

**SCHOOL OF ALLIED HEALTH AND COMMUNITY**

**BSc (Hons) Diagnostic Radiography**

**PRACTICE PLACEMENT HANDBOOK**

**2023/24**

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# 1. COURSE PHILOSOPHY, STRUCTURE AND LEARNING OUTCOMES

## 1.1 COURSE PHILOSOPHY

Central to the Diagnostic Radiography curriculum framework is the understanding that students will develop the knowledge, skills, behaviours, and values required of a future Diagnostic Radiographer.

The course is designed to ensure that students are effectively prepared to practice as a confident and competent professional who can work in partnership with service-users, carers and other professionals, who can make sound and compassionate clinical decisions, problem solve and provide a consistent and high standard of evidenced based practice. This will be developed within a philosophy of *constructivism*, accepting that students are social beings who learn through active involvement in a range of learning and practice activities.

The curriculum aims to foster student’s individual strengths and attributes relating them to student’s own developing professional competence; preparing by encouraging a reasoned, evaluative and evidence-based person-centred approach, encompassing reflection and independence in learning, and the ability to work effectively with others.

This programme provides students with opportunities to become an effective and independent learner, with a strong sense of personal and professional responsibility for student’s future career in Diagnostic Radiography. Students will be able to make sound and compassionate clinical decisions and provide a consistently high standard of evidence-based care through critical and reflective practice. Leadership development is integral to the design of the curriculum, featuring as a core vertical theme, within a spiral curriculum. It is recognised that future practitioners need leadership skills to evaluate, improve and develop contemporary imaging services.

We believe that how teaching and learning is delivered is an important part of student’s experience; therefore, we think it is important to create the right learning environments that provide students with the opportunities to explore, question and develop within a supportive environment. Our approach moves away from the understanding that ‘*experts’* pass on knowledge; instead, we aim to create rich learning experiences where students are able to utilise active thinking and problem-solving skills to *construct* student’s own knowledge and understanding about our profession. We aim to work together with students to help students to develop a high-level knowledge and understanding about imaging provision within contemporary society.

Throughout student’s education, students will be taught in a range of teaching environments. We will encourage students to interact with peers, university and clinical staff, and service users and carers, to develop student’s own professional identity. The learning experiences we provide will use problem-solving situations inside and outside the academic environment; providing students with opportunities for student-centred learning and choice; and ensure students are provided with ongoing feedback to promote learning from experience.Throughout the programme, students will experience a range of modules designed to instil leadership qualities to more effectively prepare students to lead and improve imaging services in the future.

Our course teaching philosophy can be seen in our spiral curriculum design and aims to foster student’s individual strengths and attribute relating them to student’s own developing professional competence, preparing them by encouraging a reasoned, evaluative and evidence-based person-centred approach, encompassing reflection and independence in learning, and the ability to work effectively with others.

## 2.2 COURSE STRUCTURE

### 2.1 The spiral curriculum

A spiral curriculum encompassing a constructivist educational theory ensures that students will visit, revisit and develop the required knowledge, skills, behaviours and values of a diagnostic radiographer, and the identified graduate attributes. The key themes of the spiral curriculum are embedded within each of the three years of study, with successive levels of complexity, building on previous knowledge to increase student competence. They ensure that both academic and professional requirements of a diagnostic radiographer are met over the 3 years of the course:

• Professional knowledge, values, skills and behaviours

• Communication and interaction skills

• Profession specific practice skills, leadership, problem solving and decision making

The modules at level 4 will focus student’s learning on the fundamentals of radiography practice, including specific techniques and person-centred care. Attention will also be given to the science of the human body and radiation science. At level 5, students will have the opportunity to further develop student’s understanding of the profession, broadening student’s focus on various techniques and imaging equipment. Cross-sectional anatomy will be the focus of level 5, to complement student’s practice skills. At level 6, students will continue to develop student’s diagnostic radiography techniques, exploring other modalities and the developments within the profession. Leadership skills will be given a particular emphasis, building on the foundations learned through level 4 and 5. Research will be a focus throughout the course and students will engage in learning, critically analysing and finally carrying out research.

