The aim of this module is to build on the radiographic skills gained at level 5 in range and complexity, and critically evaluate the advancing role of the radiographer in preparation for future career developments.

**MODULE LEARNING OUTCOMES**

By engaging successfully with this module you will be able to

1. Operate safely, professionally and competently as a third year student of diagnostic radiography in accordance with local and national policy and guidance.

2. Through reflection and feedback identify and act on opportunities for personal and professional development in the clinical environment.

3. Recognise and reflect critically upon the role of the diagnostic radiographer in the clinical environment and your relationship with, and responsibility to service users and other health care professionals.

4. Write reflectively applying accepted conventions for academic writing in terms of referencing and citation systems.

**INDICATIVE CONTENT**

Drawing together information from other modules undertaken in your previous and current years, in your third year as a student diagnostic radiographer you will focus on more complex examinations of skeletal and soft tissue radiography, including poly trauma, critical care radiography, forensic radiography, dental radiography, mammography (where appropriate) and CT head scans.

You will develop knowledge and skills in the theory and practice of intra-venous administration and the supply and administration of medicines.
You will have the opportunity to use a range of imaging equipment to safely produce optimal images. You will engage in the entire radiographic imaging process from justification of the request to providing a commentary on the image where appropriate.

You will be interacting with service users and other professionals to further develop your communication skills and practice service user/ patient centred care. This will also enable you to work in accordance with statements of conduct, performance and ethics from relevant professional and regulatory bodies.

Through reflective practice and feedback from supervising radiographers you will have the opportunity to develop your skills in reflection, recognition of your strengths and weaknesses and action planning for your development. These skills will be required thought your career to facilitate continuing professional development.

During this module you will develop your employability skills including leadership, management and mentorship.

**LEARNING, TEACHING AND ASSESSMENT - STRATEGY AND METHODS**

You will be supported in your learning, to achieve the above outcomes, in the following ways

Key note lectures will be used to support your clinical learning and introduce you to areas of advanced practice.

Role play and simulated activity will be a main focus for the academic delivery of this module. The imaging and theatre suite will allow you to learn in a safe environment with and from your peers and academic staff. This learning can then be applied in the clinical setting.

You will be allocated a particular clinical placement, where you will be supported by Clinical Liaison Officers (CLO). The CLOs and supervisors are involved in monitoring and prioritising areas for development in conjunction with you. You will work under supervision according to the Society of Radiographers guidelines. Visiting Lecturers (VL) will periodically visit you at your placement site to assist in your reflection on practice and action planning for development.

You will be supported on placement by a clinical placement handbook specifying the requirements of the module, the assessment tasks and induction requirements.

Resources will be available on Blackboard, the university virtual learning environment that will support your self-directed learning.

**ASSESSMENT STRATEGY**

Formative assessment will be undertaken in the simulated imaging suit which will entail practice and image interpretation skills. This will ensure that learning from all level 6 modules is integrated into practice. Verbal feedback will be received from peers and academic staff on your performance.

Whilst in the clinical environment supervising radiographers will formatively assess and provide verbal feedback on your clinical performance.

You will be required to keep and maintain a professional development portfolio which is in keeping with the HCPC standards for Continuing Professional Development.

**Summative Assessment**
Task 1
For task 1 you will be required to complete a clinical assessment folder of your performance over the year which will include the following:
The required number of clinical assessments for your level. Supervising radiographers will assess your clinical competence using an assessment tool based on the Northern Counties Clinical Assessment tool. At level 6 this will include 3 of the following areas
- Complex appendicular and axial skeletal radiography
- Complex plain radiography of soft tissue
- Radiography in theatre
- Mobile radiography
- CT Head scans
A log book of examinations completed over the year
Evidence of responding to feedback and action planning throughout the year
Certified evidence of attendance

pass/fail

Task 2
For the second assessment you will be expected to produce a professional portfolio of development in accordance with the HCPC standards for continuing professional development (CPD). This should clearly demonstrate how you meet the HCPC standards of conduct, performance and ethics.

