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# Mentor & Employer Welcome Event

1<sup>st</sup> March 2022

**Sheffield  
Hallam  
University**

Degree Apprenticeship  
BSc Diagnostic Radiography

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# Introductions

## Academic Team

- David Smith — Course Leader
- Denise Foulkes — Senior Lecturer
- Nicole Watkin — Lecturer

## Apprenticeship Team

- Marie Hollingworth — Employer Partnership Manager
- Lisa Norman — Work Based Learning Coach

# Aims of Today

- Provide an overview of the apprenticeship programme
- Develop understanding of the role of the work based mentor
- Understand the apprentice support triangle

Sheffield Hallam University's BSc (Hons) Diagnostic Radiography Degree Apprenticeship course is designed to meet the requirements and Standard for the approved Integrated Degree Level Apprenticeship. The apprenticeship is an innovative work-based learning solution, designed to meet the needs of an employer and apprentice, putting them at the heart of the programme. Alongside core topic areas, the programme allows for completion of in-company projects designed to deliver impact and return on investment for the employing organisation.

# Myth busting

- The degree apprenticeship is easier than the normal degree route ✘
- It's just a case of the trust paying for our staff to do a degree ✘
- Degree apprenticeships take my employee away from the workplace for too much time ✘

# The Course Team



David Smith  
DA Course Lead



Liz Shute  
BSc Course Lead



Denise Foulkes  
Senior Lecturer  
Reporting Radiographer



Nicole Watkin  
Lecturer



**Marcus Elkington**  
Senior Lecturer



**Louise Burton**  
Senior Lecturer  
Reporting Radiographer



**Catriona Hynes**  
Senior Lecturer  
Ultrasound



**Liz Bullivant**  
Senior Lecturer  
Ultrasound



**Gemma Burke**  
Professional Lead



**Michelle Hood**  
Senior Lecturer  
Ultrasound

# Academic Delivery



- Block delivery via a blended approach. Apprentices undertake teaching activity for 1, 2 or 3-week blocks of teaching throughout the calendar year, with some activity being delivered online and minimal travel to our specialist facilities at our Collegiate Crescent Campus in Sheffield.



Capstone Assessment

Radiographic Practice 4 (RP4)

The Advancing Professional

Working with Complexity in Practice (WWCIP)

Professional Leadership

Alternative Imaging Modalities (AIM)

Radiographic Practice 3 (RP3)

Evidence & Enquiry for Practice (EEP)

Assessing & Addressing Complexity (AAC)

Radiographic Practice 2 (RP2)

Radiographic Practice 1 (RP1)

Personal Professional Development (PPD)

Collaboration for Individual and Community Wellbeing (CICW)

Level 6

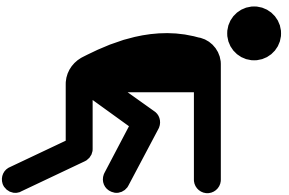
Level 5

Level 4

On the job learning

Work Based Tasks

Clinical Assessment



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# Example of Academic Calendar

Key	
Integrated Curriculum Teaching	
Uniprofessional Teaching	
On the Job Learning	
Progress Review (Indicitive)	
<sup>1</sup> On Campus Monday	1
<sup>2</sup> On Campus Wednesday	2
<sup>3</sup> Academic Day on Monday	3

WEEK No.	W/C	Y1 Level 4
1	14-Mar	Academic <sup>1</sup>
2	21-Mar	Academic <sup>2</sup>
3	28-Mar	ON THE JOB
4	04-Apr	ON THE JOB
5	11-Apr	ON THE JOB
6	18-Apr	ON THE JOB
7	25-Apr	Academic
8	02-May	ON THE JOB
9	09-May	ON THE JOB
10	16-May	ON THE JOB
11	23-May	ON THE JOB
12	30-May	ON THE JOB
13	06-Jun	Academic
14	13-Jun	ON THE JOB
15	20-Jun	ON THE JOB
16	27-Jun	Academic 3
17	04-Jul	ON THE JOB
18	11-Jul	ON THE JOB
19	18-Jul	ON THE JOB
20	25-Jul	ON THE JOB
21	01-Aug	Academic <sup>2</sup>
22	08-Aug	ON THE JOB
23*	15-Aug	ON THE JOB
24	22-Aug	ON THE JOB
25	29-Aug	ON THE JOB
26	05-Sep	ON THE JOB
27	12-Sep	ON THE JOB
28	19-Sep	ON THE JOB
29	26-Sep	ON THE JOB

