



CoR

THE COLLEGE OF
RADIOGRAPHERS

Practice Educator Accreditation Scheme

Guidance for Applicants

Last updated 9 December 2019

PRACTICE EDUCATOR ACCREDITATION SCHEME

Introduction

The Society and College of Radiographers has developed the Practice Educator Accreditation Scheme (PEAS) which gives details on how the role of the practice educator (PE), and others involved in facilitating practice based learning in clinical imaging and oncology, can be recognised and developed through an accreditation system.

The Health and Care Professions (H&CP) Education Leads Group, of which the Society and College of Radiographers is a member, in collaboration with the National Association of Educators in Practice (NAEP) and the Council of Deans of Health (CoDH) have developed 10 standards and 12 learning outcomes for the Practice Educator to demonstrate for accreditation. They give the following definition of a practice educator:

A practice educator is usually a registered professional who supports learners in the workplace. They facilitate practice education alongside clinical and academic colleagues. In addition, the practice educator is likely to hold responsibility for signing off competency and assessment criteria, based upon the standards produced by the education provider and relevant professional body; although it is recognised that local models of delivery and assessment will apply.

This guide will help you to complete your application for accreditation as a Practice Educator:

[Chapter 2](#) - Routes to Accreditation

[Chapter 3](#) - Your CPD Evidence

[Section 1](#) - The 12 PEAS Learning Outcomes

Section 2 - Demonstrate how you meet the 12 Learning Outcomes

[Section 2](#) - Recording CPD Activities

[Chapter 4](#) - Completing your PEAS Application

[Section 1](#) - Flowchart of Application Process

[Chapter 5](#) - Further Tips for a Successful Application

[Section 1](#) - The 12 Learning Outcomes Worksheet

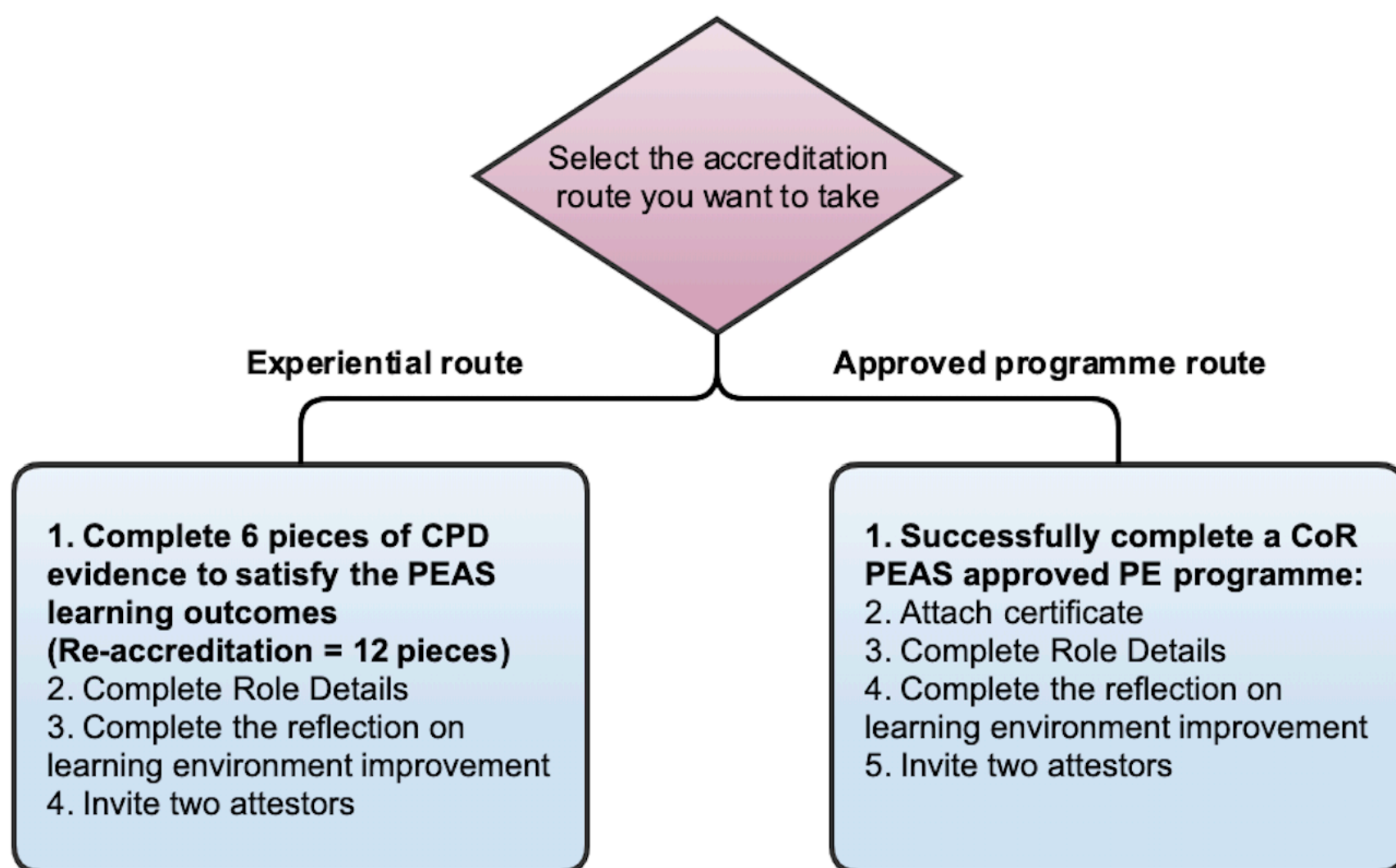
[Section 2](#) - Mapping of Reflections to the 12 Learning Outcomes

