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HENRE Thematic Network

Project Number: 226008-CP-1-2005-1-UK-ERASMUS-TN



FINAL REPORT of HENRE II

2005-2008



HENRE is a Socrates Erasmus Thematic Network co-financed by the EC and coordinated by the University of Cumbria

HENRE Thematic Network

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PREFACE

The aim of a thematic network is 'to define a European dimension within an academic discipline, or other issues of common interest through co-operation between university faculties or departments or academic or professional associations'. The theme within HENRE II is radiography education and has involved both professional societies and universities involved in the education and professional development of radiographers.

HENRE II commenced in October 2005 under the Socrates Erasmus programme of the European Commission (EU) and has been co-financed by the EC for a period of three years up to September 2008. The first year of HENRE II proved to be important as it provided the impetus for further development of the work which commenced in HENRE (2002-2005).

The future for HENRE beyond the EC funding period is assured through the decision which was agreed to become the educational wing of the European Federation of Radiography Societies (EFRS), a move that will see HENRE go from strength to strength. The professional and educational aspects of European radiography together will become a force to raise the status of the profession and the professionals for the greater good of the users of the service.

This report aims to summarise and describe the general and specific objectives and achievements of HENRE II over the period of the EC funding. It will describe, by way of an overview, the activities of the sub groups and the ways in which collegiate friendships have arisen and will continue to flourish in a number of different areas of radiography. Reports have also been written by each of the sub group co-ordinators.

Thanks must be given to the various co-ordinators, sub group leaders and individual partners who have made considerable contributions to HENRE over the years.

I would also like to thank the European Commission, who through the funding of this project, has provided the means to begin to develop a truly European focus on radiography education and from which, continued collaboration will be possible,

Val Challen HENRE II acting co-ordinator 2008

Rationale and background to HENRE

The original HENRE Thematic Network (2002-2005) proved to be a valuable vehicle for the commencement of the development of a European dimension in radiography. The rationale for HENRE II has been further involvement in identifying the issues that surround radiography education in the different countries which make up Europe. There are many differences in the type, mode, standards and coverage of educational programmes across individual countries and are in some ways related to the roots from which the profession developed and the traditional approaches to health service provision. Consequently mutual academic and professional recognition is not yet applicable throughout the EU.

The development of the Tuning methodology for educational structures in Europe arising in response to the Bologna agreement has provided the opportunity for radiography through the identification and development of a pan European generic and subject specific competencies approach to 1st cycle education. In addition, a focus on a learning outcomes approach to education at both programme and modular level is an area which requires further dissemination.

In some European contexts, graduate level radiographers are strongly encouraged to undertake an expanded role in areas conventionally seen as being within the province of a medically qualified practitioner. Continuous Professional Development (CPD) has become a registerable requirement for radiographers in some countries, the CPD survey undertaken within HENRE I has provided the present project with details of the hourages, language, scope and delivery methods acceptable for CPD for radiographers in Europe.

Lack of opportunities to progress to 2nd cycle in radiography programmes are developed though the initiation of appropriate European modules including a possible masters programme suitable for entry into Erasmus Mundus.

Research and radiography – the extent to which the radiography curriculum is influenced through research undertaken by academics avoidance of isolation of researchers and consideration of researcher mobility

A separate strand looking at radiation protection issues and research and communication with patients on the possible deleterious effects arising from examinations using ionizing radiations.

Importance of a high quality service to all in a safe environment with professionals purposefully educated and able to communicate with service users at the appropriate level.

Aims and objectives 2005-2008

General Aims

To develop, tune, advance and promote radiography educational programmes in order to increase the professional recognition and status of radiographers in Europe and to develop common educational standards thus facilitating free movement of labour across the European healthcare community

To enable radiographers to liaise about the changing role of radiography and within this context to develop, tune and improve standards of professional practice and education and to advance the body of knowledge of radiography throughout Europe.

HENRE II Project aims and objectives

- To promote a European dimension of radiography education
- To publish and disseminate materials and knowledge generated by the network (targeting educators, practitioners and researchers operating within or alongside the radiography profession)
- To facilitate communication between educators and practitioners
- To raise public awareness of radiation protection issues
- To encourage the development of lifelong learning opportunities and of radiography research to advance the body of knowledge
- To stimulate European standards in radiography education

More specifically the organisation of 3 sub groups (originally 4) to act as working groups to identify specific objectives that will be addressed through various activities

Original Sub group themes and objectives

Sub group 1 TUNING of the generic and subject specific competencies

Sub group 2 Research, Teaching and Learning

Sub group 3 Lifelong Learning

Sub group 4 Science and Society

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At the AGM in February 2006 held in Malta, the general consensus taken by partners was that it was probably not appropriate for members to become solely aligned within a science and society group but to subsume and consider aspects of radiation protection issues in the three remaining groups. This decision was documented in the AGM Malta 2006 minutes.

The objectives of the 3 groups which had originally been developed within HENRE I were loosely based on the following, bearing in mind the overall aims and objectives of HENRE II as a whole:

Overall Aims 2005-2008

Make a significant contribution to Tuning educational structures

Sub group 3 has made considerable strides in the development of the Tuning template arising from the work undertaken in HENRE and through the analysis of the Tuning questionnaire following a healthy return of questions related to the importance and achievement of both generic and subject competences. This has led to the publication of the Tuning template and to the publication of the Tuning booklet, the latter of which outlines the background to the development, sources of data and information, and the basis for the generic and discipline specific competences bearing in mind the requirements for 1st cycle bachelor programmes but ensuring vocational course provision has a goal to attain to.

The template will thus provide an outcomes based focus and educational guidance for institutions wishing to progress to degree level provision. This has been done through the careful and calculated approach to using standard benchmarks. National radiography societies have welcomed this document and its accompanying booklet as a gold standard for radiography education across Europe.

External evaluation of the group concludes that the project aims and objectives have been achieved and that the sub group has operated effectively. Also that the role of HENRE as a major advocate for discourse and development in radiography education is confirmed.



Aid the development and harmonization of the radiography profession

This has been approached via a number of sub group objectives and initiatives:

a. Raising the profile of research in radiography in relation to learning and teaching

Sub group 2 have undertaken a number of research questionnaires in relation to research and the curriculum and clinical assessment in radiography; these have led to a number of conference and journal publications across Europe and beyond. In addition sub group members have been involved in undertaking small scale research projects in their own institutions on a variety of different themes related to pedagogy and other aspects related to patient care and radiation protection.



b. Initiate the development of European level modules including a possible Masters programme

Sub group 3 have been successful in creating a network of HENRE partners together with one other university to prepare and develop the curriculum for a European Masters programme. The successful bid to the EACEA curriculum development programme has meant that, as a clear offshoot of HENRE, its

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partners are committed to the professional development, recognition and status of radiographers in Europe.

There is still some way to go to 'tune' radiography but the opportunity has arisen to create a major force within Europe through the formation of the European Federation of Radiography Societies and its collaboration with HENRE as its educational arm.



To contribute towards the development of radiation protection

This has been approached in a number of ways by the partners and within the sub groups. Sub group 1 has focused on the development of the physics component of the curriculum resulting in the compilation of an inventory of biomedical imaging physics competence elements. In addition, members have been active in carrying out research around radiation protection and have presented findings via papers and posters at radiology conferences.

Sub group 2 has developed a database of current research in medical imaging and radiation therapy available on the HENRE website, a section of which deals with radiation protection matters and provides students and clinical radiographers with a number of important pointers in looking at issues around the public's view of radiation and radiation hazards.

Sub group 3 has provided for the website a number of links related to radiation protection from a number of reputable sources and has made available the International Atomic Energy Agency (IAEA) tutorial and training materials for access by a wide number of agencies. Sub group 3 has a number of members representing European radiography societies and are involved via the European Federation of Radiography Societies (EFRS) and thus HENRE as part of a tender for the European Medical Alara Network (EMAN) project. Thus taking the radiation protection element one step further.

All of these general aims have been addressed through the work and activities of the sub groups. There is still much work to be done in realising the aims across the whole of Europe

Organisational Aspects

The organisational structure of HENRE II consists of a project co-ordinator, an administrator and a financial adviser all drawn from the membership of the Faculty of Health and Social Care, University of Cumbria (formerly part of St Martin's College, Lancaster). HENRE II has experienced many personnel changes over the 3 year period; the project leader for Stage 1 resigned to take another post out of academia in September 2006 and was replaced by a new project leader in October 2006. Unfortunately the replacement leader became unwell in March 2007 and despite attempting to return to her post, was eventually hospitalised on several occasions. The hiatus created by her illness meant that the Head of Medical Imaging Sciences temporarily undertook project leadership until a replacement was temporarily appointed in December 2008 to oversee the project until the incumbent returned.

The management group was increased in size to include the sub group co-ordinators as well as the representatives from Northern, Southern and Eastern countries.

Changes were made to the project workplan in February 2006 at the first Annual General meeting of HENRE II from 3 sub group meetings per annum to 2; the rationale for this being that this is a more cost effective way of working as the subgroups had clear objectives to work on between meetings and that it was possible to maintain effective communication between meetings.

Partners

Partners in the project consisted of educational institutions, hospitals and radiography societies.

Educational institutions in Europe were either based in Higher Education at university level or in vocationally based Colleges or Hospitals all involved in the initial education of radiographers. Most institutions also provided continuing education and training for radiographers including practice development in the use of specialist imaging modalities. The representation from national radiography societies covered a number of different European countries including Eastern Europe. In addition, the International Society of Radiographers and Radiological Technologists (ISRRT) was also a partner.

