

Module Details	
Module Title	Radiographer reporting and the transition to advanced practice
Module Code	RAD7014-C
Academic Year	2022/3
Credits	30
School	School of Allied Health Professions and Midwifery
FHEQ Level	FHEQ Level 7

Contact Hours	
Type	Hours
Lectures	16
Online Lecture (Synchronous)	8
Online Lecture (Asynchronous)	8
Tutorials	12
Work based learning	76
Directed Study	180

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Semester 2

Module Aims
To enable the student to understand the responsibilities and expectations of working in an enhanced or advanced practice role. They will have developed the theoretical knowledge base required to consider the factors influential in the interpretation of medical images.

Outline Syllabus
The syllabus will include: clinical governance and risk management; a holistic overview of anatomy; systematic approaches to image perception; decision making skills; pattern recognition and interpretation; actionable report writing and communication in the wider clinical team; radiation regulations; diagnostic accuracy of imaging techniques; familiarisation with reporting technology - hardware, software and voice recognition; referral processes - how clinical reports influence management of patients; guidelines from professional bodies and other organisations; enhanced and advanced practice capabilities; critical appraisal of scope of practice, within the context of population health and service needs, for health professionals producing diagnostic image reports; critical appraisal of published literature.

Learning Outcomes	
Outcome Number	Description
1	Systematically approach image analysis, image interpretation and report construction to influence patient management.
2	Demonstrate independent thought in the critical analysis of service quality and delivery.
3	Understand the scope and responsibilities of enhanced and advanced practice in the context of radiographic reporting and effective team working.
4	Communicate effectively with peers and the wider multidisciplinary team.
5	Critically evaluate clinical governance systems, protocols, published research and professional literature.
6	Evaluate complex issues in an ethical, systematic and creative manner.

Learning, Teaching and Assessment Strategy
A combination of online and on-campus teaching and learning approaches will be used to enhance understanding and analysis of the roles of practitioners undertaking radiographic reporting. Particular emphasis is placed on the medicolegal framework and transferrable analysis, decision making and communication skills involved in image interpretation. Learning will develop the theoretical knowledge base underpinning the identification and communication of imaging appearances of pathology and disease processes. Limitations of the imaging techniques and complementary technologies will be considered. On-campus PACS activity and case scenarios will be used to facilitate group discussion and enhance the students confidence in verbalising image appearances. Directed study will enable the students to identify and meet personal learning objectives to support the development of the skills necessary to produce independent diagnostic reports. In addition, there will be opportunities to share learning with others through group activity, including a group practice-based audit, and peer discussion in the academic, virtual and clinical environments supporting learning of a wider team. Technology will be used to support students learning and facilitate sharing and collaboration in problem solving. Achievement of the learning outcomes will be demonstrated through a topical assignment which will require critical appraisal of the current literature, professional body guidance and evaluation of the potential scope of practice of their reporting role (LO1, 3, 4, 5). Students will also make a video presentation regarding their future clinical reporting role (LO2, 3, 4, 5, 6). The teaching and assessment strategy will develop the student's level 7 research skills in preparation for the final stages of the MSc programme and provide opportunities for the formative feedback (peer, tutor and self).

Mode of Assessment			
Type	Method	Description	Weighting
Summative	Coursework - Written	2000 word Assignment. (PASS AT 40%, MUST PASS)	70%
Summative	Presentation	10 minutes (recorded) slides presentation. (PASS AT 40%, MUST PASS)	30%
Formative	Coursework	Assignment Plan (500 words)	N/A
Formative	Coursework	Group audit presentation presentation for peer and tutor feedback (5 minutes)	N/A

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.

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