[Section 3](#) - Checklist for CoR Approved Programme Route

[Section 4](#) - Checklist for Experiential Route

ROUTES TO ACCREDITATION

Applications for accreditation as a Practice Educator can be made through CPD Now. Accreditation lasts for five years.



CPD Now can be accessed via www.sor.org.

YOUR CPD EVIDENCE

- experiential route and re-accreditation

If you are taking the experiential route, you will need to complete **6 pieces** of CPD Activity. If you are undertaking re-accreditation, you will need to complete **12 pieces** of CPD Activity.



You need to demonstrate that you meet all of the 12 learning outcomes in your reflections/CPD activities. [This document](#) will help you to think about how you might meet each learning outcome. You will also need to map each reflection to a learning outcome using [this document](#).

The 12 learning outcomes

1. provide information to learners about the learning experience offered and to clarify/manage expectations
2. apply knowledge of educational theory to learning and assessment practice, creating level-appropriate, inclusive and empowering learning environments and opportunities
3. actively promote policies and practices that acknowledge different needs of students and learners individually and as a group, demonstrating an inclusive approach
4. promote the visibility of practice education and the role of learners within the health and care professional team, amongst stakeholders
5. actively contribute to the assessment of adequate and safe levels and models of learner supervision
6. understand where practice learning fits with taught components of the programme when working with students
7. promote, facilitate and support self-reflection and peer learning
8. provide a range of opportunities to maximise learning and enable the achievement of directed and self-directed level-appropriate learning outcomes
9. apply and contribute to, where appropriate, various forms and levels of fair, inclusive, sensitive, consistent and robust practice education feedback / feed forward and assessment and involve learners in the process
10. communicate in a skilled and effective manner with students, colleagues, service users and stakeholders to support the facilitation of the programme of learning
11. reflect on and evaluate their role as a practice educator and continually implement improvements
12. evaluate the practice learning environment and formal / informal learning events and implement change based on evidence

Health and Care Professions (H&CP) Practice Education Guidance (2016)

Demonstrating how you meet the 12 learning outcomes

Here are some examples of how you can demonstrate that you meet the learning outcomes. This is not an exhaustive list.

Learning outcome 1:

Do you give an information pack when new students arrive for placement?

How will the students' rota work?

Will they always be working with their mentors?

Are staff learners aware of how the department will support them in their postgraduate training?

Do you agree a learning contract with the learner?

How do you manage expectations of learners?

Learning outcome 2:

Demonstrating knowledge and application of educational theory should be included throughout your submission.

Learning outcome 3:

How do you ensure an 'inclusive' placement/learning environment for learners?

How do you adapt your teaching for students at different levels in their education?

How do you adapt your teaching for postgraduate learners?

What do you know about different learning styles and how does this impact on your teaching?

Why do you choose to teach in the way that you do with individuals or groups?

