

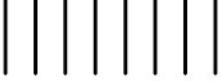
Oliveira C^{1,2}, Barbosa B, Couto J, Bravo I, Hughes C,
McFadden S, Khine R, McNair H

¹ Instituto Português de Oncologia do Porto, Portugal

² Universidad de Vigo, España

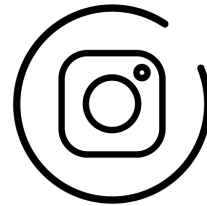
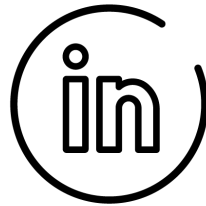
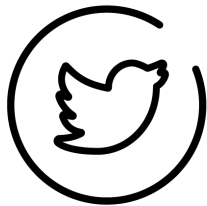
The four pillars of Advanced Practice: perspectives from key radiotherapy stakeholders across Europe





Note

Please feel free to photograph and share these slides on social media.



Disclaimer

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SAFE Europe

Safe And Free Exchange of
EU Radiography Professionals
across Europe

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(Project Coordinator)

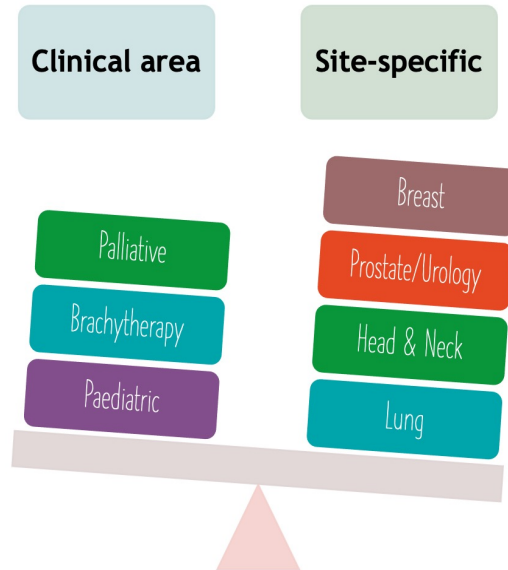
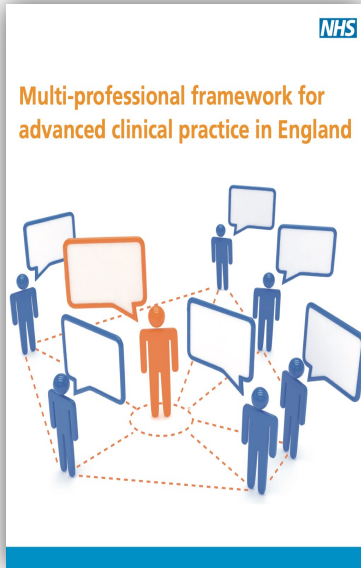


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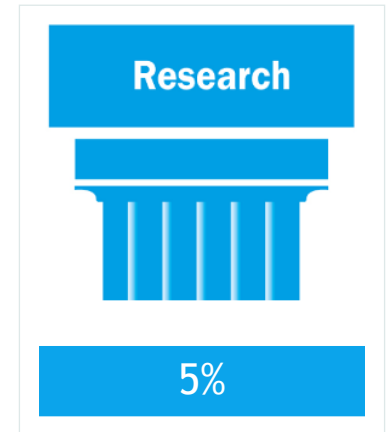
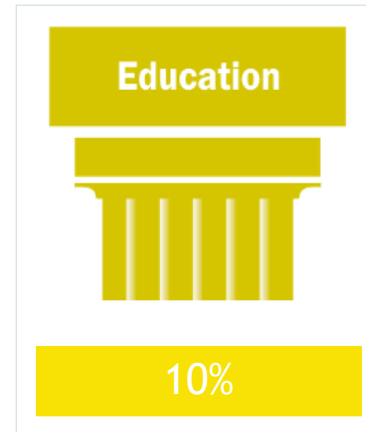
Context

- Definition of Advanced Practice - AP
- AP roles in Radiotherapy by...



Rationale

- Previous European survey about Advanced Practice-AP roles amongst RTTs' practice
 - 66% informal AP
 - 52% education gaps



Purpose

- To explore perceptions of the four pillars of AP in the current and future practice and education of RTTs across Europe.