26 different European countries were represented by name, although some were unable to fully participate in the face to face meetings that were held during the period of HENRE II. It is understood that the financial costs were a consideration as too was the issue of increasing numbers of student intakes which took a toll on the working schedules and thus available time of the individuals involved in the project. Although considerable effort was made to extend the network to include all currently eligible countries within the Socrates programme, there were difficulties for both actual and potential membership.

Radiography education in the northern and western European countries is well established at Higher Educational level, with a few notable exceptions. In a few exceptional cases in the north east and south east European countries, radiography education is much less well developed. Those countries where national educational and national health strategies have recognized that the development and growth of the radiography profession is vital to provide a necessary public service are well represented in HENRE as financial support is forthcoming in different ways. Other countries are finding that they do not have such support which enables close networking. However, with the inception of the European Federation of Radiography Societies (EFRS) which has developed, in part, as a result of the HENRE network partnership, it is envisaged that the political strength and influence of the societies will go some way to ameliorate this. With HENRE working closely with EFRS as the educational wing, it is envisaged that the radiography profession in Europe will be strengthened and gain the recognition across all European countries that it deserves.

Dissemination

Dissemination is an on going process and a number of activities have been undertaken particularly in Stages 2 and 3 of the project. A large number of partners have presented HENRE aims, objectives and activities on a local basis as well as on a wider basis through international meetings involving radiography societies and through a number of conference presentations and journal articles.

The HENRE website has been a very useful format for dissemination.

Regular newsletters sent to individuals and appearing on the website have kept people up to date with the activities.

A number of research questionnaires and questionnaires related to Tuning have been completed by non partners in the educational and health systems, this has been undertaken by partners targeting hospitals in their countries to elicit opinions from clinical radiographers and by placing on line questionnaires on the website whence partner members have alerted academics and students in institutions in their own and other identified countries to complete them.

All of these modes have meant that the spread of the HENRE name and its roles across Europe are well understood by a large number of radiographers. Indeed the name is also well known outside Europe through the work of the ISRRT and its offshoot, Euromed through the bi-ennial world congresses providing a platform for dissemination.

At the commencement of Stage 3 (2007-2008) a dissemination conference was built into the AGM in Utrecht, however it only attracted 2 participants from the UK and a further attempt to pull in other radiography delegates to the conference in Lancaster in July 2008 also proved not to be successful for a variety of reasons.

However, it is recognised by the radiography societies, external evaluators and partners alike agree that the HENRE name and activities have great currency across Europe in the field of radiography. There is still much work to do in bringing together a coherent profession but the work that has already been undertaken means that the task is infinitely better equipped through the work of HENRE than might have been the case.

INTERNAL EVALUATION REPORT 1

HENRE II Management (Evaluation) Group

Phil Harris UK, Agnes Vinorum NO, Anja Henner FI, Vytenis Punys LT, Paul Bezzina MT,

Introduction

This report is an internal evaluation of the activities undertaken as part of the HENRE II Thematic Network over the three years of the project. It therefore covers the period of October 2005 to October 2008. Consideration of the activities for that period is addressed and assessment of the outcomes in relation to the plan. It also addresses the way forward for HENRE beyond the EU funding period.

Aims and Objectives of the project as a whole

The overarching aims the project were to ‘aid the development and harmonisation of the radiography profession through the wider Europe.....’; ‘to contribute towards the development of radiological protection through the raising of public awareness....’ and ‘make a significant contribution to Tuning....’.

The objectives stated in the original proposal over a 3 year period were to:

1. Build on the work of HENRE
2. Publicise and disseminate materials and knowledge
3. Utilise the Tuning methodologies
4. Be involved in the development of courses leading to Higher Qualifications and LLL opportunities
5. Develop the HENRE website
6. Contribute to the development of radiological protection through an identification of risks

For an effective approach to the meeting of the aims and objectives above, four sub groups were originally proposed. These were subsequently reduced to three groups and the Commission advised as to the rationale. Three sub groups were therefore in operation for the stated period of Stages 2 and 3 of the project.

Project Management

Project management was well established in during stage 1 of the project despite some initial personnel changes. However, the project management for both the academic co-ordination and the administrative/financial co-ordination experienced issues with further changes in personnel and with the University’s changes in their management structures. The then co-ordinator experienced several bouts of illness at the commencement of Stage 2 which became more protracted eventually leading to hospitalisation. Project management was undertaken by the Departmental Head of Imaging Sciences prior to an interim co-ordinator being appointed to lead the project post commencement of Stage 3

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and from thence into a new phase post EU funding. Plans for the scheduling of activities and responsibilities were made available to all projects partners enabling discussions to take place and for activities to continue. The interim co-ordinator had previously lead the initial HENRE project so was able to rapidly fulfil the role and was welcomed by the partners as being able to take on the role.

The second and third stage objectives have broadly been met. Two main general meetings have been held in Lisbon, Portugal in February 2007 and in Utrecht, Netherlands in October 2007 with several sub group meetings having taken place in a number of different countries.

A final conference in July 2008 enabled partners to discuss the way forward and at this stage a new steering group was developed which encompassed the members of the original management group.

The Sub group members have kept in touch between meetings via e-mail and notably via SKYPE which has enabled members who are unable to attend face to face to make contributions to discussions.

The Management (steering) group has met on a number of occasions in line with general meetings has included sub group co-ordinators. Issues around evaluation and project dissemination have been discussed in relationship to meetings and other activities.

Project Infrastructure

The website has been developed to allow more discussions to take place between partners but usage has been restricted to a few only despite a number of separate strands of discussion put in place to provide forums for discussion. The use of SKYPE has proven during the latter part of Stage 2 and throughout Stage 3 to be more user friendly.

One sub group has been very active in the use of shared documents areas outside the HENRE website using the Google document site; this has proven to be of great value and has enabled project members to review and change shared documents prior to SKYPE conferences and face to face meetings.

Partnership Involvement

It was a disappointment to all members of the partnership that many partners were unable to fully involve themselves within the project. It is believed by this group that financial issues played a great part in this. In the early stages of the project ease of communication was not fully available as it was by year 3 and by that time some lack of interest had set in. The disparity across Europe in terms of the nature of radiography and the education and the role of the radiographer, indeed the status of the radiographer, was inconsistent across Europe particularly evident in Eastern European countries. This was not so evident

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in the Baltic States or in e.g. Slovenia where moves to introduce and implement an outcomes approach to education was and is to the fore front. It is to be hoped that with moves for HENRE to become the educational wing of the European Federation of Radiography Societies that a more structured and close relationship between education and the professional bodies will facilitate changes of this nature.

Work of sub groups

Sub groups were established in Stage 1 of the project to provide an effective approach to meeting the overall aims and objectives of the project. Evaluation of the meetings by the participants has proved to be very positive and have confirmed the use of English as being the most appropriate language for discussions and for dissemination this being partially due to seminal texts and journals being only available in English and used extensively by a large number of radiographers across Europe. Cognisance is taken of students and clinicians in a number of European countries who make lack skills in English but who may be exposed to the language at undergraduate and post graduate level.

Radiography and Tuning

The Tuning template for first cycle has been finalised following an extensive on line questionnaire being distributed for completion by academics, students and clinicians in relation to both generic and subject specific competences. It is shortly to be placed onto the Tuning website. This is considered by project partners to be an important document which must be disseminated widely through a number of avenues in addition to the Tuning website. The new HENRE steering group should ensure this occurs.

The development of a Tuning overview booklet has assisted in dissemination.

Research, Teaching and Learning

This sub group has undertaken a number of small scale research projects and has implemented a clear and wide dissemination structure. The database of student projects is still at an early stage of development despite numerous discussions and decisions made about a way forward. Members of the sub group have been active in submitting abstracts and various papers and presentations have been undertaken.

Lifelong Learning

Overall progress with the objectives of the sub group has been sound. A notable result has been the successful application via the Erasmus Curriculum development programme for the development of a joint Masters degree in Medical Imaging. This is a direct offshoot of HENRE II and involves the participation of Ireland, UK, Netherlands, Lithuania and Malta with all but one of the UK partners being in HENRE II as project partners.

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Beyond EC funding

A further development which has its roots in the HENRE II partnership has been the formation of the European Federation of Radiography Societies (EFRS). EFRS was formed in November 2007 with 29 partners representing 29 radiography societies from across Europe.

HENRE has sought a way forward post the EU funding phase through a move towards becoming the educational wing of the Federation. A proposal is to be put forward to the EFRS executive in November 2008. This will enable HENRE to flourish as the centre for radiographic activities in Europe and to be closely allied to the professional societies, many of which have been HENRE partners since the inception of HENRE I.

It can be seen that significant progress has been made in Stages 2 and 3 and this is evidenced by the range of activities undertaken and the products. HENRE is entering into a sustainable future.

October 2008

Internal Evaluation Report 2.

The impact of the HENRE and the HENRE-2 for Lithuanian radiographers and their education.

by Vytenis PUNYS, Ph.D. (Mr.
Senior researcher
Image Processing & Analysis lab
Studentu str. 56-304
LT-51424, Kaunas, LITHUANIA

Unfortunately, there has not been much progress at the educational side in the field of radiography. Nurses, laboratory technologists, etc., are still being trained into radiographers during special post-graduate 4-months training course.

