Capable and Thriving: A collective exploration of growing and embedding 21st-century graduate capabilities in the future workforce

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With thanks to Kathryn Williamson

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Aims

Develop an understanding of the wider drive for skills development and harnessing workforce capabilities

Review and analyse skills and capability models when applied to the context of radiography

Gain insight into the CoR ECF and its application through curricula and programme design

Have opportunity to share good practice and learn from others

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Workshop activity 1 – challenges & solutions

Please take three post it notes:

- On the first post it note, please add what you feel are the **top 3 challenges** to developing graduate capabilities with learners

- On the second post it note, please write **one approach or possible solution** to supporting learners develop 21st century graduate capabilities

- On the third post it note, please write **one thing to hope you understand or learn** from attending this workshop

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Capability - What do we mean?

Graduate capabilities are broader than " just skills" and can broadly be understood to emerge from the complex interaction of the development of knowledge (thinking), applied skills (doing), intrinsic characteristics and attitudes, and underlying values and ethical principles (being)' [1 & 2]

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Capability = Capacity + Ability

CAPACITY

To hold, receive and absorb

Demonstrate through cognition/thought

Previous knowledge to construct from and scaffolding to assimilate new information

Needs:

- growth mindset

- previous cognitive constructs (prior learning) to suitable scope and depth

- Connection to other knowledge for meaning making – **meta-thinking**

ABILITY

To be able to perform something

Demonstrate through skills and actions

Previous experience and formed motor memory to build new actions and observable behaviour

Needs:

- growth mindset

- resilience for trial and error

- level of prior experience or application to construct new & more complex skills and behaviours - **meta-skills**

What are the benefits of developing graduate capabilities?