Learning outcome 4:

How do you promote the value of practice education and the role of teaching students that every HCPC registrant has?

How do you promote your work with learners across the department and/or trust?

Have you disseminated your work at conferences?

Do you meet with practice educators from other professions or trusts?

How do you raise the profile of practice education with your imaging services manager?

Learning outcome 5:

How do you ensure that learners are supervised adequately according to their education and training needs, and that patients are safe?

What do you know about learner supervision and how do you apply this in practice?

Learning outcome 6:

Where does this placement block fit within a learner's overall education programme?

What do you do to ensure that a learner will complete their learning outcomes for this placement?

Where you have a postgraduate learner, how is their learning needs met? For example, this might be by ensuring they have a scheduled time to undertake reporting.

This is also about relating theory to practice and what you do to facilitate learners in doing this.

Learning outcome 7:

This is about what you do to encourage and support others (staff, learners, etc) to engage in self-reflection.

It could be about how you have supported them to complete reflections in CPD Now.

How do you encourage others to reflect on their own learning and identify what they need to do to further improve?

How do you encourage peers to learn together and from each other?

Learning outcome 8:

Why do you design learning to be delivered in a particular way?

What range of learning opportunities do you deliver?

Learning outcome 9:

How do you give feedback to learners?

What is best practice for giving feedback to learners?

How do you ensure that assessment is fair, inclusive and consistent?

Learning outcome 10:

This is something that you will probably accomplish over a number of reflections.

What feedback have you received that evidences you communicating in a skilled and effective manner?

Learning outcome 11:

This is something that you should demonstrate over a number of reflections.

Demonstrate that you are reflective, how you evaluate what you personally do and how you continually strive to implement improvements.

Have you undertaken additional training to meet an identified learning need?

Learning outcome 12:

How do you know that what you do is effective?

What do you do to evaluate the learning environment?

What changes have you made as a result?

Recording CPD Activities

There are regular online live tutorials and videos that demonstrate how to use CPD Now, how to complete applications for accreditation, reflection, etc. These are advertised on the SoR website, Twitter and Facebook and cover some of the issues in more depth.

The below is a step-by-step approach to completing your CPD activity in CPD Now (accessed from SoR website).



Select 'CPD' in the top menu. This will present a list of other CPD activities that you have completed. Select 'Add new' to record a new CPD activity.

CPD activity - overview

Please complete the fields below and click the [Save and continue] button to move to the next page

Activity Title *

Date of reflective record dd/mm/yyyy *



What type of learning activity or activities did you undertake?

- ☐ Attendance based event
- ☐ Self-directed learning
- ☐ Hands-on or experiential learning
- ☐ Discussion
- ☐ Writing
- ☐ Reading
- ☐ Teaching or presentation
- ☐ Professional body or trade union activity
- ☐ Other

If Other

Save and next

- Give your activity an appropriate title (this is important when you later link a CPD activity to an application for accreditation or for the HCPC audit).
- Use the calendar icon to select the date
- Select what type of learning activity you did

Record each of your CPD activities by completing a reflective evaluation of your learning.

You can form your reflections by:

- using the prompts in the three text boxes to guide you (based on Gibbs, 1988), or
- deleting the prompts and using your own reflective model in the three text boxes, or
- uploading a file containing your reflections

Reflection will be an important element of demonstrating your achievement of the Practice Educator learning outcomes. It is essential that you go beyond just being descriptive. This is why it is important that you use a reflective model (choice of which is yours) to ensure that you complete all steps of that model.

- **Impact on practice** - is essential in applications. Think about how your activity has improved your practice, and benefitted service users (could be students, learners and ultimately patients). Evaluate the activity/learning, looking at positives and negatives and quality of service.
- **Further learning** - again, this is an important aspect of your reflections for your practice educator application. Think about what further learning this activity has helped you to identify. This section of reflection is about **conclusions and making an action plan**. For instance, you may have attended a workshop at the university discussing a new assessment scheme for students in clinical practice. You may need to disseminate and discuss this with colleagues in your department, identifying the changes and put an action plan in place to do this (identifying any resources you may need to do this). Or you may have read about a preceptorship scheme at a neighbouring trust and you think this may be something you would like to introduce to your department as you have just recruited some newly qualified radiographers. So this section would be about - what else do you need to learn about preceptorship? What will it consist of in your department? Who do you need to discuss this with? What resources will you need?