This situation has not been changed since the very beginning of the HENRE. The attempt to establish and run a Bachelor level study programme in radiography as a part of wider scope programme in biomedical diagnostics technologies in Vilnius and Kaunas colleges was not very successful - there were only few (about 15) graduates one year. It is still formally offered, but not actively promoted, and, therefore, too few people choose it to be taught. Therefore, there is no permanent teaching staff for future radiographers, the programme itself is becoming outdated

However, happily, there are some signs that this will happen in rather near future. The HENRE and the HENRE-2 projects facilitated international contacts of Lithuanian radiographers. That influenced the building-up of the radiographer as a profession in Lithuania.

Radiographers, especially those employed at the university hospitals, started to attend international meetings and scientific conferences, where they got inspired by their colleagues abroad to increase their knowledge, to share it, and, finally, to be active and creative players of the diagnostic process.

Six years ago, before the HENRE, it was not possible even to imagine, that a Lithuanian radiographer would like to adapt and practically implement a study protocol that was discussed at a conference she attended.

This and similar facts assures, that Lithuanian radiographers will consolidate into a critical mass, capable to develop separate study programme

INTERNAL EVALUATION REPORT 3

Partner Project Evaluation (2005-2008)

In addition to the evaluation forms completed by members at the end of sub group meetings and annual general meetings and conferences, an evaluation form was sent to all partner members from all institutions at the end of year 3. A total of 20 replies were received.

This is a summary of the main points made:

Q1. Was there sufficient understanding amongst the partnership about the project aims and objectives? (if not, why not)

The general consensus was that partners were adequately informed from the start of their membership and that sufficient time was allocated and many possibilities were made available to ensure that common understanding was achieved. It was felt that the project aims and objectives were clearly stated and that the subgroups were given opportunities to define their own objectives in light of the project's aims and objectives. One respondent indicated an underestimation of the political side of our work and how important the Tuning template was for the different member countries. A small minority of partners felt that there was little progress in the first part of the period, but by the end a good product was produced which fulfilled the aims..

Q2. Do you feel you were given sufficient opportunity by your institution to attend all the subgroup meetings you wished to attend/ (if not, why not?)

The vast majority of respondents indicated that all possibilities to take part in the work of meetings were given by their institutions, who were very supportive, and that information was spread with active communication taking place between the meetings. Some partners were not able to attend meetings in term time due to workloads and the fact that students' requirements had to come first. A very small minority of partners felt that institutional internal politics made travel outside their own country impossible. Lack of finance from their own institution was also quoted as an issue related to non attendance at some meetings.

Q3. Do you feel that the meeting locations have been appropriate? Have they influenced your attendance at meeting?

The location of meetings was generally agreed between the partners and this was a common decision. Most partners agreed that the locations have been good and appropriate for most people. However, some locations proved difficult for some partners where direct flights were not available and much time was spent in traveling. Again finance, the cost of flights, was mentioned as an issue for some partners. One partner felt that too many meetings were held in southern Europe which did involve long travel times. The vast majority of respondents indicated that locations did not influence attendance though.

Q4. Do you feel that you have had the opportunity to contribute to the project/subgroup at the meetings you did attend?

All respondents felt strongly that they had very good opportunities to contribute in all meetings attended. Several mentioned that SKYPE meetings were a very good idea. It was felt by most that all partners have been very encouraging and inclusive. One respondent indicated “Looking back at my contribution it would have been useful to read more background papers from the EU and papers on higher education”.

Q5. Have you been comfortable using English as the language of communication at the meetings?

All respondents indicated that there were no problems in the understanding of and talking in English as partners were very supportive. As one partner said “ Of course – we had to discuss and talk with each other a lot to be sure that different combination of the words was understood by all the participants in the same way”. Many partners were pleased to find out that their English had improved greatly and found they had no problems.

Q6. How do you feel your subgroup has worked over the period of the project?

On the whole, the majority of respondents felt that their sub group had worked together very well producing some productive outcomes which have been or are beginning to be disseminated. It was felt that it was pleasure to work within groups though some group members appeared to contribute more than others. One respondent felt that things might have moved much faster and another that there were periods when little was done in the group which was found to be frustrating, but that in the end a good outcome was produced. Changes in partner membership of the group sometimes caused problems with keeping individuals up to speed on previous activities undertaken within the group. On the whole, it was felt that the group members were very pleased with their final outcomes.

Q7. In your opinion have the project’s aims and objectives been successfully achieved at to what degree?

The vast majority of respondents felt that the aims and objectives were achieved either to some extent or to a great degree. It was also felt that the project is headed well in the right direction but that more can be done. Dissemination has been undertaken widely but there will always be more on the horizon.

Q8. In your opinion what impact has the project made? Is there evidence for this impact? (if so what?)

Most partners felt that there has been a great impact on radiographer education in some countries, both for established courses which see the benefit in the continuing development of their own programmes and for other countries who will benefit in the long run. The identification of variations in radiography education amongst countries have given a broad understanding and enabled cross fertilisation of ideas. One respondent felt that a major impact has yet to be felt but that the groundwork is well established and has been disseminated increasing the level of awareness of HENRE.

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Other respondents pointed to the importance of HENRE in enabling radiographers to find each other and get together in the pursuit of common goals with the important impact being the cooperation and co-work between teaching staff and professional bodies. The evidence including, amongst others being the formation of the European Federation of Radiography Societies, the European Masters curriculum development programme, the research in education on influences of curriculum design, research in the profession and clinical assessment and the research database. It is also felt that there is a much better understanding of radiography education across Europe and the that the Tuning work has developed a standard for others to follow.

Other comments

Respondents felt that they had much to thank each other for the tremendous opportunities to meet and to work together and how it was most important to continue the work.

Comments included

“There is still much to be done and so there should be a future for HENRE 3 or some such variant. I know that the parallel organisations for the other healthcare and medical professions have made a similar amount of progress to ourselves and I wonder if there is any mileage in a loose affiliation of sorts in order to argue more persuasively for future funding?”

“Look forward to get my research staff in contact with other researchers in HENRE in the future”

“We have started to publicise the work of HENRE in conferences. And we gave it to the Spanish body responsible for *the certification of this degree*”

“I think the next step should be for HENRE to organize a small dynamic group to develop elements-of-competence inventories for imaging anatomy/physiology/pathology and protocol design on the lines of the imaging physics one written by Carmel J. Caruana. These inventories are crucial to give direction to curriculum development and once produced to disseminate these widely”

“I’m very glad that there will be a continuation in collaboration with the EFRS. I hope many colleagues will join the EFRS. There is so much knowledge and experience that we must go on! It has been wonderful to meet the different members and to learn how the education was done in the different countries”

**Brief summary (with extracts from end of year reports)
of Subgroup 1 (2005-2008)**

followed by

External evaluation of Subgroup 1

**Minutes of meetings and outputs can be found on the HENRE II website-
www.henre.co.uk (2005-2008)**



Sub group 1

Completion of the Tuning template has been a major achievement for the group despite the initial problems in years 1 and 2 with changes in personnel at project coordinator and sub group coordinator level and issues around disappointing returns from the questionnaire in 2006. The information contained within the Tuning template provides a blueprint for 1st cycle radiography and generic competencies for 2nd cycle and thus will be of value firstly to those institutions offering radiography educational programmes seeking to develop a programme at bachelor level and secondly to those individuals or institutions in the process of considering master level education. The Tuning template overview booklet provides further information and advice for the development of subject specific and generic competencies. A paper will be presented in 2009 at the European Congress of Radiology (ECR).

Sub group 1 has used SKYPE conferencing facilities and google document share sites to work together between face to face meetings to great advantage.

Beneficiaries and impact

The information contained within the Tuning template provides the blueprint for 1st cycle radiography and generic competencies for 2nd cycle radiography programmes and will thus be of value to:

- Those institutions offering radiography educational programmes seeking to develop a programme at bachelor level
- Those individuals and institutions which are in the process of considering master level education in radiography specialist subjects in the initial stage

The process has identified that although there are still perceived inconsistencies in the number of ECTS credits attached to programmes a rationale has been outlined to explain these. It was important to indicate the differences between clinical practice, which can take place in the academic and clinical environment and clinical placements which are wholly in the clinical environment when it came to minimum hourages attached to ECTS points recommended by the Tuning group.

The value of the Tuning template for radiography lies in the potential for:

- Future collaboration between institutions and countries
- Support for institutions within countries where the outcomes based approach is yet to be embraced
- Provision of a gold standard for radiography education for countries yet to embrace higher education for radiography
- The European Federation of Radiography Societies (EFRS) to link the professional and educational aspects of the profession in a political climate which will enhance the status of radiography across Europe.

4•Overview of Tuning Template booklet

The Tuning booklet provides an overview of the Tuning process particularly for 1st cycle bachelor in radiography.

HENRE partners working within the European Masters Programme in Medical Imaging (EMPIMI) have been able to provide advice and guidance to each other regarding the understanding of the 2nd cycle generic competency framework; this demonstrates the synergy across projects and also ensures professional aspects are addressed at the highest level.

5•Science and Society

Issues around Science and Society has focused in the group on the developments that Carmel Caruana (University of Malta) has done regarding Physics and Tuning related to radiography programmes. This important piece of work was the compilation of an inventory of biomedical imaging physics elements-of-competence for diagnostic radiography education in Europe and has been published in the journal Radiography UK.