<table>
<thead>
<tr>
<th>Task No.*</th>
<th>Short Description of Task</th>
<th>SI Code</th>
<th>Task Weighting %</th>
<th>Word Count or Exam Duration*</th>
<th>In-module retrieval available</th>
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<tbody>
<tr>
<td>1</td>
<td>Clinical assessment portfolio.</td>
<td>PR</td>
<td>pass/fail</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>CPD portfolio</td>
<td>CW</td>
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</table>

FEEDBACK
You will receive feedback on your performance in the following ways

You will receive continuous verbal feedback on practical sessions within the university setting. You will receive verbal and written feedback on your performance from supervising radiographers and formal written feedback via the Northern Counties Clinical Assessment Scheme. You are encouraged, with the assistance of Visiting Academic Lecturers, to comment on feedback received and action plan for your development.

You will receive feedback on the log book, presentation and your portfolio in accordance with current university assessment regulations, currently within 3 weeks.

LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)


SECTION 2 MODULE INFORMATION FOR STAFF ONLY

MODULE DELIVERY AND ASSESSMENT MANAGEMENT INFORMATION

MODULAR STATUS - INDICATE IF ANY CHANGES BEING MADE

<table>
<thead>
<tr>
<th>Description</th>
<th>Status</th>
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<tbody>
<tr>
<td>NEW MODULE</td>
<td>N</td>
</tr>
<tr>
<td>EXISTING MODULE - NO CHANGE</td>
<td>N</td>
</tr>
<tr>
<td>Title Change</td>
<td>N</td>
</tr>
<tr>
<td>Level Change</td>
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<tr>
<td>Credit Change</td>
<td>N</td>
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<tr>
<td>Assessment Pattern Change</td>
<td>N</td>
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<tr>
<td>Change to Delivery Pattern</td>
<td>N</td>
</tr>
<tr>
<td>Date the changes (or new module) will be implemented</td>
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MODULE DELIVERY PATTERN - Give details of the start and end dates for each module. If the course has more than one intake, for example, September and January, please give details of the module start and end dates for each intake.

<table>
<thead>
<tr>
<th>Course Intake</th>
<th>Module Begins</th>
<th>Module Ends</th>
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<tbody>
<tr>
<td>Course Intake 1</td>
<td>22/09/2014</td>
<td>07/07/2014</td>
</tr>
</tbody>
</table>

Is timetabled contact time required for this module? Y

Are any staff teaching on this module non-SHU employees? N

If yes, please give details of the employer institution(s) below

What proportion of the module is taught by these non-SHU staff, expressed as a percentage?

MODULE ASSESSMENT INFORMATION

Indicate how the module will be marked

- Overall PERCENTAGE Mark of 40% Y
- Overall PASS / FAIL Grade N

*Choose one only – module cannot include both percentage mark and pass/fail graded tasks

SUB-TASKS

Will any sub-tasks (activities) be used as part of the assessment strategy for this module? N

If sub-tasks / activities are to be used this must be approved within the Faculty prior to approval. Sub-task / activity marks will be recorded locally and extenuating circumstances, extensions, referrals and deferrals will not apply to sub-tasks / activities.

FINAL TASK

According to the Assessment Information shown in the Module Descriptor, which task will be the LAST TASK to be taken or handed-in? (Give task number as shown in the Assessment Information Grid in Section 1 of the Descriptor) Task No. 2

NON-STANDARD ASSESSMENT PATTERNS

MARK ‘X’ IN BOX IF MODULE ASSESSMENT PATTERN IS NON STANDARD, eg MODEL B, ALL TASKS MUST BE PASSED AT 40%.

NB: Non-standard assessment patterns are subject to faculty agreement and approval by Registry Services - see guidance. notes.

CHECKED

<table>
<thead>
<tr>
<th>Date</th>
<th>Reason</th>
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<tbody>
<tr>
<td>May 2014</td>
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