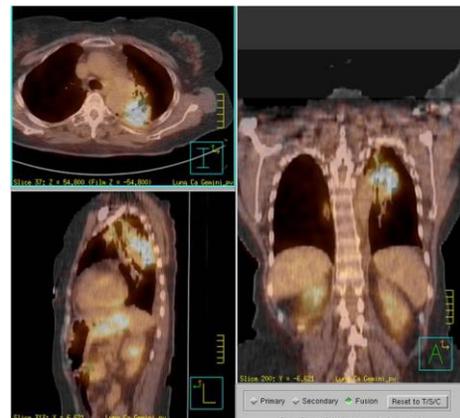


# BSc (Hons) Radiotherapy and Oncology BSc (Hons) Diagnostic Imaging PROGRAMME HANDBOOK 2015 – 2016 Glenside Campus



Cohorts 2013 and 2014

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# ***Hello, and welcome from the staff of the Radiotherapy and Oncology and Diagnostic Imaging undergraduate programmes.***

## **Aim of the handbook**

The handbook is designed to provide information relevant to the programme. The information in the handbook may also be provided in a number of other electronic or paper sources and this document provides links to the definitive data sources wherever possible.

## **Programme term dates.**

Please be aware that the dates for the term dates for the programme for this year 2014-2015 are detailed on the year plan on page 28-29 of this handbook. These may differ from the overall UWE website as our programmes involve placements and these can occur during the seasonal holidays e.g. Easter.

## **Who are the staff?**

We are a dedicated team within the Department of Allied Health Professions (AHP). You will meet the respective members of the Radiotherapy and Oncology and Diagnostic Imaging teams during induction week. The current programme managers are Sarah Zelle (RT) and Karen Dunmall (DI). Names and details of team members are listed on page 31.

## **Where are we situated?**

The radiography lecturers' offices are situated in K block, on the Glenside site.

## **What can we do for you?**

The team is happy to help you with queries you may have related to any aspect that might affect your studies. All lecturers on the team are module leaders and also act as academic personal tutors and dissertation supervisors. A list summarising all the modules appears on page 10-20. Your academic personal tutor will meet with you in the first few weeks of the course. For more about the academic personal tutor role see page 26.

## **Finally**

These guidelines have been produced with the intention that they are read alongside the Faculty and University Student information which can be found at <http://www1.uwe.ac.uk/students> .

***We hope you enjoy your time here with us at UWE!***

***From “the teams”***

## **Communication with you**

The main communication channel used by the University and the Faculty is the UWE student portal, myUWE. The myUWE link appears at the top of the University staff and student intranet home page alongside that of the library and gives you access to the portal, where much of the information relevant to you will appear, including important announcements. myUWE gives you access to a wide range of course information, including links to Blackboard for modules you are currently studying. Blackboard provides the main communication channel for module specific information and should be checked regularly for new content and announcements.

Also from myUWE you can access your UWE student email account, which you are expected to check regularly (at least twice a week) as this is the email address that the University will use to contact you. If you do not activate this account, or choose to automatically forward emails to a different email account, then the University will not be responsible if you miss important information such as details about classes, assessments, examinations, fees, registration etc.

Please see [www.uwe.ac.uk/myuweguidance](http://www.uwe.ac.uk/myuweguidance) for further information on all aspects of your myUWE portal.

## Course Philosophy

As professional healthcare workers, Radiographers are committed to the development of working and learning environments which are free from unlawful discrimination, in accordance with the Health Care Professions Councils' Standards of Conduct, Performance and Ethics

<http://www.hpc-uk.org/aboutregistration/standards/standardsofconductperformanceandethics/>

**2.1 Principles:** The radiography staff at UWE are committed to provide a challenging and distinctive programme which successfully combines academic achievement with the development of the highest standards of clinical care.

The programmes aims are to produce practitioners who can, with sensitivity, assess the needs of service users and respond appropriately; it also produces practitioners who are capable of analysing and evaluating their own practice in terms of established scientific theory and current, evidence based research. Graduates should also be able to contribute to the professional knowledge base, improve professional practice and ultimately enhance the quality of the service user's experience.

To achieve this, practitioners need to be competent in a number of skill areas and the course is structured to provide and monitor opportunities for acquiring these competencies in all of the following:

- **Communication.** Radiographers must be able to communicate effectively with service users and other healthcare professionals.
- **Evaluation and response to service user's needs.** Radiographers must be able to utilise role specific technical skills and knowledge to implement all facets of the proposed examination/treatment safely and accurately.
- **Management skills.** Radiographers must be able to effectively manage human and other resources in order to respond to the needs of the service and service user.
- **Professional Growth.** Radiographers must accept responsibility for their own practice and for actively maintaining their personal and professional development.

**2.2 Course Aims:** The programmes aim to enable students to:

- Fulfil the requirements to be eligible for registration with the Health professions Council with the protected title of Therapeutic or Diagnostic radiographer.
- Appreciate the broader context of health and social care activities
- Be self-aware, self-directed and sensitive to the needs of others
- Evaluate knowledge which arises from practice.
- Evaluate knowledge and practice in relation to theory.
- Develop key skills.
- Develop effective and appropriate relationships with service users, colleagues and other agencies.
- Function effectively within the interprofessional team
- Be effective in self management approaches
- Develop leadership potential
- Develop and promote a value base in practice that respects diversity

- Understand and implement research-based and evidence-based practice to the field/scope of practice
- Engage in the analysis of academic discourse

## **2.3 Learning Outcomes**

### **2.3.1 Knowledge and Understanding.** Graduates should demonstrate understanding of:

- The legislation which governs the delivery of ionising and non-ionising radiations
- The clinical and radiation science which underpins radiographic/oncology and radiotherapy practice
- The legal and ethical frameworks within which they practice
- Current imaging technology and its most appropriate applications/current management strategies for the patient with cancer
- The routine or most appropriate protocols and techniques which may be utilised to demonstrate different anatomical structures and systems/the most appropriate imaging modalities which may be utilised to diagnose malignant disease and are implemented in radiotherapy localisation and planning techniques
- The implications of research evidence for professional practice in radiography/radiotherapy

### **2.3.2 Intellectual Skills:** Graduates should demonstrate

- The capacity for enquiry, inductive and deductive reasoning and critical analysis
- The ability to analyse and present information in an appropriate format to inform radiographic/ radiotherapy practice
- The capacity for evaluation of alternative strategies for examination or treatment
- The ability to debate and apply the legal and ethical issues, which underpins radiographic /radiotherapy practice and may influence decisions of investigation or treatment
- A proactive approach to future academic and/or professional development

### **2.3.3 Subject/practical skills:** Graduates must demonstrate the ability to:

- Communicate effectively with users, general public and interprofessional groups
- Work competently and independently within clinical or healthcare settings
- Demonstrate a proactive approach to problem solving in a clinical setting
- Organise and manage their own practice
- Utilise radiographic/radiotherapy equipment appropriately and effectively
- Reflect and evaluate their performance in radiographic /radiotherapy practice
- Select and employ appropriate research methodologies for the retrieval and production of data and demonstrate the ability to analyse and report the outcomes
- Plan and manage the workload of themselves and/or others for an extended period or more complex situation

### **2.3.4 Transferable/Key skills:**

Graduates from this programme should demonstrate the ability to

- Extract, evaluate, synthesise, summarise and present information gained from primary and secondary sources (critical thinking)
- Problem manage
- Utilise investigative skills to research issues pertaining to radiographic /radiotherapy practice (research skills and methods)
- Communicate effectively, via the relevant media, utilising appropriate professional terminology (communication)
- Manipulate the numerical data that underpins radiographic/radiotherapy practice (application of number)
- Use IT competently and effectively to support both academic studies and radiographic/radiotherapy practice (information technology)
- Organise and manage radiographic radiotherapy /practice within a team framework (working with others)
- Plan and act independently in planning and effecting tasks (organisation)
- Reflect on own practice and learning.

**2.4.1 Students' Rights.** Staff recognise the rights of the individual. We operate under, and are committed to, a policy of equal opportunity and seek to promote the acquisition and retention of good health.

In support of the above, we believe students have the right to:

- say "I don't understand"
- question and receive an informed answer
- question educational methods and curriculum content
- practice safely under supervision
- decline responsibility for situations outside their sphere of practise of competence
- bring to the attention of the appropriate authority any act of patient abuse or poor standard of care
- be treated as a responsible adult
- express their feelings, opinions and beliefs
- privacy in respect of their personal lives
- state their individual needs, independent of their role as a student

**2.4.2 Student responsibilities.** Given the principles outlined in 2.4.1 above, we expect students to:

- display a proactive attitude towards learning throughout the course
- take responsibility for their own learning
- contribute to the course/module evaluation process
- conduct themselves with due regard to the feelings of others
- give full attendance due to the professional nature of the course
- act in such a manner as to uphold and enhance the good standing and reputation of the profession
- Sign the practical session consent and academic registers at appropriate times (eg Appendix A)
- Sign the Good character and health declaration (Appendix B)

## 2.4.3 The Clinical learning environment

**2.4.3.1 Students' responsibilities.** In addition to the responsibilities outlined in 2.4.2 above, students should:

- be sensitive at all times to the welfare and needs of service users.
- contribute to the placement evaluation process
- give full attendance in accordance with the Society and College of Radiographers guidelines and code of conduct.
- familiarise themselves with, and adhere to, the relevant legislation and local protocols that relate to working in the clinical environment including:

The Health and Safety at Work Etc. Act 1974

The Ionising Radiations Regulations 1999

The Ionising Radiations (Medical Exposure) Regulations 2000

Local rules.

Manual Handling Operations Regulations 1992

Data Protection Act 1998

Reporting of Injuries Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR)

The Personal Protective Equipment at Work Regulations 1992

Control of Substances Hazardous to Health Regulations 1994 (COSHH)

- respect the confidential nature of information gained through interaction with patient's peers and others.

**2.4.3.2 Students' Rights.** Students are entitled to:

- fair and equitable treatment at all times
- regular feedback – on the basis of regular informal meetings with practice educators in each placement area and through clinical documentation.
- opportunity to practice for and to undertake clinical assessments with suitable trained and experienced staff
- access to suitable library and study facilities – to include wherever possible, use of word processing facilities.
- study leave equivalent to one half day per week during clinical placement. This will be taken at a mutually convenient time by arrangement with the responsible supervising radiographer or head of department.