The modules focus on patient-centred care from level 4 and build upon this across levels 5 and 6, introducing students to the concept of working with a broad spectrum of people. Service-user care and communication is paramount throughout the course, ensuring that students will deliver an excellent service to all who visit the imaging department.

### 2.1.2 Level Four – Learning to be a Professional

Level four learning focuses on the underpinning principles of the diagnostic radiography process. A person-centred approach to communication and gathering information will be learnt. This will be alongside learning the facts of anatomy and physiology and radiation science. These are key elements of student’s studies at level 4 to enable students to practice safely and effectively whilst attending student’s clinical placement.

The knowledge, skills, behaviour and values necessary of the graduate Diagnostic Radiographer will be made evident to students in year one in the classroom and through student’s placement. Students learn what it means to become a professional, being encouraged to think about and reflect on student’s experiences and to make justified links between theory and practice in the healthcare setting.

Inter-professional learning with other healthcare students will develop team working whilst a focus on self-management and awareness provides the basis for future development of student’s professional leadership skills.

### 2.1.3 Level Five – The Developing Process

In Level Five there is a focus on evaluating and applying underpinning theory to Diagnostic Radiography practice. Building on the knowledge gained in level four, students will explore a variety of areas of imaging and associated imaging equipment. Students will locate and consider best evidence and apply research knowledge to student’s practice, beginning to develop skills to evaluate and modify their practice. The promotion of self-management within the imaging department and beyond will be introduced at level 5. Recognising the roles within the wider multi-disciplinary team and how students can contribute will also be a feature at level 5.

The focus of personal and professional learning will be in collaboration with service users, and their families and carers, in student’s placement areas. Personal Academic Tutors (PATs), inter-professional learning, practice education and group assignments will develop teamwork skills to facilitate effective working with others.

### 2.1.4 Level Six – Becoming an Autonomous Practitioner

Level six study enables students to take on greater responsibility for student’s practice, critically evaluating and synthesising evidence and using decision-making skills. Student’s practice placement will give students the opportunity to showcase student’s skill and knowledge with a variety of imaging equipment, whilst building on student’s person-centred care skills. Students will have the opportunity to explore developments in imaging and how this benefits patient outcomes. Students will develop student’s leadership skills, managing patient lists and ensuring the well-being of both service users and their carers.

An independent empirical research project (student’s dissertation) will have a clear diagnostic radiography focus. This will enable students to experience evidence-based practice and project management to facilitate student’s transition into an independent life-long learner as students approach graduation.

## 2.2 BSc (Hons) Diagnostic Radiography Module and Level Structure

Students must complete a total of 120 credits in **each academic year** and cannot progress into the next academic year carrying failed modular credits. This is different to the University Taught Regulatory Framework. All modules are therefore **mandatory** to allow progression into the next academic year.

|  |  |  |  |
| --- | --- | --- | --- |
| **module code** | **module title year 1 level 4** | **credit** | **status***(Mandatory (M) or Optional(O))* |
| DRAD1001 | Personal and Professional Development | 15 | M |
| DRAD1002 | Research Methods: Introduction to Evidence | 15 | M |
| DRAD1003 | Essential Science for Diagnostic Radiography | 30 | M |
| DRAD1004 | Diagnostic Imaging Practice 1 | 30 | M |
| DRAD1005 | Diagnostic Imaging Practice 2 | 30 | M |
| **module code** | **module title year 2 level 5** | **credit** | **status***(Mandatory (M) or Optional(O))* |
| DRAD2001 | Professional Values  | 15 | M |
| DRAD2002 | Research Methods: Developing the Evidence  | 15 | M |
| DRAD2003 | Science and Technology in Imaging | 15 | M |
| DRAD2004 | Cross-Sectional Anatomy, Physiology and Pathophysiology  | 15 | M |
| DRAD2005 | Diagnostic Imaging Practice 3  | 30 | M |
| DRAD2006 | Diagnostic Imaging Practice 4 | 30 | M |