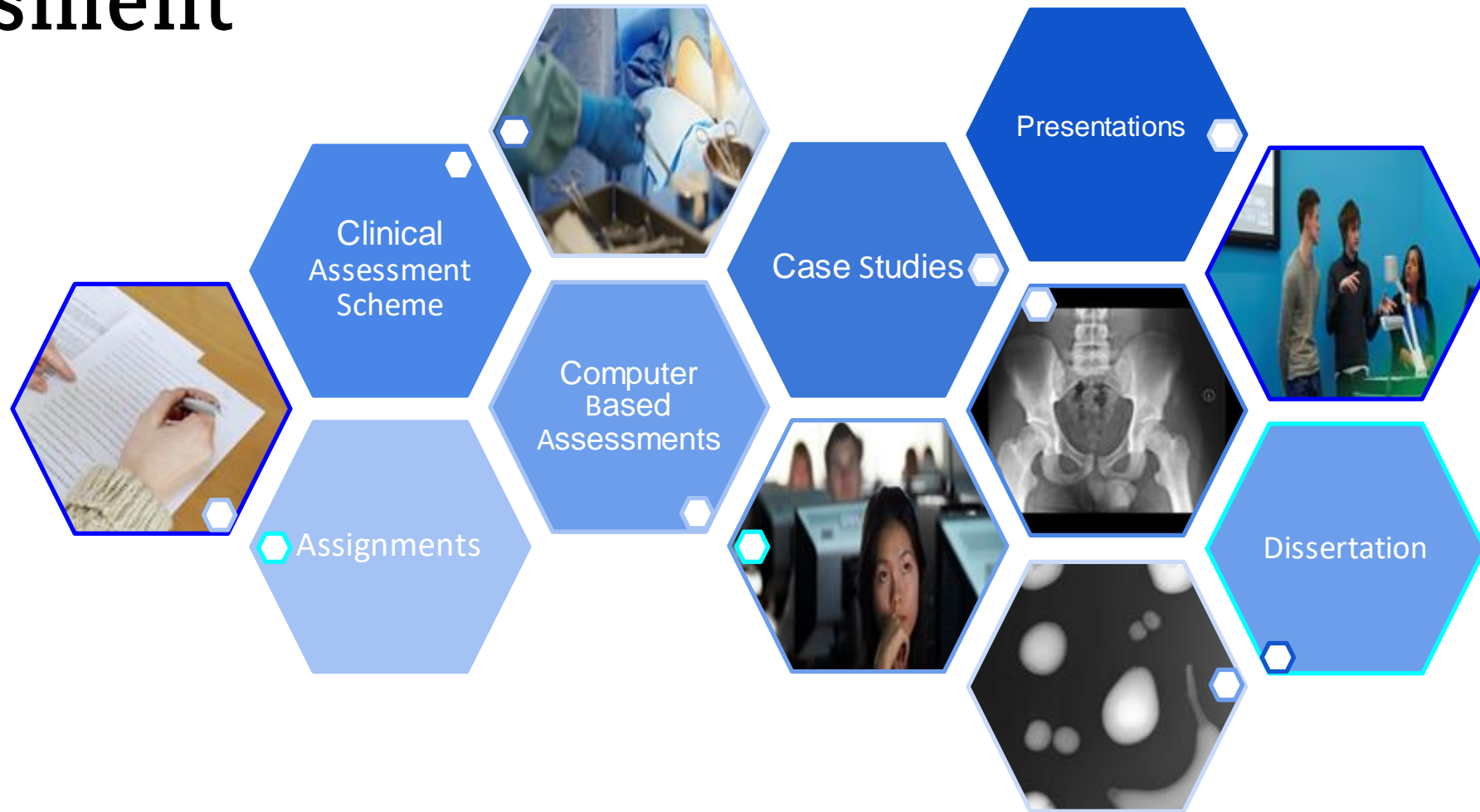
30	03-Oct	ON THE JOB
31	10-Oct	ON THE JOB
32	17-Oct	ON THE JOB
33	24-Oct	ON THE JOB
34	31-Oct	ON THE JOB
35	07-Nov	Academic <sup>2</sup>
36	14-Nov	ON THE JOB
37	21-Nov	ON THE JOB
38	28-Nov	ON THE JOB
39	05-Dec	ON THE JOB
40	12-Dec	ON THE JOB
41	19-Dec	ON THE JOB
42	26-Dec	ON THE JOB
43	02-Jan	ON THE JOB
44	09-Jan	ON THE JOB
45	16-Jan	Academic (Revision)
46	23-Jan	ON THE JOB
47	30-Jan	ON THE JOB
48	06-Feb	ON THE JOB
49	13-Feb	ON THE JOB
50	20-Feb	ON THE JOB
51	27-Feb	ON THE JOB
52	06-Mar	ON THE JOB

