Curricula*. In addition to frameworks, the community requested resources to provide clarity in areas where they identified a lack of confidence and confusion.

Manager survey

There were 118 responses to the manager survey including those from operational leadership to strategic directorate levels including one from a non-registered health

professional background. Those working within diagnostic imaging comprised the greatest number of respondents (82%). The majority (92%) are employed within the NHS.

Regardless of management role most respondents had heard of the enhanced level, and most cited the CoR *Education and Career Framework* (ECF) as the source of information. Little discussion was reported concerning this topic across organisations. Despite this awareness, 54% of individuals felt unable to articulate the enhanced level to staff in their department, however, 59% were confident in discussing it outside of their profession and service.

A key outcome of the managers' survey was the limited understanding of the scope of practice or expected capabilities of individuals working at an enhanced level. Importantly, just over a quarter (27.1%) of those responding felt able to differentiate between roles and the levels of practice across specialties within their profession. The managers requested more information, particularly about implementing and differentiating the levels of practice as they undertook workforce planning.

Some free text comments on both surveys highlighted the current negative feeling across the radiography community, although beyond the scope of this project these have been passed on to the CoR for further consideration.

HEI workshop

A one-day workshop for HEI programme teams delivering post-registration radiography education was hosted at Sheffield Hallam University on Tuesday 26th November 2024, agenda is found in *Appendix Five*. There was representation from 10 institutions across diagnostic (including ultrasound) and therapeutic radiography disciplines attending the event, which is 40% of those HEIs who offer post-registration programmes. Promotion of this event was by email contacts gained during the interview stage of the *Workforce and Education needs – Scoping the Enhanced, Advanced and Radiography Consultant Challenge's and opportunities (WE-SEARCH)* project (a project is part of a commissioned programme of work led by the Society of Radiographers). Details of the HEI workshop were also shared with the Heads of Radiography group via their chair. The uptake for attendance at the HEI workshop was limited, and there was only participation from HEIs in England and Scotland.

The workshop began with an overview of the remit of the project and presented overarching themes from the radiographer and manager, enhanced practice surveys. Presentations by the project team provided attendees with an underpinning understanding of enhanced practice which was then applied within other aspects of the workshop. Attendees were required to consider how their existing provision aligned with the ECF and enhanced clinical practice schema and were able to share practices between institutions and programmes. It was evident that participants felt the clinical pillar of practice was met within programmes but less clear how other pillars were addressed in existing provisions.

Activities during the day, and post-event feedback, demonstrated HEIs had limited understanding and confidence in being able to articulate the underpinning educational expectations associated with enhanced level practice to learners and other stakeholders before the event, however, felt more confident to do so after the event. They identified that the development of current programmes would be necessary to meet the requirements of enhanced practice and the future expectations of the workforce.

A significant takeaway from the day was the recognition of the importance of educating the future workforce to effectively promote enhanced practice and socialise the concept of enhanced level practice within the profession. Consequently, it was considered that the development of additional learning resources appropriate to pre-registration programmes would assist HEIs in consistently delivering this education to their students. The resource should embed the ECF promoting and socialising its use. This is beyond the scope of this project, but the concept has been tested by the project team with their own pre- and post-registration students.

Champions training

Having undertaken a national advertising campaign through professional networks and social media platforms between October -December 2024, there were 69 applications received from individuals seeking to become enhanced practice champions within the radiography profession. Of the 69 applications, 50 were DRAD, 18 from TRAD and 1 from nuclear medicine. The applicants were spread across three of the four nations, 67 from England, 1 from Scotland and 1 from Northern Ireland, from a variety of diagnostic and therapeutic disciplines representing a range of practice levels.

The first day of training, utilised the Digital Clinical Placement (DCP) platform facilitated by Christie Oncology School, and was undertaken on January 8, 2025. 66 participants joined

the session. The day focused on the participants' understanding of enhanced-level practice which can be seen in *Appendix Six – The Training Handbook*.

Activities and discussions throughout the day demonstrated that it was evident that there was a heightened concern surrounding job titles and Agenda for Change (AfC) banding in the community. This was of particular concern for those working within ultrasound, exacerbated by the use of the advanced title and recruitment and retention challenges within the workforce. Enhanced-level practice is deemed a complex concept and discussion provoked uncertainty across the profession.

Day 2 of the training utilising the same DCP platform took place on Wednesday 29th January 2025 and focused on developing the participants' confidence in career planning enabling them to support themselves and others including those aspiring to, or working, at an enhanced practice level, and beyond if they wish. Dr Stephanie Tempest delivered a session on growth-based career planning, an inclusive person-centred approach using the KAWA model to explore what we as individuals want and need so that we can grow in our careers. In the second part of the day, the facilitation team shared coaching techniques to support difficult conversations with peers and leaders.

The champions found the opportunity to reflect on their career development emotional and impactful. By undertaking the growth-based career planning approach they have developed skills to share with others in their teams. Discussion around the 'value' and 'recognition' within roles, beyond the Agenda for Change pay spine which is still seen as a motivational factor within practice. It was recommended that a project to understand radiographers' perceptions of value and recognition would be important.

Resources

The outcomes of this project have helped us understand the content and type of resources the profession want to be developed, supported by the involvement of the DISG:

- *Animation*- Describing a scene in a staff room where enhanced practice is positively discussed in addition to the ECF (see additional file).
- *Infographics*- The survey identified the need for clarity on enhanced practice not in isolation, but considering the other levels of practice. Therefore, the following has been produced and can be found in *Appendix Seven*:
 - Socialisation of enhanced practice for radiography definition from the ECF.
 - An overview of the difference between the advancing practice levels: enhanced, advanced and consultant.

