

Module Details	
Module Title	Transition to Professional Self 1
Module Code	RAD5500-B
Academic Year	2024/5
Credits	20
School	School of Allied Health Professions and Midwifery
FHEQ Level	FHEQ Level 5

Contact Hours	
Type	Hours
Directed Study	3
Independent Study	30
Seminars	6
Lectures	6
Clinical Placement	146
Placement	9 (of which 4.5 are virtual simulated placement activities)

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

Module Aims
<p>The aim of this module is to develop your skills in clinical radiography and the translation of theory into professional practice. The module will support the development of skills, knowledge and behaviours cognisant of the HCPC standards of proficiency for radiographers (2023) and conduct, performance and ethics (2016) and the universal care of persons attending for imaging examinations across a range of modalities and pathways. You will also explore the role of other healthcare professionals and how this informs professional practice and interdisciplinary team working.</p>

## Outline Syllabus

Reflexivity, development of radiographer self and autonomy.  
 Professional decision making.  
 Multi-modality operation and scope of practice.  
 Digital literacy with respect to imaging department operation.  
 Patient centred care with particular emphasis on increasingly complex needs or environments.  
 Safeguarding, responsibilities of healthcare professionals and processes for escalation of concerns in line with HCPC Standards of conduct, performance and ethics.  
 Human factors and patient safety.  
 Interdisciplinary team working.

## Learning Outcomes

Outcome Number	Description
01	Critically reflect on personal and professional learning and development, including insight into self-wellbeing and the role and contribution of radiographers and other healthcare professions.
02	Apply the knowledge that underpins clinical decision-making to complex situations, to include the responsibilities and accountabilities of radiographers working across different imaging modalities, healthcare settings and patient groups.
03	Safely undertake and assist in a diverse range of imaging examinations across differing modalities and patient groups, demonstrating stage appropriate professional competencies.

## Learning, Teaching and Assessment Strategy

Keynote lectures will be supported by clinical seminars, practice simulations and scenario activities alongside placement within a clinical imaging department to facilitate the application of theoretical knowledge to critical thinking and clinical decision-making within the practice setting. You will engage with service users and students from another healthcare discipline to explore commonality and differences in roles and responsibilities including patient data management, patient care and communication. You will utilise tools such as reflection on practice and action planning to support skills in self-management and self-directed learning. Clinical placement learning will be supported by a clinical portfolio. The reading list and VLE materials will support further exploration of the module syllabus to provide learning extension for students.

Assessment will be through a portfolio of learning. Your portfolio will evidence clinical skills acquisition, decision-making, interprofessional working, reflective learning, action planning and self-evaluation through multiple assessed elements. The portfolio will also demonstrate your underpinning knowledge of the factors that influence patient centred care and the care experience within diagnostic radiography with reference to factors important in assuring a high quality experience.

## Mode of Assessment

Type	Method	Description	Weighting
Summative	Clinical Assessment	Portfolio	100%
Formative	Clinical Assessment	Portfolio	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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