

Module Details	
Module Title	Clinical Supervision and Leadership
Module Code	RAD6008-C
Academic Year	2021/2
Credits	30
School	School of Allied Health Professions and Midwifery
FHEQ Level	FHEQ Level 6

Contact Hours	
Type	Hours
Groupwork	5
Online Lecture (Synchronous)	9.5
Online Lecture (Asynchronous)	4.5
Online Seminar (Synchronous)	7
Seminars	5.5
Practical Classes or Workshops	3
Interactive Learning Objects	15
Directed Study	20
Independent Study	55
Clinical Placement	175.5

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Academic Year

Module Aims
By examining the roles and responsibilities of a Health and Care Professions Council registered radiographer, including clinical supervision and leadership, this module will prepare the student for the transition from undergraduate to health care practitioner.

Outline Syllabus

The role of self as a newly registered practitioner and as a member of an interprofessional team: personal accountability; responsibility and independent practice; professional limitations and boundaries in relation to professional and regulatory body requirements. The role and requirements of the Health and Care Professions Council and the Society and College of Radiographers.

Principles of the supervision of learners and other health care staff: preceptorship, mentoring, supporting and assessment of learners in practice, promotion of health and wellbeing. Education for sustainable development (ESD).

Managing change, leadership and organisational culture, in the context of practice development, clinical governance, audit and research, and sustainable service delivery.

Statute and policy affecting delivery of health care services and professional practice : quality service delivery and care, human factors, Ethical decision-making; health-related legislation; human rights, promotion of equal opportunities, anti-discriminatory practice and empowerment in a diverse community.

Developing self in preparation for interprofessional practice, continuing professional development, and lifelong learning. CV writing, interview and presentation skills. Mandatory pre practice placement training.

Learning Outcomes

Outcome Number	Description
1.1	Evaluate strategies for the promotion of health and well being, equal opportunities, human rights, anti-discriminatory practice & empowerment.
1.2	Apply knowledge of leadership, organisational culture, change management and human factors to your developing practice as a diagnostic radiographer & your future career in new roles & services.
1.3	Demonstrate principles of supervision & assessment of learners & health care staff, for education for sustainable development (ESD).
1.4	Develop, contribute & evaluate new learning opportunities for students.
2.1	Critically evaluate the challenges, policies and strategies that impact on radiology services, health care professionals and service providers in delivering high quality patient centred care.
2.2	Critically evaluate your knowledge & skills in diagnostic radiography against the requirements of the HCPC and SCoR Standards and guidance for Diagnostic Radiography and & utilise these specialist skills in your first post role.
2.3	Describe how radiographers contribute to health and well-being of diverse service users.
2.4	Organise, manage and perform all aspects of radiographic examinations.
3.1	Take responsibility for preparing yourself for the process of obtaining your first post or post-graduate studies (CV writing, job applications and preparing for interview).
3.2	Critically evaluate your skills and knowledge and apply this to your role in terms of being accountable for your actions and accepting responsibility as an independent collaborative practitioner and lifelong learner.
3.3	Identify, evaluate and use research to inform practice, self-development and service delivery

Learning, Teaching and Assessment Strategy

Lectures & seminars (Campus and online): students will explore the clinical supervision and leadership roles of a registered radiographer. Under guidance, students will critical evaluate how they will apply the HCPC and SCoR Standards of Proficiency and codes of practice to their future role. Learning objects and directed learning will be available on the VLE to support delivery of the syllabus and facilitate learning online seminars: will involve group discussions to consider how they might become an effective team for assessment purposes. They will explore the year 1 syllabus and develop a teaching activity which they will create for first year students during semester 2. During this process they will receive formative and peer feedback.

Other: Whilst on placement students will be expected to take increasing responsibility for the organisation of their workload and manage areas of the diagnostic imaging department (x-ray rooms and procedures) under the supervision of qualified practitioners.

Assessment: (LO, 1.3, 1.4 will be achieved through development of a resource to support learners. LO 1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3 will be achieved through completion of a professional development e-portfolio exploring the current policies, guidance and standards in delivering and high quality patient centred care, and the use of the evidence base, clinical governance and audit to and improve quality. The clinical portfolio will include clinical assessments to assess learning outcome 2.4.

Mode of Assessment

Type	Method	Description	Weighting
Summative	Coursework - Artefact	Development of a resource to support learners	30%
Summative	Coursework - Portfolio/e-portfolio	E-portfolio exploring the current policies, guidance and standards in delivering and high quality patient centred care	40%
Summative	Clinical Assessment	Paper based Clinical Portfolio	30%

Reading List

To access the reading list for this module, please visit <https://bradford.rl.talis.com/index.html>

Please note:

This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.