- Clarity of the difference between the advancing practice levels in relation to the four pillars of professional practice aligned with the ECF.
- *Posters*- Developed from the infographics, four posters have been developed: Advancing practice in radiography, enhanced practice in radiography, advanced practice in radiography and consultant practice in radiography (see *Appendix Eight* and additional file).
- *Webinar*- Held as part of the Advancing Practice in Radiography Special Interest Group with the College of Radiographers. This has been timed purposefully for the end of the project. Learning outcomes for the sessions can be found in *Appendix Nine*.
- *Enhanced Practice Champions*- Over 60 radiographers from across the disciplines and the four nations, who have explored their understanding of enhanced practice, career planning and coaching to mobilize them as advocates for enhanced level practice after completion of the project. The champions have a Community of Practice on the Christie Oncology School Platform and also a discussion forum on the Advancing Practice in Radiography Special Interest Group at the College of Radiographers <https://www.sor.org/about/get-involved/special-interest-groups/advancing-practice-in-radiography-sig>

Dissemination

Throughout the project, the team spread a consistent message through the HEI workshop and the enhanced practice champions training. In addition, they held a workshop at *Achieving Excellence in Radiography Education and Research* in Birmingham in November 2024, *agenda in Appendix Ten*. This provided an additional opportunity to gain insight into the perceptions of enhanced practice. There is also a session planned for the *UK Imaging and Oncology Congress (UKIO)* in Liverpool in June 2025 entitled *Socialising Enhanced Practice and Mobilising for Professional Growth: Championing Enhanced Practice in Radiography (CHEERs)*. Other outputs will also be completed with the publication of the survey results and evaluation of the impact of the champion training.

A series of webinars will be held in March, April and May via the *Advancing Practice in Radiography Special Interest Group* focusing on the three advancing levels of practice and supporting governance, including scope of practice. The webinars will be supported by the CoR to ensure alignment with the ECF, see *learning outcomes in Appendix Eight*. The project has identified this as an area of confusion and further dissemination, the output other NHSE completed projects, will further develop understanding.

The resources developed from the project will be available to NHSE and the professional body to share on various platforms to further socialise enhanced level practice.

In addition to the project dissemination, the enhanced practice champions have also shared their plans for dissemination with some identifying opportunities to submit abstracts on their learning, development and application to *United Kingdom Imaging and Oncology Congress (UKIO)* and *Leading the way in radiography advanced practice (LTWRAP)*.

Summary

The CHEERs project was commissioned by the Society of Radiographers with funding from NHS England (NHSE). The project was undertaken by experts from Sheffield Hallam University and the University of Bradford, aiming to socialise enhanced practice through increasing awareness and understanding within the radiography profession. Through stakeholder collaboration, training initiatives, and resource development, the project identified the knowledge gaps and utilised several methods to promote career progression and understanding of enhanced practice within the profession. Key activities included national surveys to assess current awareness, workshops for HEIs to align educational programmes with national frameworks such as the *College of Radiographers Education Career Framework*, and the training of enhanced practice champions to advocate for enhanced practice and support professional growth in themselves, individuals, and the profession. The project produced various educational materials, such as infographics and webinars, to support awareness efforts. Recommendations emphasise the need for consistent terminology, tailored resources for managers, and continued research to assess the impact of the initiative. Overall, the CHEERs project is a significant step toward socialising enhanced practice in radiography, supporting recruitment and retention of the workforce.

Recommendations

There are some key recommendations for enhanced practice resources:

- **Representation of the profession within national documentation.**
 - Ensure that any guidelines, research, and policy documents are consistent in the use of terminology to reduce confusion across the community.
 - Advocate for equal representation and visibility of the profession within publications by relevant professional bodies.
 - Consider the separate publication of the individual enhanced level practice profession-specific schemas to encourage leadership, engagement, and application of the documents.
- **Further resource development**
 - Provide tailored resources specifically for managers to support their roles in workforce planning, service delivery and professional development of their staff.
 - Develop and provide additional resources such as job descriptions, scopes of practice, job plans, case studies, and mapping documents to support managers and radiographers.
 - Develop comprehensive resources that can be utilized across pre- and post-registration education to build a strong foundational knowledge base on the *CoR Education and Career Framework*.
 - Development of a pre-registration resource for HEIs to develop career planning, socialise the Education and Career Framework and the levels of practice, further supporting career development.
 - Ensure materials align with core competencies and evolving professional standards to support lifelong learning and career progression.
- **Opportunities for information sharing:**
 - Create opportunities for an active community of practice to support enhanced practice champions and educators.
 - Facilitate networking, knowledge sharing, and mentorship among peers and experts to drive innovation and best practices.
- **Further research requirements:**
 - Assess the impact of these resources on awareness and understanding of the enhanced level of practice.

- Evaluate the perception of radiographers on the value and recognition of their role.

By implementing these recommendations and supporting ongoing research efforts, the foundation of professional development and practice can be strengthened ensuring consistency, impact, and excellence across all levels of practice.

Acknowledgements

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Project oversight

Dr. Rachel Harris. Head of Professional Practice and Education. The College of Radiographers.

Charlotte Beardmore. Executive Director of Professional Policy. The College of Radiographers.

Lyndsey Callion. Project Manager. NHS Professional Bodies Education Reform Contract.

Kathryn Williamson. Professional Officer Education and Accreditation. The College of Radiographers.

Dr. Amy Robertson. Professional Officer Education and Accreditation. The College of Radiographers.

Diverse and Inclusive Stakeholder Group (DISG)

Alison Sanneh. Digital Clinical Placement Lead. The Christie NHS Trust.

Amy Shaw. Programme Lead. AECC.

Azma Siddiqui. Lead Therapeutic Radiographer, Education & Workforce. Royal Berkshire NHS Trust.

Brian Chaka. Assistant professor. University of Bradford.

Carmel McDerby. Prostate Consultant Radiographer (Trainee). North Wales Cancer Centre.

Claire Reynolds. Health Project Manager/Therapeutic Radiographer. Gatsby.

Denise Foulkes. Senior Lecturer. Sheffield Hallam University.