**Advanced
Practitioners/RTTs**



Employers/Managers



Educators/Students



Professional bodies



Regulators



Methods

Qualitative study using the COREQ guideline
June-September 2022 / 1 interviewer



Purposive and convenience sampling



Semi-structured interviews



2 pilot interviews



Ethics approval- University of Ulster

Methods

33 interviews (average 47 minutes) with participants from 16 European countries.



Full verbatim independently transcription



Member checking by interviewees



Inductive thematic analysis















1+3 researchers for independent coding

Results

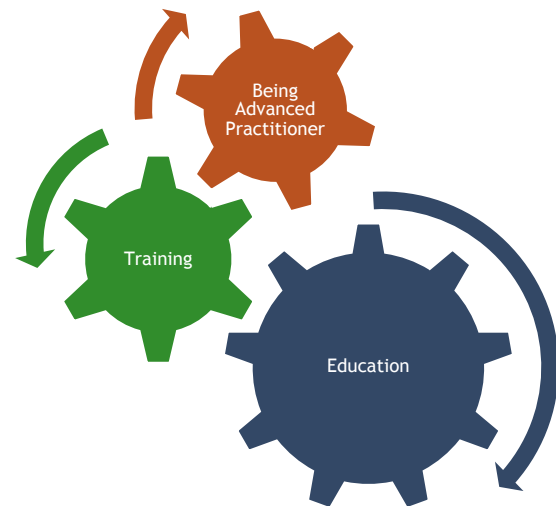
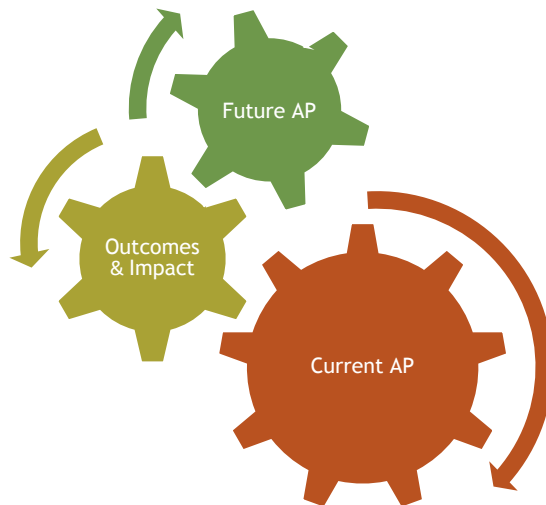


Interview participants *(n=33)*

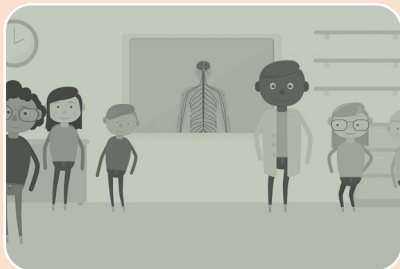
Stakeholders	Gender	Years of practice	Education*	Countries#
AP RTTs	10  4 	4-30 RTT/ 2-16 AP	10 MSc RT (1) 8 MBA/MSc (2) 4 MSc Radiation 7 PhD RT (3) 3 MSc Health (1) 3 other MSc 4 other PgD/C	6 ENG 5 NL 3 BE/PT/CH 2 FI/NL/IT/DK 1 NO/MT/LV 1 PL/IE/DE/EE
Managers	3  3 	5-19 management		
Educators	1  3 	13-35 education		
Students	2  1 	4-18 RTT		
Professional body	2  2 	4-40 RTT		
Regulators	1  1 	4-5 regulation		

* Some participants have undertaken more than one Master's
 # Few participants work or study in different countries
 () Degrees in progress

Themes



AP challenges- subthemes



Education gaps

- Educational backgrounds
- Lack of RT-specific masters
- Outdated curriculum



Training barriers

- On-the-job
- CPD for AP
- Limited CPD



Career progression

- Identity issues
- Unclear pathways
- No options



RTT profession

- Job title inconsistency
- New profession
- No recognition

AP challenges- subthemes



Governance

- No framework & regulation
- Job titles inconsistency
- No standardized level of practice