CPD framework outcomes - When you start your application, the PEAS outcomes will be added automatically to your CPD Framework outcomes. Therefore, once you have completed the reflective evaluation of your learning, you can then select your framework outcomes (as identified below). Select which outcome your CPD activity best relates to - teaching, learning, assessment, support, quality and professionalism

(You can select more than one and you will need to ensure that your 6 CPD activities -12 for re-accreditation - covers all of these outcomes)

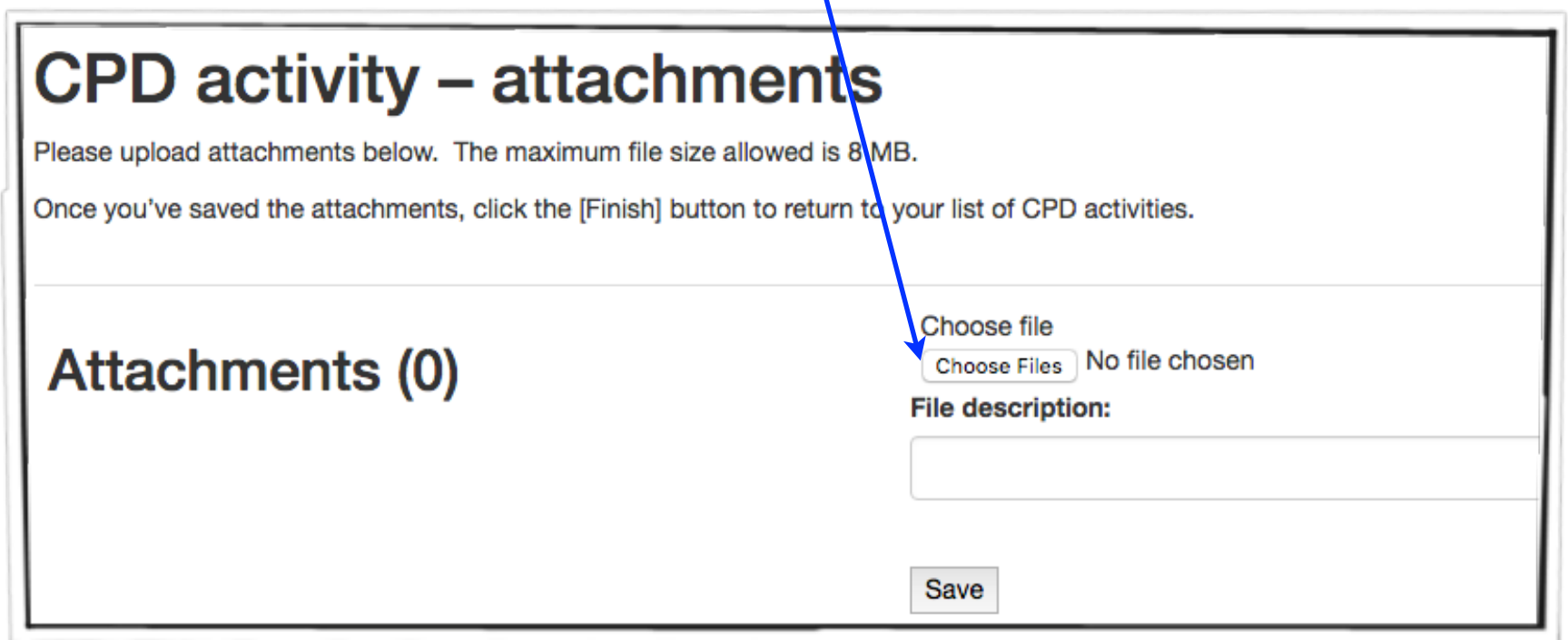
CPD activity - CPD framework outcomes

The outcomes listed below are the ones you selected in the CPD framework section. You can add or remove outcome via the CPD framework tile on the home page.

Practice Educator Accreditation Scheme (PEAS)

- ☐ Teaching
- ☐ Learning
- ☐ Assessment
- ☐ Support
- ☐ Quality
- ☐ Professionalism

Finally, if you have chosen to complete your own document of reflection and not use the text boxes, you can attach that here. You can also attach any evidence to support this element of your application (e.g. learning materials, feedback, etc)



CPD activity – attachments

Please upload attachments below. The maximum file size allowed is 8 MB.