# Indicative Time Table

66-407233-LONG1-A - RADIOGRAPHIC PRACTICE 1, 66-408113-CONT1-B - (DA) RADIOGRAPHIC PRACTICE 1, 66-408113-NS2-A - (DA) RADIOGRAPHI...

Week 35 (21 Mar 2022 - 27 Mar 2022)					
	Monday 21/03	Tuesday 22/03	Wednesday 23/03	Thursday 24/03	Friday 25/03
09:00			Prac - (DA) RADIOGRAPHIC PRACTICE 1 <i>Practical Session (Round Robin): Hand &amp; Wrist, Foot &amp; Ankle. HCPC standards. Imaging Interpretation</i> Oaklands-211 (Collegiate), RWB-F339* (Collegiate), RWB-F343* (Collegiate)		
10:00	Lec (Online with Link) - (DA) RADIOGRAPHIC PRACTICE 1 <i>Clinical terminology and importance of effective communication</i> 10:00 - 11:30 Watkin, Nicole	Lec (Online with Link) - (DA) RADIOGRAPHIC PRACTICE 1 <i>Foot &amp; Ankle Anatomy</i> 10:00 - 11:30 Elkington, Marcus Lec (Online with Link)	09:00 - 14:00 Foulkes, Denise, Shute, Liz, Smith, David E, Watkin, Nicole Practical	Lec (Online with Link) - (DA) RADIOGRAPHIC PRACTICE 1 <i>Intro to common MSK pathologies</i> 10:00 - 11:30 Burton, Louise Lec (Online with Link)	Lec (Online with Link) - (DA) RADIOGRAPHIC PRACTICE 1 <i>IR(ME)R and IRR Session</i> 10:00 - 11:30 Shute, Liz, Smith, David E Lec (Online with Link)
11:00	Lec (Online with Link)				
12:00					
13:00	Lec (Online with Link) - (DA) RADIOGRAPHIC PRACTICE 1 <i>Academic Advisor Workshop</i> 12:30 - 13:30	Lec (Online with Link) - (DA) RADIOGRAPHIC PRACTICE 1 <i>Hand &amp; Wrist Anatomy</i> 12:30 - 13:30 Smith, David E		Lec (Online with Link) - (DA) RADIOGRAPHIC PRACTICE 1 <i>Gross Chest anatomy (lungs)</i> 12:30 - 13:30 Smith, David E	Lec (Online with Link) - (DA) RADIOGRAPHIC PRACTICE 1 <i>Intro to chest pathologies 1</i> 12:30 - 13:30 Foulkes, Denise
14:00	Lec (Online with Link) - (DA) RADIOGRAPHIC PRACTICE 1 <i>X-Ray Production</i> 14:00 - 16:00 Elkington, Marcus	Lec (Online with Link) - (DA) RADIOGRAPHIC PRACTICE 1 <i>Interaction with Matter (Abs/Scatter/ Exposure Factors (inc Quality &amp; Quantity)</i> 14:00 - 16:00 Elkington, Marcus		Lec (Online with Link) - (DA) RADIOGRAPHIC PRACTICE 1 <i>Gross Chest anatomy (lungs)</i> 14:00 - 16:00 Elkington, Marcus	Lec (Online with Link) - (DA) RADIOGRAPHIC PRACTICE 1 <i>Chest positioning Overview and importance of good chest radiographic technique</i> 14:00 - 16:00 Shute, Liz
15:00	Lec (Online with Link)	Lec (Online with Link)		Lec (Online with Link)	Lec (Online with Link)