## 2.4.4 Attendance.

Students are expected to give full attendance at academic and clinical placement sessions. Students should notify the relevant module leader if absent from an academic session. Attendance registers will be taken and used to inform your academic standing. The Society and College of Radiographers recommend a minimum attendance level in order to demonstrate professional behaviour and academic competence.

Absence from clinical practice should be notified to the placement area and practice learning unit. **There is a 90% attendance requirement in clinical practice and expectation of the same for the academic components.**

**You are asked to pay particular attention to assessment dates and ensure you check with your academic team if you are unsure when assessments are due. Students are expected to be available during these periods and absence from scheduled assessments may have a significant impact on your studies. Please take care to avoid these dates when planning any holidays.**

### 3. Course Structure

**3.1.1 Overview.** As students, you are expected to become accountable professional members of healthcare teams. In order to fulfil this expectation, the course has been designed to integrate theory and practice very closely and has been carefully planned to ensure a progressive development of knowledge, skills and competencies required for professional practice.

The course is spread over three academic years with some extension into what are normally considered vacation periods. This enables students to acquire the necessary clinical experience. Each clinical placement lasts for 14 weeks.

	<b>Autumn semester</b> (Mid September – Mid December)	<b>Spring semester</b> (Early January – Late March)	<b>Summer semester</b> (Mid April to Mid June)
<b>Year 1</b>	Academic	Academic	Clinical (Finishes late July)
<b>Year 2</b>	Academic	Clinical (Finishes Early April)	Academic
<b>Year 3</b>	Academic/Clinical (starts Beginning September)	Academic	Academic/clinical

**3.1.2 Annual Leave:** This is in accordance with the traditional university’s pattern although there will be deviation from this to accommodate the clinical placements.

**3.1.3 Working Hours.** The academic working day commences at 09:00 and finishes at 18:00. Wednesday afternoons are allocated for study/sport.

During **clinical placement**, students will usually work a 37.5 hour week in accordance with local working policies. There is equivalent of one half day study time allocated per week (**not applicable during Bank holiday weeks**).

**3.2.1 Academic Curriculum.** The academic content of the course has been divided into units referred to as modules. A team of lecturers work together to plan and deliver the module. These teams are led by the module leader who has overall responsibility for the planning, implementation and assessment of the module. At the commencement of each module, a module handbook will be made available giving details of the learning outcomes, the assessments and a reading strategy. A number of modules are common to both disciplines, however approximately half are specific to the skills required by either diagnostic or therapy radiographers. These are designated uniprofessional or profession specific modules. Within each year, there is also a profession specific practice module.

**3.2.2 Module Sequence.** The order the modules are delivered in is led by the needs of clinical practice. A summary of the modules is given below:

# First Year

Module - Diagnostic and Radiotherapy programmes	Credits	Module Leader
<b>Radiographic Science</b> <b>UZYRHP-30-1</b> (Standard Module.)	30	Fiona Chamberlain

## Syllabus Outline

### Physical principles:

Concept of energy and electromagnetic radiation. Ionising and non-ionising radiations in the environment. Interaction of ionising radiation with matter. Inverse square law; half value-thickness. Biological effects of ionising radiation. Radiation protection: principles; diagnostic or radiotherapy. Detection and measurement of ionising radiation. Radioactivity; decay process; half-life

### Radiographic equipment:

Imaging principles; film screen systems. Rotating anode/metal-ceramic x-ray tube. x-ray geometry. Image intensifier. Digital/computed radiography. Basic/full wave rectified x-ray generator circuit; voltage ripple. High frequency x-ray generator circuit. Principles of basic filament circuit/timer circuit. Uses of ionising radiation in medicine; role of imaging modalities; image viewing. Diagnostic imaging equipment or radiotherapy equipment. General x-ray equipment or megavoltage equipment. Static equipment design or superficial/orthovoltage equipment. Computerised tomography and radionuclide imaging: principles; equipment; radiation protection/typical radiation doses; advantages/limitations. Magnetic resonance and ultrasound imaging: principles; equipment; biological effects/safety; advantages/limitations

Module- Diagnostic and Radiotherapy programmes	Credits	Module Leader
<b>Foundation Clinical Sciences</b> <b>UZYRHM-30-1</b> (Standard Module)	30	Andrea Maggs

## Syllabus Outline

### Introduction

Regions of the body and surface anatomy, definition of terms and language, overview of the organs and systems of the body. How to study the module, guidelines on note taking and student centred learning.

### Locomotor System

Introduction to the skeleton and the study of osteology and arthrology. Osteology and arthrology related myology, bone growth and development, fractures and healing processes, common pathologies.

### Transportation and Defence

Cardio-vascular and respiratory systems, the lymphatic system and associated organs, defence and immunity, common pathologies. Integumentary system, effects of radiation on the skin.

### Cell Biology, Growth and Division

The chemical level of organisation. Cell structure, cell membranes, transport across membranes, structure and function of organelles. Classification of tissues, mitosis, cell cycle, meiosis. Cell dysplasia, introduction to oncology and related pathological processes. Effects of radiation on the cell.

### Control Systems

Neural and hormonal control of homeostatic mechanisms. Central nervous system, sensory motor and integrative systems, autonomic nervous system & endocrine system, related pathologies. Special senses.

### Digestive System

Metabolism, energy relationships and role of enzymes.

The digestive tract, physiology of digestion, absorption and assimilation, elimination. Common pathologies.

### Urinary System

Anatomy and physiology, common pathologies.

### Reproductive System

Anatomy and physiology of male and female systems, to include female breast and life cycle changes, embryology, pregnancy, effects of radiation on the foetus.

Module- Radiotherapy and Oncology programme only	Credits	Module Leader
<b>Principles of Radiotherapy &amp; Oncology</b> UZYS DP-40-1 (Standard Module)	40	Sarah Zelle
<p><b>Syllabus Outline</b></p> <p><b>Study skills</b> How to retrieve information, using sources of evidence effectively</p> <p><b>Principles of Oncology</b> Epidemiology and aetiology of cancers. Characteristics of tumours, classification of malignant tumours, staging and grading. The biological basis of cancer formation, routes of spread</p> <p><b>Pre-treatment work up</b> Role of clinical investigations in diagnosis. Basic imaging principles, role of imaging in oncology radiotherapy planning and monitoring tumour response</p> <p><b>Aim of cancer management tools</b> Overview of how cancer services are organised and delivered in a multicultural society; the multidisciplinary nature of cancer care. Radiotherapy modalities and overview of radiotherapy equipment, concept of radical, palliative, prophylactic and adjuvant treatments. Overview of the role of surgery, chemotherapy and hormone therapy. Basic principles of pharmacology in relation to radiotherapy practice.</p> <p>Radiotherapy procedures Oncological principles related to anatomical sites. Standard non-complex treatment models for radical and palliative applications</p> <p><b>Radiobiology:</b> Principles of radiobiology and fractionation, concept of tolerance doses</p> <p><b>External beam dosimetry</b> Isodose charts, applied dose, mid-plane dose, multifield techniques, electrons, methods of beam modification, immobilisation devices.</p> <p><b>Radiation protection</b> Current ionising radiation regulations; professional responsibilities of the radiotherapy radiographer within the context of the multidisciplinary health care team</p> <p><b>Communication skills and Interprofessional working</b> Importance of appropriate communication skills, impact of a cancer diagnosis for patient, family and friends, including the needs of the child. The role of the radiographer within the healthcare team, interprofessional relationships</p> <p><b>Code of Conduct</b> Professional behaviour; ethical and legal responsibilities; data protection, health informatics</p>		

<b>Module- Radiotherapy and Oncology programme only</b>	<b>Credits</b>	<b>Module Leader</b>
<b>Radiotherapy Practice 1</b> <b>UZYSM-20-1</b> (Practice Module)	20	Sarah Zellej
<p><b>Syllabus outline</b></p> <p><b>Cancer classification in relation to radiotherapy practice</b> Classification of malignant tumours, staging, grading and relevance to radiotherapy management and treatment prescription. Concept of radical, palliative, prophylactic or adjuvant treatment.</p> <p><b>Pre-treatment work up</b> Role of clinical investigations in diagnosis, interpretation of results relevant to practice. Observation of the role of imaging in oncology and pre-treatment in practice.</p> <p><b>Cancer management</b> The Multidisciplinary team (MDT) in radiotherapy, interprofessional communication.</p> <p><b>Multimodality approaches</b> Adjuvant roles of surgery, chemotherapy and hormone therapy.</p> <p><b>Professional personal development</b> Portfolio construction and development.</p> <p><b>Practice in relation to:</b> Standard non-complex treatment models for radical and palliative applications, use of treatment accessories and immobilisation devices.</p> <p><b>Radiobiology:</b> Principles of radiobiology, recognition of standard fractionation schedules. Side effects of radiotherapy and their management in relation to anatomical site, commonly used medications in the radiotherapy department and oncology, methods of administration and dosage. Principles of fractionation, concept of tolerance doses.</p> <p><b>Application of external beam dosimetry:</b> Use of patient data and isodose plans in the delivery of radiotherapy treatment.</p> <p><b>Radiation protection:</b> Current ionising radiation regulations [IR(MER)]; professional responsibilities of radiotherapy radiographer within the context of the multidisciplinary health care team.</p> <p><b>Health and Safety:</b> Application of Infection control procedures, safe manual handling techniques and basic life skills.</p> <p><b>Communication skills:</b> Utilisation of appropriate communication skills in practice, the giving of information and advice to patients under supervision, recognition of the important and ethical issues behind obtaining informed consent. Communicate in the context of a multidisciplinary team. Recognition of the impact of a cancer diagnosis for patient, family and friends.</p> <p><b>Code of Conduct:</b> Adoption of appropriate professional behaviour; ethical and legal responsibilities; data protection, health informatics.</p>		