Once you've saved the attachments, click the [Finish] button to return to your list of CPD activities.

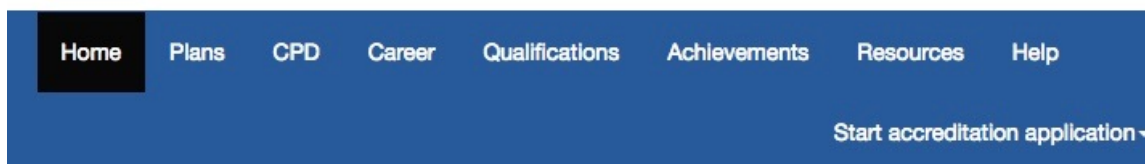
Attachments (0)

Choose file

No file chosen

File description:

Completing your PEAS application



Click here for drop menu and select 'Start Practice Educator Application'

A screenshot of the "1. Role Details" form in the CPD Now application. The form has a title "1. Role Details" and a subtitle "Please enter details about your practice educator role and tick the practice educator outcomes". Below the subtitle is a text area for entering details. At the bottom left, there is a section titled "Practice Educator Accreditation Scheme (PEAS)" with a list of outcomes: Teaching, Learning, Assessment, Support, Quality, and Professionalism. Each outcome has a checkbox next to it. A "Save" button is located at the bottom left of the form.

1. **Role Details** - Enter details about your practice educator role and tick the practice educator outcomes. Give an overview of your role and who your learners are. Remember that the assessors will know nothing about you so this is where you give them overview of you and your work.

2. From the home page, click the edit button on the PEAS tile.

3. Select application route

You will be prompted in CPD Now to select which route you are applying through. You can then:

- Add approved qualification (and scan/attach certificate) or
- Add non-approved qualification and add 6 CPD Activities or
- Add 6 CPD activities (12 for re-accreditation) for the experiential route

4. Complete reflection on improvements to the clinical learning environment that you facilitate as a practice educator

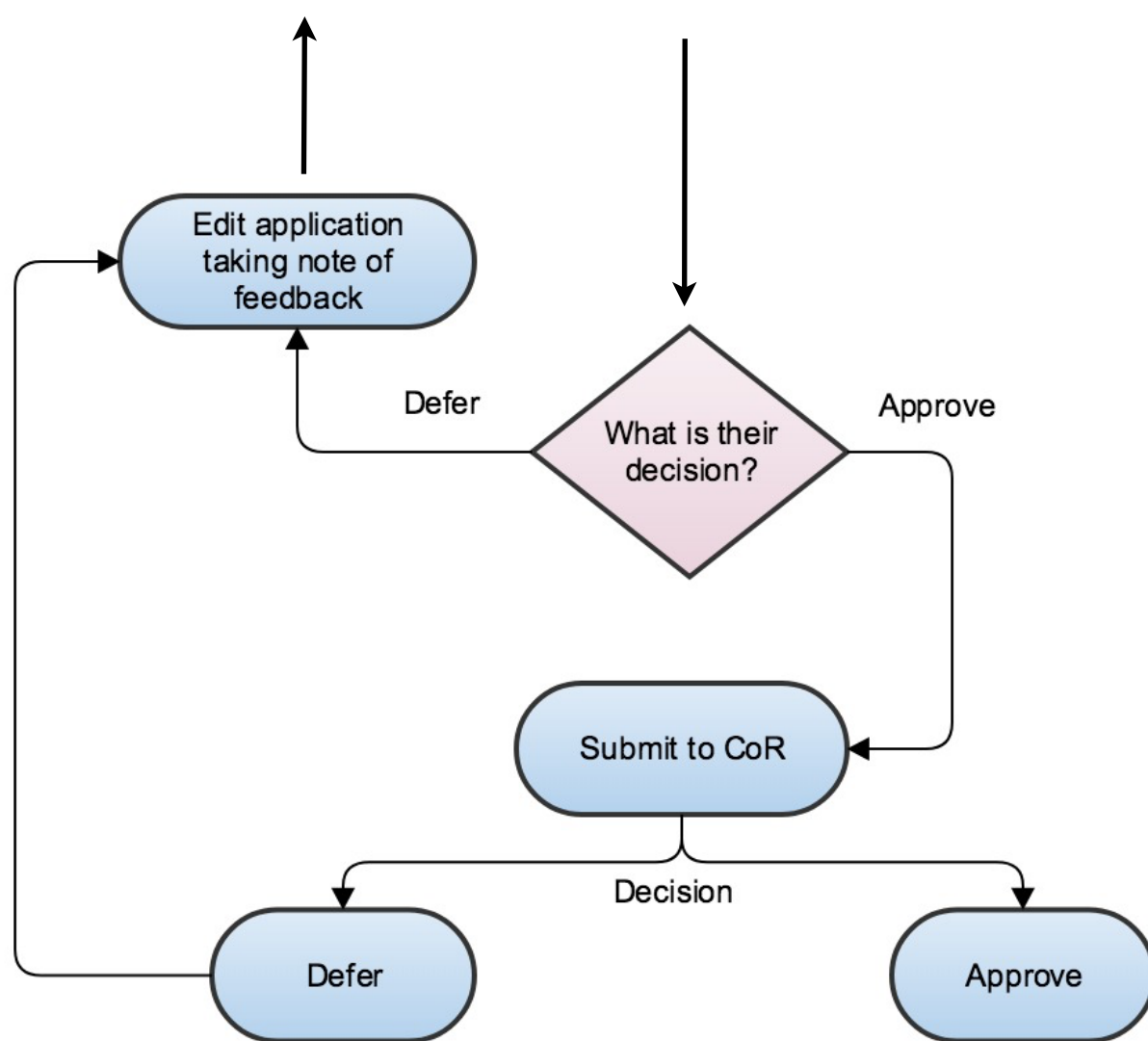
You need to complete a reflection on the improvements you could make to the clinical learning environment that you manage. We suggest 500 words.