Enhanced employability

Increased social responsibility

Improved personal development

Supports lifelong learning and reflection

Enhanced teamwork and leadership

Developed communication

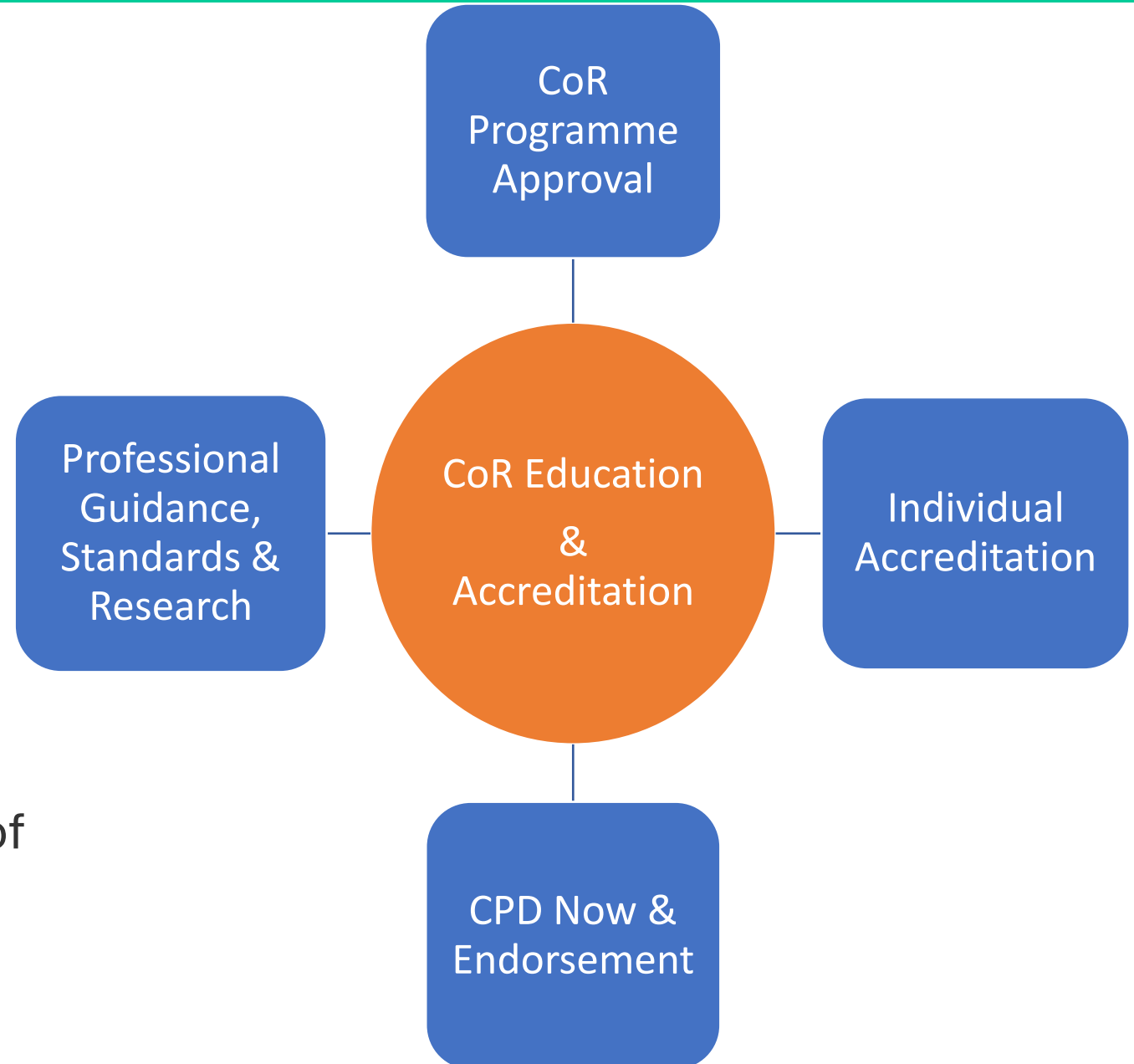Cross & interdisciplinary understanding

Mutual respect and authentic challenge

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How do we (CoR) support graduate capabilities?

Overarching objectives:

1. Promotion & development of medical imaging and radiotherapy.
2. Promotion of study & research into radiography.
3. Promotion of public awareness of the profession.

https://www.collegeofradiographers.ac.uk/

CoR Programme Approval

Professional Guidance, Standards & Research

CoR Education & Accreditation

Individual Accreditation

CPD Now & Endorsement

CoR programme approval

Pre & post-registration radiography education provision

Through the approval and accreditation framework the College:

- Secures consistency of standards of clinical imaging and oncology education.

- Aligns standards of clinical practice with the profession's Education and Career Framework (2022).

- Supports and encourages the development of courses that are at, and remain at, the forefront of education and developing clinical imaging and oncology practice;

- Promotes and supports flexibility in the design and delivery of education and new roles in practice.

- Disseminates guidance on best practice in clinical imaging and oncology education and practice.

What CoR do/are doing to support graduate capabilities?

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

Start >

- CoR Programme approval
- Our standards – the Education and Career Framework (4th Edition)

Terminology the Education & Career Framework

Knowledge – developing 'thinking'

Skills – developing 'doing'

Attributes (Values) – developing 'being'

