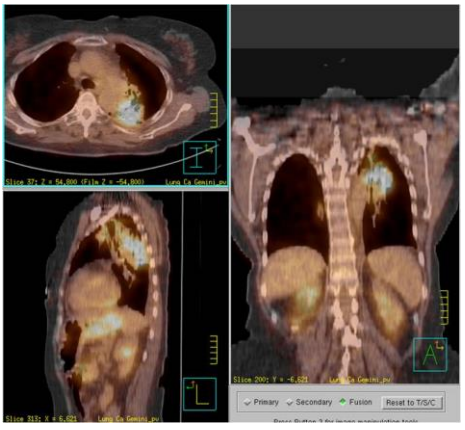
University of the West of England
BRISTOL

Faculty of Health & Applied Sciences

BSc (Hons) Radiotherapy and Oncology
BSc (Hons) Diagnostic Imaging
PROGRAMME HANDBOOK
2015 – 2016 Glenside Campus



Cohort 2015

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Hello, and welcome from the staff of the Radiotherapy and Oncology and Diagnostic Imaging undergraduate programmes.

Aim of the handbook

The handbook is designed to provide information relevant to the programme. The information in the handbook may also be provided in a number of other electronic or paper sources and this document provides links to the definitive data sources wherever possible.

Programme term dates.

Please be aware that the dates for the term dates for the programme for this year 2015-2016 are detailed on the year plan on page 30-31 of this handbook. These may differ from the overall UWE website as our programmes involve placements and these can occur during the seasonal holidays e.g. Easter.

Who are the staff?

We are a dedicated team within the Department of Allied Health Professions (AHP). You will meet the respective members of the Radiotherapy and Oncology and Diagnostic Imaging teams during induction week. The current programme managers are Andrea Maggs (RT), Sarah Zelley (RT) and Karen Dunmall (DI). Names and details of team members are listed on page 31.

Where are we situated?

The radiography lecturers' offices are situated in K block, on the Glenside site.

What can we do for you?

The team is happy to help you with queries you may have related to any aspect that might affect your studies. All lecturers on the team are module leaders and also act as academic personal tutors and dissertation supervisors. A list summarising all the modules appears on page 10-22. Your academic personal tutor will meet with you in the first few weeks of the course. For more about the academic personal tutor role see page 28.

Finally

These guidelines have been produced with the intention that they are read alongside the Faculty and University Student information which can be found at http://www1.uwe.ac.uk/students .

We hope you enjoy your time here with us at UWE!

From "the teams"

Communication with you

The main communication channel used by the University and the Faculty is the UWE student portal, myUWE. The myUWE link appears at the top of the University staff and student intranet home page alongside that of the library and gives you access to the portal, where much of the information relevant to you will appear, including important announcements. myUWE gives you access to a wide range of course information, including links to Blackboard for modules you are currently studying. Blackboard provides the main communication channel for module specific information and should be checked regularly for new content and announcements.

Also from myUWE you can access your UWE student email account, which you are expected to check regularly as this is the email address that the University will use to contact you. If you do not activate this account, or choose to automatically forward emails to a different email account, then the University will not be responsible if you miss important information such as details about classes, assessments, examinations, fees, registration etc.

Please see www.uwe.ac.uk/myuweguidance for further information on all aspects of your myUWE portal.

Course Philosophy

As professional healthcare workers, Radiographers are committed to the development of working and learning environments which are free from unlawful discrimination, in accordance with the Health Care Professions Councils' Standards of Conduct, Performance and Ethics
http://www.hpc-uk.org/aboutregistration/standards/standardsofconductperformanceandethics/

2.1 Principles: The radiography staff at UWE are committed to provide a challenging and distinctive programme which successfully combines academic achievement with the development of the highest standards of clinical care.

The programmes aims are to produce practitioners who can, with sensitivity, assess the needs of service users and respond appropriately; it also produces practitioners who are capable of analysing and evaluating their own practice in terms of established scientific theory and current, evidence based research. Graduates should also be able to contribute to the professional knowledge base, improve professional practice and ultimately enhance the quality of the service user's experience.

To achieve this, practitioners need to be competent in a number of skill areas and the course is structured to provide and monitor opportunities for acquiring these competencies in all of the following:

- **Communication**. Radiographers must be able to communicate effectively with service users and other healthcare professionals.
- **Evaluation and response to service user's needs**. Radiographers must be able to utilise role specific technical skills and knowledge to implement all facets of the proposed examination/treatment safely and accurately.
- **Management skills**. Radiographers must be able to effectively manage human and other resources in order to respond to the needs of the service and service user.
- **Professional Growth**. Radiographers must accept responsibility for their own practice and for actively maintaining and developing their personal and professional development.

2.2 Course Aims: The programmes aim to enable students to:

- Fulfil the requirements to be eligible for registration with the Health and Care Professions Council and membership of the Society and College of Radiographers (SCoR) with the protected title of Therapeutic Radiographer.
- Be self-aware, self-directed and sensitive to the needs of others. Be effective in self-management approaches and develop leadership potential
- Develop safe and effective graduate practitioners who undertake a reflective and evaluative approach to their professional practice
- Appreciate the broader context of health and social care activities and develop key interpersonal and professional skills to function effectively within the healthcare environment.
- Develop and promote a value base in practice that respects culture, equality and diversity

- Understand and implement research-based and evidence-based practice to the field/scope of practice
- Proactively engage students in the process of lifelong learning and continuing professional development (CPD)

2.3 Learning Outcomes

Learning Outcomes:

A) Knowledge and Understanding:

- The standards of conduct, performance and ethics expected of HCPC registrants and members of the Society and College of Radiographers, including legislation which governs the delivery of ionising and non-ionising radiations.
- The theoretical, practical and professional frameworks which underpin radiotherapy and oncology / diagnostic imaging practice within a variety of inter-professional and multicultural contexts. These include health and social policies, relevant legislation and protocols.
- The theoretical basis that underpins the delivery of safe, ethical and effective diagnostic imaging / radiotherapy services.
- The implications of research evidence for professional practice in Radiography / Radiotherapy.

(B) Intellectual Skills:

- Be able to integrate theory with practice using critical analysis, evaluation, reasoning and problem solving skills to enhance practice
- The ability to debate and apply the legal and ethical issues, which underpins radiotherapy / radiography practice
- Promote equality to all individuals by adopting an ethical framework for practice, which respects the rights, beliefs and identity of others.

(C) Subject/Professional/Practical Skills:

- Promote the optimisation of health and well-being through education, advice and empowerment within the scope of radiotherapy / radiography practice.
- Adopt a holistic approach to the delivery of radiotherapy / diagnostic imaging, which is responsive to the needs of the individual and service.
- Utilise radiotherapy / diagnostic imaging equipment appropriately and effectively in accordance with clinical governance.
- Work safely, competently and autonomously within their scope of practice to maintain a safe working environment.
- Assess the needs of the service user and provide care with respect and dignity.

(D) Transferable skills and other attributes:

- Communicate effectively with service users, healthcare professionals and inter-agency groups.
- Demonstrate effective personal management skills, including IT skills, time management, prioritisation of workload and ability to self-evaluate/reflect.
- Take responsibility for continuing personal and professional development.
- Be flexible and adaptable to change and develop leadership abilities.
- Demonstrate reflective practice

2.4.1 Students' Rights. Staff recognise the rights of the individual. We operate under, and are committed to, a policy of equality and seek to promote the acquisition and retention of good health.

In support of the above, we believe students have the right to:

- say "I don't understand"
- question and receive an informed answer
- question and input into educational methods and curriculum content and design
- practice safely under supervision
- decline responsibility for situations outside their sphere of practice of competence
- bring to the attention of the appropriate authority any act of bullying, harassment, patient abuse or poor standard of care
- be treated as a responsible adult
- express their feelings, opinions and beliefs
- privacy in respect of their personal lives
- state their individual needs, independent of their role as a student

2.4.2 Student responsibilities. Given the principles outlined in 2.4.1 above, we expect students to:

- display a proactive attitude towards learning throughout the course
- take responsibility for their own learning
- contribute to the course/module evaluation process
- conduct themselves with due regard to the feelings of others
- give full attendance due to the professional nature of the course
- act in such a manner as to uphold and enhance the good standing and reputation of the profession
- Sign the practical session consent and academic registers at appropriate times (Appendix A)
- Sign the Good character and health declaration on an annual basis (Appendix B)
- Complete the Disclosure and Barring Service (DBS) form and complete a self declaration on an annual basis. (link in Appendix B)

2.4.3 The Clinical learning environment

2.4.3.1 Students' responsibilities. In addition to the responsibilities outlined in 2.4.2 above, students should:

- be sensitive at all times to the welfare and needs of service users.
- contribute to the placement evaluation process
- give full attendance in accordance with the Society and College of Radiographers guidelines and code of conduct.
- familiarise themselves with, and adhere to, the relevant legislation and local protocols that relate to working in the clinical environment including:

  The Health and Safety at Work Etc. Act 1974
  The Ionising Radiations Regulations 1999

The Ionising Radiations (Medical Exposure) Regulations 2000
Local rules.
Manual Handling Operations Regulations 1992
Data Protection Act 1998, 2003
Reporting of Injuries Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR)
The Personal Protective Equipment at Work Regulations 1992
Control of Substances Hazardous to Health Regulations 1994 (COSHH)

- respect the confidential nature of information gained through interaction with patients, peers and others.

