

Institute of Health

Medical Sciences

**Placement Handbook
for MSc Medical Imaging
(Ultrasound)
(Full time/Graduate Entry)**

COHORT START DATE: April 2021

The UK Quality Code for Higher Education identifies the following '*Expectation*' relating to learning and teaching, which higher education providers are required to meet:

'Higher Education providers, working with their staff, students and other stakeholders, articulate and systematically review and enhance the provision of learning opportunities and teaching practices, so that every student is enabled to develop as an independent learner, study their chosen subject(s) in depth and enhance their capacity for analytical, critical and creative thinking'.

The University defines 'placement' as a period of work experience, either paid or unpaid:

- Which is undertaken as an integral part of the student's programme
- Where the student is enrolled at the institution during this period
- Where there is a transfer of direct day to day supervision of the student to a third party

[Adapted from the UCEA (2009) definition]

This handbook is a guide to the placement element of the programme you are studying. The formal regulations applying to the programme are the University of Cumbria Academic Regulations –accessible at the [Academic Quality and Development Service website](#) and the Programme Specification which can be found on the Programme Blackboard site. In the event of any information contained in this handbook conflicting with that in the [Academic Regulations](#) then the latter should be taken as the definitive version.

The information contained within this handbook may be subject to amendments and revisions. Please be informed that any revisions will supersede the information contained herein.

Important Note:

The University has taken all reasonable steps to ensure the accuracy of the information contained in this placement handbook and will use all reasonable endeavours to deliver programmes in accordance with the descriptions set out within the handbook. Nevertheless, circumstances outside the University's reasonable control may arise which limit its ability to deliver the programme as described. For example, the placement arrangements may vary from student to student depending on the circumstances of the particular placement provider, including if a particular placement provider were to withdraw or vary the conditions of the placement; there may be changes in the availability, or withdrawal of funding. Where reasonable and appropriate to do so, the University will make all reasonable endeavours to put in place alternative arrangements to achieve the relevant learning outcomes, and provided the University does so, it will not be responsible to the student for any failure to provide the programme in accordance with the placement handbook.

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1. Introduction

This handbook provides the information to support students through the learning in the clinical placement aspect of their studies. It should be read in conjunction with the University of Cumbria student handbook and the MSc Medical Imaging (Ultrasound) programme handbook. Additional updated information may be provided when necessary on the VLE (Virtual Learning Environment) Blackboard. Clinical practice is a qualificatory part of students' experience and learning for this pathway.

This MSc Medical Imaging (Ultrasound) (full time/graduate entry) pathway meets the rigorous standards of the professional and regulatory bodies, as well as quality assurance standards. We have ensured this by mapping the pathway against:

- The Health and Care Professions Councils Standards of Proficiency for Diagnostic Radiographers (2012)*
- Standards of Education and Training (2009)
- The NHS constitution 2012
- The Consortium for the Accreditation of Sonographic Education (CASE)

*There is currently no protected title 'sonographer' so these have been matched to 'radiographer' where relevant.

The pathway has been designed, so that successful completion should lead to:

- eligibility to apply to become registered with the Health and Care Professions Council (HCPC) in the event that this should become mandatory to practice as an ultrasound practitioner in the UK.
- eligibility to join the Society and College of Radiographers (SCoR) as an associated professional member

The SCoR is the professional body for radiographers in the U.K. Students must register with the SCoR as a student member. This is important because it provides students with access to professional resources and additional professional liability insurance to complete their UK based placements and certain countries overseas, non-radiographers are eligible to join the Society of Radiographers as associate members.

The MSc Medical Imaging (Ultrasound) full time graduate entry pathway contains a substantial component of clinical practice, which is a compulsory element of the pathway. Students will spend over 1800 hours in total on clinical placement, mainly based in one placement hospital. These will be in long placement blocks, with some academic blocks in university and distance learning built in. There is also the opportunity to gain experience working in a different department by undertaking elective placement in year two (**this is dependent on satisfactory clinical progress during the remainder of the year. Any elective placements must be organised through the Placement Learning Unit at the University of Cumbria**).

