University of the West of England
BRISTOL

ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Intermediate Diagnostic Imaging Theory					
Module Code	UZYS1P-30-2		Level	2	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	UZYS1M-30-1		Co- requisites	None		
Excluded Combinations	UZYS9U-40-2 UZYS9V-20-2		Module Entry requirements	N/A		
Valid From	September 2015 September 2016 (v2)		Valid to	September 2021		

CAP Approval Date	30 April 2015 15 November 2016 (v2)

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: • Demonstrate an analytical understanding and application of the theoretical principles underpinning diagnostic imaging of the human body systems. (Component B) • Critically evaluate and compare the utilisation of different radiographic techniques (Component B) • Critically appraise the relevant pharmacology of contrast agents and drugs commonly used in diagnostic Imaging (Component A) • Demonstrate understanding of the health & safety requirements for diagnostic imaging practice. (Component A) • Discuss the role of Diagnostic Imaging in the management and delivery of patient care. (Component B)
Syllabus Outline	<u>Anatomy, disease and clinical applications</u> • Imaging modalities and equipment used in the demonstration of anatomy, Physiology and common pathologies within the context of patient care pathways. <u>Specialist Imaging areas</u> • Emergency department • Mammography • Interventional procedures

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Operating theatre and mobile radiography

<u>Patient types</u>

Multicultural and diversity management of people attending diagnostic imaging.

<u>Pharmacology</u>

Contrast media and drug reactions
Pharmaco-dynamics and Pharmaco-kinetics

<u>Radiobiology</u>

Effects of radiation on cells
Risk versus benefit of imaging modalities

<u>Health and safety issues</u>

Radiation protection
Legal and ethical frameworks

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<tr><td>Contact Hours</td><td>

There will be 72 contact hours of scheduled learning to include lectures, seminars and practical sessions
Students will also be expected to engage with independent learning, including subject specific vodcasts with associated self-directed leaning tasks, directed reading, reflective writing and engagement with online activities.

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<tr><td>Teaching and Learning Methods</td><td>
Scheduled learning lectures, seminars, tutorials, practical classes

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.
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<tr><td>Key Information Sets Information</td><td>
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.

<u>Key Information Set - Module data</u>

Number of credits for this module 30

<table>
<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>72</td><td>228</td><td>0</td><td>300</td></tr>
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The table below indicates as a percentage the total assessment of the module which constitutes a –
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	Written Exam: Unseen written exam, **Coursework**: Written assignment or essay, report, dissertation, portfolio, project 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: 40% Coursework assessment percentage: 60% Practical exam assessment percentage: 0% 100%
Reading Strategy	Core reading Any core reading will be indicated clearly, along with the method for accessing it, eg 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 reading 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. Access and skills 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 web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the Library.
Indicative Reading List	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. *Current* advice on additional reading will be available via the module handbook or Blackboard pages. Carver, B. (2012) *Medical Imaging: Techniques, Reflection and Evaluation.* 2nd ed. London: Churchill Livingstone Easton, S. (2008) *An Introduction to Radiography.* London: Churchill Livingstone

	Ellis H, Logan B, Dixon A. (2009) *Human Sectional Anatomy: Pocket Atlas of Body Sections, CT and MRI Images*. 3rd ed. Florida: CRC Press Gunn, C. (2012) *Bones and Joints – A guide for students.* 6th ed. London: Churchill Livingstone. Stewart Whitley, A. (2005) *Clark's Positioning Radiography* 12th ed. Florida: CRC Press Sutherland, R. (2007) *Pocketbook of Radiographic Positioning* 3rd ed. London: Churchill Livingstone

Part 3: Assessment	
Assessment Strategy	The examination will allow the student to be assessed on and demonstrate a depth and breadth of knowledge and understanding of pharmacology, radiobiology and health and safety procedures associated with diagnostic imaging under controlled conditions. A written case study will enable the demonstration of an awareness of the role of diagnostic Imaging in the management and delivery of patient care together with a critical comparison of the utilisation of different radiographic techniques.

Identify final assessment component and element	**Component A**	
% weighting between components A and B (Standard modules only)	**A:** **40%**	**B**: **60%**

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting**
1. Exam (1 Hour)	100%
Component B **Description of each element**	**Element weighting**
1. Written assignment (2500 words)	100%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting**
1. Exam (1 Hour)	100%
Component B **Description of each element**	**Element weighting**
1. Written assignment (2500 words)	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.	

FOR OFFICE USE ONLY

First CAP Approval Date	30 April 2015			
Revision CAP Approval Date	15 November 2016	Version	2	Link to RIA 12073