2.4.3.2 Students' Rights. Students are entitled to:

- fair and equitable treatment at all times
- regular feedback – on the basis of regular meetings with the clinical link lecturer, practice educators in each placement area and through clinical documentation.
- opportunity to practice for and to undertake clinical assessments with suitably trained and experienced staff
- access to library and study facilities – to include wherever possible, use of internet.
- study leave equivalent to one half day per week during clinical placement (not applicable during BH weeks). This will be taken at a mutually convenient time by arrangement with the responsible supervising radiographer or head of department.

2.4.4 Attendance.

Students are expected to give full attendance at academic and clinical placement sessions. Students should notify the relevant module leader if absent from an academic session. Attendance registers will be taken and used to inform your academic standing. The Society and College of Radiographers recommend a minimum attendance level in order to demonstrate professional behaviour and academic competence.
Absence from clinical practice should be notified to the placement area and practice learning unit. **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**.

You are asked to pay particular attention to assessment dates and ensure you check with your academic team if you are unsure when assessments are due. Students are expected to be available during these periods and absence from scheduled assessments may have a significant impact on your studies. Please take care to avoid these dates when planning any holidays.

3. Course Structure

3.1.1 Overview. As students, you are expected to become accountable professional members of healthcare teams. In order to fulfil this expectation, the course has been designed to integrate theory and practice very closely and has been carefully planned to ensure a progressive development of knowledge, skills and competencies required for professional practice.

The course is spread over three academic years with some extension into what are normally considered vacation periods. This enables students to acquire the necessary clinical experience. Each clinical placement lasts for 14 weeks.

	Autumn semester (Mid September – Mid December)	**Spring semester** (Early January – Late March)	**Summer semester** (Mid April to Mid June)
Year 1	Academic	Academic	Clinical (Finishes late July)
Year 2	Academic	Clinical (Finishes Early April)	Academic
Year 3	Academic/Clinical (starts early September)	Academic	Academic/clinical

3.1.2 Annual Leave: This is in accordance with the traditional university's pattern although there will be deviation from this to accommodate the clinical placements.

3.1.3 Working Hours. The academic working day commences at 09:00 and finishes at 18:00. Wednesday afternoons are allocated for study/recreation.
During **clinical placement**, students will usually work a 37.5 hour week in accordance with local working policies. There is equivalent of one half day study time allocated per week (**not applicable during Bank holiday weeks**).

3.2.1 Academic Curriculum. The academic content of the course has been divided into units referred to as modules. A team of lecturers work together to plan and deliver the module. These teams are led by the module leader who has overall responsibility for the planning, implementation and assessment of the module. At the commencement of each module, a module handbook will be made available giving details of the learning outcomes, the assessments and a reading strategy. A number of modules are common to both disciplines, however approximately half are specific to the skills required by either diagnostic or therapy radiographers. These are designated uniprofessional or profession specific modules. Within each year, there is also a profession specific practice module.

3.2.2 Module Sequence. The order the modules are delivered in is led by the needs of clinical practice. A summary of the modules is given below:

First Year

Module - Diagnostic and Radiotherapy programmes	Credits	Module Leader
Radiation Physics **UZYSXS-15-1** (Standard Module.)	15	Fiona Chamberlain

Syllabus Outline

Physical principles:

Concept of energy and electromagnetic radiation

Ionising and non-ionising radiations in the environment

Interaction of ionising radiation with matter

Inverse square law; half value-thickness

Biological effects of ionising radiation

Radiation protection: principles and regulations; diagnostic or radiotherapy

Detection and measurement of ionising radiation

Radioactivity; decay process; half-life

Radiographic equipment:

Imaging principles including DR/CR

Rotating anode x-ray tube

x-ray geometry

Image intensifier

Static diagnostic imaging equipment or radiotherapy megavoltage equipment (including on board imaging tools)

Module- Diagnostic and Radiotherapy programmes	Credits	Module Leader
Anatomy and Physiology for Radiographers **UZYSXH-15-1** (Standard Module)	15	Andrea Maggs

Syllabus Outline

Introduction
Regions of the body and surface anatomy, definition of terms and language, overview of the organs and systems of the body. How to study the module, guidelines on note taking and student centred learning.

Cells and Tissues

Regional/planar Anatomy

Locomotor System

Introduction to the skeleton

Transport and Defence

Cardiovascular and respiratory system, lymphatic system

Control Systems

Endocrine and nervous system

Digestive System

Urinary System

Reproductive Systems

Module- Diagnostic and Radiotherapy programmes	**Credits**	**Module Leader**
Applied Sciences for Radiographers **UZYSXJ-15-1** (Standard Module)	15	Fiona Chamberlain / Angie Bambery

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,

Module- Radiotherapy and Oncology programme only	**Credits**	**Module Leader**
Introduction to Radiotherapy and Oncology **UZYS1V-30-1** (Standard Module)	30	Sarah Zelley / Simon Bowers

Syllabus Outline

Study skills
How to retrieve information, using sources of evidence effectively
Principles of Oncology
Epidemiology and aetiology of cancers. Characteristics of tumours, classification of malignant tumours, staging and grading. The biological basis of cancer formation, routes of spread.
Pre-treatment work up
Role of clinical investigations in diagnosis. Basic imaging principles, the role of imaging (including cross sectional imaging) in diagnosis, radiotherapy planning and treatment monitoring. Introduction to radiotherapy treatment planning tools and protocols.
Aim of cancer management tools
Radiotherapy modalities and overview of radiotherapy equipment, concept of radical, palliative, prophylactic and adjuvant treatments. Overview of the role of surgery, chemotherapy and hormone therapy. Basic principles of pharmacology and the role of pharmaceuticals in managing radiotherapy side effects.
Radiotherapy procedures
Oncological principles related to anatomical sites for common cancers. Treatment models for radical and palliative applications in cancer sites commonly treated with external beam radiotherapy.
Radiobiology
Principles of radiobiology and fractionation, concept of tolerance doses.
External beam dosimetry
Isodose charts, applied dose, mid-plane dose, multifield techniques, electrons, methods of beam modification, immobilisation devices.

Module- Radiotherapy and Oncology programme only	**Credits**	**Module Leader**
Preparation for Radiotherapy Practice **UZYS1W-15-1** (Standard Module)	15	Andrea Maggs

Syllabus Outline
Communication skills and Interprofessional working
Importance of appropriate communication skills, impact of a cancer diagnosis for patient, family and friends, including the needs of the child. The service user experience. Overview of how cancer services are organised and delivered in a multicultural society; the multidisciplinary nature of cancer care. The role of the radiographer within the healthcare team, interprofessional relationships.
Radiation protection; Professional responsibilities of the radiotherapy radiographer in relation to current ionising radiation regulations
Professional behaviour
Professional code of conduct, ethical and legal responsibilities; data protection.
Applied skills for radiotherapy practice
Principles of radiotherapy treatment calculations; image interpretation for localisation and verification; practical skills for radiotherapy equipment within the virtual environment. Patient care principles include support strategies.

Module- Radiotherapy and Oncology programme only	Credits	Module Leader
Radiotherapy Professional Practice 1 **UZYSYG-30-1** (Practice Module)	30	Sarah Zelley

Syllabus outline

Treatment intent in relation to Radiotherapy Practice

Radiotherapy treatment models and applications

Multimodality approaches to cancer treatment

Pre-treatment work up

Radiobiology

The radiotherapy radiographer and interprofessional working

Communication skills

Professional and personal development

Patient care

Radiation protection

Health and Safety in the workplace

Code of Conduct and Ethics

Module- Diagnostic imaging programme only	Credits	Module Leader
Foundations of Radiographic Imaging **UZYS1M-30-1** (Standard Module.)	30	Ben Whistance

Syllabus Outline

Professional Skills

Theoretical principles of radiographic techniques and protocols including the qualitative assessment of the resultant images for the:-
Axial and appendicular skeleton,
Thoracic and abdominal cavities,
Respiratory and cardiovascular systems.
Patient preparation and care.
Basic image interpretation

Radiation Protection

Practical methods of dose measurements
Dose reduction and applied radiation protection
Pregnancy checks

Radiographic Imaging

Theoretical principles of the imaging process and methods of production
Image manipulation, viewing, storage and transfer.

Departmental Routine

Overview of the main working areas of a diagnostic imaging department including general radiographic imaging equipment.