Gemma Burke. Professional Lead for Radiography. Sheffield Hallam University.

Gillian Clarkson. Radiotherapy Service Manager. Lancashire Teaching Hospital NHS Foundation Trust.

Helen Watts. Lead Radiographer, Northeast and North Cumbria Imaging Network
Advanced Practitioner Radiographer, South Tees NHS Trust

Joanne Ashworth. Senior Lecturer. University of Salford.

Joanne Mitchell. Principal Research Radiographer. Edinburgh Cancer Centre.

Joanne Small. Clinical Specialist Therapeutic Radiographer. Newcastle Upon Tyne NHS Hospitals.

John Cathcart. Associate Head of School, School of Health Sciences. Ulster University.

June Dean. Head of Radiotherapy. Northwest Anglia NHS Foundation Trust

Kate Knapp-Tabbemor. SWL AHP Preceptorship Lead. SWL AHP Faculty.

Katie Bradshaw. Advanced Practice Radiographer. Cambridge University Hospitals NHS Foundation Trust.

Luisa Pereira. Therapy Lead and Advanced Practitioner in Nuclear Medicine Physics.
Maidstone and Tunbridge Wells NHS Trust

Michelle Hood. Senior Lecturer. Sheffield Hallam University.

Norma Higgins. Therapeutic radiographer - Belfast Health and Social Care Trust.

Paula Brown. Radiotherapy Service Manager. United Lincolnshire Hospitals.

Rebecca Johnson. Simulation Lead Therapeutic Radiography. London South Bank University.

Rebecca Hawkesford. Senior Therapeutic Radiographer/ Teaching Fellow. Coventry University.

Rob Higgins. Senior Lecturer. University of Salford.

Shelly English. Consultant radiographer. North Middlesex University Hospital NHS Trust.

Wes Doherty. Radiotherapy Clinical Educator at The Christie NHS Foundation Trust.

Zoe Grant. Senior Lecturer. University of Suffolk.

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Appendices

Appendix 1- Enhanced Practice Champion advert



Championing EnhancEd practice in Radiography (CHEERs)

The Search for Enhanced Practice Champions in Radiography

Role title: Enhanced Practice Champion

Role purpose:

- To promote, demystify and socialise enhanced practice across the radiography profession.
- To support practice in the implementation of enhanced practice.

About the project:

- The CHEERs project aims to widen expertise through the development of 'expert' champions to raise awareness and understanding of enhanced practice across the radiography community in the United Kingdom.

Main duties:

- To support the wider community understanding of enhanced practice in radiography.

- To be able to articulate enhanced practice to a range of stakeholders
- To promote and socialise enhanced practice within your speciality and region
- Support practitioners and managers in their understanding of enhanced practice.

To access the person specification and application form please join the advancing practice in radiography special interest group on the College of Radiographers website <https://www.sor.org/about/get-involved/special-interest-groups/advancing-practice-in-radiography-sig>

Project contact Melanie Clarkson, Senior Lecturer in Advancing Practice Radiotherapy and Oncology, Sheffield Hallam University. m.clarkson@shu.ac.uk

Appendix Two- Enhanced practice champion advertising article for the professional body website.



Are you interested in Championing Enhanced Practice in Radiography (CHEERS)?

As the radiography profession grows, so do the demands for expertise, innovation, and enhanced practice. Enter the *CHEERS* project—*Championing Enhanced Practice in Radiography*—a groundbreaking initiative designed to raise awareness and develop enhanced-level practice champions across radiography in the United Kingdom.

But what does it mean to be an Enhanced Practice Champion, and how does it impact the world of radiography? Let's delve into the details of this exciting opportunity and explore how you can become part of this transformative movement.

The *CHEERS* project seeks to widen expertise by creating champions—dedicated individuals who will lead the charge in demystifying and advocating for enhanced-level practice. These champions will act as ambassadors within their specialisms, promoting enhanced-level practice, supporting colleagues, and guiding their profession.

We are looking for representation across the UK in:

- Diagnostic Radiographers
- Therapeutic Radiographers
- Dosimetrists
- Nuclear Medicine Technologists
- Sonographers

- Mammographers

The role of an enhanced-level practice champion

Becoming an enhanced-level practice champion means taking on a dynamic role with various responsibilities. Champions will:

- Promote and socialise enhanced practice within radiography, helping others understand its importance.
- Support the implementation of enhanced-level practice in their specialisms and regions.
- Work closely with managers and practitioners, providing guidance and mentorship on enhanced practice standards.

This role isn't just about leadership; it's about shaping the future of radiography. By fostering a deeper understanding of enhanced-level practice, champions will empower colleagues and drive the profession forward.

Who can become an enhanced practice champion?

To take on this exciting role, there are a few essential criteria. You'll need to:

- Be a state-registered radiographer with the HCPC.
- Have at least three years of clinical experience and be working at Band 6 or above.
- Possess strong communication and listening skills, with a talent for building relationships and working confidentially.

Above all, you should have a passion for radiography and a desire to promote its development. This role is perfect for those who are not only committed to their profession but also want to make a significant impact on the future of healthcare.

What's in it for you?

While the role is unpaid, the benefits are immeasurable. Successful applicants will receive free training through a two-day online workshop, **on the 8th of January and the 29th of January 2025** (you must be able to attend both days). This workshop will cover:

- A deep dive into enhanced practice and career pathways.
- Insights into national guidelines, including the Education and Career Framework (ECF) and Enhanced Practice Schemas.
- Career planning skills to help guide practitioners towards or beyond enhanced practice.
- Coaching to navigate challenging conversations and situations.

Upon completion of the training, you'll be equipped to act as an Enhanced Practice Champion, ready to lead conversations, support your peers, and ensure the successful implementation of enhanced practice in your field.

Additionally, the skills you develop will be highly transferable, offering valuable opportunities for personal and professional growth. Whether you're aiming to further your career or simply broaden your expertise, this role provides an excellent platform to do so.