<b>Module- Diagnostic imaging programme only</b>	<b>Credits</b>	<b>Module Leader</b>
<b>Principles of Diagnostic Imaging</b> <b>UZYS6K-20-1</b> (Standard Module.)	20	Gary Dawson
<p><b>Syllabus Outline</b></p> <p><b>Study Skills</b> Guidelines on note taking, student centred-learning, case studies and student seminars.</p> <p><b>Professional Skills</b> Theoretical principles of: Radiographic technique and protocols including the qualitative assessment of the resulting radiographic appearances for: Axial and appendicular skeleton; Thoracic and abdominal cavities; Respiratory and cardiovascular systems; Patient preparation and care prior to, during and after specific imaging procedures; Management of electronic and non-electronic patient data</p> <p><b>Radiation Protection</b> Practical methods of dose measurements, dose reduction and the radiation dose received from specific examinations. Applied radiation protection to incorporate; Core of knowledge, Schemes of work and local rules.</p> <p><b>Radiographic Imaging</b> Theoretical principles of: The imaging process and methods of producing, manipulation and viewing images in analogue and digital formats. Storage and transferral of images. Quality control tests on radiographic and processing equipment (Sensitometry) and the interpretation of the quality of radiographic images. Environmental issues relating to imaging processes.</p> <p><b>Departmental routine</b> Overview of the main areas in a diagnostic department. Clinical placement practice in General radiography, Accident and Emergency, Fluoroscopy Experiential learning of the process for the management and care of patients in a radiography department.</p>		

Module- Diagnostic imaging programme only	Credits	Module Leader
<b>Foundation Diagnostic Imaging Practice</b> <b>UZYS6J-20-1</b> (Practice Module)	20	Angela Bailey
<p><b>Syllabus Outline</b></p> <p><b>Study Skills</b> How to study for this module, guidelines on note taking, student centred-learning, case studies and student seminars.</p> <p><b>Professional Skills</b> Practical application of : Radiographic technique and protocols including the qualitative assessment of the resulting radiographic appearances for: Axial and appendicular skeleton; Thoracic and abdominal cavities; Respiratory and cardiovascular systems; Patient preparation and care prior to, during and after specific imaging procedures; Management of electronic and non-electronic patient data</p> <p><b>Radiation Protection</b> Practical methods of dose measurements, dose reduction and the radiation dose received from specific examinations. Applied radiation protection to incorporate; Core of knowledge, Schemes of work and local rules. Health &amp; Safety at Work Act, to include COSHH legislation and professional codes of conduct, basic life skills and manual handling.</p> <p><b>Radiographic Imaging</b> Practical application of : The imaging process and methods of producing, manipulation and viewing images in analogue and digital formats. Storage and transferral of images. Quality control tests on radiographic and processing equipment (Sensitometry) and the interpretation of the quality of radiographic images. Environmental issues relating to imaging processes.</p> <p><b>Departmental routine</b> Overview of the main areas in a diagnostic department. Clinical placement practice in General radiography, Accident and Emergency, Fluoroscopy, Experiential learning of the process for the management and care of patients in a radiography department.</p>		

Module- Diagnostic imaging programme only	Credits	Module Leader
<b>Patient Care in Radiography</b> <b>UZYSFC-20-1</b> (Standard Module.)	20	Donna Dimond
<p><b>Syllabus Outline</b></p> <p><b>Patient Management</b> To include an understanding of patient presentation, radiographic examinations that may be required and an understanding of specific patient needs and care; Respiratory disorders Circulatory disorders Trauma/injury Neurological problems</p> <p><b>Professional skills</b> Infection control; Management of body fluids; Stoma management; O<sub>2</sub> management; Patient observations/management Recognising the deteriorating patient and when to intervene; Record keeping</p> <p><b>Personal Development</b> Communication and listening skills relevant to effective clinical practice. Awareness of patient needs and rights as an individual to include: Informed consent, Equality rights and diversity, Human dignity/privacy, Patient psychology Recognise professional responsibilities with respect to children and vulnerable adults. Managing violence and aggression</p>		

## Second Year

Module- Diagnostic and Radiotherapy programmes	Credits	Module Leader
<b>The purpose, scope and context of interprofessional collaboration</b> <b>UZYSFD-20-2</b> (Project Module.)	20	Ian Fletcher
<b>Syllabus outline</b>  <b>Interprofessional Context of Care</b> <ul style="list-style-type: none"> <li>· The purpose of interprofessional / inter-agency collaboration</li> <li>· The scope and range of policy (international, national, local)</li> <li>· Professional identity and socialisation, issues of power and responsibility</li> <li>· The evidence base for interprofessional education.</li> <li>· Issues relating to equal opportunities / anti-oppressive practice.</li> <li>· Service user and carer's perspectives on service provision.</li> <li>· Ethico-legal context of collaborative care.</li> </ul> <b>Management and Teamwork.</b> <ul style="list-style-type: none"> <li>· Consideration of location, organisation and dynamics of teams.</li> <li>· Partnership / inter-agency involvement for effective team work</li> </ul> <b>Communication</b> <ul style="list-style-type: none"> <li>· Communication processes within groups – barriers and facilitators.</li> <li>· Inter-agency networking – identifying core skills</li> </ul> <b>Reflection</b> <ul style="list-style-type: none"> <li>· Reflection on and within interprofessional practice</li> <li>· Reflection on and within interprofessional education</li> </ul>		
Module- Diagnostic and Radiotherapy programmes	Credits	Module Leader
<b>Research Methods for Radiography</b> <b>UZJRJD-20-2</b> (Project module.)	20	Karen Dunmall
<b>Syllabus Outline</b>  <b>Accessing research literature:</b> Use of databases and other sources <b>Understanding research design:</b> Qualitative and quantitative methodologies - their differences and potential integration Evaluating research and its potential for informing practice Developing research questions and devising methods for their investigation Ethical issues in research Critical evaluation of research evidence Relevance of research to professional practice <b>Analysis:</b> Analysis of qualitative data Analysis of quantitative data <b>Clinical audit:</b> Distinctiveness of research and audit processes and their function		

<b>Module- Diagnostic and Radiotherapy programmes</b>	<b>Credits</b>	<b>Module Leader</b>
<b>Patient Health and Wellbeing in Radiography</b> <b>UZYRJA-20-2</b> (Standard Module)	20	Claire Bennett
<p><b>Syllabus Outline</b></p> <p><b>The disease process and the patient's journey</b> Clinical and imaging investigations that assist in diagnosis of diseases and conditions. Common pathological conditions and the biological basis for pathological change. Recognising common signs and symptoms of pathological change.</p> <p><b>Patient pathway protocols and government public health initiatives</b> Diagnostic and radiotherapy radiographers roles in the patient pathway process Examining the links between diagnostic and radiotherapy radiographer's respective roles and their places in the healthcare team. Preparing patients for investigations, their results and treatment. Communicating effectively with patients and the healthcare team.</p> <p><b>Exploring the use of IT in diagnostic imaging and radiotherapy practice</b></p> <p><b>Understanding the role of the MDT in the patient pathway</b></p> <p><b>Health promotion, education and screening</b> Health promotion and screening Psychosocial issues to be considered at key points highlighted along the trajectory of the patient pathway Sources of evidence available to patients and health care professionals, user involvement. Health and disease. Public health.</p> <p>Identification and exploration of the aetiological and epidemiological factors linked to some of the common conditions of Western Society that feature in key UK health policy initiatives</p> <p>Examining sources of information and support services available to radiographers and patients including web based support</p>		

<b>Module Radiotherapy and Oncology programme only</b>	<b>Credits</b>	<b>Module Leader</b>
<b>Clinical Oncology and Radiotherapy Technology</b> <b>UZYSEG-40-2</b> (Standard Module)	40	Robin Jhagra
<p><b>Syllabus Outline</b></p> <p><b>Treatment Management</b> Oncological management of tumours that may require complex treatment strategies (e.g. malignancies of the myeloproliferative systems, head and neck, central nervous system, gynaecological system.) Pharmacology, cytotoxic chemotherapy and hormone therapy, applications in practice and current regimes. Potential side effects of treatment and strategies for patient care, including the role of specialist cancer services. Diversity of users of cancer services</p> <p><b>Radiotherapy Technique</b> Equipment design, function and role in localisation and verification techniques Role of imaging modalities; computer planning; methods of conformation to the target volume Multifield isocentric techniques and dosimetry of specific malignancies Principles, techniques, clinical applications and dosimetry of brachytherapy Superficial (including electron and photon) techniques and dosimetry</p> <p><b>Quality control principles</b> Treatment room design and radiation protection Patient immobilisation and consideration of tumour mobility Error management and quality assurance systems in radiotherapy. The role of the radiographer within the healthcare team. Interprofessional relationships, communication and team working, extended roles. Professional boundaries and accountability, patient perspectives.</p>		

Module- Radiotherapy and Oncology programme only	Credits	Module Leader
<b>Radiotherapy practice 2</b> <b>UZYSND-20-2</b> (Professional practice)	20	Robin Jhagra
<p><b>Pre-treatment work up</b>            Role of clinical investigations in cancer diagnosis, staging and treatment strategies. Interpretation of results relevant to practice. Undertaking of imaging in localisation and verification in radiotherapy practice. Radiotherapy treatment planning procedures for a range of commonly treated cancers. Patient immobilisation and treatment accessories used in clinical practice.</p> <p><b>Multi modality treatment strategies in relation to radiotherapy practice</b></p> <p>Role of adjuvant, neoadjuvant, prophylactic, concurrent and concomitant treatment strategies and the relationship of radiotherapy to these, including the role of Brachytherapy, surgery, chemotherapy and hormone therapy.</p> <p>Side effects of cancer treatment and their management in relation to anatomical site. Commonly used medications in the management of radiotherapy side effects, methods of administration and dosage. The role of the radiographer in the administration of medication and the assessment and monitoring of patients.</p> <p><b>Professional personal development</b>            Portfolio construction and development. Reflective practice and identification of personal learning needs and professional practice development.</p> <p><b>Application of external beam dosimetry:</b>            Use of absorbed dose calculations, patient data and isodose plans in the delivery of radiotherapy treatment.</p> <p><b>Radiobiology</b>            Application of radiobiological principles in the administration of radiotherapy for standard and non standard treatment strategies, including Brachytherapy. Application of fractionation schedules and tolerance doses.</p> <p><b>The radiographer as part of the healthcare team</b>            The role of the radiographer within the healthcare team. Liaison within the multidisciplinary team (MDT) in radiotherapy. Exploring interprofessional relationships and investigating extended roles. Understanding professional boundaries and accountability.</p> <p><b>Management of diverse patient groups</b>            Management of patients that may require specialised care including the needs of the child. Consideration of psychological issues and appropriate communication skills within the radiotherapy setting.</p> <p><b>Health Safety and quality assurance within the workplace</b>            The importance of health and safety within the workplace including: radiation legislation in Practice, local rules, COSHH regulations, Manual Handling, Basic life support, infection control, Quality assurance systems, protocols.</p> <p><b>Communication skills</b>            Utilisation of appropriate communication skills in practice, the giving of information and advice to patients, recognition of the important and ethical issues behind obtaining informed consent. Communication in the context of an interprofessional team. Recognition of the impact of a cancer diagnosis for patient, family and friends.</p> <p><b>Code of Conduct</b>            Adoption of appropriate professional behaviour; ethical and legal responsibilities; data protection, health informatics. Behaviour as expressed in the professional Code of Conduct and Ethics.</p>		