Module- Diagnostic imaging programme only	Credits	Module Leader
Care of the Patient in Clinical Imaging **UZYS1L-15-1** (Standard Module)	15	Donna Dimond

Syllabus Outline

Patient Management
To include an understanding of patient presentation, radiographic examinations that may be required and an understanding of specific patient needs and care;
Respiratory disorders
Circulatory disorders
Trauma/injury
Neurological problems
Clinical skills
Infection control,
Management of body fluids
Stoma management
O2 management
Patient observations/management
Recognising the deteriorating patient and when to intervene
Record keeping
Personal Development
Communication and listening skills relevant to effective clinical practice.
Awareness of patient needs and rights as an individual to include: Informed consent, Equality rights and diversity, Human dignity/privacy, Patient psychology
Recognise professional responsibilities with respect to children and vulnerable adults
Managing violence and aggression

Module- Diagnostic imaging programme only	Credits	Module Leader
Diagnostic Imaging Clinical Practice 1 **UZYSXK-30-1** (Practice Module.)	30	Angela Bailey

Syllabus Outline

Practical application of Professional Skills
Radiographic technique and protocols including the qualitative assessment of the resulting radiographic appearances for:
Axial and appendicular skeleton;
Thoracic and abdominal cavities;
Respiratory and cardiovascular systems;
Patient preparation and care prior to, during and after specific imaging procedures;
Management of electronic and non-electronic patient data
Radiation Protection
Practical methods of dose measurements, dose reduction and the radiation dose received from specific examinations.
Applied radiation protection to incorporate; Core of knowledge, Schemes of work and local rules.
Health & Safety at Work Act (1974), to include current legislation and professional codes of conduct, basic life skills and manual handling.
Practical application of Radiographic Imaging processes
The imaging process and methods of producing, manipulation and viewing images in analogue and digital formats.
Storage and transferral of images.

Departmental routine
Overview of the main areas in a diagnostic department.
Clinical placement practice in General radiography, Accident and Emergency, Fluoroscopy,
Experiential learning of the process for the management and care of patients in a radiography department
Imaging of a diverse patient group with a range of non-complex needs

Second Year

Module- Diagnostic and Radiotherapy programmes	Credits	Module Leader
Service Improvement - a collaborative approach **UZYSNA-15-2** (Project Module.)	15	Ian Fletcher

Syllabus outline

Service Improvement
Evidence base for the relationship between effective collaboration and provision of quality services
Introduction to service improvement frameworks
Introduction to situation analysis frameworks
The Context of Interprofessional and Inter-agency Collaboration
The purpose of interprofessional and inter-agency collaboration
The scope and range of policy (international, national, local)
Professional identity and socialisation, issues of power and responsibility
Issues relating to equal opportunities / anti-oppressive practice
Patient and public (service user and carer) perspectives on service provision
Ethico-legal context of collaborative care (duty of care / duty of candour)
Organisation within Interprofessional / Inter-agency Collaboration
Communication processes within teams – barriers and facilitators
Consideration of location, organisation and dynamics of teams
Partnership / inter-agency involvement for effective team work
Changing landscape of collaborative care (cross professional / cross organisation/ cross geographical boundaries)

Module- Diagnostic and Radiotherapy programmes	Credits	Module Leader
Research Principles for Radiography **UZYSWX-15-2** (Project module.)	15	Karen Dunmall

Syllabus Outline

Accessing research literature:

Use of databases and other sources

Understanding research design:

Qualitative and quantitative methodologies

Critically evaluating research and its potential for informing practice

Ethical issues in research

Analysis of qualitative and quantitative data

Module- Diagnostic and Radiotherapy programmes	**Credits**	**Module Leader**
Professional issues in Radiography **UZYSXT-15-2** (Project Module)	15	Julie Woodley

Syllabus Outline

Ethical and legal issues to include Informed consent, capacity, confidentiality, justice, fairness and resource allocation,

Promoting professional healthcare practice

Meeting the needs of vulnerable groups including safeguarding

Impact of policy on the delivery of quality care including clinical governance.

Module Radiotherapy and Oncology programme only	**Credits**	**Module Leader**
Intermediate Radiotherapy and Oncology Studies **UZYSYL-30-2** (Standard Module)	30	Robin Jhagra

Syllabus Outline

Treatment Management and patient care

Oncological management of cancers that may require complex treatment strategies

Pharmacology, cytotoxic chemotherapy and hormone therapy, applications in practice and current regimes. Combination treatment rationales and schedules.

Potential side effects of treatment and strategies for patient care, including assessment protocols, the role of specialist cancer services. The role of the radiographer within the healthcare team. Interprofessional relationships, communication and team working, extended roles.

Professional boundaries and accountability, patient perspectives.

Communication strategies and their application to practice including, recognising the vulnerable patient, utilisation of verbal and non-verbal communication skills, information giving and receiving. Exploration of appropriate settings to undertake communication activities.

Radiotherapy Technique

Equipment design, function and role in localisation and verification techniques.

Design features of new equipment and technologies.

Role of imaging modalities and imaging protocols throughout pre-treatment and treatment process.

Multifield isocentric techniques

Principles, techniques, clinical applications and dosimetry of brachytherapy

Electron and superficial treatment strategies.

IMRT and IGRT

Quality control principles

Treatment room design and radiation protection to include radiographer responsibility (IRMeR)

Patient immobilisation and consideration of tumour mobility to include patient preparation strategies and protocols.

Error management and quality assurance systems in radiotherapy.

Service improvement and implementation of new treatment techniques

Proton therapy

Implementation of new treatment techniques and protocols.

Module Radiotherapy and Oncology programme only	**Credits**	**Module Leader**
Radiotherapy Planning and Dosimetry **UZYS1X-15-2** (Project Module)	15	Angie Bambury
Syllabus Outline Application of physics interactions, beam modification and dosimetry in the oncology setting Application of tumour site-specific knowledge to treatment planning and application. For example forward and inverse planning and considerations for patient immobilisation and tumour mobility Applied cross sectional imaging, integrating knowledge of patient immobilisation and organ/volume movement to optimise plan for organs at risk, tolerance doses and evaluate these factors with regard to treatment side effects. Radiotherapy treatment planning and protocols to include ICRU guidance General introduction to biological modelling, fractionation and volume effects. Introduction to statistical techniques of biological model data Beam modelling for radiotherapy treatment planning, to include convolution/pencil beam and Monte Carlo approaches. Error management and quality assurance systems in radiotherapy treatment planning Preparation of plan for treatment delivery' within the multidisciplinary team. Consideration of paper light and paperless environments		

Module- Radiotherapy and Oncology programme only	**Credits**	**Module Leader**
Radiotherapy Professional Practice 2 **UZYSYK-30-2** (Professional practice)	30	Robin Jhagra
Multimodality treatment strategies in relation to radiotherapy practice Pre-treatment work up Verification procedures including treatment imaging Application of external beam dosimetry Radiobiological principles- application to practice The radiotherapy radiographer as part of the wider healthcare team Communication skills Professional and personal development Management of diverse patient groups Radiation protection Health and Safety and quality assurance in the workplace Professional Code of Conduct and Ethics		

Module- Diagnostic imaging programme only	Credits	Module Leader
Intermediate Diagnostic Imaging Theory **UZYS1P-30-2** (Standard Module)	30	Simon Messer

Syllabus Outline

Anatomy, disease and clinical applications
Imaging modalities and equipment used in the demonstration of anatomy, Physiology and common pathologies within the context of patient care pathways.
Specialist Imaging areas
Emergency department
Mammography
Interventional procedures
Operating theatre and mobile radiography
Patient types
Multicultural and diversity management of people attending diagnostic imaging.
Pharmacology
Contrast media and drug reactions
Pharmaco-dynamics and Pharmaco-kinetics
Radiobiology
Effects of radiation on cells
Risk versus benefit of imaging modalities
Health and safety issues
Radiation protection
Legal and ethical frameworks

Module- Diagnostic imaging programme only	Credits	Module Leader
Science and Instrumentation in Diagnostic Imaging **UZYS1N-15-2** (Standard Module)	15	Fiona Chamberlain

Syllabus Outline

Practical radiation applications:
Sources of Radiation Industrial and medical uses of radiation
Radiation dosimetry, dosimeters, and detectors
Digital Imaging:
Computerised Radiography and Digital Radiography systems
Post-processing of digital images
Digital Imaging and Communication in Medicine (DICOM)
Patient Archiving and Communication Systems (PACS) and networking topologies
Teleradiography
Data security
Radiographic equipment:
A range of imaging equipment used for imaging patients for non-complex and specialist examinations e.g. accident and emergency; mammography; neuroradiography; interventional procedures; operating theatre and mobile radiography; patients with special needs (children, elderly, pregnancy, physically challenged)
Application of Radiographic Equipment:
Evaluate the technical performance and the "fitness for role" of radiographic equipment, and alternative imaging modality/ies (e.g. ultrasound, nuclear medicine and PET, CT, MRI, digital radiography)
Quality and safety issues:
quality assurance testing, safety devices, automatic exposure devices
Health and safety issues:
e.g. radiation protection, Infection control, manual handling

Module- Diagnostic imaging programme only	Credits	Module Leader
Diagnostic Imaging Clinical Practice 2 **UZYSXL-30-2** (Practice module Module)	30	Simon King

Syllabus Outline

Practical application of Professional Skills
Adapted Radiographic technique and protocols including the imaging and qualitative assessment of the resulting radiographic appearances for complex and non-complex patients procedures.
Patient preparation and care prior to, during and after specific imaging procedures;
Radiation Protection
Practical methods of dose measurements, dose reduction and the radiation dose received from specific examinations.
Applied radiation protection to incorporate; Core knowledge, Schemes of work and local rules.
Health & Safety at Work Act (1974), to include current legislation and professional codes of conduct, basic life skills and manual handling.
Practical application of Radiographic Imaging processes
The imaging process and methods of producing, manipulation and viewing images in analogue and digital formats.
Storage and transferral of images.
Management of electronic and non-electronic patient data
Departmental routine
Overview of the main areas in a diagnostic department.
Clinical placement practice in General radiography, Accident and Emergency, Fluoroscopy, theatre and mobiles, imaging modalities and specialist procedures including mammography.
Experiential learning of the process for the management and care of patients in a radiography department
Imaging of a diverse patient group with a range of complex needs using a range of imaging modalities.

