



STUDENT AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Principles of Radiographic Interpretation and Patient Assessment				
Module Code	UZYSXQ-30-3	Level	3	Version	2
Owning Faculty	Health and Applied Sciences	Field	Allied Health Professions		
Contributes towards	BSc (Hons) Diagnostic Imaging				
UWE Credit Rating	30 credits	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites			Co- requisites	None	
Excluded Combinations	UZYS9W-20-3	Module Entry requirements	N/A		

Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Distinguish between normal and abnormal appearances on radiographic images of the appendicular and axial skeleton (Component A) • Utilise appropriate and accurate terminology to identify radiographic findings and correlation of additional medical tests (Component A) • Critically evaluate the fundamentals associated with decision making with reference to image interpretation (Component B) • Critically evaluate the integration of ethical, legal and management issues within effective rational decision making (Component B) • Discuss the importance of audit within the realms of image interpretation and requirements for maintaining standards (Component B) • Demonstrate problem solving skills and decision making in relation to image requisition (Component A and Component B)
Syllabus Outline	<p><u>Principles of radiographic image interpretation</u></p> <ul style="list-style-type: none"> • Impact of disease processes and trauma on radiological appearances. • Critical image evaluation of frequent conventional general radiological examinations, relevant terminology and abbreviations, • Pattern recognition including normal and abnormal image appearances of axial and appendicular images, <p><u>Current and future developments</u></p>

	<ul style="list-style-type: none"> Clinical decision making and image interpretation criteria framework and associated impact upon patient management. <p><u>Practitioner autonomy:</u></p> <ul style="list-style-type: none"> Legal and ethical responsibilities of practitioners, issues related to self-registration and professional indemnity, competence, negligence, clinical governance, clinical supervision, risk management, record and document keeping, quality control of general x-ray equipment <p><u>Reflection:</u></p> <ul style="list-style-type: none"> Reflection and utilisation of reflective skills within modern clinical practice, implementation of reflective models. <p><u>Technology and management of information:</u></p> <ul style="list-style-type: none"> Impact of modern technology infrastructures upon working practice. 																									
Contact Hours	150 hours of contact time including lectures and small group activities. There is also the requirement to utilise TEL (Shaderware) as part of the technology aided teaching resources.																									
Teaching and Learning Methods	<p>Scheduled learning includes lectures, seminars, tutorials, practical classes and workshops;</p> <p>Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation.</p>																									
Key Information Sets Information	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which 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.</p> <table border="1" data-bbox="459 1283 1370 1675"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td style="border: 2px solid black;">30</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td>300</td> <td>150</td> <td>150</td> <td>0</td> <td>300</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>Practical Exam: OSPRIIE and U choose scenarios in controlled conditions</p> <p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:</p>	Key Information Set - Module data					<i>Number of credits for this module</i>									30	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	150	150	0	300
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Reading Strategy	<p>Core reading</p> <p>It is essential that students read one of the many texts on image interpretation and team working and management and leadership available through the Library. Module handbooks will also reflect the range of reading to be carried out.</p> <p>Further reading</p> <p>Students are expected to identify all other reading relevant to their professional role and reflective practice for themselves. They will be encouraged to read widely using the library search, a variety of bibliographic and full-text databases, and Internet resources. Many resources can be accessed remotely.</p> <p>Access and skills</p> <p>The development of literature searching skills is supported by a Library seminar provided within the first semester. These level three skills will build upon skills gained by the student whilst studying at levels one and two. Additional support is available through the library 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 expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, current advice on readings will be available via the module handbook.</p> <p>Hardy,M. and Snaith,B. (2010) Musculoskeletal Trauma : a guide to assessment and diagnosis .London: Churchill Livingstone</p> <p>McRae,R. (2006) Pocketbook of Orthopaedics and Fractures. 2nd ed London: Churchill Livingstone.</p> <p>Raby,N (2005) Accident and Emergency Radiology: A Survival Guide 2nd edition Philadelphia: Saunders Ltd</p> <p>Thornton,A and Gyll,C.(1999) Children's Fractures : A Radiological guide To Safe Practice. London: Bailliere Tindall</p>																				

Part 3: Assessment

Assessment Strategy	<p>The assessments are OSPRIIE (Objective Structured Pattern Recognition Image Interpretation Examination) and decision making scenario.</p> <p>The use of OSPRIIE replicates the require skills of image commenting in practice. The decision making scenarios assess the student's ability to justify the radiographic examination and the post image decision.</p>
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	The use of 2 types of controlled condition exam replicates the 2 strands of decision making in the requisition of the clinical examination, post image assessment plus the mirroring of image interpretation required in practice.
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Identify final assessment component and element			
% weighting between components A and B (Standard modules only)		A:	B:
		50%	50%
First Sit			
Component A (controlled conditions)		Element weighting	
Description of each element		(as % of component)	
OSPRIIE-1.5hrs		100%	
Component B		Element weighting	
Description of each element		(as % of component)	
Decision Making Scenario – maximum 20 minutes		100%	

Resit (further attendance at taught classes is not required)			
Component A (controlled conditions)		Element weighting	
Description of each element		(as % of component)	
OSPRIIE-1.5hrs		100%	
Component B		Element weighting	
Description of each element		(as % of component)	
Decision Making Scenario – maximum 20 minutes		100%	
If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.			

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First CAP Approval Date	30 April 2015		
Revision CAP Approval Date	20 July 2017	Version	2
			RIA 12416