

**STUDENT AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
<b>Module Title</b>	Professional issues in Radiography				
<b>Module Code</b>	UZYSXT-15-2	<b>Level</b>	2	<b>Version</b>	2
<b>Owning Faculty</b>	Health and Applied Sciences	<b>Field</b>	Allied Health Professions		
<b>Contributes towards</b>	BSc (Hons) Diagnostic Radiography BSc (Hons) Radiotherapy and Oncology				
<b>UWE Credit Rating</b>	15	<b>ECTS Credit Rating</b>	7.5	<b>Module Type</b>	Project
<b>Pre-requisites</b>	None		<b>Co- requisites</b>	None	
<b>Excluded Combinations</b>	None		<b>Module Entry requirements</b>	N/A	
<b>Valid From</b>	September 2015 September 2019 (v2)		<b>Valid to</b>	September 2021	

<b>CAP Approval Date</b>	30 April 2015
--------------------------	---------------

Part 2: Learning and Teaching	
<b>Learning Outcomes</b>	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> <li>Analyse the ethical, legal and professional principles related to the radiography profession(s). (Component A)</li> <li>Recognise the role that the healthcare team and external agencies have in the management and support of a patient's health and wellbeing within diagnostic imaging and radiotherapy practice. (Component A )</li> <li>Demonstrate insight in to the needs of vulnerable groups (Component A)</li> <li>Critically appraise the current evidence base and the implication of resource allocation for ensuring quality care provision (Component A)</li> </ul>
<b>Syllabus Outline</b>	<ul style="list-style-type: none"> <li>Ethical and legal issues to include Informed consent, capacity, confidentiality, justice, fairness and resource allocation,</li> <li>Promoting professional healthcare practice</li> <li>Meeting the needs of vulnerable groups including safeguarding</li> <li>Impact of policy on the delivery of quality care including clinical governance.</li> </ul>
<b>Contact Hours</b>	<ul style="list-style-type: none"> <li>Students will engage in interactive lectures (2hrs) and seminars (1hrs) over 10 weeks. Group sizes on the module vary but can include both Diagnostic imaging and Radiotherapy students combined. Students are also given</li> </ul>

access to bespoke, interactive learning resources for the module, containing audios, games and quizzes giving opportunities to develop knowledge and understanding as they progress through the module. In addition, email contact with staff is available throughout the module and during scheduled tutorial time.

**Teaching and Learning Methods**  
**Scheduled learning** includes lectures and seminars, also tutorials.  
**Independent learning** includes hours engaged with essential reading, reflective, comprehensive interactive online learning materials, revision etc.

**Key Information Sets Information**  
 Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, this is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.

<b>Key Information Set - Module data</b>				
<i>Number of credits for this module</i>				
				15
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
150	36	114	0	150

The table below indicates as a percentage the total assessment of the module which constitutes a -

**Coursework:** Case study: Analysis of professional issue within radiography or radiotherapy practice

Total assessment of the module:	
Coursework assessment percentage	100%
	100%

**Reading Strategy**  
**Core readings**  
 Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given a study pack or be referred to texts that are available electronically, or in the Library. Module guides will also reflect the range of reading to be carried out.

**Further readings**  
 All students are encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases and Internet resources. Many resources can be accessed remotely. Guidance to some key authors and journal titles available through the Library will be given in the Module Guide and updated

	<p>annually. Assignment reference lists are expected to reflect the range of reading carried out.</p> <p><b>Access and skills</b></p> <p>Students are expected to be able to identify and retrieve appropriate reading. This module offers an opportunity to further develop information skills introduced at Level 1. Students will be given the opportunity to attend sessions on selection of appropriate databases and search skills. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the Library.</p>
Indicative Reading List	<p>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. <i>Current</i> advice on additional reading will be available via the module guide or Blackboard pages</p> <ul style="list-style-type: none"> <li>• Judson, K. and Harrison C. (2010) <i>Law and Ethics for Medical Careers</i>. 5<sup>th</sup> ed. London: Mc Graw Hill.</li> <li>• Carr, C. (2014) <i>Unlocking Medical Law and Ethics</i>. 2<sup>nd</sup> ed. London: Hodder Education.</li> <li>• Hope, T., Savulescu, J. and Hendrick, J. (2008) <i>Medical ethics and Law –The core curriculum</i>. 2<sup>nd</sup> Ed . London: Churchill Livingstone.</li> <li>• Gallagher, J. and Hodge, S. (2012) <i>Ethics, Law and Professional Issues: a practice-based approach for health professionals</i>. London: Palgrave Macmillan.</li> <li>• Department of Health (UK) policy documents available at: <a href="https://www.gov.uk/government/publications?departments%5B%5D=department-of-health">https://www.gov.uk/government/publications?departments%5B%5D=department-of-health</a></li> </ul>

<b>Part 3: Assessment</b>	
Assessment Strategy	<p>Summative assessment</p> <p>Component A(100%): A 2000 word case analysis of an ethical issue within radiography or radiotherapy practice</p> <p>Rationale; to provide an opportunity to assess the student's knowledge and understanding of the ethical, legal and policy issues relating to the radiography profession(s).</p> <p>Formative assessment will take place through small group work, class discussion, and feedback, also tutorial support and reading by a member of the module team of draft work.</p>

Identify final assessment component and element	<b>Component A</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
<b>First Sit</b>		

Component A (controlled conditions) Description of each element	Element weighting
1. 2000 word case study.	100%
<b>Resit (further attendance at taught classes is not required)</b>	
Component A (controlled conditions) Description of each element	Element weighting
1. 2000 word case study.	100%
<p>If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>	