- Use an appropriate reflection model to guide you
- Think about the impact these improvements could have on your learners, and ultimately the patients they work with
- You could do a SWOC Analysis to help get you started (Strengths, Weaknesses, Opportunities and Challenges).
- Include an action plan to demonstrate how you will achieve making these improvements

5. Invite 2 attestors to review your application

- 1 with a teaching qualification / PEAS Accreditation
- 1 learner
- The attestors will be required to confirm that your application is accurate, assess the quality of the CPD activities and reflections, and give you useful feedback
- Ensure that you enter the contact details for your attestors correctly

Inviting your attestor will lock your application so it cannot be edited

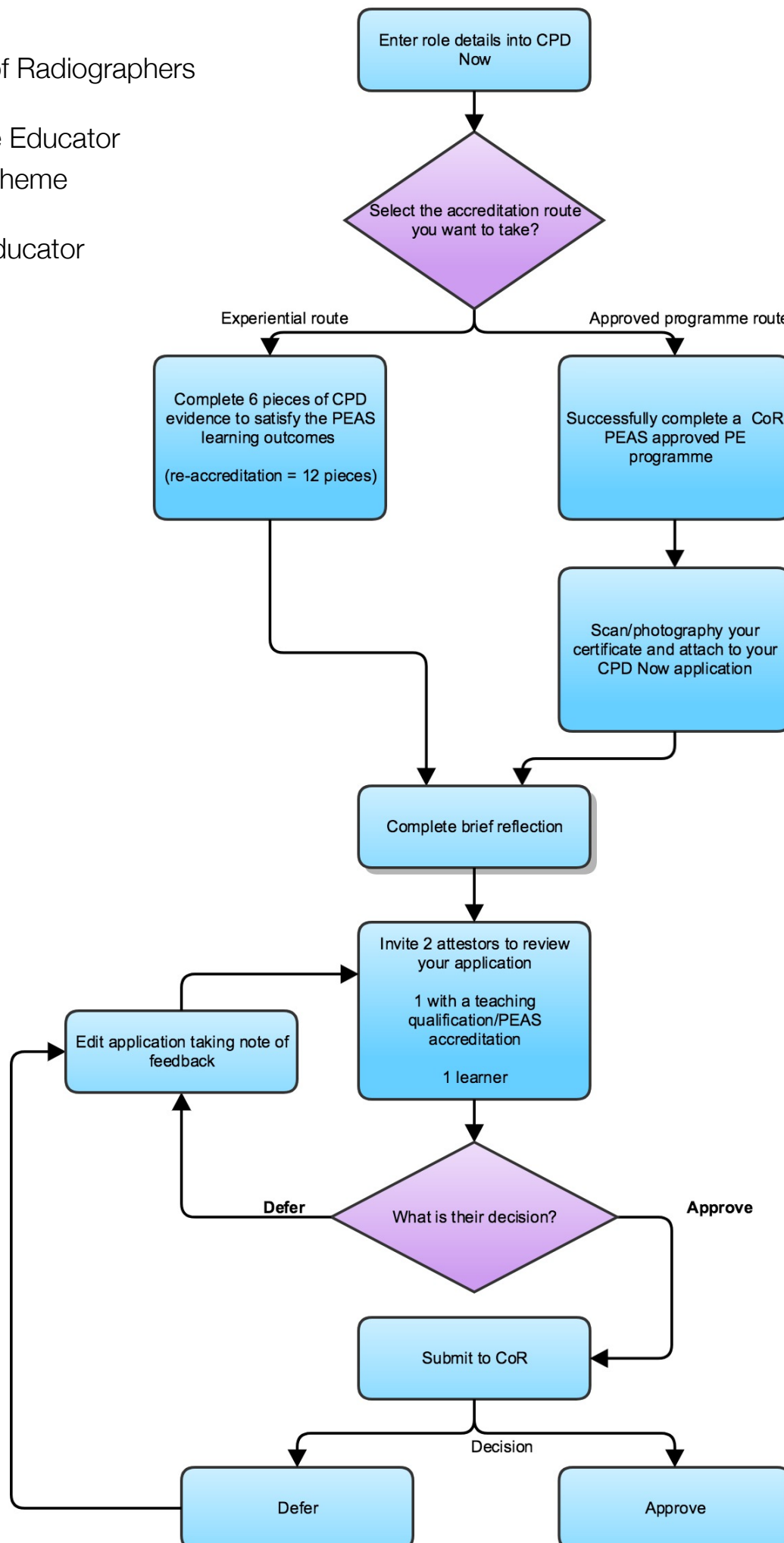


Flowchart of application process

CoR = College of Radiographers

PEAS = Practice Educator
Accreditation Scheme

PE = Practice Educator



Further Tips

for a Successful Application

- ✓ You need to meet **ALL** of the [12 learning outcomes](#). Use [this table](#) to help you plan how you can cover all of the learning outcomes.
- ✓ Use [this document](#) to map/tick the reflections that addresses each learning outcome. You can attach this document at the end of your last reflection (Add file).
- ✓ If you identify that there is a learning outcome that you are weaker on, use this opportunity to read up/do any other appropriate CPD Activity and then reflect on what you have learned and how you can apply this to your practice educator role and the impact this will have on your learners.
- ✓ You need to keep referring to these learning outcomes whilst you write your application to ensure that what you write is relevant and that you have met all 12 learning outcomes.
- ✓ One sentence written about assessment does not meet that learning outcome. You need to cover each learning outcome in sufficient depth.