Third Year

Module- Diagnostic and Radiotherapy programmes	Credits	Module Leader
Research Project for Radiography **UZYSXU-30-3** (Project Module – Diagnostic and Radiotherapy)	30	Dr Julie Woodley

Syllabus Outline:

Current developments in research governance policy related to professional practice to include:

Evidence-based practice

Formulation of questions, hypotheses or aims

Research approaches

Qualitative and quantitative approaches

Methodological issues

Research planning, reliability, validity, authenticity, rigour

Ethical issues in research

Gaining ethical approval , Informed consent , Data protection

Critical appraisal of literature

Searching and evaluating literature

Data collection

Liaison and timetabling, Pilot studies, Procedural issues, e.g. inclusion/exclusion criteria, calibrating instruments

Interpretation of findings

Analysis of qualitative research, Statistical analysis, including descriptive and inferential statistics

Dissemination of research outcomes
Writing a project

Module Radiotherapy and Oncology programme only	Credits	Module Leader
Progressive Radiotherapy and Oncology Studies **UZYSYN-30-3** (Standard Module)	30	Janette Chianese

Syllabus Outline

Evaluating current and innovative radiotherapy techniques, e.g proton therapy; the need for future-proofing cancer services.
Minimising radiation morbidity, survivorship: Strategies for improving accuracy and delivery of radiotherapy.
Ethical and legal responsibilities of a radiotherapy radiographer, importance of compassionate care; whistle blowing and clinical governance
Evaluation of relevant clinical trials and protocols. The role of research in advancing practice.
Management of diverse patient groups/ service users who require specialised or emergency care, e.g. paediatrics and metastatic spinal cord compression cases.
Developing patient assessment skills: co-morbidities, relevant pharmacology for cancer care; decision- making and leadership skills.
Role of supportive therapy for patients with cancer, including complementary therapies
Role of therapeutic radiogaphers in the context of a multidisciplinary team approach to the holistic care of patients with cancer
Reflecting on professional self-development and own perceived future development needs.
Moving towards continuous professional development. Role extensions, advanced practice and consultancy

Module Radiotherapy and Oncology programme only	Credits	Module Leader
Communication skills in Cancer and Palliative Care **UZYSYV-15-3** (Project Module)	15	Nicky Studzinski (St Peter's hospice)

Syllabus Outline

Ethical and Professional Issues
Support/supervision
Boundary setting inc consent and confidentiality
Models for reflection and critical incident analysis
Psychological/Social/Spiritual
Psychosocial responses to acute and chronic illness including a cultural perspective
Frameworks of loss, transition and grief
Models of grief theory and bereavement care
Use of narrative and metaphor
Communication
Information needs of people with cancer and their carers
Overview of major theories of communication
Approaches to specific emotions including anger/depression/sadness
Coping styles - patients and carers
Barriers to listening
Practical skills - active listening, reflecting, paraphrasing, summarising
Frameworks for managing bad news and collusion
Multi-professional working
Communication skills within the context of multidisciplinary and inter-professional working.

Module Radiotherapy and Oncology programme only	Credits	Module Leader
Radiotherapy Imaging in Practice **UZYSYM-15-3** (Project Module)	15	Claire Bennett

Syllabus Outline

Principles of radiotherapy imaging to include: verification methods and, computer systems (hard and software), Image preparation and matching, correction strategies
Nature of the imaging inter-professional team working to include the roles of the: Oncologist, Physicist, Radiographer, manufacturers and Radiation Protection Supervisor. Configuration and commissioning of imaging systems
Technological developments to include: the role of research and audit
Cross sectional imaging and anatomy

Module Radiotherapy and Oncology programme only	Credits	Module Leader
Radiotherapy Professional Practice 3 **UZYSYM-15-3** (Practice Module)	30	Jan Chianese

Syllabus Outline

Multimodality treatment strategies and future technological advances in relation to radiotherapy practice
Pre-treatment work up
Verification procedures including treatment imaging and interpretation
Application of external beam dosimetry
Radiobiological principles- analysis and application to practice
The advanced role of the therapeutic radiographer as part of the wider healthcare team including leadership and management strategies.
Communication strategies and effective assessment skills in relation to service users and their potential complex needs.
Professional and personal development, including peer support mechanisms.
Radiation protection and key professional and government policies including, Health and Safety and quality assurance in the workplace, Code of Conduct and Ethics, Standards of Proficiency.

Module- Diagnostic imaging programme only	Credits	Module Leader
Advanced Imaging Studies **UZYSXG-15-3** (Project Module)	15	Janice St-John Matthews

Syllabus Outline:

Imaging equipment and practice

Design and function of diagnostic imaging equipment and accessories and their application to practice.
The design specifications, function and fitness for role of the modern imaging modalities and their application in practice.

Anatomy, disease and clinical applications in radiography

Promote a broad understanding of cranial and body cross-sectional anatomy
Common clinical applications/pathologies,
Patient care and radiographic procedures that involve the use of contrast media and pharmacological agents
Evaluate the efficacy of these procedures alongside alternative examinations utilising other imaging modalities

Module- Diagnostic imaging programme only	Credits	Module Leader
Principles of Radiographic Interpretation and Patient Assessment **UZYSXQ-30-3** (Standard module)	30	Donna Dimond

Syllabus Outline

Principles of radiographic image interpretation

Impact of disease processes and trauma on radiological appearances.
Critical image evaluation of frequent conventional general radiological examinations, relevant terminology and abbreviations for adult and paediatric patients
Pattern recognition including normal and abnormal image appearances of axial and appendicular images,

Current and future developments

Clinical decision making processes and image interpretation criteria framework and associated impact upon patient management.

Practitioner autonomy:

Legal and ethical responsibilities of practitioners, issues related to self-registration and professional indemnity, competence, negligence, clinical governance, clinical supervision, risk management, record and document keeping, quality control of general x-ray equipment

Reflection:

Reflection and utilisation of reflective skills within modern clinical practice, implementation of reflective models.

Technology and management of information:

Impact of modern technology infrastructures upon working practice in relation to patient examination and treatment

Module- Diagnostic imaging programme only	Credits	Module Leader
Professional Development and Employability **UZYSXR-15-3** (Standard module)	15	Rob Stewart

Syllabus Outline

Management and leadership

Changing landscape of service provision and current drivers
Clinical Governance & Audit

Radiographer role

Existing role and role extension
Continuing professional development.
Preparing for employment
Reflective practitioner
Participation in training, supervision, and mentoring

Interprofessional and team working

Reflection on personal and professional development.

The importance of the role of the radiographer in IP collaboration and team working. **Careers** Information provision on the areas below, and the opportunity for individuals to identify future actions required for following their chosen career path. NHS posts - permanent/fixed term, rotations, bank/agency, assistant posts. Education/Research Private Practice Forces Working abroad **Presentation of information** Electronic presentation skills. Communication skills

Module- Diagnostic imaging programme only	Credits	Module Leader
Diagnostic Imaging Clinical Practice 3 **UZYSXM-30-3** (Practice module)	30	Angela Bailey
Syllabus Outline **Practical application of Professional Skills** Adapted Radiographic technique and protocols including the imaging and qualitative assessment of the resulting radiographic appearances for complex and non-complex patients procedures. Patient preparation and care prior to, during and after specific imaging procedures; The management and leadership of sessions/ individual complex cases of patient examinations in a variety of environments eg accident and emergency, CT, theatre sessions. **Radiation Protection** Practical methods of dose measurements, dose reduction and the radiation dose received from specific examinations. Applied radiation protection to incorporate; Core knowledge, Schemes of work and local rules. Health & Safety at Work Act (1974), to include current legislation and professional codes of conduct, basic life skills and manual handling. **Practical application of Radiographic Imaging processes** The imaging process and methods of producing, manipulation and viewing images in analogue and digital formats. Storage and transferral of images. Management of electronic and non-electronic patient data **Departmental routine** Overview of the main areas in a diagnostic department. Clinical placement practice in General radiography, Accident and Emergency, Fluoroscopy, theatre and mobiles, imaging modalities. Experiential learning of the process for the management and care of patients in a radiography department Imaging of a diverse patient group with a range of complex needs using a range of imaging modalities.		

