



**STUDENT AND ACADEMIC SERVICES  
MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Paediatric Imaging - Suspected Physical Abuse				
Module Code	UZYSJ9-30-M	Level	M	Version	2
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No
Owning Faculty	Health and Applied Sciences	Field	Allied Health Professions		
Department	Allied Health Professions	Module Type	Standard		
Contributes towards	CPD module				
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	N/A		Module Entry requirements	HCPC Registered Radiographer working in paediatrics on a regular basis (to be determined with the module leader)	
Valid From	March 2018		Valid to		

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>• Critically analyse Suspected Physical Abuse (SPA) protocols for the skeletal survey and contribution in the context of differential diagnosis (Component A and Component B)</li> <li>• Demonstrate a critical knowledge of the legal, ethical and organisational aspects of current practice in SPA survey imaging (Component A and Component B)</li> <li>• Critically evaluate contemporary research concerning SPA in order to inform practice, and implement new techniques where appropriate (Component A and B)</li> <li>• Critically evaluate the contribution of the SPA survey in the context of differential diagnosis (Component A and Component B)</li> <li>• Demonstrate an in-depth understanding of how to perform SPA survey images skillfully, safely, and to a high standard (Component A)</li> <li>• Critically evaluate the fundamentals associated with decision making in reference to adverse circumstances (Component B )</li> <li>• Distinguish between normal/abnormal appearances on radiographic images of SPA (Component B)</li> </ul>


Syllabus Outline	<p><b>Clinical Protocols</b> Rationale for imaging required and technique adaptation</p> <ul style="list-style-type: none"> <li>• Paediatric anatomy and physiology</li> <li>• Fundamentals of paediatric skeletal abnormality to include normal and abnormal variants</li> </ul> <p><b>Management and Organization</b></p> <ul style="list-style-type: none"> <li>• Consideration for organization and management of SPA skeletal survey service provision</li> <li>• Evaluation of modern technology upon working practice</li> <li>• Ethical and legal issues relating to SPA imaging practice, to include Ionising Radiation (Medical Exposures) Regulations (2000) (IR(ME)R) and Ionising Radiation Regulations (IRR) (1999), Convention on the Rights of the Child (UNICEF), Children Act (2004)</li> <li>• Professional body regulations</li> </ul> <p><b>Patient Care</b></p> <ul style="list-style-type: none"> <li>• Evaluate patient care, preparation and quality enhancement to service delivery</li> <li>• Employment of restraints, immobilisation and sedation considering risk/benefit issues.</li> <li>• Contrast the requirements of different patient groups including anaesthetized and sedated patients</li> <li>• Appraise the use of patient immobilisation relating to risk/ benefit issues and dealing with adverse reactions</li> </ul>
Contact Hours	<p>Contact hours will be achieved through a blended learning approach which will typically include attendance of three days. One of these days will include the UWE CPD Suspected Physical Abuse study day.</p> <p>Typically, 2 hours of contact with the module leader for discussion of module related issues will be facilitated by e-mail, phone conversations and through interaction at attendance days.</p>
Teaching and Learning Methods	<p>This module's blended learning approach will embrace the university's current vision associated with Technology Enhanced learning. Such learning will include but not be limited to, asynchronous delivery of lecture material through narrated presentations, notes and other guided reading,</p> <p>Specific objectives, workplace tasks, and other study tasks deemed appropriate to the development of student knowledge will be set. Formative feedback on allocated study tasks will be provided.</p> <p>The learning and teaching strategy for this module has been developed to show achievement of an appropriate level of familiarity with paediatric anatomy and images that gives practitioners more confidence in understanding the images they are producing. It is useful for practitioners to recognise how their knowledge of paediatric image appearances will help them to improve the efficacy of diagnosis of potential Suspected Physical Abuse.</p> <p><b>Scheduled Learning.</b> Teaching and learning methods will include, but not be limited to, delivery of lecture material through narrated presentations, notes, seminars, group work and tutorial support.</p> <p><b>Independent Learning.</b> Includes hours engaged with essential and other guided reading, VLE discussion board forum with specific objectives, narrated presentations workplace tasks, and other study tasks deemed appropriate to the development of student knowledge, case study preparation, assignment preparation and completion</p>

etc. Students on this module will be working in the field of paediatric imaging or encountering such patients on a regular basis There will be competency based tasks to complete locally as per the clinical portfolio component.

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.

