



CoR

THE COLLEGE OF
RADIOGRAPHERS

Guidance for Attestors

Practice Educator Accreditation Scheme

March 2020

PRACTICE EDUCATOR ACCREDITATION SCHEME (PEAS)

Introduction

The aim of this guide is to help you understand and undertake your role as an attestor for a practice educator who is seeking accreditation with the College of Radiographers. In this guide, you will learn:

- ✓ The purpose of the Practice Educator Accreditation Scheme
- ✓ The purpose and requirements of an attestor
- ✓ What to look for in an accreditation application
- ✓ To assess the quality of reflections
- ✓ To give feedback so the applicant can enhance their application

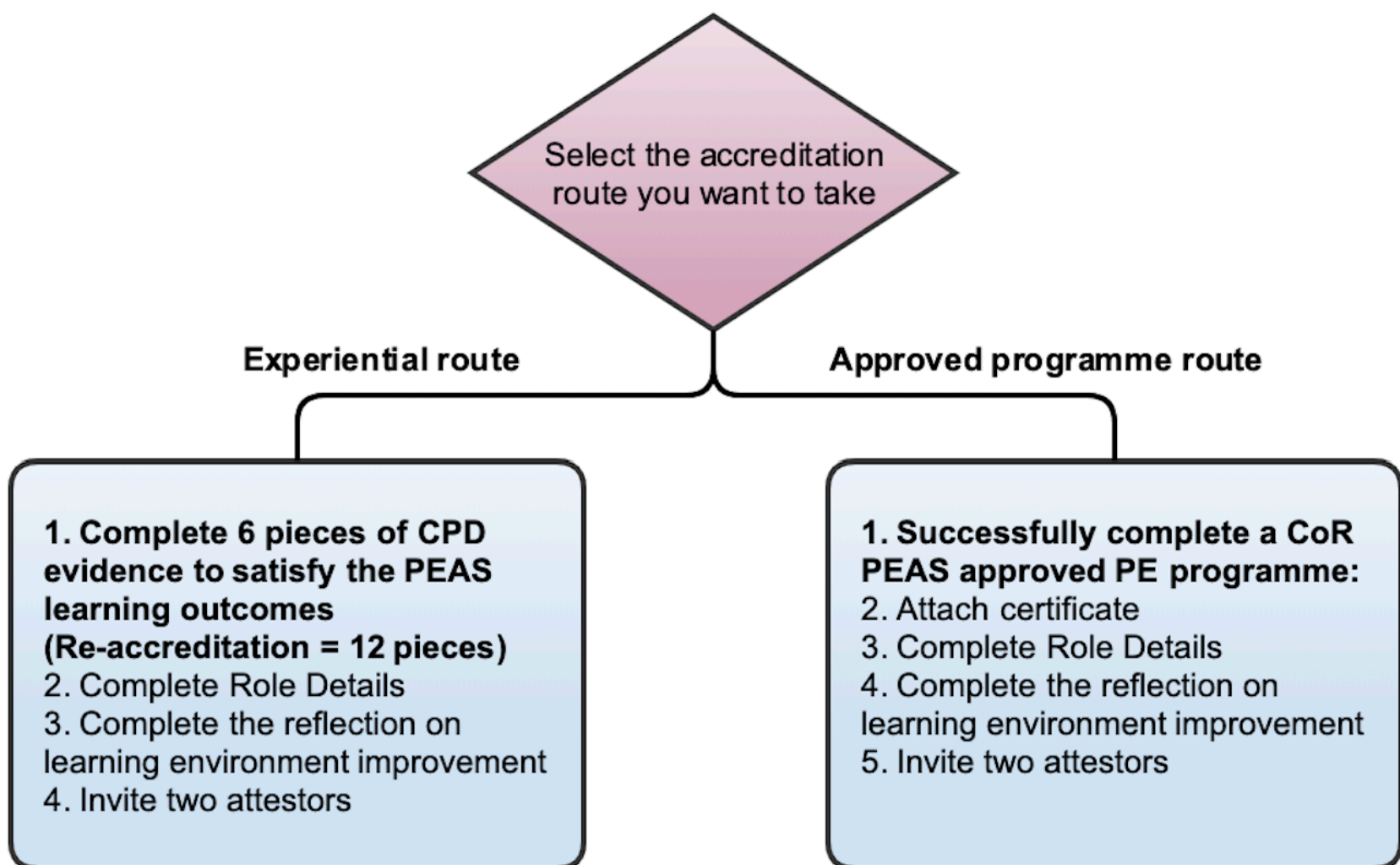
The Society and College of Radiographers has developed the Practice Educator Accreditation Scheme (PEAS) which gives details on how the role of the practice educator (PE), and others involved in facilitating practice based learning in clinical imaging and oncology, can be recognised and developed through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