3.3 Teaching Methods. *It is **your** responsibility to organise your own learning*. The key to success is to achieve a balance between the social and academic aspects of the course.

Modules vary in their teaching and learning methods and some have a higher proportion of lectures than others. Lectures are supplemented by the use of self directed learning centred on the medium of on line/blended learning, student-led seminars and group workshops.

As the course progresses, your analytical skills will develop and you will move towards independence in your learning. This is recognised and indeed encouraged by the changing emphasis of the teaching methods, which moves from a high proportion of lectures in the first year to a much greater proportion of on line/blended learning, student led seminars and workshop sessions in the second and third year.

3.3.1 Clinical skills training

Radiotherapy and Oncology -A significant proportion of your learning will be undertaken utilising VERT and the radiotherapy planning suite; where you will have the opportunity to gain hands on practical experience of using radiotherapy treatment and planning equipment in a simulated environment. The systems have been risk assessed to ensure they meet relevant health and safety standards. Other practical skills training may involve some degree of student involvement simulating clinical situations. The sessions are supervised by a member of staff or PALS leader to ensure a controlled and safe environment that complies with health and safety standards. The exact nature of the practice task(s) will be explained in detail by the supervisor at the beginning of the session.
Participation in any practical sessions requiring role play as a "patient" is voluntary (you will be asked to sign a consent form to participate) and students may withhold their consent to undertake this role. A copy of the consent form is in Appendix A on page 32 of this handbook.

Diagnostic imaging- A significant proportion of your learning, particularly in the first year, will take place in the practical room. During the practical sessions, students are encouraged to practice radiography positioning skills on each other. The sessions are supervised by a member of staff to ensure a controlled and safe environment that complies with current ionising radiations legislation and Health and Safety standards. The exact nature of the practice task(s) will be explained in detail by the supervisor at the beginning of the session and you will be asked to sign a consent form to confirm you are willing to act as a “patient”. No revealing levels of undress or changing into hospital gowns will be required for this participation.

Participation in the sessions indicated above as a "patient" is voluntary (you will be asked to sign a consent form to participate) and students may withhold their consent to undertake this role. A copy of the consent form is in Appendix A on page 32 of this handbook.

3.4.1 Clinical curriculum. The clinical component of the course consists of three fourteen week placements. During the course of your training, you will rotate between at least two departments to allow you to gain a very wide range of clinical experience. During your placement experience you will be given opportunity to reflect on your practice (minimum equivalent of one ½ day per week).

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. **Failure to attend for less than the mandatory requirement for each clinical placement (regardless of reason) will result in the student requiring remedial placement which may affect progression.**

3.4.2 Clinical Skills Mandatory Training

Prior to each clinical placement it is a requirement of the Faculty of Health and Life Sciences that all students undertake training in Manual Handling (Moving and Handling) of patients and loads, and Basic Life Support (Cardiopulmonary Resuscitation). **This training is to help minimise risk to you, colleagues and service users in your care, and as such is regarded by the Faculty as mandatory.**
You will be notified of the times allocated to you for training.

Students failing to undertake this training will not be permitted to attend placement which will obviously affect your ability to progress on your programme.

Factors such as holidays or other avoidable commitments are not regarded as adequate reasons for missing clinical skills training. The periods during which training occurs is clearly identified in the Year Plan on page 30-31 of this handbook.

Prior to training sessions you are required to complete the online learning tool to prepare you for the practical sessions. You are also required to complete the online assessment associated with the learning tool and bring a copy of your successfully completed test to the practical session.

Suitable footwear must be worn to the Manual Handling practical sessions such as would be worn in the clinical environment. Open-toed sandals, flip-flops, canvas slip-on shoes and the like are not acceptable and you will not be permitted to undertake the practical session.

The co-ordinator for these sessions is the module leader of the associated professional practice module (please see pages 10-22) and enquiries may be directed to that person via e-mail.

3.4.3 Occupational health

All students will undertake mandatory Occupational Health assessments at the start of the programme. Students are also required to comply with the inoculation programme prior to undertaking clinical placement. The service is provided by NHS Plus contact number - 0117 3423400.

3.4.4 Clinical placements. The following centres are used for clinical placement:

	Hospital	**Link Lecturer**
Radiotherapy and Oncology	**Bristol Haematology & Oncology Centre**	Jan Chianese
	Royal United Hospital, Bath	Angie Bambery
	Royal Devon & Exeter Oncology Centre	Mandy Tuckey / Simon Bowers
	Plymouth Oncology Centre	Andrea Maggs
	Truro Hospital,	Sarah Zelley

	Poole Hospital	Claire West
	Cheltenham General Hospital	Claire Bennett
	Torbay	Robin Jhagra
	Taunton	Georgia Welsh

	Hospital		**Link Lecturer**
Diagnostic Imaging	**North Bristol Trust (Frenchay & Southmead)**		Karen Dunmall
	Sub hospitals:	Cosham, Yate Health centre	
	Cheltenham General Hospital		Simon King
	Sub hospital:	Cirencester hospital	
	Gloucester Royal Hospital		Janice St-John Matthews
	Sub hospitals:	Dilke Lydney Stroud	
	United Bristol Trust (Bristol Royal Infirmary)		Dr Julie Woodley
	Sub hospitals:	Bristol Oncology Centre Bristol Children's Hospital Bristol Dental Hospital Breast Screening Unit, Bristol	
	The Great Western Hospital, Swindon		Simon Messer
	Royal United Hospital, Bath		Angela Bailey
	Sub hospitals:	Paulton, Mineral Hospital, Bath, The Circle Hospital, Bath	
	Weston General Hospital		Angela Bailey

3.5 The Practice Learning Unit (PLU) part of the Professional Practice Office (PPO)

All practice placements for Nursing, Midwifery, Physiotherapy and Radiotherapy and Diagnostic Imaging students are arranged through the academically led Practice Learning Unit (PLU). The administrative staff responsible for the "allocation" function of the unit work to ensure that each student has a practice placement arranged for them, which is appropriate to the programme and the students learning needs.
http://hsc.uwe.ac.uk/practicesupport/Default.aspx?pageid=133

Prior to each clinical placement students are requested to submit any information which could affect a placement allocation via the ARCWEB page. Contact telephone number and email: 0117 3281155 arcweb@uwe.ac.uk. The clinical placements are also overseen by the clinical coordinators- Angela Bailey (DI) and Sarah Zelley (RT), (see page 31 for contact details).

3.6 Departmental Structure- The academic staff in the Radiography department have worked as clinical radiographers/specialists before moving into the academic setting.

The current academic staffing consists of:

The(Acting) Head of Department – Viv Gibbs who is responsible for the strategic planning and management of the Department of Allied Health Professions.

Associate Head – Steve Evans

Programme Leaders – Sarah Zelley and Andrea Maggs (RT and Oncology) and Karen Dunmall (DI) who are responsible for the planning, implementation and monitoring of their particular programmes.

Module Leaders - (see pages 10-22 and page 31) who are responsible for the planning, implementation and monitoring of their particular modules.

Senior Lecturers - (see page 31) who, together with the above, are responsible for the planning and delivery of individual modules. They also have a role as clinical link lecturers, supporting students whilst they are on placement.

Associate and specialist lecturers who are experts within their field and support the academic teaching staff.

3.6.1 Clinical Personnel. Each clinical department has named radiographers (Practice Educators) who are responsible for supervising students whilst on placement and arranging clinical assessments.

3.7 Examinations and Assessment. Examinations occur at several points during the academic year. Each module handbook will detail the assessments required and the dates for coursework submission.. Examination dates will be given 8 weeks prior to the assessment. However, these are only a part of the assessment process and in order to pass from one year to the next and eventually receive their degree, students are required to pass all of the academic and clinical components of the course.

Much thought has been given to the appropriate assessment method in each module. Coursework is used extensively throughout the course and includes essays, case studies, poster, wiki, seminar presentations and Objective Structured Clinical Examinations (OSCE's).

3.7.2 Reading Draft Work.

Student entitlement to support with written work, ie coursework/ dissertation.

1. Academic members of staff may read passages of text [amounting to no more than 20% of word count] or plans of work, in order to support student learning but they will not normally read whole drafts[1] of work.

2. Exceptions to the above may be resubmissions where students require more focused support. This support should be based upon feedback from the first

submission marker, and the student should ensure that the tutor has a copy of any such feedback.

3. Additional support may also be given in cases of identified special needs or where the individual student is considered by academic staff to require additional or specific support.