**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.

<b>Key Information Set - Module data</b>				
<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	20	280	0	300
				

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

**Written Exam:** Unseen written exam, open book written exam, In-class test

**Coursework:** Written assignment or essay, report, dissertation, portfolio, project

**Practical Exam:** Oral Assessment and/or presentation, practical skills assessment, practical exam

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**

Any core reading will be indicated clearly, along with the method for accessing it, e.g. students may be required to purchase a set text, be given a print study pack or be referred to texts that are available electronically or in the Library. Module handbooks will also reflect the range of reading to be carried out.

Further reading will be required to supplement the key texts and other directed reading. Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be required to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this further reading is to ensure students are familiar with current research, classic works and material specific to their interests from the

	academic literature.
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>A variety of textbooks on paediatric imaging are available from the library online.</p> <ul style="list-style-type: none"> <li>• Carver, E. and Carver, B. (2012) <i>Medical Imaging: Techniques, Reflection and Evaluation</i>. [online] London: Churchill Livingstone. [Accessed 17 December 2015].</li> <li>• Hardy, M. and Boynes, S. (2003) <i>Paediatric Radiography</i>. Oxford: Blackwell Publishing.</li> <li>• Iyer, R. and Chapman, T. (2015) <i>Paediatric Imaging</i>. New York: Lippincott, Williams and Wilkins.</li> <li>• Riccabona, M. (2013) <i>Paediatric Imaging Essentials</i>. Stuttgart: Thieme Medical Publishers.</li> </ul> <p>Useful professional body statements.</p> <ul style="list-style-type: none"> <li>• Royal College of Radiologists/Society and College of Radiographers (2017) <i>The radiological investigation of suspected physical abuse in children</i>. London: Royal College of Radiologists. BFCR(17)4 <a href="https://www.rcr.ac.uk/publication/radiological-investigation-suspected-physical-abuse-children">https://www.rcr.ac.uk/publication/radiological-investigation-suspected-physical-abuse-children</a></li> <li>• Society and College of Radiographers. (2014) <i>Guidance for Radiographers providing Forensic Radiography Services</i>. London: Society and College of Radiographers. <a href="http://www.sor.org/learning/document-library/guidance-radiographers-providing-forensic-radiography-services-0">http://www.sor.org/learning/document-library/guidance-radiographers-providing-forensic-radiography-services-0</a></li> <li>• Society and College of Radiographers. (2009) <i>Skeletal Survey for Suspected NAI, SIDS and SUDI: Guidance for Radiographers</i>. London: Society and College of Radiographers. <a href="http://www.sor.org/printpdf/book/export/html/5890">http://www.sor.org/printpdf/book/export/html/5890</a></li> </ul>

Part 3: Assessment	
Assessment Strategy	<p><b>Component A – Structured Oral and Practical Examination (SOPE)</b></p> <p>The use of a SOPE replicates the required skills of image commenting in clinical practice and enables demonstration of knowledge and clinical reasoning through both practical demonstration and defended questioning. It enables the demonstration of the knowledge and understanding of the protocols, skills and reasoning (including relevant contemporary research) underpinning SPA imaging, assessment and clinical reasoning.</p> <p>This will be up to 1 hour in duration.</p> <p><b>Component B – Clinical Portfolio of Evidence</b></p> <p>A clinical portfolio of evidence which must contain the following</p> <ul style="list-style-type: none"> <li>• Record of clinical experience (minimum of 5 cases) <i>with anonymised reports and images</i></li> </ul>

	<ul style="list-style-type: none"> <li>3 x 1000 word case studies of Suspected Physical Abuse surveys to include consideration of differential diagnosis, and the legal, ethical and organisational aspects of the case.</li> </ul> <p>This component of assessment provides the opportunity for the student to demonstrate clinical competence and appreciation of the role of a paediatric advanced practitioner in the context of Suspected Physical Abuse skeletal survey imaging.</p> <p><b>Formative Assessment</b> A series of online paediatric quizzes and workbooks will be available in addition to tutor support and feedback.</p>
--	--

Identify final assessment component and element	<b>Component A</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b> 50%	<b>B:</b> 50%
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
Structured Oral and Practical Examination	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
Clinical Portfolio of Evidence	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> <b>(as % of component)</b>	
Structured Oral and Practical Examination	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
Clinical Portfolio of Evidence	100%	
<p>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.</p>		

**FOR OFFICE USE ONLY**

First CAP Approval Date	31 May 2016			
Revision CAP Approval Date	17/01/2018	Version	2	<a href="#">Link to RIA 12512</a>