<b>Module- Diagnostic imaging programme only</b>	<b>Credits</b>	<b>Module Leader</b>
<b>Intermediate Diagnostic Imaging Studies</b> <b>UZYS9U-40-2</b> (Practice Module)	40	Simon Messer
<p><b>Syllabus Outline</b></p> <p><b>Anatomy, disease and clinical applications in radiography</b> Promote a broad understanding of anatomy/physiology, common clinical applications/pathologies, patient care and radiographic procedures that involve the use of contrast media; evaluate the efficacy of these procedures alongside alternative examinations utilising other imaging modalities: to demonstrate the following anatomical systems: digestive; urinary; hepato-biliary; cardio-vascular; musculo-skeletal; respiratory.</p> <p><b>Specialised imaging areas:</b> accident and emergency; mammography; neuroradiography; interventional procedures; maxillo-facial/orthodontic procedures; operating theatre and mobile radiography.</p> <p><b>Special patient needs:</b> psycho-social aspects of patients with special needs in a multi-cultural society (children, elderly, pregnancy, physically challenged)</p> <p><b>Pharmacology:</b> Pharmacodynamics. pharmacokinetics. Contrast media. Contrast reaction drugs; other drugs commonly used in diagnostic imaging</p> <p><b>Radiobiology:</b> cell development and disorders. neoplasia and oncogenesis. spread patterns of malignant disease. the effects of radiation. cell survival curves. risk versus benefit of various techniques. dose and dose limitation</p> <p><b>Health and safety issues:</b> Radiation protection, infection control, basic life skills. Legal and ethical frameworks e.g. Manual handling, Health and Safety at Work, Ionising Radiation Regulations</p> <p><b>Radiographic practice:</b> Development of skills on organisation and management of radiographic practice within a team framework</p>		

<b>Module- Diagnostic imaging programme only</b>	<b>Credits</b>	<b>Module Leader</b>
<b>Science and Instrumentation in Diagnostic Imaging</b> <b>UZYS9V-20-2</b> (Standard Module)	20	Fiona Chamberlain
<p><b>Syllabus Outline</b></p> <p><b>Practical radiation applications:</b> Sources of Radiation. Industrial and medical uses of radiation. Radiation dosimetry, dosimeters, and detectors</p> <p><b>Digital Imaging:</b> Computerised Radiography and Digital Radiography systems. Post-processing of digital images. Digital Imaging and Communication in Medicine (DICOM). Patient Archiving and Communication Systems (PACS) and networking topologies. Teleradiography. Data security.</p> <p><b>Radiographic equipment:</b> accident and emergency; mammography; neuroradiography; interventional procedures; maxillo-facial/orthodontic procedures; operating theatre and mobile radiography; patients with special needs (children, elderly, pregnancy, physically challenged)</p> <p><b>Application of Radiographic Equipment:</b> Evaluate the technical performance and the "fitness for role" of radiographic equipment, and alternative imaging modality/ies (e.g. ultrasound, nuclear medicine and PET, CT, MRI, digital radiography)</p> <p><b>Quality and safety issues:</b> quality assurance testing, safety devices, automatic exposure devices</p> <p><b>Health and safety issues:</b> e.g. radiation protection, Infection control, manual handling</p>		

## Third Year

Module - Diagnostic and Radiotherapy programmes	Credits	Module Leader
<b>Exploring Quality Practice for interprofessional / inter-agency collaboration</b> <b>UZYSFE-20-3</b> (Project Module. Diagnostic and Radiotherapy)	20	Simon Messer

**Syllabus Outline**

**The Context of Interprofessional / Inter-agency Collaboration.**

Consideration of the impact of contemporary international, national and local policies on interprofessional / inter-agency service provision.

Consideration of the changing landscape of service provision.

Consideration of the effect of related policy drivers (e.g. work-force remodelling) on interprofessional / inter-agency service provision.

**Management.**

Promotion and management of quality of care.

Consideration of research and quality assurance issues related to interprofessional / inter-agency service provision.

Promotion of evidence based practice within service provision.

Promotion of service user and carer rights and participation within care.

Consideration of ethico-legal issues within interprofessional / inter-agency service provision (e.g. changing professional regulation / professional boundaries).

The range of personal, professional and group accountability within interprofessional / inter-agency service provision.

**Teamwork.**

Problem solving and decision making processes within interprofessional / inter-agency collaboration.

Effective leadership, team-working, conflict resolution.

**Communication.**

Consideration of strategies / systems to maximise interprofessional / inter-agency communications.

**Information and Communication Technology.**

Technologies enabling inter-professional / inter-agency collaboration.

**Reflection.**

Reflection on and within interprofessional education and interprofessional / inter-agency practice.

Module- Diagnostic and Radiotherapy programmes	Credits	Module Leader
<b>Research Project for Radiography</b> <b>UZYZR5-40-3</b> (Project Module – Diagnostic and Radiotherapy)	40	Dr Julie Woodley

**Syllabus Outline:**

Current developments in research governance policy related to professional practice to include:

**Evidence-based practice**

Formulation of questions, hypotheses or aims

**Research approaches**

Qualitative and quantitative approaches, including: systematic literature review action research experimental and quasi-experimental research randomised control trials

**Methodological issues**

**Research planning, reliability, validity, authenticity, rigour**

**Ethical issues in research**

Gaining ethical approval ;Informed consent ;Data protection

**Critical appraisal of literature**

Searching and evaluating literature; Systematic review

**Data collection**

Liaison and timetabling; Pilot studies

Procedural issues, e.g. inclusion/exclusion criteria, calibrating instruments

**Interpretation of findings**

Analysis of qualitative research

Statistical analysis, including descriptive and inferential statistics

**Dissemination of research outcomes**

Writing a research report ;Writing an abstract ;Scientific posters, conference posters

Publication issues

Module Radiotherapy and Oncology programme only	Credits	Module Leader
<b>Advanced Radiotherapy Studies</b> <b>UZYRKF-40-3</b> (Practice Module)	40	Janette Chianese
<b>Syllabus Outline</b>  <b>Study skills:</b> critical literature review, presentation skills. <b>Biological basis of cancer:</b> proto-oncogenes, retro-viruses, oncogenesis, apoptosis, growth factors, development of metastases; gene therapy; radioimmunotherapy. <b>Biology of radiation oncology:</b> radiation morbidity; radiotherapy errors. <b>Strategies for improving delivery of radiotherapy:</b> evaluation of current clinical trials and protocols; equipment and technical innovations; implications of research, innovations and changes for the radiotherapy radiographer and service . Radiotherapy in the 21 st Century. Implications of advances in imaging and modalities for oncology. <b>Ethical and legal responsibilities of a radiotherapy radiographer:</b> Clinical Governance; Role extension and CPD; patient assessment skills: implications of intercurrent disease for patient management, pharmacology and drug interactions; decision making and the influence of attitudes and values. <b>Holistic approach to cancer management:</b> psycho-social issues, role of complementary therapies; empowerment, social support as a buffer, local and national support networks; pain management; special needs of the terminally ill; bereavement; role of radiotherapy within the context of a holistic, multidisciplinary approach; strategies for improving patient- radiographer interactions. <b>Health and Safety issues:</b> Manual Handling, Basic Life Skills, and Infection Control. <b>Practice Placement:</b> megavoltage equipment, simulator and treatment planning.		

Module Radiotherapy and Oncology programme only	Credits	Module Leader
<b>Communication in Cancer and Palliative Care</b> <b>UZTRX3-20-3</b> (Standard Module)	20	Nicky Studzinski
<b>Syllabus Outline</b>  <b>Ethical and Professional Issues</b> Support/supervision. Boundary setting inc consent and confidentiality. Models for reflection and critical incident analysis <b>Psychological/Social/Spiritual</b> Psychosocial responses to acute and chronic illness including a cultural perspective. Frameworks of loss, transition and grief. Models of grief theory and bereavement care. Use of narrative and metaphor <b>Communication</b> Information needs of people with cancer and their carers. Overview of major theories of communication Approaches to specific emotions including anger/depression/sadness. Coping styles - patients and carers Barriers to listening. Practical skills - active listening, reflecting, paraphrasing, summarising. Frameworks for managing bad news and collusion <b>Multi-professional working</b> Communication skills within the context of multidisciplinary and inter-professional working  .		

Module- Diagnostic imaging programme only	Credits	Module Leader
<b>Fundamentals of Radiographic Image Interpretation</b> <b>UZYS9W-20-3</b> (Standard Module)	20	Donna Dimond
<b>Syllabus Outline:</b>  <b>Principles of radiographic image interpretation</b> Impact of disease processes and trauma on radiological appearances, critical image evaluation of frequent conventional general radiological examinations, relevant terminology and abbreviations, normal and abnormal image appearances of axial and appendicular images, pattern recognition, decision making, red dot reporting, image interpretation criteria framework and associated impact upon patient management. <b>Current and future developments</b> Impact of digital imaging on patient management, role of the radiographer within forensic practice and cross sectional image reporting. <b>Practitioner autonomy:</b> Legal and ethical responsibilities of practitioners, issues related to self-registration and professional indemnity, competence, negligence, clinical governance, clinical supervision, risk management, record and document keeping, quality control of general x-ray equipment <b>Reflection:</b> Reflection and utilisation of reflective skills within modern clinical practice, implementation of reflective models, clinical decision making and self evaluation <b>Technology and management of information:</b> Impact of modern technology infrastructures upon working practice, potential influence on image quality and patient care, health and safety issues, Government strategies, role development, data storage and security. <b>Interprofessional roles:</b> Fundamental interpretation of non-radiology medical tests, application of image interpretation in a multidisciplinary environment.		