4. Dissertation support may include the reading of a chapter or a section of the dissertation in order to gain a clear understanding of the content and ideas being expressed. Each section can be reviewed once.

5. Students who wish staff to comment upon a plan of their work should contact the tutor to organise how and when support will be offered.

6. Module leaders will ensure agreed practice is implemented via their academic team. This information should be detailed in the module handbook. Such information may include:
    - information about who to approach e.g. requests via module leader
    - the method for requesting support e.g. email,
    - the timescales for requesting support e.g. not within 3 weeks of submission
    - response times from staff acknowledging student request or agreeing arrangements e.g. reply within 3 working days [does not imply feedback will be delivered within 3 days].
    - Students should therefore be clear what support is being offered and how to access it.

[1] *draft is taken to indicate a piece of work that is almost finished and has recognisable structure and content*

3.7.3 Assessment Issues. Please read the section on Assessment in the **Faculty Student Information online** which refers to the **Modular Assessment Regulations**.

Use the year plan on pages 30 and 31 to organise your study around assessment dates. N.B. some of these dates may be subject to change. Note: some resit/resubmission dates are during the summer holidays. Please note that if you are required to undertake a reassessment it is your personal responsibility to verify the date, time and nature of such assessment.

If you have any problems, please ask for help **sooner** rather than later

3.7.4 Results Publication

- **Notifications of Credit and Assessment Marks** are no longer sent out in the post. Instead they are published via the UWE website, and can be printed off:

http://www.uwe.ac.uk Click the *"MyUWE - UWE Portal"* tab and log in using your user-id details. Click on the the *"Marks"* tab at the top of the screen, and then the blue *"Marks"* tab, which will bring up your Notification of Credit and Assessment Marks for the most recent Examination Board.

Please note that administrative staff are unable to give you information about your results over the telephone. Please contact your Module Leader or Programme Manager for this purpose.

3.8 Your Academic Personal Tutor. All students are allocated a personal tutor to provide guidance and advice in respect of students' academic and personal well-being. A list of who your personal tutor is, will be available on Blackboard.

If you are ill during academic term time you need to inform, the programme leader or a member of the Student Administration Team- HLS.SAT@uwe.ac.uk.

Denise Curtis	Department of AHP	88416

A progress review is undertaken over the course of each year with your academic personal tutor (as part of the academic personal tutor programme). If you want to see your tutor, you must make an appointment. This can be done either by email or phone.

Remember you do not have to be in crisis to see your tutor, we would rather see you before you ever get to that stage. In fact your personal tutor may ask to see you in the first instance, just to see if you're getting on OK!

There is a student advice and welfare service should you need it.
http://www1.uwe.ac.uk/students.aspx This link leads you to the essential student information page where you will find help and guidance on a range of topics including:- finance, welfare and study support.

3.9 Course Evaluation

All courses within UWE are subject to annual and periodic review and the process of evaluation is seen as continuous and dynamic. As a student, you are expected to participate in this evaluation process.

3.9.1 Module Evaluation. Learning and teaching, resources, support and assessment of each module is reviewed by the students at the end of each module run.

3.9.2 Clinical Placement Evaluation. At the end of each placement, students will be asked to complete a confidential questionnaire addressing the following issues:
The departments' environment and resources
Accommodation
Support from clinicians
Support from UWE

3.9.3 Programme evaluation. On completion, you will be invited to comment on your experiences of the whole course.

3.9.4 Student Experience Survey (SES) and National Student Survey (NSS)
As part of the quality assurance procedures required by the university students will be asked to complete the SES at the end of years 1 and 2 and the NSS at the end of year 3.
http://www1.uwe.ac.uk/students/studentexperience.aspx

4.0 Student representatives

On the BSc (Hons) Radiotherapy and Oncology and Diagnostic Imaging programmes, two student representatives from each programme are elected by their peers annually from each cohort. The following link gives general information about the role of student representatives and the student union gives training and support. http://www.uwesu.org/representation/reps/student-reps/

One role of the student representatives is to make a contribution to decisions about how the programme is run and should develop. There are regular meetings (Student Representative Staff Forum- SRSF) to ensure quality procedures are followed and the student voice is heard.

4.01 Peer assisted learning (PAL's leaders). Peer assisted learning is an academic support scheme where students trained in facilitation and coaching techniques plan and deliver study support sessions for other students. Some of your academic sessions may be delivered by PALS leaders. You will also have the opportunity to become a PAL's leader yourself at the end of your first year of study if you can demonstrate a competent performance in your studies, good communication, listening and interpersonal skills. For information on the Pal's scheme access the following link: http://www1.uwe.ac.uk/students/studysupport/peerassistedlearning/becomeapalleader.aspx

Radiography 2015/2016 Year Plan

N.B. Assessment dates to be confirmed: please check in module handbooks/with module leaders.

Wk No.	Date	Cohort 2015
1	27.7.15	
2	03.08.15	
3	10.08.15	
4	17.08.15	
5	24.08.15	
6	31.08.15	
7	07.09.15	
8	14.09.15	Induction
9	21.09.15	Academic
10	28.09.15	Academic
11	05.10.15	Academic
12	12.10.15	Academic
13	19.10.15	Academic
14	26.10.15	Consolidation of knowledge week
15	02.11.15	Academic
16	09.11.15	Academic
17	16.11.15	Academic
18	23.11.15	Academic
19	30.11.15	Academic
20	07.12.15	Academic
21	14.12.15	Revision Week
22	21.12.15	Holiday
23	28.12.15	Holiday
24	04.01.16	Assessment Week
25	11.01.16	Academic
26	18.01.16	Academic
27	25.01.16	Academic
28	01.02.16	Academic
29	08.02.16	Academic
30	15.02.16	Consolidation of knowledge week
31	22.02.16	Academic
32	29.02.16	Revision Week
33	07.03.16	Assessment Week
34	14.03.16	Mandatory Clinical Skills / Clinical Documentation
35(BH Friday)	21.03.16	Holiday
36 (BH Monday)	28.03.16	Holiday
37	04.04.16	Holiday
38	11.04.16	Placement 1
39	18.04.16	Placement 2
40	25.04.16	Placement 3
41 BH Monday	02.05.16	Placement 4
42	09.05.16	Placement 5
43	16.05.16	Placement 6
44	23.05.16	Placement 7
45 BH Monday	30.05.16	Placement 8
46	06.06.16	Placement 9
47	13.06.16	Placement 10

48	20.06.16	Placement 11
49	27.06.16	Placement 12
50	04.07.16	Placement 13
51	11.07.16	Placement 14
52	18.07.16	Holiday **Submission clinical portfolio (18th July)**
1	25.07.16	Holiday
2	01.08.16	Holiday

Department of Allied Health Professions
Radiography Staff Team

Lecturer Name		DI/RT	Ext	Room	**e-mail**
Bailey	Angela	DI	88623	2K18	Angela.Bailey@uwe.ac.uk
Bambury	Angie	RT	87461	1K22	Angie.Bambery@uwe.ac.uk
Bennett	Claire	RT	88846	2K16	Claire7.Bennett@uwe.ac.uk
Chamberlain	Fiona	DI	88825	2K07	Fiona.Chamberlain@uwe.ac.uk
Chianese	Jan	RT	88529	2K05	Janette.Chianese@uwe.ac.uk
Dimond	Donna	DI	88417	1K04	Donna.Dimond@uwe.ac.uk
Dunmall	Karen	DI	88903	2K02	Karen.Dunmall@uwe.ac.uk
Easton	Suzanne	DI	88417	1K04	Suzanne.easton@uwe.ac.uk
Goldsworthy	Simon	RT(research fellow)		1K22	Simon.goldsworthy@uwe.ac.uk
Jhagra	Robin	RT	88231	2K06	Robin.jhagra@uwe.ac.uk
King	Simon	DI/NM	88232	1K01	Simon5.King@uwe.ac.uk
Maggs	Andrea	RT	88509	1K17	Andrea2.maggs@uwe.ac.uk
Messer	Simon	DI	88797	2K04	Simon.messer@uwe.ac.uk
Phillips	Rita	DI/US	88789	2K17	Rita.Phillips@uwe.ac.uk
Sassano	Antonio	DI/US	88600	2K17	Antonio2.Sassano@uwe.ac.uk
Stewart	Rob	DI/NM	88920	2K03	Rob.Stewart@uwe.ac.uk
St-John Matthews	Janice	DI	88843	1K03	Janice.st-johnmathews@uwe.ac.uk
Tuckey	Mandy	RT	88785	2K06	Mandy.Tuckey@uwe.ac.uk
Welsh	Georgia	RT	88607	2K18	georgia.welsh@uwe.ac.uk
Woodley	Dr Julie	DI	88528	2K01	Julie.Tonks@uwe.ac.uk
Zelley	Sarah	RT	88493	1K17	Sarah.Zelley@uwe.ac.uk

To contact staff by telephone from outside UWE, dial 0117 for Bristol if necessary, then 32 followed by the extension number.