How to get involved

The opportunity to be an Enhanced Practice Champion is not only a career booster but also a chance to contribute meaningfully to the profession you love. If you're passionate about radiography and keen to drive the future of healthcare, this could be the perfect role for you.

Applications are now open until **Friday 15th November 2025** (late applications will be considered), so if you meet the criteria and are ready to make a difference, take that step forward. This is your chance to lead, learn, and make a lasting impact.

Link to the application form: [CHEERS Champion Application Form](#)

For further information please contact Melanie Clarkson at m.clarkson@shu.ac.uk

Appendix Three - Role Specification for an Enhanced Practice Champion in Radiography



Championing EnhancEd practice in Radiography (CHEERs)

Role Specification for an Enhanced Practice Champion in Radiography

.....

Role title: Enhanced Practice Champion

Role purpose:

- To promote, demystify and socialise enhanced practice across the radiography profession.
- To support practice in the implementation of enhanced practice.

About the project:

- The CHEERs project aims to widen expertise through the development of 'expert' champions to raise awareness and understanding of enhanced practice across the radiography community in the United Kingdom.

Main duties:

- To support the wider community understanding of enhanced practice in radiography.
- To be able to articulate enhanced practice to a range of stakeholders

- To promote and socialise enhanced practice within your speciality and region
- Support practitioners and managers in their understanding of enhanced practice.

Type of person to be considered:

■ Values

- Honest and trustworthy
- Reliable
- Non judgemental
- Ability to build good relationships
- Understands the importance of equality and diversity.

■ Specific requirements

- Passionate about their profession

■ Other

- Be able to attend both training days and act as an effective champion.

What you can expect to receive:

Although there is no formal payment for this role, this is a wonderful opportunity to develop your knowledge and awareness of enhanced practice, becoming an expert in this level of practice and supporting the profession in its alignment.

A two-day online training workshop will be provided free of charge for those who are successful applicants. The training will include:

- What is enhanced level practice and career pathways?
- Discussion around national guidance: Education and Career Framework (ECF), Enhanced Practice Schemas, methods of educational delivery and pathways.

- Career planning skills to support practitioners working towards, within or beyond enhanced level practice.
- Coaching for challenging conversations and situations.

From the workshop you will then become an enhanced practice champion and be expected to support ongoing conversations in your specialism and region ensuring the successful implementation of enhanced practice in radiography. The additional training within the workshop will allow the development of your transferable skills that you can apply to your own practice and further develop your own career.

Time expectation:

Two days for the online workshop (8th and 29th January 2025) with the development of your own action plan on how you will 'champion' enhanced practice within your specialism and region.

Skills, qualifications and experience – you can add skills or qualifications that are relevant for you:

Essential:

- Working in clinical practice for 3 years or more/ Band 6 or above
- Employer support by your service manager
- Excellent communication skills
- Excellent listening skills
- Good at building relationships
- Confidentiality

Preferred:

- Presentation skills
- Workforce development skills
- Evidence of CPD
- Evidence of supporting the radiography profession

Appendix Four – Application form for an Enhanced Practice Champion in Radiography



**Sheffield
Hallam
University**



Championing EnhancEd practice in Radiography (CHEERs)

Application form for an Enhanced Practice Champion in Radiography

PERSONAL DETAILS

NAME:	
DATE OF BIRTH:	
PLACEMENT SITE:	
NUMBER OF YEARS QUALIFIED:	
REGISTRATION NUMBER (if applicable):	
JOB TITLE:	
CONTACT TELEPHONE NUMBER:	
CONTACT WORK EMAIL:	

EXPRESSION OF INTEREST (Approx 300 words maximum)

[illegible]

Service manager (SM) approval	<p>I confirm that has permission, to undertake training in enhanced practice to support the dissemination in their speciality and region.</p> <p>Name of SM.....</p> <p>Signature of SM.....</p> <p>Designation SM.....</p> <p>Email SM.....</p> <p>Date.....</p>
Participant confirmation	<p>I confirm that I have the support and time to enable me to achieve the expectations of the training</p> <p>Name of participant:</p> <p>Signature:</p> <p>Designation:</p> <p>Date:</p>

Appendix Five- HEI Workshop Agenda



Enhanced Practice Higher Education Institute (HEI) Workshop

Time- Tuesday 26th November 2024, 10am-4.30 pm

Location: City Campus, Sheffield Hallam University.

Agenda

10 am Networking and Coffee

10.30 am- Overview of the day and background to the projects (MC/ BS)

11 am- Overview of current provision from the scoping review + questions (JH/KH)

11.30am-Review of the enhanced level practice -BREAKOUT GROUPS - For HEIs to review current postgraduate provision in relation to enhanced practice

1 pm-Networking lunch

1.30 pm- Review of national frameworks and accreditation-BREAKOUT GROUPS- For HEIs to review current postgraduate provision in relation to advanced practice

3 pm- Coffee

3.05 pm- Discussion around consultant level practice (BS)

3.20 pm- BREAKOUT GROUPS - Action points:

How we will be collaborating to develop sustainable programmes.

Development of pre-registration resources

4.30 pm Closed

Appendix Six- The Enhanced Practice Champion Training Handbook.



DCP - Enhanced
Practice Champions

Appendix Seven- Enhanced level practice infographics

Radiography definition

Enhanced-level practice makes a significant and essential contribution to patient care and clinical services. Enhanced Practitioners contribute to all four pillars of practice, but particular emphasis is placed on their senior expertise at a specific pillar, commonly but not exclusively in radiography, the clinical pillar of practice. Enhanced Practitioners in clinical imaging and radiotherapy therefore develop proficiency and skills that employ a higher level of knowledge, skills and attributes than those obtained for initial registration with the Health and Care Professions Council (HCPC) or its equivalent. They have developed beyond the practitioner level based on their clinical competence and/or expanded knowledge base in a specialist area. (**Education and Career Framework for the Radiography Workforce (2022), The College of Radiographers**)

Overarching differences between each of the levels of practice.