In addition there are a number of links on the website a. to the radiation protection website of the International Atomic Energy Agency (IAEA) which provides information to health professionals achieve safer use of radiation in medicine for the benefit of patients and b. Health protection agency (HPA) and c. 'Image Gently' site which focuses on reducing Computed Tomography (CT) doses to children. In addition, the IAEA cardio tutorials and diagnostic tutorials training materials have been made available on the HENRE website.

Co-operation and communication within the group

The sub group, although a relatively small group, has worked well together despite the various changes of personnel at administration and academic level. The use of SKYPE conferencing and the Google document storage facility which enables changes to be made to documents for all to see has proven to be invaluable and has created much more cohesiveness between the partners

Constraints and Limitations

The interaction and integration of the Eastern and Central European region has been challenge for the sub group; except for Estonia there has been little input into the group of late from other Eastern and central European countries. The outcomes based approach to education is still in its infancy across a large number of countries but it is hoped that with the development of the Tuning Template that this will lead the way in radiography education in Europe. The Template development by HENRE and the coming together of the radiography societies together will exert major influences across Europe to the benefit of radiography and ultimately patients and other stakeholders

HENRE Phase II

Project Evaluation : Subgroup 1

December 2008

This report outlines a review of the project in the context of the tuning template and the stated aims and objectives for the sub group.

Report Author :

Ian Henderson, Principal Lecturer, Department of Allied Health Sciences, London South Bank University, ian.Henderson@lsbu.ac.uk 44(0)20 7815 7940. Currently European education coordinator of the International Society of Radiographers and Radiological Technologists (ISRRT).

HENRE :

As a European academic forum HENRE's intention to develop the broader understanding of radiography education and to enhance commonality of view across Europe is laudable. The HENRE phase 1 and 2 projects make a considerable contribution to those aims and I have noted progress with interest. The more specific initiatives outlined in the HENRE work should help to facilitate greater coherence of educational delivery in Europe as well as enhanced understanding of common issues for radiography education. The sub group 1 tuning template provides an interesting framework for guidance and there is clear indication of a systematic and robust approach to the development of the guidance material included.

Coordinating Institution :

The University of Cumbria (formerly St Martin's College Lancaster) is an institution with a long standing record in the delivery of education in radiography and imaging science at both undergraduate and postgraduate level. It has an experienced complement of staff, many of whom have a notable or distinguished track record in research and educational development in the discipline. The Department also has an acknowledged commitment to and involvement in radiography related initiatives in both Europe and further afield, for example Cumbria are partners in the ongoing EU funded European Masters Project in Medical Imaging.

Sub group 1 activities :

From the material available it is evident that the sub group activities have been systematic and evidence based. The project has been documented through appropriate reporting mechanisms and this has been complimented by effective action planning. Scrutiny of reporting mechanisms shows effective progress related to actions, indicating effective commitment by the contributors and alignment with the sup group aims. In addition, activities have been undertaken to disseminate information relating to the project through appropriate media, for example, presentation at European conferences.

Outcomes and products :

The primary output from the project is the tuning template. An overview of this has been produced as a useful booklet which outlines the background to the development, sources of data and information, and the basis for the generic and discipline specific competences. These appear

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to be comprehensive, taking onto account the desirable features required of radiography education whilst retaining inclusivity across Europe.

The template as constructed appears to offer useful and realistic information regarding the components required to understand the requirements for effective radiography education development and delivery. This is supported by relevant support and guidance information.

The template appears to offer clear benefit to those who may require guidance in undertaking educational developments in radiography, providing outcomes and definitions that may be applied in a variety of contexts.

Radiation safety :

Radiation safety is a fundamental element of education and training in radiography. The template allows for effective consideration of the radiation implications of procedures and treatments in radiography. This is manifested in part through specific reference to dose optimisation and also implicitly through ensuring within the competences, appropriate recognition of the professional attributes associated with accurate clinical decision making for the benefit of patients.

Conclusion :

Evidence available from the resulting product and the documentation of the project's progress indicates that the project aims and objectives have been achieved, and the subgroup has operated effectively. The template provides an effective tool for development and an important aid in the harmonisation of education practices across Europe, related to radiography. The targets for the project can be said to have been fulfilled.

In this context it may implied that the role of HENRE as an major advocate for discourse and development across Europe should be confirmed.

IH/16/12/2008

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**Brief summary (with extracts from end of year reports)
of Subgroup 2 (2005-2008)**

followed by

External evaluation of Subgroup 2

**Minutes of meetings and outputs can be found on the HENRE II website-
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Sub group 2

The sub group has been active in the development of the research database, available on the HENRE website and in individual research projects related to a range of topics around patient care and education. The group as a whole have carried out Europe wide research to identify how research is integrated into the curriculum and the type of learning strategies used and the identification of the nature of clinical assessment to determine competence to practice across Europe. These have resulted in a number of papers and presentations in prestigious radiography and radiology journals and conferences in Europe and beyond. Indeed further papers will be presented in 2009 at the European Congress of Radiology (EGR).



Outputs

1.Sub-group reports

During the period of the project, sub group two met on several occasions across Europe. The minutes of the meetings were recorded and distributed to all members of the group irrespective of whether they attended the meeting. In addition minutes were posted on the HENRE website for all HENRE members and other interested parties to review. Sub group members through the use of e-mails were able to disseminate information to colleagues in their own institution to ensure continuity when different members of an institution attended the meetings.

2.Objective 1

Small research projects

A number of small research projects were undertaken by the group. These were disseminated at sub group meetings. Some of the research project abstracts were submitted for consideration for the European Congress of Radiology (ECR) to be held in March 2009 and some have been accepted for the radiography scientific paper sessions. Copyright will remain with the ECR. Research projects included issues surrounding radiation protection.

3.Objective 2

To develop a database of current research in medical imaging and radiation therapy plus other related Health Care Professions including teaching and learning

This has been developed and refined during the period of the project. It is available on the HENRE website (www.henre.co.uk). The database has a 'search engine' incorporated which enables individuals to search the database using predefined headings. They are then able to download abstracts from the database and in some cases full articles. This is an ongoing process which will be added to in the future also, as it is deemed that this is a useful resource for radiographers and students alike. Some of the abstracts on the database are related to radiation protection issues and have currency in relation to patients' perceptions; this is important in relationship to elements of science and society.

4. Objective 3 Research

How research is integrated into the curriculum and the type of learning strategies used

The sub group members developed two questionnaires which were circulated to member institutions; the questionnaires were also posted onto the HENRE website making it accessible to academics across Europe.

Following the analysis of the questionnaires the group disseminated the findings.

a)Identify how research is integrated into the curriculum and the type of learning strategies used

•This was presented in Durban by Dr. Michaela Davis IE during the International Society of Radiographers & Radiological Technologists (ISSRT) Conference, Durban South Africa 24th-27th April 2008 under the title:

The Integration of Research Into the Curriculum.

Authors: Davis M IE, Holmes K UK, Starc T SL, Sundquist E NO, Vanleer P BE, Peeters J NL, Kada S NO

•It was also published in the following journals:

i.Radiography Ireland Jan 2008 Issue 12 Vol 1 pp25-30

ii.Synergy Aug 2008 p28-30

b)Identify the nature of Clinical Assessment to determine competence to practice across Europe

•The questionnaires have been analysed and an abstract has been accepted for ECR in Vienna, March 2009, copyright will remain with the ECR.

5.Objective 4

HENRE 2 can support research based education via the research database on the website. Members can access undergraduate research from a number of institutions across Europe.

The sub group, although a relatively small group, has worked well together and has disseminated their work in Europe and at International level. There have been healthy returns from the questionnaires and the work reflects 'curriculum development' and 'clinical assessment' across the member institutions. Between meetings the subgroup were able to communicate via the 'Forum' on the HENRE website.

External Evaluation Report for SG 2

By J.K.Brah MA (Education), TDCR, HDCR.

Employer: City University, School of Community & Health Sciences, London.

For Thematic Network

Project Number 226008-CP-1-2005-UK-ERASMUS-TN

Higher Education Network for Radiography in Europe II (HENRE II)

(HENRE II is a Socrates Erasmus Thematic Network co- financed by the European Commission)

1. Title: Senior University Teacher/ Student Support Officer

Professional Activities:

- On College of Radiographers Committee representing Student Affairs.
- Been involved in looking at contents of Radiography magazine ‘Synergy’ and its conversion into an electronic form.
- Book Review editor for Radiography, National and International journal for Radiographers.
- Reviewer of articles for publication in Radiography Journal.
- Yr.2 of Taught Doctorate in Education- areas of research: student HE experience, attrition and retention and Life-Long Learning. (Used HENRE as a reference for one of my Doctorate assignments)
- Module leader for Undergraduate and Postgraduate Programmes.
- Active participant in academic support, student affairs and Teaching and Learning Committee at school and university level.

HENRE KNOWLEDGE- There is extensive amount of evidence on the HENRE website focusing on the potential for collaboration between institutions and countries in the delivery of course curriculum within Radiography education as well as collaboration in the area of IPL with other thematic networks. In addition, during the timescale of HENRE I, a major spin-off was the escalation of activities between group members, sharing knowledge gathered from discussions and survey to inform curriculum development. Eruption of new partnerships has meant that staff mobility has increased thus sharing their expertise and knowledge with students and staff at other institutions across Europe. HENRE I led the way and opened doors wide for HENRE II to continue. CPD survey (2003-05) contributed to providing clear and simple guidance for the development of CPD programmes for Radiographers on a Pan European basis. But an important issue highlighted is that of language deficit. Accessibility of materials on the web is limited due to some radiographers wanting materials in their own language rather

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than in English. Therefore, emphasis must be placed on the importance of language and cultural issues- these inherent barriers must be addressed to ensure radiographer's acceptance of any commissioned CPD learning materials. HENRE gives the impression of being proactive and forward thinking. At each stage of project development, aims are developed and these are accompanied with clear objectives as to how these will be achieved by the specific working groups.