# Assessment



# Clinical Assessment

# Clinical Assessment Scheme

- SHU uses the Northern Counties Clinical Assessment Scheme (CAS).
- HCPC registered diagnostic radiographers can complete apprentices assessment.
- Feedback is given through:
  - Weekly/Daily written feedback
  - Structured Observations
  - Service User Feedback

# Weekly & Daily Feedback

Week Commencing:.....

Day 1:

*Signature*

Day 2:

*Signature*

Day 3:

*Signature*

Day 4:

*Signature*

How well do you think the student performs in the following areas?	poor	ok	good	very good	Excellent
Knowledge of image interpretation					
Knowledge of the imaging process					
Patient care skills					
Team work					
Interaction with other professionals					
Professional Behaviour					
Health and Safety					

One of the supervisors providing the comments above MUST also complete the table above

Week Commencing: .....

**Radiographer name:** ..... **Date:** .....

Please specify areas of practice where the student demonstrates particular strengths

Please specify areas that would benefit from further development

How well do you think the student performs in the following areas?	poor	ok	good	very good	Excellent
Knowledge of image interpretation					
Knowledge of the imaging process					
Patient care skills					
Team work					
Interaction with other professionals					
Professional Behaviour					
Health and Safety					

**Signature:** .....



# Structured Observations/Clinical Assessments

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The Northern Counties Diagnostic Radiography Assessment Group  
BSc(Hons) Diagnostic Radiography

FIRST YEAR CLINICAL ASSESSMENT OF PRACTICE

Examination Area: Thorax

Students name: .....

Supervisors name: .....

Date(s) of assessment: .....

This assessment should be completed by the supervising radiographer(s) in order to evaluate the safe and proficient practice of students whilst undertaking a range of radiographic procedures (see guidance notes).

Range of examination assessed: Ambulant & co-operative patients

Supervisor's comments:

1<sup>st</sup> attempt / 2<sup>nd</sup> attempt      Pass / Fail

If an objective is not measurable please mark as N/A

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PREPARATION	Yes	No
Correctly evaluated and interpreted the clinical information on imaging requests		
Demonstrated an understanding of the process for justification		
Proficiently and safely prepared the equipment and self		
Correctly checked patient identification *		*
Introduced self and explained procedure and appropriately prepared the patient		
Checked pregnancy status with patient as appropriate *		*
Demonstrated an understanding of departmental protocols		
Recognised potential hazards and taken appropriate action e.g. manual handling, infection control.		

RADIOGRAPHIC PROCEDURES	Yes	No
Applied departmental radiographic examination protocols		
Effectively communicated with the patient and addressed their physical and emotional needs		
Correctly positioned the patient and equipment for radiographic examinations		
Correctly selected exposure factors and recorded doses		
Applied radiation protection measures for each examination		
Used equipment and accessories safely and proficiently		
Considered the safety of patients and colleagues		
Correctly applied identification to and processed the image		

MANAGEMENT POST EXAMINATION	Yes	No
Technically evaluated the images according to set criteria		
Correctly identified radiographic anatomy		
Effectively managed the patients images /data/records		
Effectively managed the patient post examination		
Effectively managed the equipment post examination		

PROFESSIONALISM	Yes	No
Consistently acted in a professional manner in accordance with ethical, professional codes of conduct & legislation		
Effectively interacted with radiographic & health care colleagues		
Recognised their own limitations, sought & acted upon advice when necessary		
Demonstrated initiative in supporting the radiographer		

**Additional feedback**

Please specify areas where the student is very strong

Please specify areas that would benefit from further development

Supervisors signature: .....

Student signature: .....