|  |  |  |  |
| --- | --- | --- | --- |
| **module code** | **module title year 3 level 6** | **credit** | **status***(Mandatory (M) or Optional(O))* |
| DRAD3001 | Leadership in Diagnostic Imaging | 15 | M |
| DRAD3002 | Dissertation | 30 | M |
| DRAD3003 | Diagnostic Imaging Practice 5 | 30 | M |
| DRAD3004 | Diagnostic Imaging Practice 6 | 30 | M |
| DRAD3005 | Evolution in Imaging  | 15 | M |

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## 2.3 AIMS OF PROGRAM AND LEARNING OUTCOMES

On completion of the BSc (Hons) Diagnostic Radiography course students will have developed the theoretical knowledge, clinical and technical skills and personal and professional skills to achieve the Health and Care Professions Council (HCPC) [HCPC Standards of Proficiency - Radiographers (2022)](https://www.hcpc-uk.org/globalassets/standards/standards-of-proficiency/reviewing/radiographers---new-standards.pdf) and the [Standards of Education and Training from 2017](http://www.hcpc-uk.org/education/standards/). These standards, alongside the College of Radiographers (CoR) [Education and Career Framework (2022)](https://www.sor.org/getmedia/b2f6bf07-668f-4155-950a-b9d96c48eae1/12604-CoR-ECF-Interactive-v9a.pdf), form the basis for the development of the course learning outcomes.

### 2.3.1 Educational Aims of the Programme

The BSc (Hons) Diagnostic Radiography course aims to develop student’s understanding of clinical imaging and the wide range of skills necessary to be a diagnostic radiographer. It seeks to develop individuals with these skills and prepares students for a career in diagnostic radiography. It aims to produce practitioners who can think critically and adapt with a resilient nature to their working environment. The programme will support students to excel in both academic and clinical work, ensuring that graduates are able to provide excellent innovative care. The purpose of the course is to provide students with the ability to:

1. Achieve the [HCPC Standards of Proficiency (Radiographers) (2022)](https://www.hcpc-uk.org/globalassets/standards/standards-of-proficiency/reviewing/radiographers---new-standards.pdf) providing eligibility to apply for entry to the HCPC register and eligibility to apply for membership of The College of Radiographers.
2. Practice in a professional and inclusive manner; reflecting upon and critically evaluating own abilities and limitations, in accordance with the [HCPC Standards of Proficiency (Radiographers) (2022)](https://www.hcpc-uk.org/globalassets/standards/standards-of-proficiency/reviewing/radiographers---new-standards.pdf) and the [HCPC Standards of Conduct, Performance and Ethics (2016)](https://www.hcpc-uk.org/globalassets/resources/standards/standards-of-conduct-performance-and-ethics.pdf), acknowledging the need to seek appropriate assistance where necessary.
3. Critically reflect upon current practice and contribute to the future of the profession through self-development and the mentorship of others.
4. Demonstrate competence and confidence in a range of imaging modalities, with patient care at the heart of their service delivery.
5. Recognise advances within the profession and seek to maximise their skills and knowledge by pursuing opportunities for the development of the imaging service.
6. Be an accountable practitioner, who works in partnership, demonstrating flexible leadership of self and others, enabling them to improve and develop person centred services.

