

**SCHOOL OF ALLIED HEALTH AND COMMUNITY**

**BSc (Hons) Diagnostic Radiography**

**Practice Assessor Guidance Notes**

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This guidance has been provided for those who have completed the University of Worcester assessor training. Please use them in conjunction with the notes and slides you have from the day. Resources from the training can be found here:

<https://www.worcester.ac.uk/about/academic-schools/school-of-allied-health-and-community/allied-health-practice-education/>

If you haven’t yet completed your assessor training, please contact Hilary Baggs (h.baggs@worc.ac.uk) for further details. You can sign off numbers of examinations in the students practice assessment document, but you should not complete any other part of the student’s assessment until you have completed the training.

If you need any further support in your assessment of students in practice, please contact your zoned academic or one of the course team.

# **Placement Assessment**

Students are expected to complete one practice-based assessment over the course of each academic year. This assessment will fulfil a proportion of the learning objectives of their practice-based modules at each level.

**Level 4 Learning Objectives**

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

**Level 5 Learning Objectives**

1. Perform, and assist with, imaging techniques, exposure manipulation and radiation safety for imaging of musculoskeletal system, brain and spinal cord, cardiovascular system, and reproductive system.
2. Evaluate images, identifying anatomy and simple pathologies for imaging of musculoskeletal system, brain and spinal cord, cardiovascular system, and reproductive system.
3. Perform, and assist with, imaging techniques, exposure manipulation and radiation safety for imaging of respiratory system (to include mobile imaging), renal system, gastrointestinal and biliary systems, spleen and ear, nose and throat.
4. Evaluate images, identifying anatomy and simple pathologies for images of respiratory system (to include mobile imaging), renal system, gastrointestinal and biliary systems, spleen and ear, nose and throat.
5. Formulate alternative techniques when the patient is not able to follow standard imaging techniques.

**Level 6 Learning Objectives**

1. Formulate and implement a plan for successful imaging of paediatric patients
2. Perform standard MRI procedures
3. Support a range of RNI procedures
4. Manage imaging techniques performed on anaesthetised or unconscious patients
5. Communicate effectively with the operating theatre team
6. Perform a variety of CT examinations
7. Evaluate images from a variety of CT examinations
8. Demonstrate knowledge of medicinal products used in CT scanning, including their administration and how to manage an adverse reaction
9. Reflect on your role in mentoring & teaching a student

# **Elements of Assessment**

Each practice assessment document will consist of 5 sections as outlined below. Each of these must be completed satisfactorily for the assessment document to be passed.

**Section 1 – Numbers of Examinations**

As they work in each area of imaging, students will document the examinations that they are involved with in this section. There will be a mix of assisted and unassisted examinations that they will complete. These can be completed in any order throughout the year, but they must have achieved a minimum in some areas before they can attempt the assessment of the examination.

Any supervising staff member can sign these off for the student. Please indicate in the boxes whether they are assisted or unassisted.

**Section 2 – Assessment of Examinations**

At each level, students will complete assessments in various examinations. They should liaise with you to organise these in a timely manner. Their rota may influence when they attempt each individual assessment, but a guide to completion times can be found in their assessment documentation. Please note that this is only a guide – if you feel that they would benefit from more practice time then please discuss this with the student. However, please ensure that they don’t leave them all until the final few weeks.

A trained assessor must complete this section. Further guidance for this part of the assessment can be seen below.

**Section 3 – Professional Discussion**

This section will be discussed with the practice educator or student liaison and students will have time to prepare their answers in advance of the discussion. It should be conducted towards the end of the year, but with enough time to conduct a second attempt if required. Guidance for this past of the assessment can be seen later in this document.

This should be conducted by either the practice educator or student liaison.

**Section 4 – Service User Feedback**

Students are required to gain two pieces of feedback from service users that they have been involved with their care. Please liaise with the student for a suitable patient prior to the commencement of the examination. It is your responsibility to gain consent from the patient before the service user gives their feedback.

**Section 5 - Reflection**

Students are required to reflect on two instances where their placement learning had an impact on them. This part doesn’t need signing off by you.

# **Assessment of Examinations**

Each assessment of examinations will take place over a half day, to be decided in advance with the student.  The student should have a discussion with you prior to the assessment and you should agree that they are at a suitable point in their training to undertake the assessment.

They should have already completed a formative assessment for each area.  If, on the day of the assessment, there are not enough examinations for the assessor to decide, you are able to carry on with the assessment at the next available opportunity you have to work with the student being assessed.  This should be no longer than a week after the assessment began.

One grid will be completed over the half day assessment period. You should use your professional judgement to deem whether the student has completed each area competently to pass the assessment.

If the student fails the first attempt of their assessment, then this can be treated as a formative attempt and a second attempt can be made within the same assessment period. You should give the student feedback and you should discuss this to ensure they are clear on where they need to improve for their second attempt.

Criteria for each assessment differs depending on which area the assessment takes place. Please ensure you are familiar with the assessment criteria in the student’s placement assessment document before you commence the assessment.

Each of the criteria should be met for each examination they carry out within their assessment period. If there is something that they miss, you may prompt them, without specifically pointing out the area they miss. If there are areas that they miss once within their assessment period, even after prompting, it is your professional judgment to deem whether they are able to pass the assessment.

There are certain areas that cannot be missed, which are considered dangerous practice, and are marked with an asterisk in the list of criteria. If the student misses these from any examination within their assessment period, they will fail the assessment and the assessment period should be terminated.

If the student passes the assessment of examinations, please circle the pass and give the student written feedback. If the student does not pass, if it is their first attempt, they can treat it as formative. You should then give them written feedback and provide them with an action plan – see pages 10 and 11.