Brief overview

Each level provides the foundation and building blocks for the next level.

Enhanced level practice (Proficient)	Advanced level practice (Advanced)	Consultant level practice (Expert)
Working and contributing across all 4 pillars of professional practice but are likely to have the greatest engagement with a particular pillar. Operating with autonomy and responsibility within a defined speciality, you will make decisions in day-to-day variances to support the smooth running of the service.	Highly skilled and autonomous leaders with advanced decision-making capabilities. They integrate clinical, educational, and research knowledge to drive quality improvement, mentor others, and lead complex care processes, operating at a high level of professional competency within each of the four pillars of practice.	Leaders who operate at the highest level of expertise and autonomy across the four pillars. Their role encompasses strategic influence, expert clinical practice, impactful research, and significant contributions to education, positioning them as key drivers of innovation and excellence in healthcare systems regionally and nationally.

Detailed overview

Each level provides the foundation and building blocks for the next level- (***Education and Career Framework for the Radiography Workforce (2022), The College of Radiographers***)

Enhanced level practice (Proficient)	Advanced level practice (Advanced)	Consultant level practice (Expert)
Enhanced-level practice makes a significant and essential contribution to patient care and clinical services. Enhanced Practitioners contribute to all four pillars of practice, but particular emphasis is placed on their senior expertise at a specific pillar, commonly but not exclusively in radiography, the clinical pillar of practice. Enhanced Practitioners in clinical imaging and radiotherapy therefore develop proficiency and skills that employ a higher level of knowledge, skills	Advanced practitioners will have developed advanced clinical competence in their specialist area or across a broad range of practice. They will display a high degree of autonomy and complex decision-making skills that are underpinned by a wider foundation of knowledge, skills and expertise from their previous roles to enable safe, effective and person-centred care. Possessing a full master's degree relevant to advanced clinical practice, they will meet the four pillars of advanced clinical practice (clinical practice, education, leadership and management	Consultant Practitioners demonstrate expert clinical capabilities that are built on previously developed experience and learning. They display independent decision-making in complex situations to enable service development by generating an evidence base. They are at the forefront of their field and lead the development of original thinking for fundamental change to achieve service evolution. The Consultant Practitioner strategically synergises the pathway, service, organisation and system by

<p>and attributes than those obtained for initial registration with the Health and Care Professions Council (HCPC) or its equivalent. They have developed beyond the practitioner level based on their clinical competence and/or expanded knowledge base in a specialist area.</p>	<p>and research and development), using critical thinking and problem-solving to research and analyse complex situations throughout their practice. Drawing on their education and training and clinical experience, and employing the available evidence base, they will have extensive clinical responsibilities and input into the education of interprofessional colleagues and service development. Advanced practitioners will demonstrate leadership capabilities, managing whole episodes of clinical care in their area of practice.</p>	<p>working with service users, partners and the practice community via local, regional, national and international perspectives to improve service delivery. Consultant Practitioners build and lead teams to facilitate strategic directional change. Possessing master's degrees or the equivalent and holding or working towards a doctoral-level qualification, they have the ability to research and analyse complex situations. They will have significant clinical responsibilities and will usually also hold education responsibilities in both clinical and academic environments. They will demonstrate extensive leadership abilities.</p>
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The difference between the four pillars at each level of practice.

Each level provides the foundation and building blocks for the next level.

	Enhanced level practice (Proficient)	Advanced level practice (Advanced)	Consultant level practice (Expert)
Clinical Practice	<p>Enhanced Knowledge and Clinical Capabilities: Apply enhanced knowledge and clinical skills in a focused practice area, working independently within a defined scope.</p> <p>Responsibility and Autonomy in Specialist Practice: Operate with responsibility and autonomy in an extended scope of practice, allowing them to make informed clinical decisions and exercise judgment within their expertise. However, their practice may still be contextually limited and involves supervision based on scope requirements. They know the boundaries of their scope of practice and will refer safely and effectively when required.</p>	<p>Broader Scope and Advanced Capabilities: Possess an expert knowledge base and clinical capabilities that allow them to operate collaboratively with a range of multi-agency and inter-professionals, applying professional judgment and critical reflection to their decision-making. They know the boundaries of their scope of practice and will refer safely and effectively when required.</p> <p>Advanced Clinical Decision-Making: Apply advanced clinical knowledge and skills to make complex decisions. They are responsible for managing their workload and working autonomously.</p>	<p>Expert-Level Knowledge and Clinical Capabilities: Bring an extensive expert knowledge base and a high degree of autonomy to their practice, allowing them to deliver expert-level care and make complex clinical decisions with considerable autonomy.</p> <p>Pioneers in Clinical Innovation: They serve as experts in clinical practice, often introducing innovative approaches and influencing practices within their speciality, driving advancements in healthcare quality, service delivery and outcomes. supervision includes guidance and support around clinical decision-making when needed. They know the boundaries of their scope of practice and will refer safely and effectively when required.</p>