## 2.4 Intended Learning Outcomes

| **Knowledge and Understanding**  |
| --- |
| **LO** **no.** | On successful completion of the named award, students will be able to: | **Module Code/s** |
| 1. | Critically discuss and demonstrate the knowledge, skills and behaviours necessary to work effectively with individuals requiring imaging services. | DRAD3003DRAD3004 |
| 2. | Analyse the underpinning knowledge behind and demonstrate a range of appropriate and safe imaging techniques. | DRAD3003DRAD3004 |
| 3. | Locate, analyse and critically evaluate research and practice evidence for use in evidence-based imaging. | DRAD3002 |

| **Cognitive and Intellectual skills** |
| --- |
| 4. | Evaluate evidence and research, reason, justify and apply within a framework of evidence-based imaging practice. | DRAD3002 |
| 5. | Evaluate evolving imaging technology and it’s use in the pathway of the patient. | DRAD3005 |
| 6. | Critically evaluate aspects of professional practice through the application of rigorous research methodologies and research skills. | DRAD3002 |

| **Skills and capabilities related to employability** |
| --- |
| 7. | Apply analytical skills to deliver safe and effective practice and patient care across a wide variety of clinical settings and modalities. | DRAD3003DRAD3004 |
| 8. | Develop autonomous working within the scope of practice of a diagnostic radiographer in a variety of imaging settings for a range of imaging procedures. | DRAD3003DRAD3004 |
| 9. | Critically appraise and apply leadership and management skills to enable effective delivery of imaging services in existing and new service provision. | DRAD3001 |
| 10. | Develop a patient centred approach to the delivery of imaging services, including a responsibility to promote the public health agenda. | DRAD3003 |

| **Transferable/key skills** |
| --- |
| 11. | Present effective and skilled communication, including the use of digital technologies and capabilities for facilitating effective team working. | DRAD3003DRAD3004 |
| 12. | Exercise autonomy and personal responsibility for own professional practice and wellbeing, maintaining and evidencing continuing professional development, reflection and lifelong learning. | DRAD3001DRAD3004 |
| 13. | Critically evaluate the role of self within a team, developing effective team-working and problem-solving skills. | DRAD3004 |
| 14. | Critically analyse own values, principles and assumptions and develop self-awareness establishing a non-judgemental and anti-discriminatory attitude, which is sensitive to the values and interests of others. | DRAD3001DRAD3004 |

# The focus of placements in each academic year

Practice learning placements become progressively more challenging in each module and academic year. In line with the spiral curriculum, there are changes in focus as students progress:

## 3.1 Year 1

The focus of placement time within first year is to enable students to learn fundamental skills of a radiographer. Students are expected to:

* Evaluate referral criteria and justify the radiographic request for appendicular, axial, chest and abdomen imaging.
* Demonstrate correct patient positioning and selection of correct exposure factors for appendicular, axial, chest and abdomen imaging.
* Evaluate images using the 10-point check list for appendicular, axial, chest and abdomen imaging.
* Demonstrate care appropriate to individual patients.

## 3.2 Year 2

The focus of placement time in second year is to enable students to develop their professional practice in different areas of imaging. Students are expected to:

* Demonstrate, and assist with, imaging techniques, exposure manipulation and radiation safety for imaging of the body using various imaging techniques.
* Evaluate & manipulate images and be able to identify anatomy and simple pathologies.
* Formulate alternative techniques when the patient is not able to follow standard imaging techniques.

## 3.3 Year 3

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The focus of placement time in third year is to enable students to become an autonomous practitioner. Students are expected to:

* Formulate a plan for successful imaging of patients with reduced cognitive function
* Establish collaborative partnerships with other professions, based on professional communication and behaviours
* Demonstrate effective leadership and management skills in relation to professional and inter professional practice
* Demonstrate competence in cross-sectional imaging procedures
* Evaluate images from a variety of CT examinations

# The placement process

The next section outlines each stage of the placement process, identifying what students need to do, and what will happen as they begin, progress and complete their placement.

## 4.1 What types of placements are included in the programme?

Over the three years of their degree course students will gain placement experience in a West Midlands ICS. They will visit more than one hospital during their course to gain a breadth of experience. They will learn in various imaging modalities as well as other areas of the hospital. Placements will include time in X-ray, CT, MRI, mobile and theatre imaging, fluoroscopy, interventional and cardiac imaging plus more specialist areas as they develop their skills.