HENRE and TUNING

HENRE I thematic network is also committed to developing according to the Tuning approach, state of the art in Radiography education at the European level. Tuning councillor to assist with implementing the Tuning methodology into the framework of the network

Role of ISRRT

A long-term goal of ISRRT has been to harmonise educational provision within Europe and is, therefore, conveniently, also a partner organisation with HENRE. Niru Kolmannskog (Vice President and representing Africa and Europe and ECRRT chair) had during the period of HENRE I, endorsed the benefits of HENRE working with ECRRT (European Committee of Radiographers and Radiological Technologists); a branch committee of ISRRT, whose aims and objectives for harmonisation of Radiography education and opportunities for Radiographers in Europe is a shared goal.

CO-ORDINATING INSTITUTION

The Partnership agreement formalises the relationship between St. Martins College (originally Lancaster but now Cumbria University) as the co-ordinating Institution and partner institution. The Members from Cumbria University are active participants making meaningful contributions for the continuity of the HENRE II programme. St. Martin's College is a College of Higher Education whose degrees are validated by the University of Cumbria.

There is an active International Office whose personal have wide experience of developing European projects, organising staff and student exchanges, and recruiting overseas students. The staff of St Martin's College in the Department of Radiography and Imaging Sciences are leaders in the field of radiography in terms of their abilities to be forward thinking and inspirational for others. Members of staff include individuals who have experience of radiography education, nationally and internationally. These include: Head of the School of Medical Imaging Sciences; being a highly active committee member, sitting on the Academic Board, College

Management Team, Academic Strategy and Planning Committee, faculty Board and Faculty Management Team among others. Special interest being effective radiation dose utilisation. Other staff expertise include: course leader for Master' programmes in Radiography, ultrasonography and magnetic Resonance imaging which have numerous

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part-time students from several overseas countries including many EU nationals; organisers for Erasmus student exchange programmes; project leader for POSTRAD, a post qualification programme for radiographers; course leader for undergraduate Bachelor of Science courses held in Hong Kong and Malaysia; managing editor and authors for the development, writing and production of distance learning materials for a range of health professionals at both UG and PG levels. Clearly, there is sufficient evidence to declare the need for the University of Cumbria with its highly experienced and motivated staff to continue with this process. In addition, there is active collaboration with UK Society for Radiography regarding CPD activities through the CPD officer whose interest lies in HENRE. The future plans include developing of links between radiographers across Europe and use these to produce learning & CPD materials, whilst also considering the constraints faced by radiographers (these being time, accessibility and funding).

Partnership of the HENRE II phase has included 66 institutions including several professional associations. An important issue here is the involvement and appropriate positioning of key professionals to proactively raise questions regarding inequalities and deficits in European radiography education and disseminate good practice throughout Europe.

Subgroup 2 activities related to the action plan across the span of HENRE II (October 2005 –Sept 2008).

The objectives of the Subgroup 2 were largely related to undertaking small –scale research projects linked to teaching and learning in medical imaging and radiation therapy as well as developing a database of current research in medical imaging and radiation therapy. Final objective focused on how research is integrated into the curriculum and the type of learning strategies used. To meet the objectives it is envisaged to put project related activities in place. These will facilitate the sharing of knowledge and communication in Europe between radiographers who are present / future researchers in radiography. It is hoped that this will facilitate integration of research into teaching and provide the impetus for the development of European recognised Master programmes. Furthermore, the development of an online data-base of former and present radiography PhD and Masters students, other clinical researchers will aid in overcoming the present isolation of researchers within Europe.

These actions will help to create networks between regional, national and international institutions, thus strengthening individual universities' European profile and also increase research mobility.

It is clear from the material available on the Web that members are active participants at all meetings and AGM, thus setting standards, being a good role model for future members. The presentations made are relevant, carefully selected and represent a 'showcase' of activities by HENRE members, focusing on outcomes, their value to professionals and society. HENRE website is also an acknowledged resource for unpublished but high quality research.

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The hard work and dedication of all past and present members of the sub-groups has paid off. Some achievements of HENRE II include the successful Erasmus bid for EU to develop a European Master's in Medical Imaging. Invaluable links have been made with EFRS (European Federation of Radiography Societies) with manpower of 26 Societies from 24 countries, representing 77,000 radiographers in Europe.

The EFRS was only founded in November 2007, and the transitional board has been heavily committed in its transition year to developing the constitution and the internal rules of the EFRS. The members of the Board are from across Europe has expertise across the spectrum of imaging including education, practice and research. In addition each member Society has been asked to submit radiographers with expertise in different areas. So when opinions are sought there is a source of expertise available to work together towards an action or a reply. HENRE's affiliation with EFRS and ISRRT, clearly sets the agenda for future policy making and educational matters. Furthermore, the joint proposal from the EFRS Board and the HENRE steering group to create an EFRS educational wing and to offer membership to non-HENRE member European Universities and educational establishments providing radiography educational programmes opens doors to endless opportunities for joint projects, sharing CPD activities and finding new means to meet the aims of the HENRE II network. That is, aid the development and harmonisation of the radiography profession throughout the wider Europe, thus increasing the professional recognition and status of radiographers. The Europe wide awareness of radiography activities may enable increased professional and student mobility.

Speaking to an SOR-UK representative who also represents both EFRS and ISRRT, there is an ongoing discussion between the board of EFRS and ISRRT as to how the relationship will be formalised between the two bodies. But, encouragingly the work goes on including EFRS is a partner in the tender document for the EMAN project (European Medical Alara Network). This will be a very healthy relationship in informing the 'Radiation Protection' agenda for all European partners.

Outcomes and products and their value to the European Radiography Community.

Key activities of HENRE II can be linked to Bologna and Lisbon agendas. These promote understanding, collaboration and integration across Europe. A long term aim of the subgroups has been to help transfer labour across European Union. Some of the outcomes linked to the aims and objectives of the sub-groups are major achievements and include;

- Development of European Masters programme
- Provision of CPD via companies who would also provide study material/ resources via the internet
- European CPD accreditation system as a competence framework for radiographers across Europe (need joint resources of EFRS and HENRE)

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- Large number of publications and presentations seen (available on the HENRE website, raises its profile)
- Research collaboration between institutions and collaboration into research relating to learning and teaching methodologies in radiography.
- Website review group has been set up to monitor research database on HENRE website (to evaluate its use and advertise more widely)
- Potential for development of a European Masters in Teaching and Learning

HENRE Website: an essential tool to develop and update database of current research, this in-turn will help to support isolated researchers, facilitate the sharing of knowledge throughout the profession. This will aid in developing of integrated research-based education programmes (both basic and advanced) and support life-long learning.

Radiation Safety -In reference to radiation protection HENRE II will play an active role by identifying radiation risks, raising public awareness and to sustain these efforts, develop Continuing Professional Development (CPD) courses (short courses and modules at appropriate levels). To this end, student radiographers will be more informed about radiation protection issues and will be able to communicate on a higher level with patients and other stakeholders. Other personnel working with radiation will be able to understand the short and long term benefits, real and potential, from a better informed, competent workforce. It is encouraging to read about HENRE as a long –term project that provides an important adjunct to the activities being undertaken by ISRRRT and the European professional radiographic societies. With reference to radiation protection, the development and spread of high dose imaging modalities such as computed tomography (CT) requires that radiographic education remains in tune with the demands of the health service in Europe, and that practitioners of the future be more informed about radiation protection issues and be able to communicate on a higher level with patients and stakeholders.

CONCLUSION:

In conclusion, it is clear from the overall agenda of HENRE II, the reasons for its existence to overturn the initial recognition of lack of parity and inequality in the development of radiography professions in various European countries. There exists disparity in the quality and the level of training/ performances of radiographers across Europe thus resulting in lack of mutual recognition of academic and professional standards. This deficit presents a major obstacle that needs to be overcome. Furthermore, the evaluation of the ‘Socrates’ student exchange system has highlighted many issues of mutual concern and interest in the education and training of radiographers that would benefit from closer co-operation between the European partners offering radiography education.

There is clear evidence that the activities of HENRE II for the last 3yrs have continued to overcome the obstacles by spreading the exploratory workload between the subgroups. The groups have been met with further obstructions due to language and cultural issues

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HENRE is a Socrates Erasmus Thematic Network co-financed by the EC and coordinated by the University of Cumbria

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that exist in the wider Europe. The existence of the HENRE management group is to ensure coverage of the entire European region.

Future of HENRE as a force within Europe

Clearly evident from the very transparent evidence presented on the website that by providing a forum for discussing education and training of radiographers in Europe, HENRE has made an invaluable contribution to the recognition and development of the Radiography profession. (HENRE has highlighted the existence of the wider European Radiography institutions and put on show the activities to enhance education, training, CPD and IPL activities and steps taken to enhance all of these). This role must have financial assistance to continue.