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.

REQUIREMENTS OF THE PRACTICE EDUCATOR ACCREDITATION SCHEME (PEAS)

For the experiential route and re-accreditation, the applicant must demonstrate that they meet ***all*** of the 12 learning outcomes in their reflections/CPD activities. They are asked to map each reflection to a learning outcome using [this document](#).

The 12 learning outcomes were developed by the Health Care Professions Education Leads Group, the National Association of Practice Educators and the Council of Deans for Health.

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)

Purpose and requirements of an attestor

Your role as an attestor is to read, check and attest an application, verifying that it is an accurate record, assess the quality of the CPD Activities and reflections, and confirm that the applicant meets **all** twelve learning outcomes for PEAS.



The applicant is required to select and invite 2 attestors to review their application.

Attestor requirements:

- 1 attestor must have a teaching qualification (PgCert) or have PEAS Accreditation
- 1 attestor must be a learner
- Work closely with the applicant so they can read, check and attest the application
- Give applicants honest feedback so that they can make any improvements required
- Prepared to defer an application when appropriate
- Do not need to be their manager
- Attestors do not have access to the applicant's full CPD Now record - only what is in their accreditation application.

When you have been invited to review an application, you will receive an email with a link from CPD Now that will take you directly to the application in CPD Now.

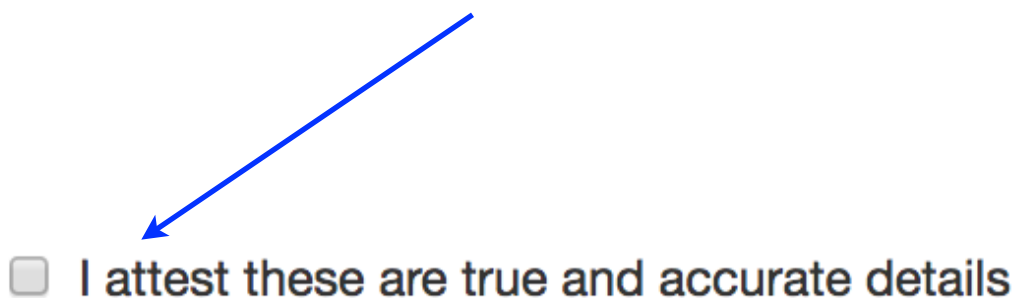
There are prompts in CPD Now to take you through the application.

You may find it helpful to make any notes as you go through each page of the application to inform the feedback you give at the end of the review.

What to look for in an accreditation application

You will be asked to attest to the details in the application and then to approve or defer the application, giving feedback to the applicant.

At each point of the application, you will be asked to tick the box to attest these are true and accurate details. If you do not tick the box at any point in the application, the application will be automatically deferred.



1. Role Details

In this section the applicant should describe their practice educator role.

- ✓ They should give an overview of their role and who their learners are.
- ✓ Any qualifications they have undertaken relevant to the role.
- ✓ How much of their employment is allocated to the practice educator role
- ✓ Whether they are a diagnostic or therapeutic radiographer (or both)
- ✓ How long have they undertaken this role?

2. Application Route

Approved Programme Route - check they have attached a copy of their certificate. For initial accreditation, these applicants do not need to include CPD activities. For re-accreditation, applicants must include 12 CPD activities.