	Enhanced level practice (Proficient)	Advanced level practice (Advanced)	Consultant level practice (Expert)
Leadership and Management	<p>Initiating and Leading Processes: They proactively manage tasks within their scope, ensuring responsibility for their own and others' practice, with a focus on patient-centred leadership, considering the day-to-day variances that can occur.</p> <p>Taking Responsibility for Others: They supervise radiographers and support staff, setting high standards and fostering a supportive environment.</p> <p>Role Modelling: Acts as an exemplar for peers and junior colleagues, demonstrating proficiency within their practice, adhering to standards of care, teamwork and effective communication, promoting inclusivity within their practice and within the immediate team. Their sphere of influence is limited to their direct colleagues or immediate practice environment.</p>	<p>Initiating and Leading Complex Processes: They exercise autonomy and professional judgment, providing patient or operational leadership through evidence-based, collaborative approaches to care and service improvement.</p> <p>Evaluate own and others' practice: Acts as an educator, supervisor and mentor inclusive of peer review to support the development of themselves and others across the MDT. Acting on feedback they are prepared to constructively challenge others to manage and mitigate risk and uphold safety.</p> <p>Role Modelling: Exhibits leadership in decision-making and evidence-based practice through multi-professional collaboration influencing practice across teams. Their sphere of influence extends beyond their immediate team to broader organisational settings.</p>	<p>Strategic Influence and Policy Development: They are pivotal in shaping healthcare policy and practice at a strategic level, both within their organisations and on a broader national scale. Their leadership extends to influencing agendas and driving innovation in healthcare systems, nationally.</p> <p>Service Planning and Delivery: Working collaboratively in the planning, development, and implementation of services, ensuring that clinical care aligns with organisational goals and meeting needs effectively.</p> <p>Role Modelling: Serves as a <i>transformational leader</i>, driving innovation and excellence in clinical practice through strategic thinking and collaboration. They navigate complex systems, inspire change, and motivate teams to achieve shared goals. As role models of professional governance, they influence peers, senior stakeholders, and policymakers at organisational, regional, and national levels, shaping the future of healthcare.</p>

	Enhanced level practice (Proficient)	Advanced level practice (Advanced)	Consultant level practice (Expert)
Education	<p>Critical Understanding of Theory and Practice: They possess a theoretical and practical knowledge base within their defined scope, enabling them to teach and mentor others in enhanced aspects of practice, sharing insights and building capacity within their teams.</p> <p>Continuous Learning and Knowledge Enhancement: They engage in ongoing professional development to refine their expertise, ensuring they remain current with new approaches, techniques, and technologies relevant to their field.</p> <p>Development of Enhanced Knowledge Base: Their continuous educational efforts ensure they build and sustain an enhanced knowledge base, applying this expertise to improve their own and others' practice.</p> <p>Education expectation: Postgraduate certificate/ diploma. Academic level 7.</p>	<p>Integration of Clinical, Educational, and Research Knowledge: They incorporate findings from clinical practice, education, and research into their work, ensuring a holistic and evidence-based approach to patient care and practice development.</p> <p>Mentorship and Knowledge Sharing: Mentors others across the MDT, using advanced knowledge to educate and develop skills of pre-reg /post-reg learners and education providers. They also provide supervision for those at an enhanced practice level.</p> <p>Commitment to Lifelong Learning: They are committed to ongoing professional development to maintain a high-level skill set, staying current with advances in healthcare and ensuring their practice is both competent and innovative.</p> <p>Education expectation: Masters. Academic level 7.</p>	<p>Mentorship and Expertise Sharing: They play a critical role in educating and mentoring healthcare professionals, sharing their expert knowledge to develop future leaders and enhance overall clinical expertise across the wider healthcare workforce.</p> <p>Bridging Clinical Practice, Education, and Research: They integrate clinical expertise, educational initiatives, and research findings to ensure that mentorship and training are grounded in the latest evidence and best practices.</p> <p>Educational Impact: Their influence extends beyond direct teaching, impacting education curricula, training programs, and policy, thus shaping the future standards of clinical practice.</p> <p>Education expectation: Doctoral. Academic level 8</p>

	Enhanced level practice (Proficient)	Advanced level practice (Advanced)	Consultant level practice (Expert)
Research	<p>Using Research to Inform Practice: They integrate research findings into their daily extended decision-making, ensuring that patient care is evidence-based and reflects the latest advancements in their specialities.</p> <p>Critical Analysis and Interpretation: They have the skills to critically analyse and interpret complex information, which is essential for making informed decisions and adapting research insights to practical applications.</p> <p>Evidence Development and Contribution to Knowledge: By engaging with and possibly contributing to research, they help develop a body of evidence in their field, further developing specialist knowledge and informing broader clinical practice.</p>	<p>Design and Management of Research: They have the expertise to evaluate and improve service delivery and techniques, utilising relevant approaches including research methods. They will usually focus on areas relevant to their speciality building a strong evidence base to guide decision-making.</p> <p>Critical Analysis and Complex Evaluation: They critically analyse, interpret, and evaluate complex information, integrating research findings into practice to continuously improve patient care.</p> <p>Contribution to Knowledge and Evidence-Based Practice: They contribute to the advancement of knowledge within their field, strengthening by engaging in research, evidence-based practice and promoting a culture of inquiry.</p>	<p>Research Leadership and Innovation: They are leaders in research, capable of initiating, designing, and conducting original research that contributes to substantial advancements in their field. Their work often results in impactful changes in practice and healthcare delivery.</p> <p>Critical Analysis and Interpretation of Complex Data: With a high level of expertise in evaluating research, they critically analyse and synthesise complex information to make evidence-informed decisions, contributing to the knowledge base and best practices of their specialty with national and international relevance.</p> <p>Driving Evidence-Based Practice and Service Development: By integrating research findings into their practice, consultant practitioners lead the way in evidence-based improvements and service innovations, continually enhancing healthcare delivery standards.</p>

Appendix Eight- Posters informed by the infographics

Enhanced level practice in radiography



Advanced level practice in radiography



Consultant level practice in radiography





Appendix Nine- Webinar learning outcomes

Monday 10th March 2025 7-8.30pm

Advanced Practice in Radiography.