# Additional Information

- Work based mentor/workplace learning coach reviews
- Reflections
- Final sign off/competency sign off

# Work Based Mentor

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# Apprenticeship Support Triangles



# Overview

- Mentoring is related to facilitating professional learning in healthcare and has evolved consistently since the 1970's. The mentor role is just one of several that support learning in practice settings, and there is some overlap with these roles.
- The role of the work place mentor is the individual (or group of individuals) who manages the apprentices learning on the job. This **does not** mean you are the apprentices line manger (although in some cases it can be the same).
- This means you may be involved in activities such as:
  - Ensuring their rotation is in line with their learning outcomes
  - Meeting with the apprentices to discuss their needs
  - Supporting on the job learning

Support apprentice during <u>onboarding</u> , including agreeing the Skills Scan	Develop, maintain and help implement an apprenticeship <u>training plan</u>	Attend the University's <u>Welcome and Information Evenings</u>	Ensure with their employer that they have <u>capacity</u> to perform the mentoring role
Engage in <u>continuing development</u> to perform the role (Sheffield Hallam University online resource)	Consult colleagues regarding the apprentice's <u>Performance Development Reviews</u>	Provide <u>feedback</u> to the University regarding the apprentice's experience and overall impact	Identify <b>impact</b> in job role and help celebrate success, engaging in ambassadorship
Support the apprentice to enjoy and log effective <u>20% Off-the-Job Training</u>	Work with the University WBL Coach in supportive, pro-active <u>progress reviews</u>	Facilitate development <u>opportunities</u> with access to stakeholders and resources	Signs of readiness to enter <u>Gateway</u> for End Point Assessment

# Apprentice Progress Reviews (APR's)

Work Place Mentor



Work Based Learning Coach (SHU)

Apprentice

You should have apprenticeship progress reviews every 12 weeks which are a three way discussion between the Work Place Mentor, Work Based Learning Coach and the apprentice.

Support progress and involve action planning.

Help to link the job role with the programme requirements

# APR's

- The three-way Apprenticeship Progress Review (APR) process captures essential evidence that will be used to show the apprentices' achievement of the Standard and will be captured using an On-line portfolio from SHU, that includes all the requirements of the Standard and for End Point Assessment.
- During Apprenticeship Progress Reviews the WBL Coach will use a standardised form to understand the relationship and benefits from applying the module learning in the workplace, discuss attendance and academic progress, any support requirements etc. They will also focus on a review of workplace training and experience as a key method to identify evidence of progress through clear milestones towards EPA readiness.

# Mentor Meetings

- In between the quarterly reviews you will want to meet with your apprentice regularly. During these meetings you will want to:
  - ensure all is well with their work experience and learning experience
  - ensure they are managing their work and learning objectives, and the balance between the two
  - help them action plan, reflect and problem solve to achieve their learning aims
  - utilise work experiences in their learning experiences
  - transfer their learning into the workplace and professional development
- It is helpful to organise these reviews around the particular points in the learning cycle where specific inputs from the mentors are appropriate.

# Work Based Learning Coach

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- **Pre-join suitability interview**

- Is this the right programme and is the job role suitable?
- Career discussion
- The Skills Scan informs the starting position - Feeds PPD module + Review 1

- **During the Apprenticeship Programme**

- Progress Reviews: 3-way discussions to support SMART planning, focus on KSBs and personal development, e.g. literacy, numeracy, BV & EDI
- E-Portfolios: Focus on evidence of impact, targets for EPA & development.
- Negotiate, plan and monitor 20% Off-The-Job Training including projects
- Help employers meet their obligations including an Employer Training Plan

- **Moving forward**

- Agree readiness for EPA Gateway with your employer (...what next for you?)
- Feedback into academic practise to support work place impact



## Apprenticeship Progress Previews

### **Three-way perspective on:**

- Progress towards timely completion, including attendance
- Other Gateway elements, e.g. English and Maths qualifications, British Values, Equality Diversity & Inclusion
- 20% off the job learning supported and reported
- Use of **BLUE**, **GREEN**, **AMBER**, **RED** ratings

## Apprenticeship Progress Reviews

### **Coaching Discussions:**

- **Applied Learning:** Give examples of how module(s) learning has allowed you to demonstrate KSBs required to fulfil your role. (Be specific – improved performance, project management, new tasks...)
- **Apprenticeship Milestones:** Recognition of KSB development / key areas of learning since last review (skills developed, impact at work, new learning, new behaviours...)
- **Impact:** Do you have examples of work-based activity that you feel could be used in your eportfolio?