Module- Diagnostic imaging programme only	Credits	Module Leader
<b>Advanced Diagnostic Imaging Studies</b> <b>UZVRKD-40-3</b> (Practice module)	40	Janice St-John Matthews
<b>Syllabus Outline</b>  <b>Radiographic equipment and practice:</b> Design and function of equipment and accessories and their application to practice. The design specifications, function and fitness for role of the modern imaging modalities and their application in practice. Interventional procedures. <b>Ethical issues:</b> Patients rights, autonomy, empowerment, informed consent, confidentiality, screening, resource allocation. <b>Management:</b> Consider functions, activities and skills; applications for management of patients, ones own job, a unit/service, health care needs of a population. <b>Health and social policy:</b> The role of radiography in supporting social policy, and in the promotion of health and social wellbeing, interventional procedures, health screening and management of the patient. <b>Radiographer role:</b> Existing role and its extension, raising awareness of health issues, development, technical reporting, red dot systems, continuing professional development. Strategies in patient-radiographer interactions. Intravenous injections. Preparing for employment. <b>Health and safety issues:</b> Basic Life Skills, Manual Handling techniques, radiation protection. <b>Presentation of information:</b> Electronic presentation skills.		

**3.3 Teaching Methods.** *It is **your** responsibility to organise your own learning.* The key to success is to achieve a balance between the social and academic aspects of the course.

Modules vary in their teaching and learning methods and some have a higher proportion of lectures than others. Lectures are supplemented by the use of self directed learning centred on the medium of student-led seminars and group workshops.

As the course progresses, your analytical skills will develop and you will move towards independence in your learning. This is recognised and indeed encouraged by the changing emphasis of the teaching methods, which moves from a high proportion of lectures in the first year to a much greater proportion of student led seminars and workshop sessions in the third year.

### **3.3.1 Clinical skills training**

**Radiotherapy and Oncology** -A significant proportion of your learning will be undertaken utilising VERT and the radiotherapy planning suite; where you will have the opportunity to gain hands on practical experience of using radiotherapy treatment and planning equipment in a simulated environment. The systems have been risk assessed to ensure they meet relevant health and safety standards. Other practical skills training may involve some degree of student involvement simulating clinical situations. The sessions are supervised by a member of staff or PALS leader to ensure a controlled and safe environment that complies with health and safety standards. The exact nature of the practice task(s) will be explained in detail by the supervisor at the beginning of the session.

Participation in any practical sessions requiring role play as a "patient" is voluntary (you will be asked to sign a consent form to participate) and students may withhold their consent to undertake this role. A copy of the consent form is in Appendix A on page 33 of this handbook.

**Diagnostic imaging**- A significant proportion of your learning, particularly in the first year, will take place in the practical room. During the practical sessions, students are encouraged to practice radiography positioning skills on each other. The sessions are supervised by a member of staff to ensure a controlled and safe environment that complies with current ionising radiations legislation and Health and Safety standards. The exact nature of the practice task(s) will be explained in detail by the supervisor at the beginning of the session and you will be asked to sign a consent form to confirm you are willing to act as a "patient". No revealing levels of undress or changing into hospital gowns will be required for this participation.

Participation in the sessions indicated above as a "patient" is voluntary (you will be asked to sign a consent form to participate) and students may withhold their consent to undertake this role. A copy of the consent form is in Appendix A on page 33 of this handbook.

**3.4.1 Clinical curriculum.** The clinical component of the course consists of three fourteen week placements. During the course of your training, you will rotate between at least two departments to allow you to gain a very wide range of clinical experience. During your placement experience you will be given opportunity to reflect on your practice (minimum equivalent of one ½ day per week).

**Students are expected to attend a desirable minimum of 90% of clinical practice time and an absolute minimum of 80% of clinical practice time as stipulated by The Society and College of Radiographers in order to meet professional requirements satisfactorily. Failure to attend for less than the mandatory requirement for each clinical placement (regardless of reason) will result in the student requiring remedial placement which may affect progression.**

### **3.4.2 Clinical Skills Mandatory Training**

Prior to each clinical placement it is a requirement of the Faculty of Health and Life Sciences that all students undertake training in Manual Handling (Moving and Handling) of patients and loads, and Basic Life Support (Cardiopulmonary Resuscitation). **This training is to help minimise risk to you, colleagues and service users in your care, and as such is regarded by the Faculty as mandatory.**

You will be notified of the times allocated to you for training.

**Students failing to undertake this training will not be permitted to attend placement which will obviously affect your ability to progress on your programme.**

Factors such as holidays or other avoidable commitments are not regarded as adequate reasons for missing clinical skills training. The periods during which training occurs is clearly identified in the Year Plan on page 28-29 of this handbook.

Prior to training sessions you are required to complete the online learning tool to prepare you for the practical sessions. You are also required to complete the online assessment associated with the learning tool and bring a copy of your successfully completed test to the practical session.

Suitable footwear must be worn to the Manual Handling practical sessions such as would be worn in the clinical environment. Open-toed sandals, flip-flops, canvas slip-on shoes and the like are not acceptable and you will not be permitted to undertake the practical session.

### **3.4.3 Occupational health**

All students will undertake mandatory Occupational Health assessments at the start of the programme. Students are also required to comply with the inoculation programme prior to

undertaking clinical placement. The service is provided by NHS Plus contact number-0117 3422223.

**3.4.4 Clinical placements.** The following centres are used for clinical placement:

	<b>Hospital</b>	<b>Link Lecturer</b>
Radiotherapy and Oncology	<b>Bristol Haematology &amp; Oncology Centre</b>	Jan Chianese
	<b>Royal United Hospital, Bath</b>	Angie Bambery
	<b>Royal Devon &amp; Exeter Oncology Centre</b>	Mandy Tuckey / Simon Bowers
	<b>Plymouth Oncology Centre</b>	Andrea Maggs
	<b>Truro Hospital,</b>	Sarah Zellej
	<b>Poole Hospital</b>	Claire West / Simon Bowers
	<b>Cheltenham General Hospital</b>	Claire Bennett
	<b>Torbay</b>	Robin Jhagra
	<b>Taunton</b>	Georgia Welsh

	<b>Hospital</b>	<b>Link Lecturer</b>
Diagnostic Imaging	<b>North Bristol Trust (Frenchay &amp; Southmead)</b>	Karen Dunmall
	Sub hospitals:	Cossham, Yate Health centre
	<b>Cheltenham General Hospital</b>	Simon King
	Sub hospital:	Cirencester hospital
	<b>Gloucester Royal Hospital</b>	Janice St-John Matthews
	Sub hospitals:	Dilke Lydney Stroud
	<b>United Bristol Trust (Bristol Royal Infirmary)</b>	Dr Julie Woodley
	Sub hospitals:	Bristol Oncology Centre Bristol Children's Hospital Bristol Dental Hospital Breast Screening Unit, Bristol
	<b>The Great Western Hospital, Swindon</b>	Simon Messer
	<b>Royal United Hospital, Bath</b>	Angela Bailey
	Sub hospitals:	Paulton, Mineral Hospital, Bath, The Circle Hospital, Bath
	<b>Weston General Hospital</b>	Ben Whistance

### **3.5 The Practice Learning Unit (PLU) part of the Professional Practice Office (PPO)**

All practice placements for Nursing, Midwifery, Physiotherapy and Radiotherapy and Diagnostic Imaging students are arranged through the academically led Practice Learning Unit (PLU). The administrative staff responsible for the “allocation” function of the unit work to ensure that each student has a practice placement arranged for them, which is appropriate to the programme and the students learning needs.

<http://hsc.uwe.ac.uk/practicesupport/Default.aspx?pageid=133>

Prior to each clinical placement students are requested to submit any information which could affect a placement allocation via the ARCWEB page 0117 3281155

[arcweb@uwe.ac.uk](mailto:arcweb@uwe.ac.uk). The clinical placements are also overseen by the clinical coordinators - Angela Bailey (DI- all years) and Sarah Zelle (RT). See page 30 for contact details.

**3.6 Departmental Structure-** The academic staff in the Radiography department have worked as clinical radiographers/specialists before moving into the academic setting.

The current academic staffing consists of:

The (Acting) Head of Department – Viv Gibbs who is responsible for the strategic planning and management of the Department of Allied Health Professions.

Associate Head – Steve Evans.

Programme leaders – Sarah Zelle (RT and Oncology) and Karen Dunmall (DI) who are responsible for the planning, implementation and monitoring of their particular programmes.

Module Leaders-(see pages 9-20 and page 30) who are responsible for the planning, implementation and monitoring of their particular modules.

Senior Lecturers (See page 30) who, together with the above, are responsible for the planning and delivery of individual modules. They also have a role as clinical link lecturers, supporting students whilst they are on placement.

Associate and specialist lecturers are experts within their field support the academic teaching.

**3.6.1 Clinical Personnel.** Each clinical department has named radiographers (Practice Educators) who are responsible for supervising students whilst on placement and arranging clinical assessments.

**3.7 Examinations and Assessment.** Examinations occur at several points during the academic year. Each module handbook will detail the assessments required and the dates for coursework submission. Examination dates will be given prior to the assessment. However, these are only a part of the assessment process and in order to pass from one year to the next and eventually receive their degree, students are required to pass all of the academic and clinical components of the course.

Much thought has been given to the appropriate assessment method in each module. Coursework is used extensively throughout the course and includes essays, poster, wiki, seminar presentations and Objective Structured Clinical Examinations (OSCE's).