Competency – developing against governed set of standards

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CoR assessors

The Role of the Assessor

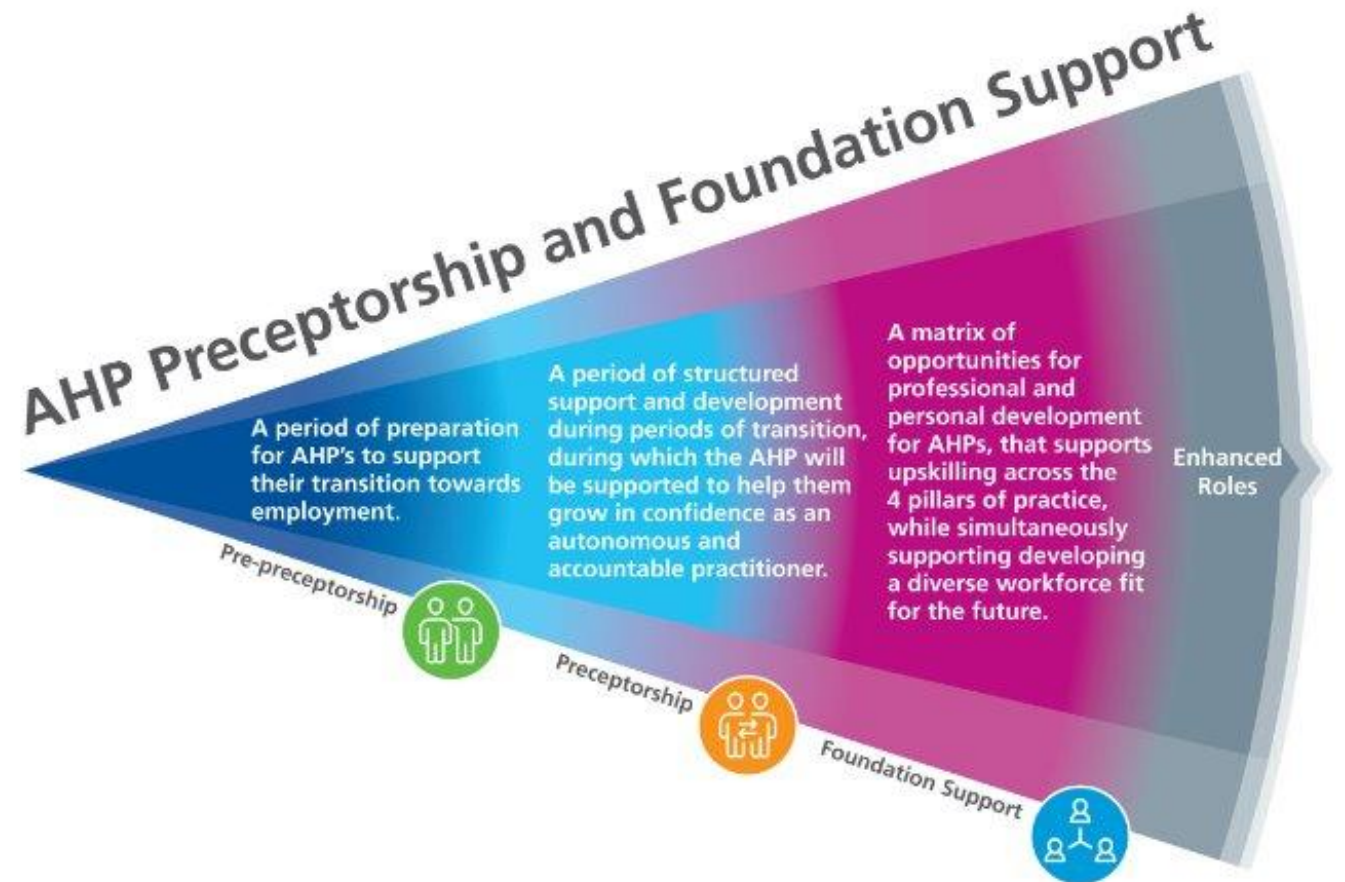| Experienced clinical or academical members of the SoR | Voluntary role | Provides opportunity to develop own engagement with education pillar & consultancy |
| Share own expertise | Learn from others | Network & build community of practice |

Education approval | CoR (collegeofradiographers.ac.uk)

Other mechanisms/frameworks/ things to consider

- Preceptorship frameworks
- Clinical Governance
- Enhanced and Advanced Roles – preparing and bridging for increasing risk and responsibility

AHP Preceptorship and Foundation Support

A period of preparation for AHP's to support their transition towards employment.

A period of structured support and development during periods of transition, during which the AHP will be supported to help them grow in confidence as an autonomous and accountable practitioner.

A matrix of opportunities for professional and personal development for AHPs, that supports upskilling across the 4 pillars of practice, while simultaneously supporting developing a diverse workforce fit for the future.

Enhanced Roles

Pre-preceptorship

Preceptorship

Foundation Support

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Workshop activity 2

On the table documents to support your groupwork.

Share your experiences – collective.

Nominate a spokesperson for each activity

1st discussion activity
20 minutes

Group work - what are your perceptions of the current graduate capabilities?

How good/bad are they?

In groups use the flipchart paper, split into 4 boxes and consider the following

Label GOOD - **What is working well** – what capabilities are learners developing well in your experience. What things affect competencies

Label BAD - **What isn't working well** – what capabilities are learners finding challenging and/or under achieving in your experience

Label HIDDEN - **What capabilities are hidden?** Using the meta-skills and ECF documents which graduate capabilities are not well understood or developed

Label LIMELIGHT - What capabilities do you think take the limelight. **Are we focused too heavily**

2nd discussion activity 20 minutes

Group work - what are your solutions of the current graduate capabilities gap or mismatch?

In groups use the flipchart paper, split into 2 columns and consider the following

Label attribute column – **What attribute is the one you want to address and why**. Refer to your previous chart for example 'self-awareness', 'adaptability', 'enterprising'

Label attribute solution – list real world/life learning techniques or **methods that could help support development of this capability** in both academic & practice environments for example simulation, role-play, technology

Label Curious – at the bottom of the flipchart paper note **anything that still poses curiosity** – not sure or you may be confused about, and we can discuss collectively.

Thank you for your participation today.
Please keep in
touch: approvals@sor.org

Home | CoR (collegeofradiographers.ac.uk)

References

1. Hager, P., & Beckett, D. (1995). Philosophical underpinnings of the integrated conception of competence. Educational Philosophy and Theory, 27(1), 1–24.
2. Hager, P., & Holland, S. (Eds.). (2007). Graduate attributes, learning and employability (Vol. 6). Springer Science & Business Media.

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