- ✓ Provide evidence to support you meeting the learning outcomes. You could include a presentation that you have done, feedback that you have given, feedback you have received, etc. You can attach these at the end of each reflection/CPD activity.
- ✓ Do not tick all boxes (Teaching, Learning, Assessment, Support, Quality, Professionalism) for one reflection as it is unlikely that you have adequately covered all six.
- ✓ A reflection does not have to be based on a specific activity, i.e. attendance at a study day. For example, it could be based on you reading an article about assessment and reflecting on your application of that knowledge, any changes you might make to your own practice, what impact that will have on your learners, identify any further learning and provide an action plan on what you will do, how and when.
- ✓ If you are applying through the **CoR approved programme route**, you will still need to meet the requirements for Role Details and Brief Reflection - see [Chapter 4](#).

- ✓ Complete the checklist for [CoR Approved Programme Route](#) or [Experiential Route](#) and read through your application to check that you have followed the guidance and written enough in each section.
- ✓ Do NOT breach confidentiality - identifying the names of people who have not given consent specifically for this will be deferred.
- ✓ **Educational theory** - there should be references given in your work. You would not submit an assignment to a university with no references. One of the learning outcomes specifically relates to demonstrating your knowledge and application of educational theory. Other learning outcomes will also use educational theory, e.g. assessment, inclusivity, etc so you absolutely need to include references and demonstrate how this relates to what you do.
- ✓ **Quality of reflections:**
 - ✓ Impact of your learning
 - ✓ Impact of changes you have made
 - ✓ What? So what? Now what?
 - ✓ How do you know you are good at what you do?
 - ✓ Do you seek feedback? How do you do this? (Again, this relates to the learning outcomes).
 - ✓ How will you implement changes?
 - ✓ Action plan - What? How? When?

