



**STUDENT AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Diagnostic Imaging Clinical Practice 3				
Module Code	UZYSXM-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	ECTS Credit Rating	15	Module Type	Professional Practice
Pre-requisites	Diagnostic Imaging Clinical Practice 2 UZYSXL-30-2	Co- requisites	None		
Excluded Combinations	UZYRKD-40-2 Advanced Diagnostic Imaging Studies (previous level 3 clinical practice module)	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"> <li>• Lead complex radiographic examination procedures using adaptive techniques and team working in a safe and efficient manner (Component A)</li> <li>• Perform effective patient care with due respect for the individual's specific needs for a range of examinations (Component A)</li> <li>• Demonstrate clinical proficiency equitable to the clinical objectives and clinical assessments under the directions of a state registered practitioner.</li> <li>• Demonstrate a proactive approach to problem solving, leadership and adaptation of technique in the clinical setting (Component A and B)</li> <li>• Demonstrate the ability to work independently and manage patient examination sessions within a supervised legal and ethical framework (Component A)</li> <li>• Critically reflect on the contribution of both individuals and professional / non-professional groups within the context of interprofessional / inter-agency practice (Component A and B)</li> <li>• Critically reflect upon personal and professional development within clinical practice.(Component B)</li> </ul>
Syllabus Outline	<p><u>Practical application of Professional Skills</u></p> <ul style="list-style-type: none"> <li>• Adapted Radiographic technique and protocols including the imaging and qualitative assessment of the resulting radiographic appearances for complex and non-complex patients procedures.</li> <li>• Patient preparation and care prior to, during and after specific imaging procedures;</li> </ul>

	<p>The management and leadership of sessions/ individual complex cases of patient examinations in a variety of environments e.g. accident and emergency, CT, theatre sessions.</p> <p><u>Radiation Protection</u></p> <ul style="list-style-type: none"> <li>• Practical methods of dose measurements, dose reduction and the radiation dose received from specific examinations.</li> <li>• Applied radiation protection to incorporate; Core knowledge, Schemes of work and local rules.</li> <li>• Health &amp; Safety at Work Act (1974), to include current legislation and professional codes of conduct, basic life skills and manual handling.</li> </ul> <p><u>Practical application of Radiographic Imaging processes</u></p> <ul style="list-style-type: none"> <li>• The imaging process and methods of producing, manipulation and viewing images in analogue and digital formats.</li> <li>• Storage and transferral of images.</li> <li>• Management of electronic and non-electronic patient data</li> </ul> <p><u>Departmental routine</u></p> <ul style="list-style-type: none"> <li>• Overview of the main areas in a diagnostic department.</li> <li>• Clinical placement practice in General radiography, Accident and Emergency, Fluoroscopy, theatre and mobiles, imaging modalities.</li> <li>• Experiential learning of the process for the management and care of patients in a radiography department</li> <li>• Imaging of a diverse patient group with a range of complex needs using a range of imaging modalities.</li> </ul> <p>The values of the NHS Constitution are implicit within this module.</p>
Contact Hours	<ul style="list-style-type: none"> <li>• Prior to placement there is the delivery of clinical documentation (including Professional code of conduct) and clinical skills sessions (e.g. Basic Life Support and Manual Handling). Whilst on placement there are support visits by a link liaison lecturer.</li> <li>• Whilst on clinical placement students will engage in a 14 week period at a designated Diagnostic Imaging department within the AGW region of AQP. This will include one half day study per week (excluding bank holiday weeks). The total working week will be equivalent to 37.5 hours. This is approximately 472.5 hours (excluding seasonal variations that occur due to the timing of Easter).</li> <li>• Students are provided with opportunities to develop and demonstrate clinical and technical skills in simulation, prior to applying them in practice placement.</li> <li>• Students work under direct clinical supervision and will be provided with support from practice educators and clinical staff throughout their clinical placement. Regular support meetings are held throughout placement with the practice educators.</li> <li>• Students are expected to attend a desirable minimum of 90% of clinical practice time and an absolute minimum of 80% of clinical practice time as stipulated by The Society and College of Radiographers in order to meet professional requirements satisfactorily. <a href="https://www.sor.org/learning/document-library/student-radiographer-attendance-management-guidelines/student-radiographer-">https://www.sor.org/learning/document-library/student-radiographer-attendance-management-guidelines/student-radiographer-</a></li> </ul>

attendance-management (members only access)