## 4.2 How will students be supervised on placement?

Students will always be supervised by an HCPC registered radiographer, who will be working alongside them. They will also have the practice educator who will oversee their placement learning.

## 4.3 How is their placement allocated?

Students will be allocated a placement at an NHS Trust at the beginning of their course. Once they have been allocated this will remain their placement for the duration of the course. Students may have the opportunity to visit other hospitals within the area. Placements are allocated using their personal information. We will ask them to fill out a form when they arrive, with their home address, whether they have dependents or access to transport. Placements will be allocated taking all these factors into account.

## 4.4 What uniform is provided?

* University logo name badge identifying them as a student Radiographer
* University issued white polo shirt or tunic, embroidered with student Radiographer
* Smart navy blue tailored trousers
* A TLD - to be worn at all times whilst in the clinical area
* Students are expected to purchase their own black shoes suitable for wear on placement

# Roles and responsibilities of staff and students in practice learning

There are many people involved in Practice Learning who play many roles and have several responsibilities in your placement. The following identifies what is expected of the Practice Educator (PE), the student, the supervising radiographer, the Zoned Academic (ZA) and the Work Based Learning Support Office (WBLSO).

## 5.1 Role and responsibilities of the practice educator:

* The practice educator should be a registered Diagnostic Radiographer with a minimum of 2 years experience
* The practice educator should have completed a recognised training course in practice/clinical education
* Take primary responsibility for organising learning opportunities in the practice environment.
* Act as a good role model.
* Ensure students are supernumerary.
* Instigate review of student learning and PAD through regular meetings with the student. These should be 2 individual meetings with the student and 1 meeting with the zoned academic and student, per year
* Liaise with Zoned Academic, particularly when concerns exist about progress.
* Gain service user feedback on student performance where appropriate

## 5.2 Role and responsibilities of the supervising radiographer:

* Ensure direct supervision of the student at all times
* Act as a good role model
* Use appropriate opportunities to teach the student
* Observe the students ability and give regular feedback
* Give written feedback at the end of each week
* Help to identify assessment opportunities
* If a trained assessor, see below

## 5.3 Assessor responsibilities:

* Ensure you have completed the UoW assessor training within the last 2 years
* Liaise with the student to find an appropriate opportunity to complete the assessment
* Use your own professional judgement to deem whether or not the student is competent to pass the assessment
* Complete all of the relevant paperwork, including feedback for the student following their assessment
* Refer to the practice educator and zoned academic should a student fail a part of an assessment

## 5.4 Student responsibilities:

* Maintain their PAD & make it accessible to the PE.
* Attend and participate in supervision and all assessment processes.
* Take full advantage of all learning opportunities.
* Ensure professional conduct and safe practice at all times.
* Attend 100% of practice learning hours.
* Submit completed PAD by the date identified in the module outline.
* Reflect and evaluate on their own learning at the end of each placement, completing the form in their PAD.

**5.5** The role and responsibilities of the Zoned Academic:

* Communicate directly with the student and Practice Educator during placement.
* Monitor consistency of practice learning environments and inform the therapy placement team of any issues arising.
* Provide student centred educational support, explore with students their learning experiences and opportunities and strengthen the integration of theory with practice.
* Work closely with the Practice Educator and students to remediate problems and risk of failure and assist in development of action plan.
* Provide on-going support for struggling students, including support for final summative interview with the Practice Educator (if appropriate).
* Ensure the Practice Educator follows due process in the event of a failed placement.
* Moderate the Practice Assessment Documents
* Facilitate conversations with Practice Educators and signpost students to additional support available through University of Worcester for disabled students.