The 12 Learning Outcomes

A copy of this form is available at

<https://www.sor.org/career-progression/practice-educators>

The 12 learning outcomes	What you have done	How you can evidence this
1. Provide information to learners about the learning experience offered and to clarify/ manage expectations		
2. Apply knowledge of educational theory to learning and assessment practice, creating level-appropriate, inclusive and empowering learning environments and opportunities		
3. Actively promote policies and practices that acknowledge different needs of students and learners individually and as a group, demonstrating an inclusive approach		
4. Promote the visibility of practice education and the role of learners within the health and care professional team, amongst stakeholders		
5. Actively contribute to the assessment of adequate and safe levels and models of learner supervision		
6. Understand where practice learning fits with taught components of the programme when working with students		
7. Promote, facilitate and support self-reflection and peer learning		
8. Provide a range of opportunities to maximise learning and enable the achievement of directed and self-directed level-appropriate learning outcomes		

The 12 learning outcomes	What you have done	How you can evidence this
9. Apply and contribute to, where appropriate, various forms and levels of fair, inclusive, sensitive, consistent and robust practice education feedback / feed forward and assessment and involve learners in the process		
10. Communicate in a skilled and effective manner with students, colleagues, service users and stakeholders to support the facilitation of the programme of learning		
11. Reflect on and evaluate their role as a practice educator and continually implement improvements		
12. Evaluate the practice learning environment and formal / informal learning events and implement change based on evidence		

Mapping of reflections to PEAS learning outcomes

A copy of this form is available at:

<https://www.sor.org/career-progression/practice-educators>

Map your reflections to the 12 learning outcomes

The 12 learning outcomes	Reflections: 6 – Initial application 12 - Reaccreditation											
	1	2	3	4	5	6	7	8	9	10	11	12
1. Provide information to learners about the learning experience offered and to clarify/manage expectations												
2. Apply knowledge of educational theory to learning and assessment practice, creating level-appropriate, inclusive and empowering learning environments and opportunities												
3. Actively promote policies and practices that acknowledge different needs of students and learners individually and as a group, demonstrating an inclusive approach												
4. Promote the visibility of practice education and the role of learners within the health and care professional team, amongst stakeholders												
5. Actively contribute to the assessment of adequate and safe levels and models of learner supervision												
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10. Communicate in a skilled and effective manner with students, colleagues, service users and stakeholders to support the facilitation of the programme of learning												
11. Reflect on and evaluate their role as a practice educator and continually implement improvements												
12. Evaluate the practice learning environment and formal / informal learning events and implement change based on evidence												

Note:

Tick the reflection(s) that addresses each learning outcome

Attach this document at the end of your last reflection (Add File)

Checklist for CoR Approved Programme Route

Ensure that you have completed the following:

- ☐ Completed Role Details as per the guidance
- ☐ Attached your Certificate from the CoR approved programme
- ☐ Completed the reflection on how you can improve the clinical learning environment that you facilitate as a practice educator
- ☐ Used the spell checker to eliminate any errors
- ☐ Not breached confidentiality

Whilst you have undertaken a CoR approved programme, it is still important to check that you have completed the above in sufficient depth. It is not automatic to be given accreditation - you still need to adequately complete the above.

Checklist for Experiential Route

Ensure that you have completed the following:

- ☐ Completed Role Details as per the guidance
- ☐ Attached your Certificate from the non-CoR approved programme (if this is applicable)
- ☐ Completed the reflection on how you can improve the clinical learning environment that you facilitate as a practice educator
- ☐ Included 6 reflections (12 for re-accreditation)
- ☐ Included the mapping document to your last reflection
- ☐ The reflections meet all 12 learning outcomes (if you are in any doubt - do more to strengthen this learning outcome in the reflections)
- ☐ Used the spell checker to eliminate any errors
- ☐ Not breached confidentiality