Fax 0117 3288811 (admin office 2B24)

All academic staff have pigeon holes in which messages etc may be left on the ground floor of K block.

APPENDIX A

BSc (Hons) Radiotherapy and Oncology/BSc (Hons) Diagnostic Imaging

Practical Session Consent and Register

Session topic……

By signing into this session you are confirming that you have had the session explained by the tutor and are happy to participate. You have been made aware that it is not compulsory to participate and that any concerns you have raised have been discussed.

Student name	Signature

APPENDIX B

Good health is necessary to undertake practice as an Allied Health Professional. **Good health means that a person must be capable of safe practice.**

Good character is also important as allied health professionals must be honest and trustworthy. Good character is based on a person's conduct, behaviour and attitude. It also takes account of any convictions and cautions that are not considered to be compatible with professional registration and that might bring the profession into disrepute. A person's character must be sufficiently good for them to be capable **of safe and effective practice without supervision**. It is important that you are aware that your behaviour and conduct, both during your programme and in your personal life, including on any social networks you are part of such as Facebook, may have an impact on:

- your fitness to practise
- your ability to complete your programme
- the willingness of the university to sign the declaration of good health and good character for you to become a registered Allied Health Professional.

Both the University, and the Health and Care Professions Council (HCPC) (where applicable), require that students self - declare their good character and health **annually.**

In order for this to be accomplished, all Allied Health students must complete the following declaration:

I have read and understood the HCPC guidance available here: Guidance on conduct and ethics for students and HCPC Standards of conduct, performance and ethics (relevant for HCPC approved programmes only)

I understand that I must notify the University and the Programme Leader of any criminal warnings, cautions, reprimands recorded on police central records, which includes both 'spent' and 'unspent' convictions since the last Disclosure Barring Service (DBS) check or annual declaration. Please note should you need to notify the University and the Programme Leader of any of the above, you must now complete the DBS self-assessment form available in Appendix 3, pages 19-20 of the Disclosure and Barring Checks Procedure. This is available through this link: Disclosure and Barring Checks Procedure, should you need to, please complete this before continuing with this declaration.

I have not received any criminal warnings, cautions, reprimands or a warning recorded on police central records, since the last DBS check or self-declaration. (*Do not include motoring offences where you receive a fixed penalty unless it lead to your disqualification*) Where I have received any of the above I have declared these on the DBS self-assessment form in line with the guidance in the above paragraph.

I declare that I there have been no significant changes to my health that would affect my fitness to practice.

I declare that my health and character are sufficiently good to enable me to practise safely and effectively and that all of the above information is a true and accurate record

I will practice in accordance with the HCPC Standards of conduct, performance and ethics and the Guidance on conduct and ethics for students (relevant for HCPC approved programmes only).

I have read and agree to abide by the principles contained within the Faculty of Health and Applied Sciences UWE student conduct policy

Please note. A false declaration to the above, subsequently discovered, in itself may lead to a student being investigated through UWE Professional Suitability and Professional Conduct Policy. This could, in turn, lead to a student being required to withdraw.

If you are unsure of or unable to confirm any of the above, please contact your Programme Leader as soon as possible to discuss this. Any delay in this may result in your not being able to access your placement information on ARC, or attend placement.

Please note that this on-line declaration form for Good Health and Good Character is contained within the ARC system. Any student who does *not* complete their declaration will subsequently *not* be allowed to access their placement details through ARC. As a result the student will therefore *not* be allowed to attend placement.

I agree to abide by the principles outlined above.

Name of student:

Signature of student: Date:

APPENDIX C- Degree classification calculation

How your degree will be calculated

Due to variations between the total credit requirements for different degree with honours awards, a single University-wide formula, which uses the same number of credits for all students, is used to calculate degree classifications. This is unless a professional or statutory body requires the use of a different method. Your Programme Leader will be able to advise you if this is the case for your award.
The key features of the formula are:

- Only the marks for 100 credits at level 3 and 100 credits at level 2 (or other level 3 credits) are included.
- Marks for the 100 level 3 credits are weighted three times those at level 2.
- Marks used are the best overall module marks a student has achieved.

Please see the UWE website for more information
http://www1.uwe.ac.uk/students/academicadvice/degreeclassification

Non-standard calculations

If the total credit value of the best module marks at level 3 add up to more than 100, only part of the credit for the module with the lowest mark will be used in the level 3 calculation. The remaining credit will be carried over to the level 2 set of marks and treated as a level 2 module. The partial module credit and the mark may then be included in the best overall marks if it falls into the best 100 credits at level 2.

For example:
A student has 5 x 30 credit modules at Level 3 and 3 x 30 credit modules at Level 2.

Level 3 marks (ranked in order – highest first)	**Credit size**	**Running total (100 max)**
69%	Module A – 30 credits	30 credits
58.1%	Module B 30 credits	60 credits
56%	Module C – 30 credits	90 credits
52.2%	Module D – 30 credits	**100** credits (10 of the 30 credits are used in the level 3 calculation)
48.8%	Module E – 30 credits	Not included in the calculation as this is the

		lowest mark
Level 2 marks (ranked in order – highest first)	**Credit size**	**Running total (100 max)**
65%	Module F – 30 credits	30
60.9%	Module G – 30 credits	60
55.3%	Module H – 30 credits	90
52.2% (level 3 module, moved down to level 2)	Module D – 30 credits	**100** (10 of the 30 credits are used in the level 2 calculation)

In exceptional circumstances for example, where some of module marks are not expressed as percentages, or where the credit total includes modules awarded as Accredited Learning, the total credits counting towards the classification at one or both levels may be lower than 100 credits. In these circumstances the degree will be calculated on the basis of all available marks at each level.

In the calculation, the best overall module marks for 100 credits achieved at level 3 are weighted three times those of the remaining 20 credits.

Appendix D Regulations/Policies

The University regulations are designed to ensure consistency and equity for students and to provide clarity in how they will be treated by the University in any given situation;

Regulations:

http://www1.uwe.ac.uk/students/academicadvice/assessments/regulationsandprocedures.aspx

Assessment offences

In order to ensure that all students are assessed fairly and equitably, it is important that markers are able to be sure it is your own work which is being assessed and that all your assessed work is done within the University rules and regulations. If a marker or invigilator believes that you have committed an assessment offence this will be reported and the allegation will have to be investigated. The University take the committing of assessment offences very seriously. Action is always taken to investigate and follow through any such cases that are reported. The process and consequences can be found within the UWE Academic Regulations.

An assessment offence is defined by the University as 'Passing off the work of others as one's own including copying (reproducing or imitating), cheating, collusion (agreement to deceive, using words or ideas of colleagues or other students and passing them off as your own), plagiarism (stealing someone's words or ideas and passing them off as your own) and other breaches of assessment or other examination regulations or procedures. Cheating, collusion and plagiarism are the use of unfair means of presenting work for assessment or of aiding another student to do so

Plagiarism - Demonstrating that you have read a wide range of material (books, journals or other sources) in writing a piece of coursework is essential, but so is ensuring that you acknowledge that work properly through correct referencing i.e. the naming of authors / sources and the use of paraphrasing, quotation marks or indented paragraphs.

Collusion -You may be asked to work with other students on a project, in class or analysing data, it is essential that any work you hand in for assessment purposes is written up by you on an individual basis. The text and diagrams / pictures etc. you use must be your own. You must be particularly careful if you are sharing a computer with another student or passing information between yourself and others in an electronic format such as by disc or email that you do not use someone else's words – or that they use your words.

Non-compliance - It is important that you follow the instructions given to you by staff and adhere to the regulations of the University. For example, non-compliance could include taking unauthorised papers or items into an examination room or falsely claiming extenuating circumstances or late work.

http://www1.uwe.ac.uk/students/academicadvice/assessments/assessmentoffences.aspx

In addition to the academic regulations, students should pay particular attention to the IT Acceptable Use Policy as this defines what you can or cannot do for the protection of systems and of individual users.

Word count policy http://www1.uwe.ac.uk/aboutus/policies

Referencing guide

Referencing is the technique used to direct readers of a piece of written work to the sources of information that have been used in the preparation of the written work.

If you wish to refer to something you have read you MUST give a reference for this material. The University Library provides advice on managing references, see: http://www1.uwe.ac.uk/students/studysupport/studyskills/referencing.aspx or http://www.uwe.ac.uk/referencing

Advice and support

Academic support is provided through a number of roles and students should seek advice from academic staff on specific matters relating to teaching and learning.

