

Module Details	
Module Title	Healthcare and the Healthcare Professional
Module Code	RAD4500-B
Academic Year	2024/5
Credits	20
School	School of Allied Health Professions and Midwifery
FHEQ Level	FHEQ Level 4

Contact Hours	
Type	Hours
Lectures	9
Placement	9 (of which 4.5 are virtual simulated placement activities)
Directed Study	3
Independent Study	174.5
Seminars	4.5

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Semester 1

Module Aims
<p>This module enables students to understand the role of diagnostic radiographers within the wider healthcare setting and identify the professional behaviours, values and practice standards expected through the examination of legal, ethical and professional perspectives and sources.</p>

## Outline Syllabus

Defining the notion of health and healthcare, to include public health.  
 The historical practice of diagnostic radiography and the wider health setting.  
 The role of external bodies in supporting the delivery of imaging services and monitoring service quality.  
 The role of regulatory bodies in assuring accountable professional practice, the protection of the public, and the legal and ethical implications that apply to imaging practice  
 The use of digital media and data in clinical imaging and education, including personal, professional and legal requirements related to data access, data sharing and data storage, confidentiality and consent.  
 NHS Values and professional expectations with respect to equality and diversity, patient centred care, confidentiality, informed consent and decision making. Ethical healthcare practice and the principles of autonomy, non-maleficence, beneficence and justice.  
 Fitness to practice including immunisation, self-awareness and well-being, and the role of occupational health.  
 The role and personal responsibility for continuation of professional development and continuing to meet the HCPC Standards of Conduct, Performance and Ethics, and Standards of Proficiency during training and within relevant scope of practice as a practitioner.

## Learning Outcomes

Outcome Number	Description
01	Articulate what is meant by health and healthcare and how differing population needs and professional perspectives impact upon perceptions of care and delivery of imaging services.
02	Differentiate the roles and responsibilities of regulatory and professional bodies and other relevant national and international agencies.
03	Explain the legal and ethical implications related to imaging practice including, but not limited to, principles of patient care, consent, confidentiality, and use of data.
04	Describe the role of a radiographer, their professional responsibilities and personal accountability for continued professional learning and development as a registered radiographer practitioner.

## Learning, Teaching and Assessment Strategy

Keynote lectures will introduce the key module themes. Face to face learning activities will include lectures, peer discussions and virtual and practice simulations and scenario activities supported by a simulation portfolio to facilitate students to actively explore the concepts of professional, accountable and ethical conduct and care. These will be supplemented by asynchronous online directed learning activities to support development of independent learning skills and self-assessment of subject understanding. The reading list and CANVAS VLE materials will support further exploration of the module syllabus to provide learning extension for students.

Learning outcomes 1, 2, 3 and 4 will be assessed through an assignment.

## Mode of Assessment

Type	Method	Description	Weighting
Summative	Coursework - Written	2000 words	100%
Formative	Coursework	Short writing and reflection activities.	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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