Applicants applying through the approved route still need to meet the requirements for Role Details and the Reflection on how they can improve the clinical learning environment that they facilitate.

Experiential Route - The applicant may have undertaken a CoR non-approved qualification and so they will attach their certificate. All applicants applying through this route will need to complete 6 CPD activities (12 for re-accreditation)

3. Linked CPD

Here, you are asked to read the applicant's CPD reflections. You will be required to check that the correct number of reflections have been added to the application:

At the end of the CPD reflections, you will be asked to attest:

- ✓ Is there sufficient CPD included (0, 6 or 12 pieces)?
- ✓ Does the CPD included cover all of the PEAS 12 Learning Outcomes?
- ✓ Have they included evidence of mapping their application to the 12 Learning Outcomes?
- ✓ Have they provided evidence to support their claims? This could include a presentation they have given, feedback they have given, feedback they have received, etc. These will be attached at the end of each reflection/CPD activity.
- ✓ Have they provided references to educational theory to support their discussion? There should not be any applications without references to the literature on learning and teaching theory.

Reflection will be an important element of demonstrating how an applicant has achieved all 12 Learning Outcomes and, for re-accreditation, how they have maintained this since their last accreditation. Applicants are encouraged to take the time to learn to reflect in a way that demonstrates what they have learned, critically analyses the situation/learning/their feelings, and demonstrates the impact this learning will have on their practice, their learners and the learning environment they provide.

It is essential that they go beyond just being descriptive. Using a reflective model will help them to achieve this (the choice of which is theirs), ensuring that they complete all steps of their chosen model. The guidance for applicants encourages them to Google 'Gibbs' reflection cycle' to find plenty of good resources showing them how to use this particular model.

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

Quality of reflections

- ✓ Impact of their learning
- ✓ Impact of changes they have made
- ✓ What? So what? Now what?
- ✓ How do they know they are good at what they do?
- ✓ Do they seek feedback? How do they do this? (Again, this relates to the learning outcomes).
- ✓ How will they implement changes?
- ✓ Action plan - What? How? When?

4. Reflection on improvements they can make to the the clinical learning environment that they facilitate as a practice educator

- ✓ Should be around 500 words
- ✓ They should use an appropriate reflection model
- ✓ They should write about the impact these improvements could have on their learners, and ultimately the patients they work with
- ✓ Completing a SWOC analysis will help them to evaluate their clinical learning environment
- ✓ They should include an action plan to demonstrate how they will achieve making these improvements

5. Attestor details

You are asked to confirm that your details are correct.

6. Your decision

Any boxes that have not been ticked by you throughout the application, will show up in a pink box. If you have not been able to attest to all sections of the application, the box will recommend that you defer the application.