All placements are associated with NHS Hospital Trusts or occasionally independent sector healthcare providers. Our placement sites have been working with trainee sonographers for many years and offer a wealth of experience and support for learning and assessment in clinical practice. Each department has all the necessary clinical facilities to provide the range of experiences required to ensure safe and proficient practice and have a requisite number of students which have been negotiated to ensure optimum experience. This is augmented by elective placements to allow students to experience other clinical environments and procedures not undertaken routinely in their usual placement hospital. Departments are also subject to monitoring by students and through the quality monitoring process (e.g. student evaluation of placement & QAA inspection).

Students are supported by a **clinical lead mentor/mentors/Placement Co-ordinator/ link lecturer** whilst on clinical placement. On a day to day basis students will work with individual **mentors/sonographers**. These are qualified sonographers who have been appropriately trained to give students help and feedback whilst on clinical placement. Mentors must agree to attend a mentorship workshop/training once every 3 years wherever possible.

During the course students are required to produce a clinical portfolio to evidence they are competent to practice ultrasound, each year this portfolio is assessed and contributes to the end of year qualificatory clinical practice module (CLINICAL PRACTICE MODULE). This is a collection of evidence to show that each individual student has undertaken various tasks and assessments whilst on clinical placement and students will have had regular appraisals to prove they are progressing satisfactorily.

Students must attend all of their clinical placements experience and will not be able to gain their target award solely on completion of the academic component of the pathway.

This Placement Handbook will provide students, mentors and assessors with all the detailed information they need related to the clinical components of the pathway and associated assessment items.

The Course Team:

Gareth Bolton	Senior Lecturer (Programme Leader)
Shelley Smart	Senior Lecturer (Module Leader)
Lorelei Waring	Senior Lecturer (Module Leader)/Admissions tutor
Amanda Marland	Senior Lecturer/Clinical Co-ordinator
Lisa Booth	Senior Lecturer (Module Leader)
Tim Donovan	Associate Professor (Module Leader)
Peter Phillips	Senior Lecturer (Module Leader)

For all course facing administrative enquiries please contact the **Programme Administration Team**; PAdlancaster@cumbria.ac.uk

louise.moss@cumbria.ac.uk is the named administrator in the **Programme Administration team**.

For awards and assessment/exam date enquiries contact assessment@cumbria.ac.uk

All course documents can be found on the University of Cumbria Blackboard Site; all students will have been given access. Mentors and hospital assessors can access all placement information via the link below (please feel free to save this link to your 'favourites' on your desk top):

<https://v3.pebblepad.co.uk/v3portfolio/cumbria/Asset/View/94jgbwmh7xz33W3wkHw7gp6zy>

For any issues relating to Blackboard access (such as passwords etc.), please contact itservicedesk@cumbria.ac.uk.

My.Cumbria information on university placements can be found [here](#).

2. Finding a Placement

Students will be allocated a specific placement, prior to enrolment onto the course, after the selection process is complete. There will be opportunities during the pathway for students to negotiate an elective placement, and students are expected to utilise this opportunity to optimise their learning opportunities.

The University's Placement Learning Policy can be found by clicking on the following link: <http://staff.cumbria.ac.uk/Internal/AQD/Documents/Policies/PlacementLearning.pdf>

Student placements are allocated by the course team, in negotiation with each individual placement site, on the basis of the student's home base, personal commitments, the availability of placements and a student's suitability for that placement. Each student's personal circumstances, with respect to travel mode, family commitments and financial implications are taken into account. Students will normally spend the majority of their supervised clinical training in one specific site which is validated by the University and deemed to meet CASE requirements. In **exceptional circumstances dependent on availability** students may be allowed to change placement hospital.

Placements are usually within hospital trusts and may therefore require some travelling between sites. The sites currently used for placements are:

University Hospitals of Morecambe Bay NHS Trust,

Wrightington, Wigan and Leigh NHS Trust

Lancashire Teaching Hospitals NHS Trust,

East Lancashire Hospitals NHS Trust,

Blackpool Teaching Hospitals NHS Trust,

Royal Liverpool University Hospital,

Royal Bolton Hospital,

St Helen's & Knowsley NHS Trust.

Countess of Chester Hospital

Students must ensure the orientation to work form has been completed and included in their eportfolio within one week of their first placement block. (Appendix 1).

Students will be required to undergo DBS checks occupational health clearance and pass their 'core clinical skills' passport prior to beginning their first clinical placement.