Following the assessment period, I confirm that the outcome of this assessment is (please circle one):

**PASS**

**FORMATIVE** – if 1st attempt of assessment. Please fill out feedback to student and action plan in preparation for the 2nd attempt. This should be discussed with the practice educator and the zoned academic.

Assessor Signature…………………………………………………………………………………

Date……………………………………………………………………………………………………..

**Feedback to student** – please comment on any areas of the student’s performance, including areas of good practice and areas that require improvement

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**Action Plan – to be completed where student didn’t pass first attempt**

**Please indicate in the table below which areas the student needs to improve to pass the assessment and identify how they might improve in these areas**

|  |  |
| --- | --- |
| **Area for Improvement** | **How the student can improve** |
|  |  |
|  |  |
|  |  |

**I confirm that this action plan has been discussed with the student and it is clear what actions are required from the student.**

**Assessors name……………………………………………………………………………………**

**Assessors signature……………………………………………………………………………….**

**Students signature…………………………………………………………………………………**

**This action plan has been discussed by the student with the practice educator and zoned academic.**

**Practice Educator Signature………………………………………………………………………**

**Zoned Academic signature………………………………………………………………**

# **Professional Discussion**

This part of the placement assessment requires the student to prepare an answer for discussion on each of the areas outlined below. If you are a practice educator or student liaison, you should conduct the discussion with the student at a pre-arranged time, between the beginning of May and the middle of June.

If you are satisfied that the student’s knowledge is complete, then you should pass this element of the assessment. If you deem that the student’s knowledge is not complete, you should mark the assessment as formative and give the student an opportunity to go away and find out more. A further discussion should then be rearranged for a later date. If their knowledge has improved and is complete, you should pass this element of assessment. If their knowledge is still not complete, this part of the assessment should be marked as a fail.

Guidance on what the student should include in the discussion at each level can be seen below.

**Level 4**

3.1 Discuss the procedure of what to do in each of these emergency situations:

a) An A&E patient in the imaging department who is not responding

* Call for help
* Pull emergency alarm
* Call 2222
* Start BLS if appropriate
* Crash trolley

b) A GP patient who is sitting in reception reports they feel unwell

* Get help
* Remove to private area
* Put on to trolley
* Take a history
* Take obs
* Escalate appropriately.

c) A fire alarm sounds whilst working in outpatients x-ray

* What type of alarm- intermittent or constant?
* Constant alarm- Does alarm indicate fire in your area? YES
* Begin to evacuate.
* Gather at fire assemble point
* Intermittent- Does alarm indicate fire in your area? NO
* Prepare to evacuate- don’t start any new procedures.
* Prepare to receive evacuees from other areas.

3.2 Discuss your responsibilities when imaging a neutropenic patient from the ward

* Minimise risk of infection
* Ensure all equipment is thoroughly clean before use
* Ensure hands are washed, wear appropriate PPE
* Reverse barrier nursing

**Level 5**

3.1 Discuss the procedure of what to do if a CT scan of an CT abdomen/pelvis with contrast portal venous is conducted on the wrong patient. (DRAD2005)

* Report as radiation incident/ datix. Awareness of reporting to CQC for certain dose thresholds.
* Duty of candour, explain error to patient if applicable
* Check contraindications to contrast of patient scanned in error and take appropriate action
* Locate patient who should have been scanned and ensure their scan is not delayed further.
* Reflect on the event. What has you learnt? How could you stop this happening again?

3.2 Discuss the procedure when a member of staff from the ward says they were in the next bay when you conducted a mobile chest radiograph. (DRAD2006)

* Did you do you all you could to create a controlled area, and was a warning given before exposure?
* Take details, exposure factors, distance from x ray machine, staff member name etc
* If under 55, could they be pregnant?
* Report as radiation incident
* Reflect on the event. What has you learnt? How could you stop this happening again?

**Level 6**

3.1 Discuss contrast reactions for a CT patient.  Discussion should include the type of reaction, how it manifests and the radiographer’s role and responsibilities in this situation. (DRAD3004)

* Mild reactions, nausea (not a reaction but side effect) sneezing, urticaria itching
* Severe reactions, difficulty in breathing, facial swelling, hypotension, anaphylaxis
* Stop giving contrast
* Get help, crash trolley, emergency drugs
* Antihistamine/steroids
* Adrenaline
* Explain what has happened to patient and record on notes

3.2 Discuss your responsibilities when you notice that, an hour into a femoral nailing, the anaesthetist is not wearing a lead coat (DRAD3003)

* Stop screening.
* Did you do you all you could to create a controlled area, and was a warning given before exposure?
* Talk to anaesthetist and explain that you cannot continue until they are wearing a lead coat.
* Take details, exposure factors, distance from x ray machine, staff member name etc
* If under 55, could they be pregnant
* Report as radiation incident
* Reflect on the event. What has you learnt? How could you stop this happening again?

# **Outcome for Exam Board**

If a student passes every part of their assessment by the deadline, the zoned academic signs it off as passed and it goes to the exam board.

If a student fails one part of the assessment, after their summative attempt, it goes to exam board as a fail. The student will have to repeat, and pass, only that part to redeem their assessment. This will be undertaken over the summer period.

# **Professional Judgement**

You are the experts in your clinical area – it’s your decision whether the student is competent to practice in it.

You must follow due process, otherwise there may be grounds for appeal.

The academic team can support you along the way – please contact your zoned academic or a member of the course team.

Course leader – Hilary Baggs - h.baggs@worc.ac.uk