### **3.7.2 Reading Draft Work.**

#### **Student entitlement to support with written work, ie coursework/ dissertation.**

1. Academic members of staff may read passages of text [amounting to no more than 20% of word count] or plans of work, in order to support student learning but they will not normally read whole drafts<sup>1</sup> of work.
2. Exceptions to the above may be resubmissions where students require more focused support. This support should be based upon feedback from the first submission marker, and the student should ensure that the tutor has a copy of any such feedback.
3. Additional support may also be given in cases of identified special needs or where the individual student is considered by academic staff to require additional or specific support.
4. Dissertation support may include the reading of a chapter or a section of the dissertation in order to gain a clear understanding of the content and ideas being expressed. Each section can be reviewed once.
5. Students who wish staff to comment upon a plan of their work should contact the tutor to organise how and when support will be offered.
6. Module leaders will ensure agreed practice is implemented via their academic team. This information should be detailed in the module handbook. Such information may include:
  - ▶ information about who to approach e.g. requests via module leader
  - ▶ the method for requesting support e.g. email,
  - ▶ the timescales for requesting support e.g. not within 3 weeks of submission
  - ▶ response times from staff acknowledging student request or agreeing arrangements e.g. reply within 3 working days [does not imply feedback will be delivered within 3 days].
  - ▶ Students should therefore be clear what support is being offered and how to access it.

<sup>1</sup> draft is taken to indicate a piece of work that is almost finished and has recognisable structure and content

**3.7.3 Assessment Issues.** Please read the section on Assessment in the **Faculty Student Information online** which refers to the **Modular Assessment Regulations**.

Use the year plan on pages 30 and 31 to organise your study around assessment dates. N.B. some of these dates may be subject to change. Note some resit/resubmission dates are during the summer holidays. Please note that if you are required to undertake a reassessment it is your personal responsibility to verify the date, time and nature of such assessment.

If you have any problems, please ask for help **sooner** rather than later

**3.7.4 Results Publication**

- **Notifications of Credit and Assessment Marks** are no longer sent out in the post. Instead they are published via the UWE website, and can be printed off:

<http://www.uwe.ac.uk> Click the “MyUWE - UWE Portal” tab and log in using your user-id details. Click on the the “Marks” tab at the top of the screen, and then the blue “Marks” tab, which will bring up your Notification of Credit and Assessment Marks for the most recent Examination Board.

Please note that administrative staff are unable to give you information about your results over the telephone. Please contact your Module Leader or Programme Manager for this purpose.

**3.8 Your Academic Personal Tutor.** All students are allocated a personal tutor to provide guidance and advice in respect of students' academic and personal well-being. A list of who your personal tutor is will be available via Blackboard.

If you are ill you need to inform, the programme manager or a member of the Student Administration Team- [HLS.SAT@uwe.ac.uk](mailto:HLS.SAT@uwe.ac.uk).

<b>Denise Curtis</b>	Department of AHP	88416
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A progress review is undertaken over the course of each year with your academic personal tutor (as part of the academic personal tutor programme). If you want to see your tutor, you must make an appointment. This can be done either by email or phone.

Remember you do not have to be in crisis to see your tutor, we would rather see you before you ever get to that stage. In fact your personal tutor may ask to see you in the first instance, just to see if you're getting on OK!

There is a student advice and welfare service should you need it. <http://www1.uwe.ac.uk/students.aspx> This link leads you to the essential student information page where you will find help and guidance on a range of topics including:- finance, welfare and study support.

## **3.9 Course Evaluation**

All courses within UWE are subject to annual and periodic review and the process of evaluation is seen as continuous and dynamic. As a student, you are expected to participate in this evaluation process.

**3.9.1 Module Evaluation.** Learning and teaching, resources, support and assessment of each module is reviewed by the students at the end of each module run.

**3.9.2 Clinical Placement Evaluation.** At the end of each placement, students will be asked to complete a confidential questionnaire addressing the following issues:

The departments' environment and resources

Accommodation

Support from clinicians

Support from UWE

**3.9.3 Programme evaluation.** On completion, you will be invited to comment on your experiences of the whole course.

### **3.9.4 Student Experience Survey (SES) and National Student Survey (NSS)**

As part of the quality assurance procedures required by the university students will be asked to complete the SES at the end of years 1 and 2 and the NSS at the end of year 3.

<http://www1.uwe.ac.uk/students/studentexperience.aspx>

## **4.0 Student representatives**

On the BSc (Hons) Radiotherapy and Oncology and Diagnostic Imaging programmes, two student representatives from each programme are elected by their peers annually from each cohort. The following link gives general information about the role of student representatives and the student union gives training and support.  
<http://www.uwesu.org/representation/reps/student-reps/>

One role of the student representatives is to make a contribution to decisions about how the programme is run and should develop. There are regular meetings (Student Representative Staff Forum- SRSF) to ensure quality procedures are followed and the student voice is heard.

4.01 Peer assisted learning (PALs leaders). Peer assisted learning is an academic support scheme where students trained in facilitation and coaching techniques plan and deliver study support sessions for other students. Some of your academic sessions may be delivered by PALS leaders. You will also have the opportunity to become a PAL's leader yourself at the end of your first year of study if you can demonstrate a competent performance in your studies, good communication, listening and interpersonal skills. For information on the Pal's scheme access the following link:

<http://www1.uwe.ac.uk/students/studysupport/peerassistedlearning/becomeapalleader.aspx>

# Radiography 2015/2016 Year Plan

**N.B. Assessment dates to be confirmed: check in module handbooks/with module leaders.**

Wk No.	Date	Cohort 2014	Cohort 2013
1	27.7.15	Holiday	Holiday
2	03.08.15	Holiday	Holiday
3	10.08.15	Holiday	Holiday
4	17.08.15	Holiday	Holiday
5	24.08.15	Holiday	Holiday
6	31.08.15	Holiday	Academic ADIS/ARTS
7	07.09.15	Holiday	Academic ADIS/ARTS
8	14.09.15	Academic	Placement 1
9	21.09.15	Academic IP conference day 1 (25/9)	Placement 2
10	28.09.15	Academic	Placement 3 IP conference day 1 (28/9)
11	05.10.15	Academic	Placement 4
12	13.10.15	Academic	Placement 5
13	19.10.15	Academic	Placement 6
14	26.10.15	Consolidation Week	Placement 7
15	02.11.15	Academic IP conference day 2 (6/11)	Placement 8
16	09.11.15	Academic	Placement 9
17	16.11.15	Academic	Placement 10
18	23.11.15	Academic	Placement 11
19	30.11.15	Academic <b>Assessment PHWR</b>	Placement 12
20	07.12.15	<b>Clinical Skills Week</b> <b>Clinical docs</b>	Placement 13 IP conference day 1 (7/12) IP Submission due (10/12)
21	14.12.15	Consolidation Week	Placement 14
22	21.12.15	Holiday	Holiday
23	28.12.15	Holiday	Holiday
24	04.01.16	Placement 1 <b>Assessment RM</b>	Academic <b>submission clinical portfolio (4<sup>th</sup> January)</b>
25	11.01.16	Placement 2	Academic
26	18.01.16	Placement 3	Academic
27	25.01.16	Placement 4	Academic <b>ARTS/ADIS Presentations</b>
28	01.02.16	Placement 5	Academic <b>ARTS/ADIS Assignment</b>
29	08.02.16	Placement 6	Academic
30	15.02.16	Placement 7	Academic
31	22.02.16	Placement 8	Academic
32	29.02.16	Placement 9	Academic <b>Clinical Skills Week</b>
33	07.03.16	Placement 10	Academic
34	14.03.16	Placement 11	Academic
35(BH Friday)	21.03.16	Placement 12	Holiday
36 (BH Monday)	28.03.16	Placement 13	Holiday
37	04.04.16	Placement 14	Academic
38	11.04.16	Holiday	Academic
39	18.04.16	Holiday	Academic
40	25.04.16	Academic Submission <b>clinical portfolio (25<sup>th</sup> April)</b>	Academic

41 BH Monday	02.05.16	Academic	Pre-qualifying placement <b>Research Project submission</b>
42	09.05.16	Academic <b>Assessment</b>	Pre-qualifying placement
43	16.05.16	<b>Assessment</b>	Pre-qualifying placement
44	23.05.16	Academic	Pre-qualifying placement
45 BH Monday	30.05.16	Academic	Pre-qualifying placement
46	06.06.16	Holiday	Pre-qualifying placement
47	13.06.16	Holiday	Pre-qualifying placement
48	20.06.16	Holiday	<b>RESULTS</b>
49	27.06.16	Holiday	
50	04.07.16	Holiday	
51	11.07.16	Holiday Common resit week	Common resit week Graduation ceremony tbc
52	18.07.16	Holiday Common resit week	Graduation ceremony tbc
1	25.07.16	Holiday	
2	01.08.16	Holiday	