Students who have withdrawn from their course of study, and/or who have undertaken a period of intercalation, may not be placed in their original clinical placement. The placement will depend on a number of factors which include availability and the number of students at that Trust. These students may also need to have a self-funded DBS check prior to their return.

Should a clinical department refuse to continue to host a placement for a particular student due to professional/fitness to practice reasons, then the University will not be obliged to seek another placement if that student had ignored previous advice pertaining to their clinical and professional development. In such a case, the student may be offered an academic award of a different title, depending on their completed academic credit.

Elective Placements

Elective visits are arranged by the student to broaden their experience as a trainee sonographer and to allow them to compare and contrast procedures/practices within their own hospital with those visited. Students must be supervised appropriately at all times during the elective placement.

The elective placement can be any length (up to eight weeks) – see Year Planner **(Appendix 2)**.

The Placement Unit will email students at the beginning of November to identify where they are planning to go for their elective placement. Tutors will be asked to confirm the suitability of the placement and that the student has made sufficient progress on their course in order to attend. Students who fail to complete and submit the relevant paperwork will not be covered under the University's insurance and therefore cannot go on an elective placement.

3. Accommodation/Transport

Students must be willing to travel/secure accommodation near to their named placement, for the duration of the course, at their own expense.

4. Place in Programme of Study

Clinical placement is pivotal to the students' learning on this Programme.

A year planner is given in **Appendix 2 (this may be subject to change – although holiday periods are generally agreed)**. There are a variety of learning opportunities both at the university and within the placement hospital. Students will undertake simulated, and real, ultrasound procedures within the university skills hub/facilities to prepare them for clinical placement and consolidate their learning in their placement hospital. Students are expected to attend university during taught academic blocks, assessment weeks and for pre-negotiated study/tutorial days.

This course is designed to maximise opportunities for linking theory to practice. This includes appropriate timing and context of theory blocks related to clinical experience, flexible access to learning resources via Blackboard and designated staff with the appropriate specialism to support student learning.

The assessment of clinical practice is an integral part of this course therefore students who are unsuccessful in their clinical element but are successful in their academic studies may claim the credits they have achieved up to an exit point with a named award in Medical Imaging (Theory)*.

***This qualification will not allow you to practice as a sonographer/ultrasound practitioner and is not CASE accredited.**

Case studies and the Integration of clinical and academic assessment

Clinical case studies form an important aspect of the clinically related academic modules on the course. The benefits of this method of assessment are that theory is effectively integrated with practice.

The integration will be a two-way process with theory reinforcing clinical practice and vice-versa. During the theory blocks students will be encouraged to reflect on examples from their own clinical practice. For example, during the sessions concerning communication skills students will be asked to relate the course content to problems they have experienced with communication during their own practice. Conversely, through the mentor scheme, students will be expected to relate their theoretical studies to their clinical work during placements. An example of this may be technical considerations which would influence the use of trans-vaginal rather than trans-abdominal examination in the light of image resolution requirements, patient preference and psychological preparation. Students will also be given formative practical tasks relating to the physical science components of the course.

Personal Tutor (PT)

The Clinical Co-ordinator and a named member of the ultrasound course team will act as Personal Tutor (PT) to each student for the duration of their course of study. The Personal Tutors will be proactively involved in the delivery of the Programme and will have contact with students throughout their time at the University. They will support students' learning and development, including tutorials and other support as outlined in the university Personal Tutoring Policy.

The lead mentor/sonographer is encouraged to maintain regular communication with the student's PT, especially if any concerns or problems arise during the course of their placement.

Course structure

The structure diagram (**Appendix 3**) includes all of the modules which form the MSc Medical Imaging (Ultrasound) (full time graduate entry) pathway. Some modules are core to the award and must be taken in the order specified by the University of Cumbria. Some modules are optional, however **the optional module choices are decided by the placement provider and course team and not the student.**

5. Learning Outcomes

The pathway attempts to link theory to practice at all times, therefore detailed learning outcomes are staged throughout clinical placements to match the academic modules taught at University and promote a transfer of that knowledge and understanding into the clinical environment. The whole premise upon which this staging is based is intended to move from the fundamental knowledge of ultrasound by incorporating skills into practice to develop a first post competent ultrasound practitioner at the end of the course.