Teaching and Learning Methods

**Placement learning:** A practice placement encompassing the general and speciality areas of practice (please see placement documentation) consisting of approximately 472.5 (allowing for seasonal variation of bank holidays however this module runs September to Dec and there are no BH currently at this time). The clinical competencies are assessed by Practice Educators.

Key Information Sets Information

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.

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
540	15	52.5	472.5	540	

Please note that the placement hours may vary due to Bank Holidays.

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

**Practical Exam:** clinical competencies and presentation

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:

Total assessment of the module:	
Written exam assessment percentage	0%
Coursework assessment percentage	50%
Practical exam assessment percentage	50%
	100%

Reading Strategy

Core reading

It is essential that students read one of the many texts on imaging technologies and related patient care available through the Library. Module handbooks will also reflect the range of reading to be carried out. Learners will also be sign-posted to relevant professional documentation produced by the College of

	<p>Radiographers</p> <p>Further reading</p> <p>All students are 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. Guidance to some key authors and journal titles available through the Library will be given in the module handbook and updated annually. Assignment reference lists are expected to reflect the range of reading carried out.</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 may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, <i>current</i> advice on readings will be available via the module handbook.</p> <p>Carver, B. (2012) Medical Imaging: Techniques, Reflection and Evaluation. 2nd ed. London: Churchill Livingstone.</p> <p>Ellis, H., Logan, B. and Dixon, A. (2009) Human Sectional Anatomy: Pocket Atlas of Body Sections, CT and MRI Images. 3rd edition. Florida: CRC Press</p> <p>Gunn, C. (2012) Bones and Joints – A guide for students. 6th ed. London: Churchill Livingstone.</p> <p>Sloane, C. and Stewart Whitley. A., Anderson, C., and Holmes, K. (2010) Clark's Pocket Handbook for Radiographers. Florida: CRC Press</p> <p>Stewart Whitley A (2005) Clark's Positioning Radiography 12th ed. Florida: CRC Press</p> <p>Sutherland, R. (2007) Pocketbook of Radiographic Positioning 3rd ed. London: Churchill Livingstone</p>

### Part 3: Assessment

Assessment Strategy	<p><b>Component A:</b> To consist of a portfolio of clinical competencies as identified in the practice assessment document.</p> <p>Rationale: An opportunity for the student to demonstrate clinical competence through formative and summative assessment according to the SCoR and HCPC guidelines. The portfolio is assessed in practice and marked as pass / fail as students need to meet a minimum requirement to practice safely at this level. The academic team will oversee and moderate the marking of the portfolio. There is opportunity for students to demonstrate progression of</p>
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	<p>competencies (where appropriate) and receive formative feedback throughout the placement.</p> <p><b>Component B:</b> A 20 minute presentation to include questioning based on reflective practice.</p> <p>Rationale: A reflective presentation supported by evidence will help prepare the student for future presentations and interview technique. This enables an assessment of the intellectual skills of critical reflection, analysis, synthesis and evaluation.</p>
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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>
First Sit		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b>	
1. Clinical competency portfolio	Pass/ fail	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b>	
1. 10 minute presentation + 10 minutes questioning (maximum 20 minutes in total)	100%	

<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b>	
1. Clinical competency portfolio	Pass/Fail	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b>	
1. 10 minute presentation + 10 minutes questioning (maximum 20 minutes in total)	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>		

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First CAP Approval Date	30 April 2015			
Revision CAP Approval Date	20 July 2017	Version	2	<a href="#">RIA 12416</a>