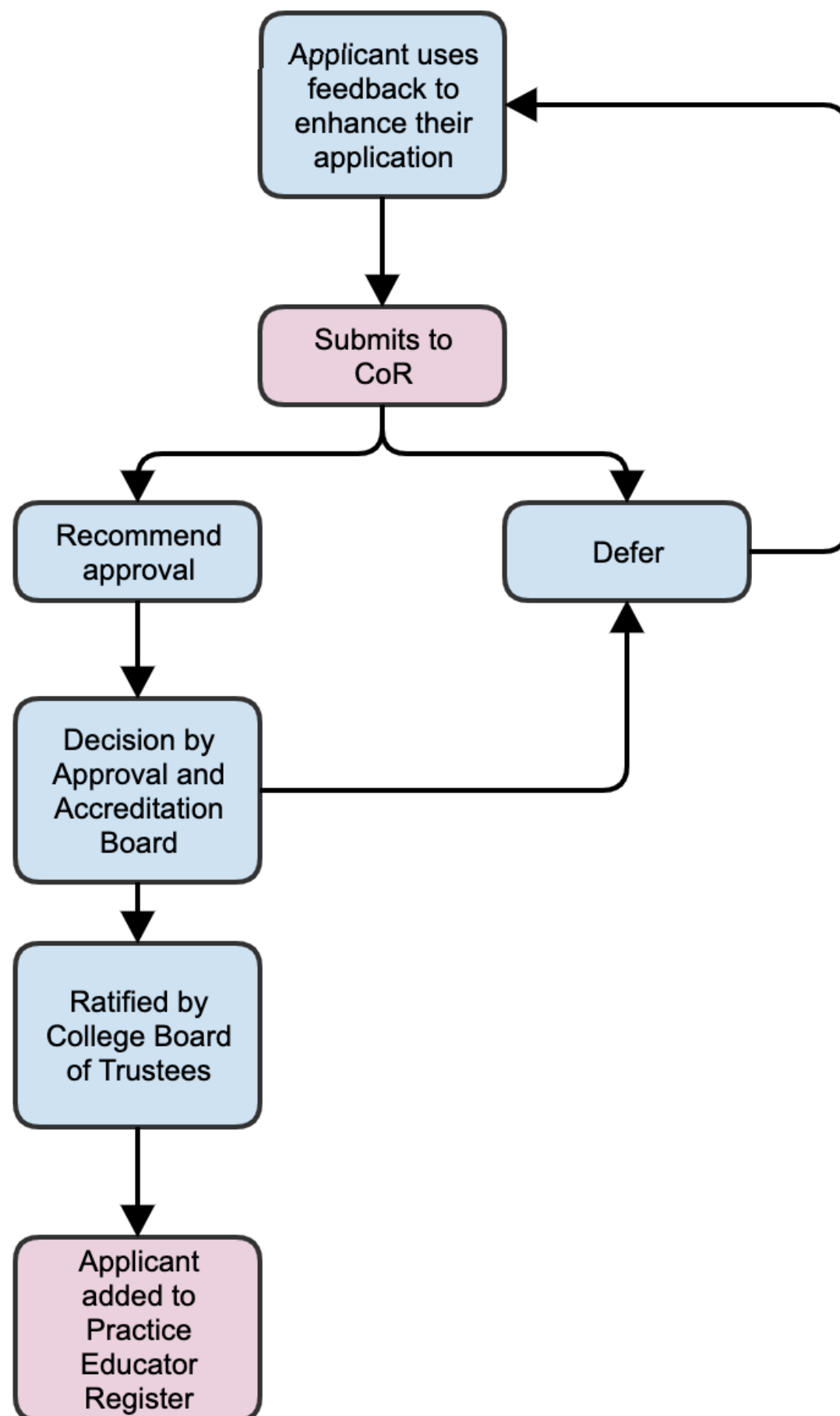
The drop-down box enables you to '**approve**' or '**defer**' the application. If an application is deferred, the applicant will be given the opportunity to edit their application before re-submitting to their attestors.

Feedback should be given to **all** applicants, in the box provided, whether approved or deferred. The next chapter discusses how to give good feedback.

Click '**submit feedback**' and the decision and feedback can be viewed by both the applicant and the CoR.

There are checklists at the end of this guide, summarising what you need to see in an application.

Next stage of the application process



Giving feedback to applicants

Feedback is so important in encouraging applicants and supporting them to enhance their skills further. Your feedback is critical to the applicant submitting a successful application.

- ✓ Tell them what they did well. What was particularly good? Where had they particularly reflected well? What particularly stood out to you as good?
- ✓ Give them areas for development and enhancement. Applicants really want to know how they can do better. Give this feedback positively, i.e. “to enhance reflection one further you can ...” rather than “reflection one was really rather weak.” How can they improve the application? Have they missed something out? Do they need to check their application for spelling and grammatical errors?
- ✓ Give specific examples from their application. This also tells them that you really did read their application. Specific feedback helps them to know exactly what was good (so they can keep this up elsewhere) and which part could be developed further (so they are not editing their application in the dark).
- ✓ Tell them what they need to do for their application to be approved.
- ✓ What do they still need to learn about this ‘topic’ and how will they go about doing this?
- ✓ Be encouraging and supportive!



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												
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												

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 they have completed the following:

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

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

Checklist for Experiential Route

Ensure that they have completed the following:

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