The positioning/ involvement of HENRE is crucial to support a number of important developments taking place within the European Union, these include, the Bologna Process, the Lisbon Strategy, Tuning III and masters courses within the ERASMUS MUNDUS.

The survival of these is very much dependant on the continuing activities of HENRE II, to be led by the highly talented and experienced members as well as the lead by the co-ordinating institution, University of Cumbria or St Martin's College as it originally was. HENRE II also needs to continue the networking activities initially started by HENRE I between professionals, educators and researchers Europe wide. HENRE has excellent links with ISRRT- Under its wing it has 71 National Radiographic Societies from 68 countries representing over 200.000 radiographers & radiological technologists.

Finally, the HENRE website content needs to be monitored, updated and old, repetitive material removed. New links need to be made with ISRRT and its website documents on radiation protection, to allow access to HENRE members, etc.

Jaggy Brah
(Dec 2008)

HENRE Thematic Network

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**Brief summary (with extracts from end of year reports)
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Sub group 3

The establishment of the curriculum development programme for the European Masters in Medical Imaging (EMPIMI) is a major achievement of the sub group led as it was and is by HENRE II members and identified by the external evaluators as a direct result of HENRE II. The European Masters programme is proving of benefit to the current partners and potential students and it is expected that this initiative will form a template for similar international programmes at all levels of learning, with expertise being shared among the European countries and with a view to an upskilling and further professionalisation of radiographers in those countries where these are currently limited

The sub group has carried out research on the nature of Continuing Professional Development (CPD) programmes for radiographers across Europe. As a result, it is envisaged that potentially all radiographers and the communities they serve will benefit from the development of a common framework for the recognition and accreditation of continuing learning and this will also support a more flexible and mobile radiographer workforce across Europe.

The sub group has also developed a series of recommendations with regard to endorsement and accreditation of CPD activities arising from this research and it is envisaged that HENRE and EFRS will, with working together, be in a position to develop as strong system for the recognition and accreditation of all CPD across Europe, but that this will take time.



Outputs

1.To provide and encourage life long learning courses for continuing professional Development (CPD)

For all the objectives related to life long learning, it can be identified that these HENRE 2 objectives have been met by the work of the sub group. This work has been disseminated widely particularly through the European radiography societies which have been brought together under the umbrella of the European Federation of Radiography Societies (EFRS); a federation that owes much of its existence to HENRE 1 and HENRE 2.

Life long learning courses are important to develop the individual radiographer as well as ensuring the development of and potential of the profession to supply a service which benefits the service users and patients.

The research project and the development of a framework for the accreditation of programmes of continuing learning will in the longer term facilitate and promote the development of life long learning programmes – future work by the EFRS should attract resources and enable this to come to fruition.

Discussions continue with GE Healthcare in relation to the preferred way for HENRE and GE to collaborate on the provision of courses for radiographers via the GE Medcyclopaedia.

2.Explore the potential for the development of a HENRE CPD endorsement/accreditation system

With regard to exploring the potential for the development of a HENRE (i.e. pan-European) system for the endorsement/accreditation of CPD, Sub-group 3 was able to undertake a number of discussions informed by the findings from both HENRE I and HENRE II Sub-group 3 surveys. A preliminary review of existing CPD systems, or the status quo regarding plans for the introduction of these, based on initial findings from the HENRE II survey led to the development of a series of recommendations which were further refined in the light of the survey data as this was collected and analysed.

The sub-group identified endorsement and accreditation as being two distinct processes:

ENDORSEMENT

The ***endorsement*** of CPD programmes, courses, study days, seminars, or of any learning materials developed with the primary aim of providing CPD materials for radiographers. This process would involve the review against a set of quality criteria and would deem that the programme or event endorsed provides suitable CPD opportunities for radiographers. These criteria would be based on the premise that CPD is a professional activity, and would focus on the

suitability of the products endorsed to permit the radiographer to exercise appropriate professional judgement regarding the suitability of the learning undertaken to support practice.

Evidence that the programme would promote or support a reflective evaluation of the learning undertaken and its impact on practice would be considered. Sub-group 3 recommends strongly that CPD should be seen as a professional activity (and therefore one for which appropriate standards should be set and accreditation given

by the professional bodies) and not an academic one, although the importance of the role of educational institutions in providing continuing learning programmes should not be compromised by this stance.

It must be recognised that the reality of educational and other resources and the lack of uniformity in education provision for radiographers across Europe mean that educational institutions will only be able to provide a part of what radiographers will require for their CPD activities, even in the best resourced of countries.

The awarding body would be the national professional body or an external, pan-European group of these here no national professional body exists – as having met a defined standard of CPD as an integral part of professional practice.

Preliminary standards for consideration for the process of endorsement might include:

1. The programme should be developed and delivered by qualified radiographers (although other professionals may be involved) of good credential and qualifications.
2. The programme should be of at least one day's activity, if attendance based.
3. The programme should contribute to the professional development of the employer and should improve scientific knowledge with a view to benefiting society.
4. The programme should be delivered in a spirit of educational questioning and debate and reliable evidence sources should be cited. An unbiased approach must be taken.
5. A list of intended learning outcomes should be published and programme users should be fully aware of any assessments to be made as part of the programme.

6. Disclosure of any commercial interests should be made.
7. Programmes and associated activities should meet the national codes of conduct and ethics and the proposed European Code of Ethics for radiographers (to be developed by the European Federation of Radiography Societies)
8. Endorsed programmes may not be transferred to another provider.
9. Participant evaluation must be undertaken and a report returned to the endorsing body.
10. Issues of access and disability must be addressed.

ACCREDITATION

The **accreditation** of CPD refers to a process by which the individual practitioner is certified by an awarding body – awarded as above by either the national professional body or an external, pan-European group of these here no national professional body exists as having met a defined standard of CPD as an integral part of professional practice.

It is strongly recommended that such a system should be outcomes based – i.e. should focus on the practitioner being able to identify and evidence the tangible benefits to practice and patients and the integration of scientific knowledge with service to society.

It might well be that the requirements of such a system might include a minimum number of pieces of work or hours of study, but an emphasis on input, as opposed to benefits to practice and society, should be avoided

Initial recommendations about the development of an accreditation system include:

1. That an outcomes, rather than input based approach should be taken based on the compiling of a personal portfolio
2. That a pan-European system should be developed to complement and enhance the transferability of existing national programmes, where these exist.
3. That where no national programme exists a pan-European CPD programme and accreditation should form a recognised part of a strategy to enhance and support the professional development and recognition of

radiographers, with a view to promoting professional autonomy and high standards of practice. This is essential if radiographers are to maximise their considerable potential and to play their part in the advancement of scientific knowledge and research with its associated benefits to healthcare services and society.

RECOMMENDATIONS

Sub-group 3 recommends that this work be taken forward by the European Association of Radiography Societies (EFRS) in conjunction with HENRE as its educational wing.

For general guidance the following recommendations are made:

- 1.The national professional body where the programme is delivered or CPD undertaken should have the final word with regard to endorsement/accreditation.
- 2.It is not the intention that a supra-national body be set up for CPD, but that common standards to support transferability and clear evidence of quality should be applied
- 3.Quality assurance and credit/award should be de-centralised.
- 4.Fees will be levied for endorsement – this is to cover costs, but may generate income to support provision in areas where this is badly needed
- 5.Administrative expenses should be borne by programme providers.
- 6.Clear and transparent quality criteria should be developed and agreed.

3.Initiate the development of appropriate European level modules including a possible Masters course

is a very positive clear and excellent output from the sub group

4.Facilitate interaction and integration for the Eastern and Central European region

Sub-group 3 has good representation from the Eastern and Southern countries of Europe and it is also worth noting that a number of the partners in the European Masters programme are from these countries too.

Beneficiaries and impact

In the longer term it is envisaged that potentially all radiographers and the communities they serve will benefit from the development of a common framework for the recognition and accreditation of continuing learning and this will also support a more flexible and mobile radiographer workforce across Europe.

The European Masters programme is proving of benefit to the current partners and students and it is expected that this initiative will form a template for similar international programmes at all levels of learning, with expertise being shared among the European countries and with a view to an upskilling and further professionalisation of radiographers in those countries where these are currently limited. Again, this will not only enhance the workforce at local, national and European levels but will be of immeasurable benefit to the communities they serve and will enable radiographers to add to their practical skills and scientific knowledge to achieve these aims.

Co-operation and communication

Co-operation and communication in the group presented few problems. Constant reference was made to the project and individual sub-group objectives and this enabled the discussions and work to remain focussed and on track. Each meeting resulted in a work plan and a system of reviewing the previous workplan and ensuring that objectives were met (in many ways the workplans were used as a record of the meetings and intervening activities) were an important contribution to co-operation and communication.

English was used as the main vehicle of communication during meetings, although informally other languages (French, German and Russian) were used outside by a number of the sub-group members. It is worth noting that many sub-group members had improved considerably their use of English for professional and social purposes by the end of the project.