## Department of Allied Health Professions Radiography Staff Team

Lecturer Name		DI/RT	Ext	Room	e-mail
Bailey	Angela	DI	88623	2K18	<a href="mailto:Angela.Bailey@uwe.ac.uk">Angela.Bailey@uwe.ac.uk</a>
Bambery	Angie	RT	87461	1K22	<a href="mailto:Angie.Bambery@uwe.ac.uk">Angie.Bambery@uwe.ac.uk</a>
Bennett	Claire	RT	88846	2K16	<a href="mailto:Claire7.Bennett@uwe.ac.uk">Claire7.Bennett@uwe.ac.uk</a>
Chamberlain	Fiona	DI	88825	2K07	<a href="mailto:Fiona.Chamberlain@uwe.ac.uk">Fiona.Chamberlain@uwe.ac.uk</a>
Chianese	Jan	RT	88529	2K05	<a href="mailto:Janette.Chianese@uwe.ac.uk">Janette.Chianese@uwe.ac.uk</a>
Dimond	Donna	DI	88417	1K04	<a href="mailto:Donna.Dimond@uwe.ac.uk">Donna.Dimond@uwe.ac.uk</a>
Dunmall	Karen	DI	88903	2K02	<a href="mailto:Karen.Dunmall@uwe.ac.uk">Karen.Dunmall@uwe.ac.uk</a>
Easton	Suzanne	DI	88417	1K04	<a href="mailto:Suzanne.easton@uwe.ac.uk">Suzanne.easton@uwe.ac.uk</a>
Goldsworthy	Simon	RT(research fellow)		1K22	<a href="mailto:Simon.goldsworthy@uwe.ac.uk">Simon.goldsworthy@uwe.ac.uk</a>
Jhagra	Robin	RT	88231	2K06	<a href="mailto:Robin.jhagra@uwe.ac.uk">Robin.jhagra@uwe.ac.uk</a>
King	Simon	DI/NM	88232	1K01	<a href="mailto:Simon5.King@uwe.ac.uk">Simon5.King@uwe.ac.uk</a>
Maggs	Andrea	RT	88509	1K17	<a href="mailto:Andrea2.maggs@uwe.ac.uk">Andrea2.maggs@uwe.ac.uk</a>
Messer	Simon	DI	88797	2K04	<a href="mailto:Simon.messer@uwe.ac.uk">Simon.messer@uwe.ac.uk</a>
Phillips	Rita	DI/US	88789	2K17	<a href="mailto:Rita.Phillips@uwe.ac.uk">Rita.Phillips@uwe.ac.uk</a>
Sassano	Antonio	DI/US	88600	2K17	<a href="mailto:Antonio2.Sassano@uwe.ac.uk">Antonio2.Sassano@uwe.ac.uk</a>
Stewart	Rob	DI/NM	88920	2K03	<a href="mailto:Rob.Stewart@uwe.ac.uk">Rob.Stewart@uwe.ac.uk</a>
St-John Matthews	Janice	DI	88843	1K03	<a href="mailto:Janice.st-johnmathews@uwe.ac.uk">Janice.st-johnmathews@uwe.ac.uk</a>
Tuckey	Mandy	RT	88785	2K06	<a href="mailto:Mandy.Tuckey@uwe.ac.uk">Mandy.Tuckey@uwe.ac.uk</a>
Welsh	Georgia	RT	88607	2K18	<a href="mailto:georgia.welsh@uwe.ac.uk">georgia.welsh@uwe.ac.uk</a>
Woodley	Dr Julie	DI	88528	2K01	<a href="mailto:Julie.Tonks@uwe.ac.uk">Julie.Tonks@uwe.ac.uk</a>
Zelley	Sarah	RT	88493	1K17	<a href="mailto:Sarah.Zelley@uwe.ac.uk">Sarah.Zelley@uwe.ac.uk</a>

To contact staff by telephone from outside UWE, dial 0117 for Bristol if necessary, then 32 followed by the extension number.

**Fax 0117 3288811 (admin office 2B24)**

All academic staff have pigeon holes in which messages etc may be left on the ground floor of K block.



## APPENDIX B

Good health is necessary to undertake practice as an Allied Health Professional. **Good health means that a person must be capable of safe practice.**

Good character is also important as allied health professionals must be honest and trustworthy. Good character is based on a person's conduct, behaviour and attitude. It also takes account of any convictions and cautions that are not considered to be compatible with professional registration and that might bring the profession into disrepute. A person's character must be sufficiently good for them to be capable **of safe and effective practice without supervision**. It is important that you are aware that your behaviour and conduct, both during your programme and in your personal life, including on any social networks you are part of such as Facebook, may have an impact on:

- your fitness to practise
- your ability to complete your programme
- the willingness of the university to sign the declaration of good health and good character for you to become a registered Allied Health Professional.

Both the University, and the Health and Care Professions Council (HCPC) (where applicable), require that students self - declare their good character and health **annually**.

**In order for this to be accomplished, all Allied Health students must complete the following declaration:**

I have read and understood the HCPC guidance available here: [Guidance on conduct and ethics for students](#) and [HCPC Standards of conduct, performance and ethics](#) (relevant for HCPC approved programmes only)

I understand that I must notify the University and the Programme Leader of any criminal warnings, cautions, reprimands recorded on police central records, which includes both 'spent' and 'unspent' convictions since the last Disclosure Barring Service (DBS) check or annual declaration.

**Please note should you need to notify the University and the Programme Leader of any of the above, you must now complete the DBS self-assessment form available in Appendix 3, pages 19-20 of the Disclosure and Barring Checks Procedure. This is available through this link: Disclosure and Barring Checks Procedure, should you need to, please complete this before continuing with this declaration.**

I have not received any criminal warnings, cautions, reprimands or a warning recorded on police central records, since the last DBS check or self-declaration. (*Do not include motoring offences where you receive a fixed penalty unless it lead to your disqualification*) Where I have received any of the above I have declared these on the DBS self-assessment form in line with the guidance in the above paragraph.

I declare that I there have been no significant changes to my health that would affect my fitness to practice.

I declare that my health and character are sufficiently good to enable me to practise safely and effectively and that all of the above information is a true and accurate record

I will practice in accordance with the [HCPC Standards of conduct, performance and ethics](#) and the [Guidance on conduct and ethics for students](#) (relevant for HCPC approved programmes only).

I have read and agree to abide by the principles contained within the Faculty of Health and Applied Sciences [UWE student conduct policy](#)

Please note. A false declaration to the above, subsequently discovered, in itself may lead to a student being investigated through [UWE Professional Suitability and Professional Conduct Policy](#). This could, in turn, lead to a student being required to withdraw.

**If you are unsure of or unable to confirm any of the above, please contact your Programme Leader as soon as possible to discuss this. Any delay in this may result in your not being able to access your placement information on ARC, or attend placement.**

**Please note that this on-line declaration form for Good Health and Good Character is contained within the ARC system. Any student who does *not* complete their declaration will subsequently *not* be allowed to access their placement details through ARC. As a result the student will therefore *not* be allowed to attend placement.**

I agree to abide by the principles outlined above.

Name of student:

Signature of student: Date:

How your degree will be calculated

Due to variations between the total credit requirements for different degree with honours awards, a single University-wide formula, which uses the same number of credits for all students, is used to calculate degree classifications. This is unless a professional or statutory body requires the use of a different method. Your Programme Leader will be able to advise you if this is the case for your award.

The key features of the formula are:

- Only the marks for 100 credits at level 3 and 100 credits at level 2 (or other level 3 credits) are included.
- Marks for the 100 level 3 credits are weighted three times those at level 2.
- Marks used are the best overall module marks a student has achieved.

Please see the UWE website for more information

<http://www1.uwe.ac.uk/students/academicadvice/degreeclassification>

Non-standard calculations

If the total credit value of the best module marks at level 3 add up to more than 100, only part of the credit for the module with the lowest mark will be used in the level 3 calculation. The remaining credit will be carried over to the level 2 set of marks and treated as a level 2 module. The partial module credit and the mark may then be included in the best overall marks if it falls into the best 100 credits at level 2.

For example:

A student has 5 x 30 credit modules at Level 3 and 3 x 30 credit modules at Level 2.

Level 3 marks (ranked in order – highest first)	Credit size	Running total (100 max)
69%	Module A – 30 credits	30 credits
58.1%	Module B 30 credits	60 credits
56%	Module C – 30 credits	90 credits
52.2%	Module D – 30 credits	<b>100</b> credits (10 of the 30 credits are used in the level 3 calculation)
48.8%	Module E – 30 credits	Not included in the calculation as this is the

		lowest mark
<b>Level 2 marks (ranked in order – highest first)</b>	<b>Credit size</b>	<b>Running total (100 max)</b>
65%	Module F – 30 credits	30
60.9%	Module G – 30 credits	60
55.3%	Module H – 30 credits	90
52.2% (level 3 module, moved down to level 2)	Module D – 30 credits	<b>100</b> (10 of the 30 credits are used in the level 2 calculation)

In exceptional circumstances for example, where some of module marks are not expressed as percentages, or where the credit total includes modules awarded as Accredited Learning, the total credits counting towards the classification at one or both levels may be lower than 100 credits. In these circumstances the degree will be calculated on the basis of all available marks at each level.

In the calculation, the best overall module marks for 100 credits achieved at level 3 are weighted three times those of the remaining 20 credits.

## **Appendix D Regulations/Policies**

The University regulations are designed to ensure consistency and equity for students and to provide clarity in how they will be treated by the University in any given situation;

### **Regulations:**

<http://www1.uwe.ac.uk/students/academicadvice/assessments/regulationsandprocedures.aspx>

### **Assessment offences**

In order to ensure that all students are assessed fairly and equitably, it is important that markers are able to be sure it is your own work which is being assessed and that all your assessed work is done within the University rules and regulations. If a marker or invigilator believes that you have committed an assessment offence this will be reported and the allegation will have to be investigated. The University take the committing of assessment offences very seriously. Action is always taken to investigate and follow through any such cases that are reported. The process and consequences can be found within the UWE Academic Regulations.

An assessment offence is defined by the University as 'Passing off the work of others as one's own including copying (reproducing or imitating), cheating, collusion (agreement to deceive, using words or ideas of colleagues or other students and passing them off as your own), plagiarism (stealing someone's words or ideas and passing them off as your own) and other breaches of assessment or other examination regulations or procedures. Cheating, collusion and plagiarism are the use of unfair means of presenting work for assessment or of aiding another student to do so

**Plagiarism** - Demonstrating that you have read a wide range of material (books, journals or other sources) in writing a piece of coursework is essential, but so is ensuring that you acknowledge that work properly through correct referencing i.e. the naming of authors / sources and the use of paraphrasing, quotation marks or indented paragraphs.

**Collusion** -You may be asked to work with other students on a project, in class or analysing data, it is essential that any work you hand in for assessment purposes is written up by you on an individual basis. The text and diagrams / pictures etc. you use must be your own. You must be particularly careful if you are sharing a computer with another student or passing information between yourself and others in an electronic format such as by disc or email that you do not use someone else's words – or that they use your words.

**Non-compliance** - It is important that you follow the instructions given to you by staff and adhere to the regulations of the University. For example, non-compliance could include taking unauthorised papers or items into an examination room or falsely claiming extenuating circumstances or late work.

<http://www1.uwe.ac.uk/students/academicadvice/assessments/assessmentoffences.aspx>

In addition to the academic regulations, students should pay particular attention to the **IT Acceptable Use Policy** as this defines what you can or cannot do for the protection of systems and of individual users.