**5.6** The roles and responsibilities of the placement support team (PLAST):

* Monitor car driver status and professional membership of SoR.
* Allocate student learning experiences & send allocation report to placement provider, taking account of placement availability and capacity, student transport and previous experiences.
* Notify student of allocation via ARC-POW.
* Keep a record of student attendance and absence / sickness.
* Process travel claims.

# Before placement starts

Students are requested to:

* Ensure they have appropriate, clean and well-fitting uniform.
* Ensure they have full Occupational Health clearance & DBS clearance.
* Discuss any disabilities with their PAT and complete a PPAP.
* Complete all Mandatory Training.
* Contact their Practice Educator as soon as their placement details appear on ARC-POW.

## 6.1 How are students supported on placement?

* Students will have one or more named Practice Educators (PE) and will be supervised by a registered radiographer.
* Assessments (formative and summative) can be carried out by radiographers who have completed their assessor training.
* The PE is the students first point of contact for any concerns on placement.
* The Zoned Academic is students first point of contact with the University for any challenges or problems that cannot be satisfactorily resolved by the PE, or that pertain to their relationship with the PE.
* Meetings will be held with the practice educator 3 times a year to check progression with the PAD. These meetings should be held in December, March and May. One of these meetings will be held together with the Zoned Academic.

## 6.2 Zoned Academic Visits

|  |  |
| --- | --- |
| **Who has a Zoned Academic** | Every student can expect an allocation to a zoned academic. This may change for each placement and will be notified through Blackboard. |
| **Who has visits** | Every student at each clinical site will have a zoned academic visit.Zoned academic visit(s) may also be made on request by the student or the course team for students who may require additional support. |
| **Timing of Visit** | Visits should occur around Christmas and Easter unless requested earlier by practice educator or student. |
| **During ZA visit** | The ZA will expect to meet with the student alone before being joined by the PE. If the PE requires a private meeting they are asked to inform the ZA beforehand. ZA will complete appropriate form in student’s attendance and meeting record. |

# Clinical Educator & Assessor Training

The university offers training for all radiographers who are responsible for the supervision and education of students in the clinical environment. This will take place over the course of a day and will cover the following areas:

|  |  |
| --- | --- |
| **Introduction to the Diagnostic Radiography programme** | This session will provide you with an overview of the programme and the roles and responsibilities of various personnel.  |
| **Teaching Students in Practice** | This session will help you understand the role of you as teacher and offer some helpful strategies for teaching students in practice. |
| **Giving Effective Feedback** | This session will examine feedback and how this can help, and hinder, a student’s progress and motivation. Tips for good feedback and its delivery will also be covered. |
| **Supporting Students in Practice** | This session will look at how to recognise when a student may be struggling and what you can do to support them. It will also introduce neurodivergence and how you can work with students to maximise their learning.  |
| **Assessor Training** | This session will cover the assessment documentation and how to assess students from the University of Worcester. There will be scenario-based discussion and what to do if a student fails. It will also look at the consequences of failing to fail. |

Once you have attended this training your details will be kept on the university database by the placement team. Your training will last for 2 years, after which time you need to refresh your assessor training.

For those who have already completed a similar course elsewhere, and for refresher training, a recorded version of the assessment training only can be provided. This can be conducted in the workplace and once completed, your name added to the trained assessor database. It is a requirement for all staff assessing University of Worcester students to complete the assessor part of this training.

# Placement Assessment

The student’s placement is assessed using the University of Worcester Practice Assessment Document and they will receive a **PASS or a FAIL** for their placement.

## 8.1 Placement Assessment Document

Each level of study has one placement assessment document, detailing the requirements to pass each placement assessment. Each academic year will assess the students practice learning against the learning outcomes for their practice-based modules. Details of the requirements for each level can be found in the Practice Assessment Document.

## 8.2 Formative and summative placement assessment

If you have received the UoW assessor training, you can assess students both formatively and summatively.

* **Formative assessment** - assessment for learning & feedback prior to their summative assessment.
* **Summative assessment** – final assessment of practice – this result will go to the exam board as part of their practice-based modules.

