University of the West of England
BRISTOL

ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Applied Sciences for Radiographers					
Module Code	UZYSXJ-15-1		Level	1	Version	1
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No	
Owning Faculty	Health and Applied Sciences		Field	Radiography		
Department	Allied Health Professions		Module Type	Standard		
Contributes towards	BSc (Hons) Radiotherapy and Oncology BSc (Hons) Diagnostic Imaging					
Pre-requisites	None		Co-requisites	Anatomy and Physiology for Radiographers (UZYSXH-15-1) Radiation Physics (UZYSXS-15-1)		
Excluded Combinations	Radiographic Science UZYRHP-30-1 Foundation Clinical Sciences for Radiographers UZTRHM-30-1		Module Entry requirements	N/A		
Valid From	September 2015		Valid to	September 2021		

CAP Approval Date	30 April 2015

Part 2: Learning and Teaching	
Learning Outcomes	With reference to imaging modalities on successful completion of this module students will be able to: • Describe the principles and common applications of a range of imaging methods and technologies (Component A) • Recognise anatomical structures and pathologies demonstrated by a range of imaging methods. (Component A) • Demonstrate an understanding of the advantages and limitations of ionising and non-ionising imaging methods that can be used in clinical practice (Component A) • Demonstrate an understanding of the principles of functional imaging (Component A).
Syllabus Outline	**Computerised Tomography, Nuclear Medicine, Ultrasound, Magnetic Resonance Imaging and Hybrid Imaging** Principles, equipment, radiation protection / biological effects, safety, advantages and limitations **Cross sectional anatomy and related pathologies**

	Head and neck, thorax, abdomen, pelvis,
Contact Hours	36 contact hours will consist of the following: Students will engage in keynote lectures on core topics, delivered collectively to the whole cohort and in profession specific groups where appropriate. In addition students will engage in directed interactive online presentations. Teaching will be supported and guided by independent study in the form of pre- lecture preparation tasks and post lecture learning tasks to consolidate knowledge. These may include, but are not limited to quizzes, work books, interactive TEL based activities, self-directed investigation of topics and other bespoke activities. Guided independent study will support the module.
Teaching and Learning Methods	**Scheduled learning** includes lectures, seminars; demonstrations of TEL based tools (including VERT), revision sessions, formative assessment and associated feedback. Guided independent study will include various pre/post lecture tasks. **Independent learning** includes engagement with essential reading; engagement with TEL based tools such as An@tomy.TV, VERT, practice of exam techniques and revision. This module is supported by Blackboard, through which learning materials will be accessed and students may be directed to relevant resources.
Key Information Sets Information	Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, and are 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. **Key Information Set - Module data** *Number of credits for this module*: 15 Hours to be allocated: 150 Scheduled learning and teaching study hours: 36 Independent study hours: 114 Placement study hours: 0 Allocated Hours: 150 The table below indicates as a percentage the total assessment of the module which constitutes a - **Written Exam**: e-OSCE 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: 100% Coursework assessment percentage: 0% Practical exam assessment percentage: 0% 100%

Reading Strategy	Essential reading will be clearly indicated in the module handbook which will be made available via Blackboard. A suggested selection of texts will be chosen either in hard copy or as e-books. Reading lists will be reviewed annually by the library in order to ensure currency of information. Reading strategies will be outlined during the module introduction lecture. Further reading is strongly recommended and students will be directed to a variety of sources including on-line materials via the module handbook. Additional reading materials will also be made available through Blackboard. Formal opportunities for students to develop their library and information skills are provided within the induction period. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing.
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. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms. Armstrong, P., Wastie, M.L. and Rockall, A.G. (2009), *Diagnostic imaging*. Chichester: Wiley-Blackwell. Bo, W.J. (2007) *Basic atlas of sectional anatomy: with correlated imaging*. 4th ed. London: Elsevier. Bridge, P. and Tipper, D. (2011) *CT anatomy for radiotherapy.* [online] Keswick: M&K update ltd. [Accessed 13 November 2014]. Butler P. Mitchell A. and Healy J. (2012) *Applied Radiological Anatomy 2nd ed.* Cambridge: Cambridge University Press Fanti S. Farsad M. and Mansi L. (2011) *Atlas of SPECT-CT 1st Ed.* New York: Springer

Part 3: Assessment	
Assessment Strategy	Component A: 2 hour e-OSCE. Rationale: To enable students to demonstrate the core knowledge required in order to meet the learning outcomes of the module. This knowledge base will be comprehensively assessed to ensure students have required level of knowledge in order to practice effectively. The e-OSCE process is deemed to be most appropriate in order to demonstrate the breadth of student knowledge as it enables the assessment of 'real-life' practical competency. Formative assessment: Formative assessment will include a variety of tasks designed to encompass all learning styles, such as quizzes, diagram drawing and labelling and completion of mock e-OSCE assessment.

Identify final assessment component and element	**Component A**	
% weighting between components A and B (Standard modules only)	**A:**	**B**:
	100%	
First Sit		

Component A (controlled conditions) **Description of each element**	**Element weighting**
1. 2 hour e-OSCE	100%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting**
1. 2 hour e-OSCE	100%
If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.	