- Explain advanced level practice within radiography
- Understand the national position on advanced practice for radiography with regards: education and training, governance, supervision and funding
- Understand the education and training required for advanced-level practice radiography, and expectations around four pillar working
- Apply the Education and Career Framework within individual career planning (and service planning if in a management role) with respect to the four pillars of practice

Monday, 7th April 2025 7:00–8:30 pm

Exploring Enhanced Practice

- Explain enhanced level practice within radiography
- Understand the national position on enhanced practice for radiography with regards: education and training, governance, supervision and funding
- Understand the education and training required for enhanced -level practice radiography, and expectations around four pillar working
- Apply the Education and Career Framework within individual career planning (and service planning if in a management role) with respect to the four pillars of practice

Monday, 12th May 2025 7:00–8:30 pm

Consultant Practice and Doctoral Education

- Explain consultant level practice within radiography
- Understand the national position on consultant practice for radiography with regards: education and training, governance, supervision and funding
- Understand the education and training required for consultant -level practice radiography, and expectations around four pillar working

- Apply the Education and Career Framework within individual career planning (and service planning if in a management role) with respect to the four pillars of practice

Appendix Ten- Achieving Excellence in Radiography Education and Research 2024 Agenda

Achieving Excellence in Radiography Education and Research 2024

Wednesday 20 November 2024 - Thursday 21 November 2024

Birmingham - ibis Birmingham New Street Station

Sessions

Wednesday 20 November 2024

09:00 - 10:00- **Registration**

10:00 - 10:10 -**Welcome & Introduction**

10:10 - 11:00 -**Beyond Beginnings: Embedding and Expanding Innovations in Radiography Workforce, Training, and Education**

11:00 - 11:20- **Apprenticeship Pathway to Leadership**

Join us for an insightful session focused on the experiences of apprenticeships in radiography education, where Ale and Tara will share their experiences and strategies for an effective apprenticeship workplace environment.

Keynote Sessions: Alejandra's Journey: Learning Radiography as an

Apprentice Alejandra, a radiography apprentice, will share her personal experiences and challenges faced during her apprenticeship. She will discuss how on-the-job training has enhanced her understanding of radiographic techniques, patient care, and the importance of teamwork. Her story will highlight the benefits and practical aspects of learning radiography through an apprenticeship, providing valuable insights for both current and prospective apprentices. Tara's Insights: Supporting and Teaching an Apprentice in

Practice Tara, a senior radiographer and mentor, will discuss her role in guiding and teaching apprentices in a clinical setting. She will delve into effective mentorship strategies, the importance of creating a supportive learning environment, and the impact of hands-on training. Tara's session will offer practical tips for radiographers who are involved in apprentice training, emphasising the importance of patience, communication, and continuous feedback.

11:20 - 11:50- **Break**

11:50 - 12:50 -**Workshop 1: Developing in Practice Education Through Individual and Community Activity**

Practice Educators have a varied but critical role in the support of learners in the workplace at all levels of practice. This session will support you to surface some of the key capabilities required against a changeable and complex practice learning environment both individually and in groups. We will also review the College of Radiographers practice education accreditation scheme to champion the role and the importance of delivering high quality learning in practice environments. Learning

Outcomes of the Session:- Understand the semantics and scope of Practice Education against the Education and Career Framework- Explore the role and identity of a Practice Educator in an increasing changeable and complex environment using a VUCA model.- Identify ways to create communities of practice and sustain collegiality in Practice Education- Analyse Practice Education indicators of quality used by the CoR to embed and continue best practice in clinical and 4 pillar learning environments.

11:50 - 12:50 -**Workshop 1: Understanding and Implementing Enhanced Level Practice in Radiography**

Enhanced level practice is nothing new in Radiography, as a community we have been developing roles, building on expertise and positively impacting on the patient pathway

and experience for many decades. Recent developments in Education and Training have seen the publication of the Enhanced Level Practice Schema for Diagnostic and Therapeutic Radiography. This provides the opportunity for programme and module development to meet the requirements of the profession whilst aligning with the wider AHP family. To ensure positive implementation, there are a number of challenges to overcome, but many opportunities to inform workforce transformation in Radiography. This session socialises enhance level practice and allows further exploration of those challenges and opportunities through collaboration.

12:50 - 13:50- **Lunch**

13:50 - 14:50 -**Proffered Session 1: Preceptorship & Pre-preceptorship**

13:50 - 14:50 -**Proffered Session 2: Practice Education**

14:50 - 15:15 -**Break**

15:15 - 16:15 -**Proffered Session 2: Interprofessional Learning**

Various speakers will present their initiatives and findings around interprofessional learning and implementation.

15:15 - 16:15 -**Proffered Session 1: Simulation**

16:15 - 16:35 -**Practice Based learning: Safe Learning Environment Charter**

Implementation & Culture in Practice

In this session we will discuss the needs of learners whilst in the placement/clinical setting and how through various initiatives safe, effective learning environments can be fostered.

16:35 - 16:45 -**Closing Comments**

09:30 - 10:00 -Registration

10:00 - 10:10 -Welcome & Introduction

10:10 - 10:45 -Decolonising the Curriculum

The Undergraduate Diagnostic Radiography courses at LSBU applied the Decolonising The Curriculum Wheel framework (Ahmed-Landeryou 2023), to take a student and academic collaborative approach to curriculum transformation. This centralised the student voice within the decolonising process and listens to the experience of alumni in stakeholder meetings. Key areas that have undergone change so far include placement, academic modules, assessments, staff and students personal and professional development and admissions. Racial awarding gap (RAG) data is traditionally used to measure the success of decolonising. Decolonising is an opportunity to challenge traditional methods so should we be reliant on RAG data? Does it matter what degree classification our students exit with? Or should success be measured by students succeeding at first attempt, patient care, quality of work/images rather than RAG data? One year on from presenting this work as an 8-minute presentation at this conference in Nov 2023, we'd like to share the challenges faced, latest data, change in viewpoints. We are very much still on the decolonising wheel but are we going round in circles or making clear strides forwards?