## 8.3 The Assessment Process

The practice assessment will be conducted by the supervising radiographer who has completed the assessor training. Students can attempt each part when they have discussed it with the radiographer and you both feel that the student is ready to attempt it. If the assessing radiographer feels that the student is not ready to attempt it, then they are advised to recommend to the student to leave it until they have had more chance to practice, and provide them with feedback on areas for improvement. However, it must be recognised that students will have a deadline to compete their assessment by and all assessments should be completed in a timely manner and must not be left until the last minute.

Each level will assess different skills and will become increasingly complex as students move through their course. Details of each level of assessment can be found in the corresponding Placement Assessment Document. Please see these documents for further guidance on the assessment process.

# Identifying Concerns Process

If students are not making satisfactory progress on their placement or are at risk of failing to meet the assessment criteria this must be identified at the earliest opportunity. This process is used to initiate support for the student and for the PE to resolve areas of inadequate performance.

Please see below for a flowchart documenting the process.

Student is provided with opportunities to meet action plan, including the opportunity for a formative assessment

Regular monitoring of student progress and achievement of goals

Zoned Academic provides opportunities for ongoing support as required

**Student meets Action Plan Satisfactorily**

**Concerns persist**

Zoned Academic contacts Practice Educator as soon as practicable.

A meeting is arranged with student and Practice Educator.

Formal supervision is arranged to discuss the assessment areas causing concern. This is documented using the Identifying Concerns form

Zoned Academic meets with student on 1:1 basis to ensure there are no mitigating circumstances impacting on performance.

Zoned Academic supports development of Action Plan as required.

Supervising radiographer/Practice Educator identifies a concern regarding the student’s performance.

Supervising radiographer /Practice Educator identifies which areas of assessment are not being met.

Practice Educator highlights concerns with student and informs them that Zoned Academic support will be sought.

Practice Educator contacts Zoned Academic to arrange visit.

|  |  |
| --- | --- |
| **If the student meets action plan satisfactorily then their practice education can carry on as normal** | **If concerns persist** |
|  | * Assessing radiographer completes summative assessment and gives student feedback
* Assessing radiographer indicates clearly which areas of assessment were not passed and provides justification.
* Student should submit PAD as usual.
* Where the students professional suitability is in question, the University of Worcester Fitness to Practice procedure may be invoked.
 |

## 9.1 Failure of a placement

If a student does not pass one of their placement assessments, then they will fail the associated practice module. An opportunity for re-sit may be provided. Only one re-sit attempt per academic year is permitted for placements. A formal process, known as the Practice Panel, exists to review all fail grades and determines the type of re-sit required as appropriate. The decisions of the practice panel are reported to the Board of Examiners. Re-sit placements cannot start until practice panel decisions are known.

**In the event of failure in the original and reassessment opportunity of any placement, the Practice Placement Panel will discuss the failure and make recommendation to the Examiners Board that the students course of study is discontinued.**

The student has the right of appeal to the Academic Board against a decision of the Board of Examiners however specific guidance should be sought from the registry department in these circumstances. Where an appeal is lodged the student will not be permitted to attend placement or university until the outcome of the appeal is known.

 [Student Academic Appeals Procedures](http://www.worcester.ac.uk/registryservices/documents/ProceduresforAppeals.pdf).

## 9.2 Re-sits of placements

Students must pass each year’s placement before they can progress into the following year. They will be given a reassessment opportunity over the summer period to complete the areas that they did not pass the first time. They will only need to resit the failed element of assessment.

# Raising Concerns in Practice

If a student believes that a service user’s care is being compromised due to poor, illegal or dangerous practice they have a responsibility to report this to the most appropriate person. This may be the Practice Educator, senior Radiographer or Head of Department. In any event, the Practice Educator and Zoned Academic should be notified at the earliest opportunity.