Post EC funding actions

Main actions identified for the future at the Lancaster SG3 meeting :

1. to write a publication about the CPD-survey outcome (will be presented orally during ECR March 2009 and has been submitted for UKRC June 2009
- 2.to apply for EU-money for LLL (via Eastern Europe)
- 3.to build up the European endorsement/accreditation system
- 4.to build up a European CPD-scheme, preferably within with the EQF
- 5.to develop European CPD standards
- 6.to develop a "CPD improves radiography-care" - application for funding
- 7.to find out about a possible collaboration with the IAEA

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EXTERNAL EVALUATION REPORT for SG3

JONATHAN McCONNELL

SENIOR LECTURER
DEPARTMENT OF MEDICAL IMAGING AND RADIATION SCIENCES
FACULTY OF MEDICINE, NURSING AND HEALTH SCIENCES
MONASH UNIVERSITY
WELLINGTON ROAD
CLAYTON
VICTORIA 3800
AUSTRALIA

For Thematic Network

Project Number 226008-CP-1-2005-1-UK-ERASMUS-TN
Higher Education Network for Radiography in Europe II (HENRE II)

My current position is as senior lecturer (since April 2007) to a G8 University in Australia after heading a department of medical imaging education in Christchurch, New Zealand. Currently I am not involved in any EU funded projects, however I currently sit on the Education Committee of the Medical Radiation Practitioners Registration Board of Victoria, and am a member of Australasian Educators forum as well as contributing to the national Conference for medical radiation sciences in Australia as a member of the scientific committee and contributor to the programme. I was part of the team that contributed to HENRE 1, sub group 1 between 2003 and October 2004.

Knowledge of HENRE 1 and 2 gleaned from the website

Reviews of the progress made during HENRE 1 and developments throughout HENRE 2 are evident within the website and quite easy to follow. If there is a criticism of the information presented it would be the adoption of the phrasing of the tables in sub group 1 where by it is not always easy to be certain whether the responses obtained from some institutes were a recognition of what the requirements for that country were eg some countries did not respond so one can either assume that it was not required as a component to education as listed or that there was some uncertainty by the responder whether they were expected to answer that question. Clarification about certain countries expectations would be useful eg indicating whether any ultrasound is studied at all within a first qualification or if this is an expectation of further training. The remainder of the website is helpful and makes the outcomes clear with appropriate reporting being published regarding progress, collaboration and the future vision and where HENRE may contribute to these components.

The co-ordinating institute

Based on the web site and from some experience in working with the co-ordinating institute it is evident that good leadership is present and the direction based on published results is following initial plans of HENRE 1 to build into HENRE 2 and the tuning requirements of the EU. The institute has a strong reputation for research within the UK at least and is recognised internationally, especially through associations built by the lead, Val Challen. To have been able to bring together over 60 representatives from the diverse range of countries listed on the website with a particular effort to include Eastern and South Eastern European states is no small accomplishment. As long as the group maintains its communication lines this should continue and result in possible further extension to add to the current success of the group. The EU itself

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though will need to maintain its recognition of the difficulties some states have in financially being able to participate so further support of this nature will aid the co-ordinating institute to produce further strong results over the next 3 – 5 years.

Sub group 3 activities

Sub group 3 aims to develop the potential for life long learning and champion the idea of a European Masters award with English as the main teaching language. At least 4 institutes (3 minimum was required) were reported to have joined together in early 2007 to take this idea forward. The end of year report showed this had extended to include 6 institutes who bid successfully to the EU for an Erasmus-Socrates Curriculum Development-Study Programme (ECDSP); APPLICATION NUMBER: 133841-LLP-1-2007-NL-ERASMUS-ECDSP for the development of a European Masters in Medical Imaging (EMMI). Funding from October 2007 will be available for 3 years to enable this development to progress. The sub group itself is representative of the EU though is now a little more northern centric than its initial make up that suggested partners from Greece and the Czech Republic contributed earlier – this probably supports my earlier statement whereby Eastern and Southern member states would find contributions difficult to make on a financial basis.

The group is also relatively successfully working on a continuing professional development recognition / accreditation project that has been discussed within AGM meetings during 2006/7. This is to be congratulated, especially as the group is also ensuring the connection of evidence based practice in the on going educational make up of professionals of the future.

Outcomes and product value to the EU radiographic community

The outcomes of HENRE 1 and 2 are closely aligned with the EU philosophies associated with Bologna and Lisbon etc. They have been designed appropriately such that sub group members can achieve the outcomes in an acceptable timeframe and has resulted in the production of information that may be employed by other education institutes across Europe who may not as yet currently be members of HENRE. Effectively this network is still, relatively speaking, in its infancy as a thematic network. However, it has learnt quickly and effectively what and how to produce materials that inform the wider EU community and has provided a resource that allows comparison internationally with centres such as Australasia. Indeed the linkage of this area with Europe would produce a strong and practical alliance should the potential for workforce movement expand significantly. The ideas expressed here are a good template to follow with manipulation to suit some of the slightly differing expectations of the radiographic professional in this part of the global community of medical radiation practice. I am also sure that the principles developed would serve equally as well with American neighbours with manipulation to meet the demands of the Americas. Close work with ISRRT is noted so one would expect that a meeting of the minds in this sense would strengthen and extend the recognition of the radiographer in the changing needs of health care delivery currently being witnessed around the world. HENRE has much to offer and has developed resources that could be drawn down and used effectively by others in Europe and wider geographically.

Radiation safety outcomes

The materials developed by the HENRE team should be congratulated as they provide a platform from which practices can be compared and developed to improve safety to patients, staff and the public. The opportunity this raises for working more closely with medical colleagues in a safer environment is strong and indeed, thinking about the healthcare systems in operation globally

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provides a position from which to question approaches that may be being used that are driven purely of a revenue generating basis.

The outcomes that have been generated will suit the EU well however, even if these approaches are taught as a first qualification experience and built upon from a post qualified perspective there still must be sufficient policing of practices to ensure bad working approaches are not transmitted when people move between countries. On balance though, as educational principles these are sound outcomes that should be endorsed.

Concluding comments

HENRE 2 as a continuation from HENRE 1 is in my opinion a successful thematic network. It has been constituted as a way to bring together educators across the EU and develop outcomes that would serve the wider radiographic community in Europe, both as first qualification identification of competencies and course content and also as a way to drive forward the professions of medical radiation sciences after qualification and as a way to enhance learning of practitioners of the future. The development of a Europe wide masters programme has been a big step in achieving the latter and if this is supported by the manufacturing industry in medical imaging then the process should gain more strength.

Working across national boundaries is not easy however the outcomes and products that have been created suggest this has been achieved. What now rests with the network is to ensure that it is able to maintain this work by ensuring its information is updated regularly and that the competencies directory is generated so that it will be easy for practitioners to move between neighbours in the European Community that is still expanding. The philosophies and ideals generated to date are to be envied and by continuing to work closely with organisations such as ISRRT then the HENRE network should continue to strengthen. Indeed the approach is to be envied and I would personally like to see such a group developed in Australasia.

Jonathan McConnell
Senior Lecturer
Monash University
Victoria
Australia

HENRE'S added value

The project has been successful in that a number of project partners representing the professional arm of radiography brought together the radiography societies across Europe into a unified federation, without HENRE it may not have been possible to provide such a harmonious forum for this to develop.

In some countries in Europe, radiography as a profession is not recognised and therefore the status of radiographers is very low. In this situation radiographers feel disempowered. As a case in point, technicians or nurses undertaking radiographic tasks in Lithuania have been influenced by the fact that HENRE existed and especially those employed at the university hospitals, started to attend international meetings and scientific conferences, where they were inspired by their colleagues from abroad to increase their knowledge, to share it, and, finally, to be active and creative players of the diagnostic process. Six years ago, before the HENRE, it was not possible even to imagine, that a Lithuanian radiographer would like to adapt and practically implement a study protocol that was discussed at a conference that she attended. This is just one example of how radiographers in some countries have begun to gain confidence both in themselves as well as in radiography; with radiography being acknowledged as a profession in many other European countries.

The production of the Tuning Template for radiography is a major element in the provision of a gold standard for others, not yet in higher education, to seek to achieve.

Without HENRE it would not have been possible for the European Masters programme to gain funding and to make it possible for radiographers to seek to gain a second cycle degree.

HENRE's contribution to transnational work

It is important for the radiography profession in Europe to aim to set high standards of educational achievement across the European countries which will raise the status of radiographers and work towards the mobility of labour. HENRE and HENREII have brought together a number of radiography educational departments with dissimilar education patterns to a point where many countries are working towards using the outcomes based approach to HE and modelling themselves on the examples set by other nationals in Europe. This coming together has had a very positive effect at national level although there is still some way to go for some countries. Without HENRE II, the radiography professional bodies would not have had the means to commence and not the contacts to develop the EFRS federation.

Transnationally, the activities of HENRE II which led to the successful curriculum development Masters project bid will have a long term benefit to qualified radiographers through the availability of a European Masters, a concept that would not have been previously identified or even attainable.

The breadth of knowledge and experience from a number of different European countries has provided the impetus for radiographers in their national bases to see and understand that radiographers can have a voice in influencing the direction of the profession in terms of the curriculum at 1st and 2nd cycle levels.

HENRE II has also been fortunate in attracting other imaging professionals involved in the education of radiographers and these include in addition to the professional bodies, radiologists, physicists, dentists and others. This group of other professionals were unable to become part of the International Society of Radiographers and Radiological Technologists (ISRRT) as membership was restricted to radiographers only. This wealth of expertise and interest from across a number of countries has raised the profile of radiographers in the eyes of these professionals-this has been a benefit at national and at transnational level.

The name of HENRE is very well known across Europe to a large number of clinicians, academics and students either through the presence of the website or through presentations undertaken by partners or through completion of a variety of HENRE questionnaires on research in the profession and on generic and subject specific competencies, their importance and achievement.