## Apprenticeship Progress Previews

### **Mentor / Line Manager Discussions**

- General feedback on Apprentice progress/performance:
- What impact has the apprentice's learning had on the workplace?
- What are the apprentice's development areas for focus over the coming period? (Link to goals/targets)
- What specific actions will you take to support the apprentice over the next period? (Link to goal/targets)

## Apprenticeship Progress Previews

### **The Journey to End Point Assessment**

- Monitor progress from your Commitment Statement (and Skills Scan)
- Review progress of KSBs and actions at 3-way review
- Support from SHU WBL Coach and work place mentor
- Review at the Gateway period
- E-Portfolio will be used in a Professional Discussion at EPA
- Complete a major project / case studies

# Off The Job Learning

# 20% Off The Job Training (OTJT)

- At the start of every apprenticeship there is a three-way Commitment Statement in place.
- The Commitment Statement includes a series of obligations, commitment and expectations between the Apprentice, their employer and the apprentice training provider (Sheffield Hallam University).
- This includes a summary of how the 20% OTJT is planned.

# What is OTJT?

- Off-the-job training is a statutory requirement for an English apprenticeship. It is training which is received by the apprentice, during the apprentice's normal working hours, for the purpose of achieving the knowledge, skills and behaviours of the approved apprenticeship referenced in the apprenticeship agreement. By normal working hours we mean paid hours excluding overtime.

# Calculating OTJT

- To calculate an individual's OTJT entitlement:
- Working weeks = 52 minus statutory annual leave (5.6 weeks) = 46.4  
Multiply this by their full time hours per week
- Calculate 20% = OTJT entitlement eg. Where an individual works 37 hours per week  $37 \times 46.4 \text{ weeks} = 1,716.80 \text{ working hours}$   $1,716.80 \times 0.2 = 343.36 \text{ hours / year}$



# What counts as OTJT?

- the teaching of theory (for example, lectures, role playing, simulation
- exercises, online learning, and manufacturer training)
- practical training, shadowing, mentoring, industry visits, and participation in competitions; or
- learning support and time spent writing assessments/assignments

# What doesn't count as OTJT?

- Training to acquire Knowledge, Skills and Behaviours which are not required for the standard/framework.
- Progress Reviews or on-programme assessment required for an apprenticeship framework or standard.
- Training which takes place outside the apprentices normal working hours.

## MYTH

“Off-the-job training must be delivered by a provider in a classroom, at an external location”

## FACT

- This is not true. Off-the-job training can be delivered in a flexible way.
- This can be at the apprentice’s usual place of work, or at an external location.
- It can include for example, the teaching of theory, practical training and writing assignments.
- Providers can develop a range of delivery styles to suit employer and apprentice needs. Employers should work with them to decide when and where off-the-job training should take place and who is best placed to deliver it.

## MYTH

“20% off-the-job-training means one day out of the workplace every week”

## FACT

- This is not true. Off-the-job training can be an accumulation of learning activities that take place over the duration of the programme.
- Training could be delivered in bite-sized chunks, day or block release.
- There could be a greater proportion of training at the beginning, middle or end of the programme.
- Training can be planned around operations and busy periods within the business.

MYTH	FACT
“Internal or workplace training cannot count towards 20% off-the-job training”	<ul style="list-style-type: none"><li>• This is not true. If training relates to the apprenticeship standard then it can count.</li><li>• Part of a company induction may count towards the entitlement.</li><li>• Team meetings / away days may count (when directly related to the standard (behaviours))</li><li>• Training from suppliers may count (e.g. machinery or equipment)</li><li>• Observing others may count</li></ul>

# Final Thought on OTJT

- Each organisation will run this differently.
- It is a mandatory requirement.
- You should work with the apprentice to ensure this time is utilised well acquiring new KSB's.

# Key Resources:

- Apprenticeship Impact & Information Resource:  
<https://blog.shu.ac.uk/apprenticeship-resources/>
- DRAD work based mentor guidance:  
<https://sites.google.com/my.shu.ac.uk/da-bsc-drad/home>
- Institute for Apprenticeships Specification:  
<https://www.instituteforapprenticeships.org/apprenticeship-standards/diagnostic-radiographer-integrated-degree>