10:45 - 11:20 -Caring for Each Other

11:20 - 11:50- Break

11:50 - 13:00 -Proffered Session 2: Service User Involvement

11:50 - 13:00 -Proffered Session 1: Innovative and Creative Assessment

13:00 - 14:00 -Lunch

14:00 - 15:00 -**Workshop 2: Growing Educator Capacity and Capability**

Academic Educators play a crucial role in the development of the future of the imaging and oncology workforce. The workshop will support you to develop your own learning plan in tandem with other academics to strategically develop your capacity and capability. Through collegial discussion you will explore and define key themes and concepts which will be required by academics to deliver effective learning in both the short and medium term. Learning Outcomes of the Session:- Identify and define the key concepts and priorities that will/could support educator capacity and capability in the short and medium term- Consider uni and multi-disciplinary approaches to increasing capability of the academic workforce, through sharing innovation and exploring possibilities. Identify barriers to the growth of educator capacity and capability using a VUCA grid- Explore collective possibilities through growing communities of practice and opportunities for involvement in activities to grow educator capability.

14:00 - 15:00 -**Workshop 1: How to Use Educational Research to Improve Teaching Practice**

This mastermind educational research workshop will take a 4-Point approach to developing and implementing educational research to improve teaching practice.⁴ Ps:Problem,Plan,Proof (theory, evidence, data or outputs),Put into practice. Using a real radiography educational research project as a case study the 4-point approach will be described. Important points for consideration at each stage of the 4-point process will be highlighted. Delegates will then use the mastermind group approach and the 4-point plan to develop and discuss an educational research project they would like to develop through a series of small group discussions. The project does not need to be well developed or defined before the workshop. Using the skills and expertise of the mastermind group delegates can leave the workshop with the basis of an educational research proposal that they can continue to refine and implement after the conference.

15:00 - 16:00 -**Proffered Session 1: Research-Informed Education**

15:00 - 16:00 -**Proffered Session 2: Inclusive Education**

This session will feature a number of speakers presenting their work and research into inclusive education; it will allow you to gain ideas that you may be able to adapt to suit your own institution.

16:00 - 16:30 -**Round Up and Close**

16:30 - 16:30 -**Close**

<https://www.sor.org/events/2024-11-20-birmingham-achieving-excellence-in-radiography-education-and-research-2024-222#Sessions>

Championing EnhancEd practice in Radiography (CHEERs)

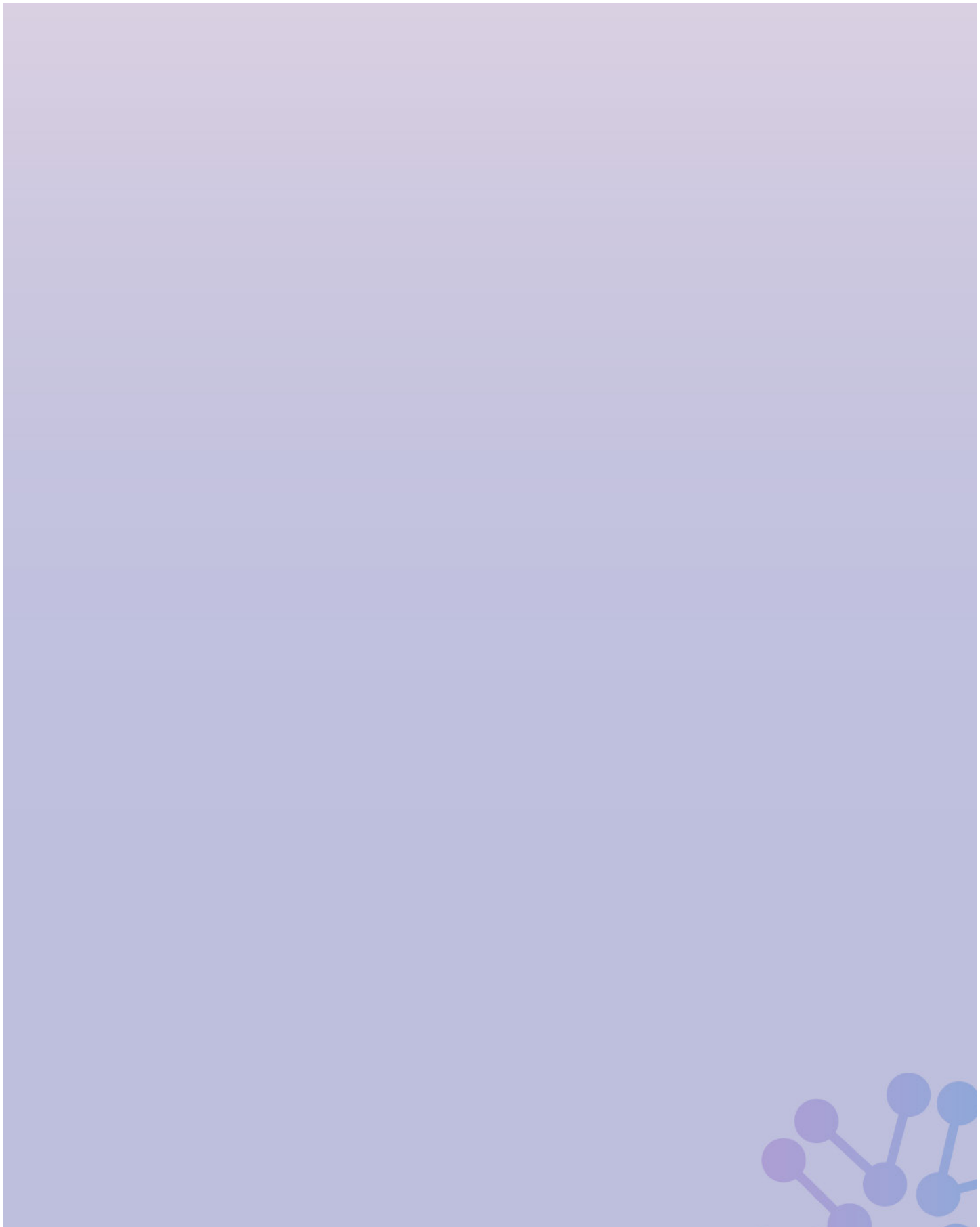


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