Sustainability of HENRE beyond EC funding

Proactive measures have been taken to ensure that the valuable work undertaken by all HENRE partners will be used for future developments and will continue to enhance educational and professional development opportunities across Europe for many years to come. The European Federation of Radiography Societies (EFRS) evolved in principle from the major contributions of many radiography societies who were HENRE partners in the thematic network from the very start. Both EFRS and HENRE are committed to the development, promotion and concordance of radiography throughout Europe in order to increase standards of practice, education and research and thereby enhance professional status and recognition. The aims and objectives formulated for both the EFRS and HENRE testify to these commitments.

A new steering group for HENRE post the Community grant was established at the July 2008 HENRE conference and the group concluded that a synergistic relationship between the national societies united in EFRS and the educational institutions united in HENRE would be the ideal combination to act as influential policymakers for the profession across Europe with HENRE becoming the educational wing of the EFRS for all levels of radiographer education in Europe. The EFRS executive board has accepted this proposal in principle and at present the steering group of HENRE and the executive board of EFRS are in consultation concerning the *modus operandi* but meanwhile will co-operate on an informal basis until the next AGM of the EFRS . All partner institutions have been invited to become affiliated members of EFRS and will banded together under the *aegis* of the HENRE name. For the educational wing an executive officer will be appointed with policy-making capacities for educational matters and to carry out all organisational aspects related to the activities and projects of the educational wing. This officer will be put forward by the HENRE Steering group for appointment by the EFRS Board and will work closely together with the EFRS executive officer.

It has been agreed that EFRS member societies can delegate representatives in the activities and projects of the educational wing and EFRS educational wing members can delegate representatives with specific knowledge to EFRS projects with other aims than education

This has presented a very clear way forward for the radiography profession to ensure that those professional and educational aspects of the profession provide a harmonised entity to promote the radiography across Europe. The ability to undertake joint research and to provide conference will strengthened the political and social and educational face of European radiography thus bringing nearer the European concept of free movement of labour.

EFRS and HENRE intend to put forward joint proposals for funding from a variety of sources to sustain and build on the activities of HENRE.

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Opportunities for HENRE partners to meet have been sought by the steering group and it has been agreed that the European Congress of Radiology (ECR) which meets annually in Vienna is to be the next meeting for HENRE partners. Funding for partners will be made available from their university departments and a venue provided by the Academy for Radiological Services for the 2009 event in March. The ECR is the most prestigious congress for radiologists, radiographers and other professions involved in radiological services in Europe, many HENRE partners have either been invited to present or have had proffered papers or posters accepted for ECR2009.

HENRE and EFRS- joint declaration on collaboration

EFRS and HENRE will seek ways to agree to undertake dialogue and possible collaborative work in the following 10 key areas (in no particular order) and develop a number of research projects related them:

1.Tuning

- a.** Seeking to implement the Tuning methodology across all 3 cycles in terms of academic and generic competences across European radiography programmes.
- b.** Assisting countries in the development of an outcomes approach to academic courses and clinical practice
- c.** Seeking common curriculum frameworks across Europe
- d.** Reaching consensus on radiography outcome levels for all 3 cycles in line with the European Qualifications framework

2.Continuing Professional Development (CPD) and Life Long Learning (LLL)

- a.** Developing LLL opportunities and joint programmes
- b.** Development of a scheme for CPD credit or accreditation which will involve a survey of professional and regulatory organizations in different countries.
- c.** Discussions with industry regarding commercial sponsorship and the route whereby CPD materials maybe provided for radiographers

3.Quality Enhancement

- a.** Stimulating and Developing quality enhancement mechanisms in clinical and academic arenas
- b.** Developing methods of quality assurance

4.European Code of Conduct and Ethics

- a.** Development of a code of conduct and ethics applicable to students and professionals
- b.** Seeking to integrate ethics as a core curriculum topic at all 3 Tuning cycles

5.Learning and Teaching

- a.** Investigating and disseminating innovative learning and teaching methods
- b.** Developing a peer evaluation/peer support methodology in radiography education
- c.** Developing teaching standards and qualifications for teachers and clinical tutors

6.Assessment for clinical competency

- a.** Investigating aspects of clinical competency assessment.
- b.** Developing and trialling methods of assessment

7. Innovative practice

- a. Developing core understanding of innovative practice
- b. Acting as consultants on issues of education and professional practice to the wider radiography community

8. Research

- a. Developing a research policy
- b. Promotion of the value and use of evidence-based practice
- c. Sharing research findings
- d. Carrying out research in a number of important areas affecting European radiographers

9. EU policies and directives

- a. Interpreting and seeking to apply appropriate European policies and directives in relationship to professional matters pertinent to radiography
- b. Interpreting and seeking to apply appropriate European policies and directives in relationship to educational matters pertinent to radiography
- c. Seeking to generate influence on European policies and directives in pertinent to the profession

10. Patient Safety and Radiation Protection

- a. Assessing the public perception of radiography and professionals working in the field
- b. Assessing the public perceptions of radiation and radiation doses

EFRS & HENRE report and action plan presented to the EFRS AGM in Nov 2008.

Introduction

The Higher Education Network for Radiography in Europe has been co-funded by the EU for two consecutive terms of 3 years. HENRE aims to develop, tune, advance and promote standards of radiographic practice, education and research throughout Europe through co-operation between universities and other educational institutions providing radiography programmes. The HENRE network includes Universities and other educational establishments providing radiography education across Europe and national radiography societies from a number of European countries. For more information see www.henre.co.uk (<http://www.henre.co.uk>)

In the past six years a strong network has developed and subgroups have worked on a number of various topics with regard to the radiographer education, including Tuning educational programmes, Learning, Teaching and Research and Life Long Learning. A great deal of information has been gathered and compiled resulting in a number of valuable documents related to radiography education and in various publications.

Both EFRS and HENRE are committed to the development, promotion and concordance of radiography throughout Europe in order to increase standards of practice, education and research and thereby enhance professional status and recognition. The aims and objectives formulated for EFRS and HENRE testify to these commitments (see below).

Because the EC funding for HENRE ended the 31st September 2008 the HENRE steering group and the EFRS provisional Board have been discussing how to safeguard the work done by HENRE and how to undertake strong joint actions in the future. Representatives met at the occasion of the Baltic Congress in September and possible solutions were discussed by e-mail and Skype.

The first conclusion was that a synergistic relationship between the national societies united in EFRS and the educational institutions united in HENRE would be the ideal combination to act as influential policymakers for the profession across Europe.

The second conclusion was that to ensure an effective and efficient use of knowledge, manpower and finances this should best be organised within the structure of EFRS.

The members of the HENRE steering group are in agreement that HENRE should seek to become the educational wing of the EFRS for all levels of radiographer education in Europe.

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This leads to the following joint proposal from the EFRS Board and the HENRE steering group.

To create an EFRS educational wing.

- To create an EFRS educational wing by means of EFRS affiliated membership.
- Universities and other educational partners already HENRE members will be formally invited to become affiliated member of the EFRS.
- Non HENRE-member European Universities and educational establishments providing radiography educational programmes will be informed about this development and are entitled to apply for affiliate membership to join the EFRS educational wing.
- For this educational wing an executive officer will be appointed with policy-making capacities for educational matters and to carry out all organisational aspects related to the activities and projects of the educational wing. This officer will be put forward by the HENRE Steering group for appointment by the EFRS Board and will work closely together with the EFRS executive officer.
- EFRS member societies can delegate representatives in the activities and projects of the educational wing and EFRS educational wing members can delegate representatives with specific knowledge to EFRS projects with other aims than education.
- All educational projects and related budgets will need the approval of the EFRS members and of the affiliated members in the EFRS educational wing.

Financial implications:

- A separate budget will be created for the affiliated members in the educational wing.
- This budget covers the fixed costs and cannot be exceeded. Any surplus will remain at the disposition of the educational wing.
- Educational activities and projects will need external funding from EU and/or other third parties or from the educational wing members.
- The annual fee for the affiliated members in the educational wing will be calculated following a similar calculation method as for EFRS full members.

Two weighting factors are proposed.

1. The number of radiography students or in radiography related study at bachelor or diploma level.
2. The Eurostat index for cost of living in the country concerned.

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The following is taken from the minutes of the European Federation of Radiography Societies (EFRS) inaugural meeting in Lisbon (08.11.2008):

In document 4 the transitional Board proposes the creation of an educational wing within EFRS to safeguard and to carry on the work of Henre.

Although the activities of Henre are well known, Sija Geers gave a brief explanation of the aim of the network and of the work done in the past 6 years. The French society remarked that their education is not organised at university level. Sija Geers stressed that the EFRS educational wing will be open for educational institutes, representing all radiographer education levels in Europe. Also in Henre these institutions were already represented.

*The Norwegian society was apprehensive of creating “an organisation, within an organisation” or what they call in politics “a state within the state”. This matter was discussed and in addition to meeting doc 4, the new Board will submit a detailed proposal for the organisational structure of this EFRS educational wing for approval in the next AGM. **

*The starting point of having Henre integrated in an EFRS educational wing was then voted upon and **accepted with 25 votes out of 26.***

Until the next AGM EFRS and the HENRE steering group will cooperate on an informal basis, will develop the proposal for the structure and will consider a next project proposal in the field of Life Long Learning (deadline for submission March 2009).

* note this will be done in collaboration with the HENRE steering group (HENRE steering group note)

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