Funding

- No funding for AP posts
- No funding for AP education
- Temporary AP funding



Role development

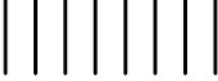
- Departmental culture
- Lack of support
- New ways of working



Workforce

- Staff shortage
- Recruitment & retention issues
- Professional mobility

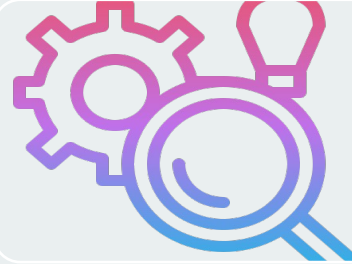
Why Advanced Practitioners do not work across all pillars?



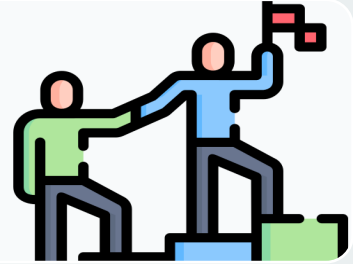
- Staff shortage
- Professional dominance
- No motivation
- Limited funding
- No recognition
- Limited CPD specific to AP roles



- Lack of supervision
- No allocated time
- Liaison gaps between academy & practice
- No RT-specific Masters



- Clinical demands
- Limited MDT support
- No research culture/skills
- No allocated time
- No funding



- No job plan
- Limited specific training
- No appraisal
- Recruitment & retention issues

Recommendations



Permanent funding for AP posts
Funding and protected time for education/training



Awareness of research pillar importance
Improve research skills (CPD)
Disseminate AP roles impact



AP framework & requirements
Job description & job plan



Staff motivation & retention
Clear route to the AP role



Recognition of APs
Supervision in practice
MDT support



Leadership & management training/education
AP roles evaluation

Future AP roles

Technique/technology based

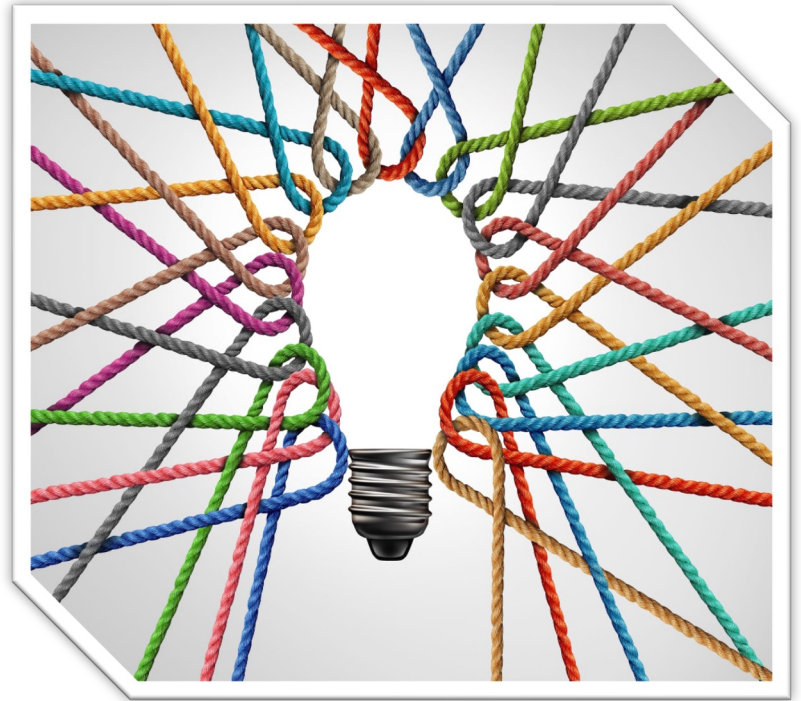


- “Adapters”
- AI experts

Scope of practice based



- Case/care manager
- Clinical academic



Take home messages



Recognition & motivation of APs improve staff retention.



Standardisation of AP level (with flexibility for AP roles). APs must work across 4 pillars!



Priority of enhancing the pillar of research amongst RTTs practice.



RT-specific masters should include contents of all 4 pillars!



Acknowledgements

All participants!



SAFE EUROPE project & EFRS!



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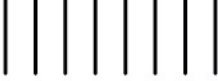


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