Programme leader – programme related issues, issues impacting on a number of modules within the programme, programme specific activities happening outside modules

Module leader – module related issues, issues that affect that module only

Academic personal tutor – broader issues relating to teaching and learning at the University –http://www1.uwe.ac.uk/students/studysupport/academicpersonaltutor

Online resources and learning support, together with advice from Library Services on managing references and improving your learning, writing and research skills are available, see: http://www1.uwe.ac.uk/students/studysupport/studyskills.aspx

If you need help with a particular mathematical or statistical problem, then just pop along to an *espressoMaths* session, sit down at the *espressoMaths* table, and have a chat with one of the staff on duty; this person will be able to provide you with free user-friendly advice concerning your problem see: http://www.cems.uwe.ac.uk/mslc/

The University also provides **support to students** relating to a range of matters through the Information Points see: http://www1.uwe.ac.uk/students/informationpoints.aspx and specialist advisers.

Advice on **study-related issues** including assessments can be found at http://www1.uwe.ac.uk/students/academicadvice.aspxappeals and http://www1.uwe.ac.uk/students/academicadvice/assessments/extenuatingcircumstances.aspx affecting your ability to study.

Advice on **transferring courses**, taking time out or withdrawing from study can be found at http://www1.uwe.ac.uk/students/academicadvice/changingdirection.aspx

Preparing for your **final year**? Information can be found at Ihttp://www1.uwe.ac.uk/students/inyourfinalyear.aspx

Prepare for **life after university** with advice and support from UWE. http://www1.uwe.ac.uk/students/careersandemployability.aspx

Careers advice and guidance before, during and after your studies.

http://www1.uwe.ac.uk/students/careersandemployability/placements/findingaplacement.aspx – Advice on opportunities for placements or finding placements.

Explore and practise **faith and spirituality** at UWE.
http://www1.uwe.ac.uk/students/healthandwellbeing/faithandspirituality.aspx

Tuition fees and information on **bursaries and scholarships**.
http://www1.uwe.ac.uk/students/feesandfunding.aspx

Residents' guides and **accommodation options**.
http://www1.uwe.ac.uk/students/accommodation.aspx

Wellbeing advice, from **staying healthy** to counselling.
http://www1.uwe.ac.uk/students/healthandwellbeing.aspx

Advice and guidance for **international students** at UWE.
http://www1.uwe.ac.uk/comingtouwe/internationalstudents/internationalstudentsupport.aspx

Information on **student feedback and surveys**.
http://www1.uwe.ac.uk/students/studentexperience.aspx

Link for information for the **student Union** and how to become a student representative.
http://www.uwesu.org/representation/

Equality and diversity http://www.uwe.ac.uk/groups/equalityanddiversity/

APPENDIX E- INSURANCE GUIDELINES

The University has a range of insurance policies which provide cover to both the University, it's employees and to students. The following guidelines provide information on the operation of the policies in the context of University activities. If you required further information please contact J Elliott, Insurance and Data Protection Compliance Officer in Financial Services, or click on the following link for the University's Insurance Guidelines:
http://www.uwe.ac.uk/finance/sec/insurance/intranet/docs/InsGuide.pdf

STUDENTS ON UNIVERSITY PREMISES

Indemnification of the University

The University has arranged insurance which provides indemnity in respect of the University's legal liabilities, which it may incur as a result of injury to students on its premises. There is no cover for accidents which are nobody's fault.

Assistance in emergencies to students with a disability

A student will be indemnified against the University's legal liability when assisting a student with a disability during emergency evacuations, or drills for them, in the following circumstances:

(a) Where he/she has acted under the supervision of, or following instructions given by a member of the University's staff.

(b) Where he/she has acted in a voluntary capacity and in a reasonable manner in the absence of instructions from authorised persons.

Extra mural activities

Insurance protection is in place where an accident occurs during the course of an event AND where the University is legally liable. In the case of events such as those organised by the Students' Union or by outside bodies where an accident occurs as a result of negligence on the part of the organisers, any claim would normally be brought against them as it would be unlikely that the University would be held legally liable.

Personal accident

Although an element of Personal Accident insurance is included in the University's Overseas Travel policy the University does not provide general Personal Accident Insurance for students. It is the student's responsibility to arrange their own cover should the wish to do so. However, Personal Accident Insurance is available for students belonging to the various Students' Union sports clubs. For further details please contact the Students' Union Finance Manager.

Student visits to outside organisations

When visits are made to exhibitions and places open to the general public, no application for insurance should be made. Many firms, particularly the larger ones, encourage visits by the public in organised parties and although the premises may include workshops and laboratories the majority of host organisations will not require to be indemnified.

Should firms require a written indemnity they should be asked to indicate precisely what they wish to be indemnified against. The Administrative/Advisory Officer must

then be asked to provide the appropriate statement of indemnity.

Field Trips

Travel insurance is provided for students undertaking overseas field trips, which are an integral part of their course. An element of Personal Accident insurance cover is included in this policy. However, students undertaking field trips in the UK or overseas may wish to obtain a more comprehensive cover themselves for the duration of the trip. If the University is asked to give a disclaimer to be signed by or on behalf of visitors on field trips, advice should be taken from the Administrative/Advisory Officer.

Sandwich Courses

Students enrolled on sandwich courses normally complete the work placement as employees of the host firm. The University has no responsibility to indemnify such a firm; the employment is a private arrangement between the student and the firm and the student cannot be regarded as being seconded from the University. It is expected that the student will be covered by the employer's insurances as they apply to its employees.

Secondment and work experience schemes

Where students are seconded to firms (except for periods of industrial training in connection with sandwich courses) public authorities or other establishments for the purpose of practical training or industrial experience, the insurance arranged indemnifies the University in connection with:

a) legal liability incurred as a result of accidental injury to the students themselves;

b) legal liability incurred as a result of accidental injury/damage to third party persons or property arising out of any University activities.

Personal Accident insurance is not provided by the Students' Union for students placed on work experience schemes as part of a University course. Special arrangements may be necessary depending on the nature of the work experience. Receiving organisations should be asked to deem students to be employees for the purpose of Employers' Liability and Third Party Liability cover. If this request is not accepted, the Administrative/Advisory Officer must be contacted for advice. It has been established that Government departments will not agree to the request.

If a University department is asked to provide a period of work experience for pupils of any school, it will be the responsibility of the school to arrange their own personal accident insurance. In the case of persons employed at the University under work experience schemes all arrangements are dealt with by Human Resources.

APPENDIX F- Student Overseas Travel

General

The University has automatic travel insurance cover for employees and students. This policy provides cover for employees travelling overseas on official University business and students who travel overseas as part of their UWE course. Employees are defined as persons with a contract of employment with the University. Our Insurers have confirmed that the cover will also apply to external examiners if travelling on University business and being paid by the University for their services. However it will NOT apply to other persons who are sub-contracting their services to the University.

No cover applies for holidays or other personal travel. Staff/students should to make alternative insurance arrangements for that part of their travel which is not University business.

How to arrange cover

Cover is automatic for UWE staff and students who travel overseas on designated University activities. There is no requirement to complete a proposal form or pay a premium.
Summary of insurance cover and pre travel advice Please click on the following link: www.uwe.ac.uk/finance/sec/insurance/intranet/docs/btravel2.pdf

How to make claims

Claim forms can be accessed via the Financial Services (Insurance) web page http://www.uwe.ac.uk/finance/sec/insurance/ Students will be expected to settle their own claims directly with Insurers. However, you may contact the Administrative/Advisory Officer on ext. 82607 for advice. The contact number for the insurers, U.M. Association Ltd, is 0207 847 8681.

The Global Security Centre Security & Incident Management Support Service

This support service is provided as part of the travel cover to assist travellers caught up in any security or other major incidents whilst overseas on University business. The Global Security Centre also provides online destination advice, e.g. Country Risk Forecasts and City Briefs, to travellers prior to starting their journey. Please see the summary of cover for details of this service by clicking on the following link: www.uwe.ac.uk/finance/sec/insurance/intranet/docs/btravel2.pdf

Students travelling by private, public or University transport

Where students drive private cars or are passengers in private cars, whether they are travelling to or from the University for the purpose of attending classes, or from the University in connection with visits arranged by teaching staff, the University has no insurance responsibility. Any motor claims would be processed under the insurance policy covering the motor vehicle. Similarly, where students travel in a party by coach or train, claims would be dealt with through the carrier's insurance. Students are not regarded as being in the University's employment so their cars do not need to be insured for business use. Any passengers will be covered by the normal third party insurance (part of the Motor policy) effected by the student.

Where students are passengers in a car driven by a member of staff and are on University business, they should check that the driver's insurance permits the use of the car on the employer's business. In practice, insurance companies prefer to extend cover to include business use and this may have been done on a standard basis but, if this is not the case, the driver may not be covered by insurance while carrying students.

Overseas visits or study periods

Travel insurance cover is provided for Students who are required to travel overseas for part of their course.

Claims

Details of any occurrence from which a claim may result must be sent immediately to John Elliott, Insurance and Data Protection Compliance Officer who must be kept fully informed of all developments. This is particularly important concerning possible liability claims (eg following accidents on UWE premises). Any intimation of claim or other correspondence must be forwarded to John Elliott, Insurance and Data Protection Compliance Officer immediately and without acknowledgement to the other party. An appropriate acknowledgement will be sent by him.