## Process for Managing Student Concerns in Practice



**School of Allied Health & Community**

**Practice Placement Panel**

# Practice Placement Panel terms of reference

**TERMS OF REFERENCE**

Exam boards ratify the provisional grades provided for practice related assessment. In cases where Registry have asked for advice in respect to a student’s claim for exceptional mitigating circumstances, the School of Allied Health & Community will convene a practice placement panel.

**Context**

The purpose of the Practice Placement Panel is to review the evidence and documentation in light of a practice fail. This is to ensure that the policy for practice assessment has been adhered to, reflecting University and professional body guidelines.

The panel does not decide on the merits of a pass or fail decision. This is the responsibility of the active mentor or the person responsible for the assessment of practice.

1. **Membership:**
* Chair (University representative – minimum of Programme Leader level)
* A representative(s) from practice (which could include the Lead Practice Facilitator/ Educator or their nominated representative and may include other representatives such as mentors or other relevant persons associated with the students’ learning in practice)
* A representative(s) from the Institute of Health and Society (which could include the module leader, module teaching team, academic tutor, clinical educators and any other relevant persons associated with the students’ learning)
1. **Lines of Reporting:**

Completed reports from this panel will be received by:

* The Registry department (in order to present at Board of Examiners)
* Programme Leader
* Lead Practice Facilitator or person responsible for the student in practice
* Work Based Learning Support Office
1. **Schedule of Meetings:**

As required (scheduled in time for Board of Examiners and prior to progression points).

1. **Terms of Reference:**
2. To review the case of any student that has failed to meet the standards or progression outcomes during a practice placement experience;
3. To review student claims of exceptional mitigating circumstances in relation to a practice learning experience;
4. To discuss any related issues that may have impacted on the student failing in the practice placement;
5. To ensure that the assessment processes have been followed in line with University and professional body guidance;
6. To advise, and make recommendations to the Board of Examiners that enable the student to progress on the programme (as appropriate, or to defer the decision and seek advice);
7. To advise the Registry Department as to whether assessment requirements have been met;
8. To report the Panel’s decisions to the Board of Examiners via a formal set of minutes;
9. To report the Panel’s decision to the student in a formal letter which relays the Panel’s requirements and timescales involved.
10. Where appropriate, provide feedback to the practice areas and those responsible for the student in practice, thereby enabling effective communication about decisions made;
11. To identify any trends in relation to practice assessment (for quality assurance purposes) that demonstrate good practice and identify any issues that need addressing through mentor education and updates;
12. To report the activities of this panel annually through the Annual Evaluation Reports.

#  Practice placement panel flowchart

1. **Co-ordinate Panel dates with Practice Education lead, and identify Chair. Book venues. Circulate dates to all involved. (Teresa Harrison, PLAST)**
2. **Practice Education Lead provides Link PLAST Administrator with names of students to be considered by Panel.**
3. **Practice Education Lead contacts Registry Services to establish whether students have claimed mitigation.**
4. **Therapy placement team establishes other key information e.g. hours to complete etc.**
5. **Linked PLAST Administrator prepares and circulates agenda and other papers.**
6. **Agenda and minutes are uploaded to Blackboard – accessible by Therapy placement team.**

**7. PLAST Administrator attends Panel to take minutes and note decisions. Circulates draft minutes and Practice Panel Recording Template to Chair for agreement.**

**8. Minutes circulated to all present plus Registry Services\*, and are presented to Board of Examiners for ratification.\* Graham Davis; MC Administrator**

**9. PLAST Administrator prepares formal letter on behalf of Practice Education Lead to student within 5 working days conveying outcome of Practice Panel (this can be done prior to formal ratification unless the case is complex and requires further advice). Provides letters to PE Lead for approval.**

**10. PLAST Administrator finalises and sends letter to student, noting any resit placement required and resulting PLAST action if placement resit is required. Letter is uploaded to SITS.**

**11. Practice Placement Panel documents are based on the PLAST O:drive but available to colleagues through Blackboard.**