**Word count policy** <http://www1.uwe.ac.uk/aboutus/policies>

### **Referencing guide**

Referencing is the technique used to direct readers of a piece of written work to the sources of information that have been used in the preparation of the written work.

If you wish to refer to something you have read you **MUST** give a reference for this material.

The University Library provides advice on managing references, see:

<http://www1.uwe.ac.uk/students/studysupport/studyskills/referencing.aspx> or

<http://www.uwe.ac.uk/referencing>

### **Advice and support**

Academic support is provided through a number of roles and students should seek advice from academic staff on specific matters relating to teaching and learning.

**Programme manager** – programme related issues, issues impacting on a number of modules within the programme, programme specific activities happening outside modules

**Module leader** – module related issues, issues that affect that module only

**Academic personal tutor** – broader issues relating to teaching and learning at the University – <http://www1.uwe.ac.uk/students/studysupport/academicpersonaltutor>

Online resources and learning support, together with advice from Library Services on managing references and improving your learning, writing and research skills are available, see: <http://www1.uwe.ac.uk/students/studysupport/studyskills.aspx>

If you need help with a particular mathematical or statistical problem, then just pop along to an *espressoMaths* session, sit down at the *espressoMaths* table, and have a chat with one of the staff on duty; this person will be able to provide you with free user-friendly advice concerning your problem see: <http://www.cems.uwe.ac.uk/mslc/>

The University also provides **support to students** relating to a range of matters through the Information Points see: <http://www1.uwe.ac.uk/students/informationpoints.aspx> and specialist advisers.

Advice on **study-related issues** including assessments can be found at <http://www1.uwe.ac.uk/students/academicadvice/assessments/extenuatingcircumstances.aspx> affecting your ability to study.

Advice on **transferring courses**, taking time out or withdrawing from study can be found at <http://www1.uwe.ac.uk/students/academicadvice/changingdirection.aspx>

Preparing for your **final year**? Information can be found at <http://www1.uwe.ac.uk/students/inyourfinalyear.aspx>

Prepare for **life after university** with advice and support from UWE. <http://www1.uwe.ac.uk/students/careersandemployability.aspx>

**Careers advice** and guidance before, during and after your studies. <http://www1.uwe.ac.uk/students/careersandemployability/placements/findingaplacement.aspx>

– Advice on opportunities for placements or finding placements.

Explore and practise **faith and spirituality** at UWE.

<http://www1.uwe.ac.uk/students/healthandwellbeing/faithandspirituality.aspx>

Tuition fees and information on **bursaries and scholarships**.

<http://www1.uwe.ac.uk/students/feesandfunding.aspx>

Residents' guides and **accommodation options**.

<http://www1.uwe.ac.uk/students/accommodation.aspx>

Wellbeing advice, from **staying healthy** to counselling.

<http://www1.uwe.ac.uk/students/healthandwellbeing.aspx>

Advice and guidance for **international students** at UWE.

<http://www1.uwe.ac.uk/comingtouw/internationalstudents/internationalstudentsupport.aspx>

Information on **student feedback and surveys**.

<http://www1.uwe.ac.uk/students/studentexperience.aspx>

Link for information for the **student Union** and how to become a student representative. <http://www.uwesu.org/representation/>

**Equality and diversity** <http://www.uwe.ac.uk/groups/equalityanddiversity/>

## APPENDIX E- INSURANCE GUIDELINES

The University has a range of insurance policies which provide cover to both the University, its employees and to students. The following guidelines provide information on the operation of the policies in the context of University activities. If you required further information please contact J Elliott, Insurance and Data Protection Compliance Officer in Financial Services, or click on the following link for the University's Insurance Guidelines:

<http://www.uwe.ac.uk/finance/sec/insurance/intranet/docs/InsGuide.pdf>

### STUDENTS ON UNIVERSITY PREMISES

#### Indemnification of the University

The University has arranged insurance which provides indemnity in respect of the University's legal liabilities, which it may incur as a result of injury to students on its premises. There is no cover for accidents which are nobody's fault.

#### Assistance in emergencies to students with a disability

A student will be indemnified against the University's legal liability when assisting a student with a disability during emergency evacuations, or drills for them, in the following circumstances:

- (a) Where he/she has acted under the supervision of, or following instructions given by a member of the University's staff.
- (b) Where he/she has acted in a voluntary capacity and in a reasonable manner in the absence of instructions from authorised persons.

#### Extra mural activities

Insurance protection is in place where an accident occurs during the course of an event AND where the University is legally liable. In the case of events such as those organised by the Students' Union or by outside bodies where an accident occurs as a result of negligence on the part of the organisers, any claim would normally be brought against them as it would be unlikely that the University would be held legally liable.

#### Personal accident

Although an element of Personal Accident insurance is included in the University's Overseas Travel policy the University does not provide general Personal Accident Insurance for students. It is the student's responsibility to arrange their own cover should the wish to do so. However, Personal Accident Insurance is available for students belonging to the various Students' Union sports clubs. For further details please contact the Students' Union Finance Manager.

#### Student visits to outside organisations

When visits are made to exhibitions and places open to the general public, no application for insurance should be made. Many firms, particularly the larger ones, encourage visits by the public in organised parties and although the premises may include workshops and laboratories the majority of host organisations will not require to be indemnified.

Should firms require a written indemnity they should be asked to indicate precisely what they wish to be indemnified against. The Administrative/Advisory Officer must

then be asked to provide the appropriate statement of indemnity.

### Field Trips

Travel insurance is provided for students undertaking overseas field trips, which are an integral part of their course. An element of Personal Accident insurance cover is included in this policy. However, students undertaking field trips in the UK or overseas may wish to obtain a more comprehensive cover themselves for the duration of the trip. If the University is asked to give a disclaimer to be signed by or on behalf of visitors on field trips, advice should be taken from the Administrative/Advisory Officer.

### Sandwich Courses

Students enrolled on sandwich courses normally complete the work placement as employees of the host firm. The University has no responsibility to indemnify such a firm; the employment is a private arrangement between the student and the firm and the student cannot be regarded as being seconded from the University. It is expected that the student will be covered by the employer's insurances as they apply to its employees.

### Secondment and work experience schemes

Where students are seconded to firms (except for periods of industrial training in connection with sandwich courses) public authorities or other establishments for the purpose of practical training or industrial experience, the insurance arranged indemnifies the University in connection with:

- a) legal liability incurred as a result of accidental injury to the students themselves;
- b) Legal liability incurred as a result of accidental injury/damage to third party persons or property arising out of any University activities.

Personal Accident insurance is not provided by the Students' Union for students placed on work experience schemes as part of a University course. Special arrangements may be necessary depending on the nature of the work experience. Receiving organisations should be asked to deem students to be employees for the purpose of Employers' Liability and Third Party Liability cover. If this request is not accepted, the Administrative/Advisory Officer must be contacted for advice. It has been established that Government departments will not agree to the request.

If a University department is asked to provide a period of work experience for pupils of any school, it will be the responsibility of the school to arrange their own personal accident insurance. In the case of persons employed at the University under work experience schemes all arrangements are dealt with by Human Resources.

## **APPENDIX F- Student Overseas Travel**

### General

The University has automatic travel insurance cover for employees and students. This policy provides cover for employees travelling overseas on official University business and students who travel overseas as part of their UWE course.

Employees are defined as persons with a contract of employment with the University. Our Insurers have confirmed that the cover will also apply to external examiners if travelling on University business and being paid by the University for their services. However it will NOT apply to other persons who are sub-contracting their services to the University.

No cover applies for holidays or other personal travel. Staff/students should to make alternative insurance arrangements for that part of their travel which is not University business.

### How to arrange cover

Cover is automatic for UWE staff and students who travel overseas on designated University activities. There is no requirement to complete a proposal form or pay a premium.

Summary of insurance cover and pre travel advice Please click on the following link: [www.uwe.ac.uk/finance/sec/insurance/intranet/docs/btravel2.pdf](http://www.uwe.ac.uk/finance/sec/insurance/intranet/docs/btravel2.pdf)

### How to make claims

Claim forms can be accessed via the Financial Services (Insurance) web page <http://www.uwe.ac.uk/finance/sec/insurance/> Students will be expected to settle their own claims directly with Insurers. However, you may contact the Administrative/Advisory Officer on ext. 82607 for advice. The contact number for the insurers, U.M. Association Ltd, is 0207 847 8681.

### The Global Security Centre Security & Incident Management Support Service

This support service is provided as part of the travel cover to assist travellers caught up in any security or other major incidents whilst overseas on University business. The Global Security Centre also provides online destination advice, e.g. Country Risk Forecasts and City Briefs, to travellers prior to starting their journey. Please see the summary of cover for details of this service by clicking on the following link: [www.uwe.ac.uk/finance/sec/insurance/intranet/docs/btravel2.pdf](http://www.uwe.ac.uk/finance/sec/insurance/intranet/docs/btravel2.pdf)

### Students travelling by private, public or University transport

Where students drive private cars or are passengers in private cars, whether they are travelling to or from the University for the purpose of attending classes, or from the University in connection with visits arranged by teaching staff, the University has no insurance responsibility. Any motor claims would be processed under the insurance policy covering the motor vehicle. Similarly, where students travel in a party by coach or train, claims would be dealt with through the carrier's insurance. Students are not regarded as being in the University's employment so their cars do not need to be insured for business use. Any passengers will be covered by the normal third party insurance (part of the Motor policy) effected by the student.

Where students are passengers in a car driven by a member of staff and are on University business, they should check that the driver's insurance permits the use of the car on the employer's business. In practice, insurance companies prefer to extend cover to include business use and this may have been done on a standard basis but, if this is not the case, the driver may not be covered by insurance while carrying students.

#### Overseas visits or study periods

Travel insurance cover is provided for Students who are required to travel overseas for part of their course.

#### Claims

Details of any occurrence from which a claim may result must be sent immediately to John Elliott, Insurance and Data Protection Compliance Officer who must be kept fully informed of all developments. This is particularly important concerning possible liability claims (e.g. following accidents on UWE premises). Any intimation of claim or other correspondence must be forwarded to John Elliott, Insurance and Data Protection Compliance Officer immediately and without acknowledgement to the other party. An appropriate acknowledgement will be sent by him.