A clinical portfolio also forms part of academic modules, as a separate 0 credit clinical practice module, which must be passed to progress through the annual assessment boards.

Learning outcomes of placement learning will include professional competencies. All students, regardless of disability, will need to be able to meet the professional competencies that are required by the different professions which are subject to national regulations and criteria. The University is not required and is unable to adjust the required professional competencies or level of competency. Individual guidance is available on reasonable adjustments that may be available to support you to meet the relevant professional guidelines.

All students should be aware that the University is supportive of providing reasonable adjustments related to assessment methods/ demonstrations of the required skills/ and or learning outcomes. Please see **section 17** and **Appendix 4** for further details.

6. Assessment of Placement

Collectively, all of the elements explained below are referred to as the **Clinical Portfolio**.

Clinical Portfolio

The assessment of clinical skills is an integral part of the course. The Clinical Portfolio consists of a number of sections which must be completed, as part of each clinical practice module and evidenced in the portfolio, to ensure the student is safe and proficient to practice ultrasound.

The Portfolio will also demonstrate that the student is progressing during their training. The student will be required to demonstrate proficiency in pre-defined areas of current clinical practice. This will be assessed in a number of ways, which must then be recorded in the clinical portfolio. At the end of year 1 the placement co-ordinator and the lead mentor must agree that the student has made satisfactory progress to continue with the course. If a student has been deemed to be making inadequate progress their placement may be terminated and they would be required to withdraw from the course following the university of Cumbria adjudication/fitness to practice procedures.

The main components for the assessment are the 'Record of Clinical Proficiency' (RCP) and 'Clinical Assessment of Practice' (CAP). It is envisaged that the clinical portfolio will be developed into the student's initial continuous Professional Development portfolio (PDP).

There is a requirement that all students have an excellent attendance record and this will be recorded within the clinical portfolio and monitored by the lead mentor, personal tutor (PT) by the Placement Learning Unit (PLU). There is an expectation that students will attend all aspects of the pathway, including lectures and clinical placement.

If the above attendance is not met and other aspects of the portfolio are not completed by the date indicated in the Year handbook, then the student will not be allowed to progress on the pathway and their future will be considered by the Module Assessment Board.

Record of clinical proficiency (RCP)

This provides both an assessment and reflection of the student's performance for each clinical block. This assessment form (**Appendix 5**) has five purposes:

- To establish the student's goals for each placement.
- To assess the students' performance/progression for the clinical placement.
- To monitor the student's attendance.
- To provide feedback in relation to the student's clinical proficiency and enable them to reflect on their performance.
- To form an action plan in preparation for the next placement block.

End of Placement Summary

The supervising mentors will give overall comments on the student's performance over the placement using the following categories:

- Communicates effectively with Patients and Healthcare Professionals
- Recognises their own limitations and seeks and accepts advice when necessary
- Has a professional appearance and attitude?
- Consistently applies theory to practice
- Works effectively as a member of the ultrasound team.
- Practices ultrasound in a safe and proficient manner.

Any general comments on the student's performance should also be included. The student will be graded 'pass or fail'. If the student attains a "fail" in any category, then an appropriate remedial action plan should be developed and communicated to the PT and a review meeting must be organised with the student.

Each clinical module has an associated Clinical practice module which must be passed in order to achieve the award/complete the 'e portfolio' on Pebblepad before the end of the 2-year course. In addition, students must submit the required components of EACH clinical practice module within the same portfolio, for the date specified in the individual module guides on Blackboard.

i) Aim

To ensure students can safely and competently perform, and report upon, a range of ultrasound examinations, specific to the clinical competencies laid out in each module descriptor, to the standard required of a newly qualified ultrasound practitioner. Each optional clinical module has an associated clinical practice module, which must be passed in order to evidence clinical competency to receive the final award.

ii) Objectives

The above aim is achieved by:

- **Ensuring that the student experiences a full range of relevant clinical techniques and activities through observation, participation and supervised practice.**
- **Student and mentor clearly identifying and negotiating appropriate clinical objectives, evidenced in the RCP.**
- **Formative assessment and feedback of students' progress towards clinical objectives through regular discussion and recording of progress by the mentor.**
- **Reflective Practice by the student as part of their development of a PDR webfolio on Pebblepad.**
- **Formative clinical assessment to guide the student and mentor on the student's current level of achievement in order to prepare the student for the summative clinical assessment.**
- **Summative clinical assessment of student clinical proficiency through a planned series of clinical activities which assess students' clinical ultrasound examination skills, communication and reporting skills.**

The Clinical practice modules have been developed to ensure that clinical competence can be ensured. Clinical assessments will be undertaken by placement based clinical assessors in conjunction with the course team, who must moderate EACH hospital based clinical assessor as part of a rolling moderation process.

Timing of assessments will be by negotiation between the student and mentor during each placement block, a minimum of one hour should be allowed for each examination in each assessment area. All paperwork must be completed by the end of each module, so the portfolio can be submitted in time for review prior to the relevant module assessment board. All paperwork must be scanned into the e portfolio and portfolios MUST be submitted via Pebblepad.

Additional assessment dates exist throughout the year for each of the clinical practice module submissions. Academic regulations apply to each clinical practice module submission date. These dates can be found in each module guide (please read your module guides very carefully).

A comprehensive user guide to Pebblepad can be found by clicking [here](#)

Before any award can be achieved EACH CLINICAL PRACTICE MODULE must be passed. In order to achieve this, students must submit a portfolio of evidence in order to pass each CLINICAL PRACTICE MODULE:

The portfolio for EACH end of year gateway/review must include:

- **Record of Clinical Proficiency (RCP forms –Appendix 5) showing progression through the year (one should normally be completed per month). A minimum of 2 per clinical practice module must be included in the portfolio.**
- **Evidence of Reflective Practice in line with HCPC professional standards.**
- **Certificate of completion for mandatory training in all areas (for the placement hospital trust) and the Core skills passport.**
- **Annual declaration of good health and good character (Appendix 4)**
- **Formative and summative CAP's (Appendix 6 and Appendix 7), to meet the individual clinical practice module, when required to meet the clinical practice module dates (see module guide)**

Academic regulations apply to Summative Clinical Assessments. If a student fails a summative clinical assessment, one re-assessment opportunity is allowed. In the event of a failed summative assessment, this will be presented to a MAB and one re-assessment opportunity will be allowed for the portfolio.

In the case of a failed first assessment, the student MUST be given adequate guidance and support in order to improve. A member of the course team MUST also be present at the re-assessment.

The scheme in practice

The approach to the qualificatory clinical practice modules is based on the integration of clinical and academic activities. To facilitate this integration, students will return to clinical placement after academic study with guidelines which set out clinical objectives relating to the topics studied in the preceding academic block.

Clinical activities will therefore be matched to topics identified in the academic blocks as much as possible to reinforce the development of technical skills. This cohesive approach will promote the progression of intellectual judgement and further advance the capacity for critical analysis by the student.

Clinical Objectives

Outlined on the following pages are the clinical objectives of the MSc Medical Imaging (Ultrasound) award. These objectives are a guide to the skills students should acquire and the experience that should be gained after each theory block in each year of the course. The objectives are closely linked to the preceding theory block which the student will have recently undertaken. By achieving the objectives, the student will be able to relate theoretical learning to clinical practice. It is intended that the achievement of the objectives will help to guide the student and clinical staff on their clinical learning and development.

The clinical mentor is also asked to review these objectives and should ensure that students are given every opportunity to achieve them. The objectives are very closely related to the requirements of clinical portfolio. Before undertaking their final summative clinical assessments for each clinical practice module, students will be given the opportunity to have reached clinical competence in the appropriate Formative Assessment, for each area (these are outlined in the clinical assessment details) and students will be given feedback to assist them in highlighting any areas of weakness to improve the likelihood of achieving a level 4 in the related clinical areas commensurate with a pass in the summative assessment (see formative clinical assessment forms).

Mentors are required to write regular progress reports (RCP) (**Appendix 5**) (usually required – monthly) to highlight any areas where improvements are needed in the student's clinical performance.

At the beginning of each period of clinical practice students will be expected to discuss their clinical objectives with their mentor and document how these objectives will be achieved.

Year 1:

Relating to the Professional, Legal & Ethical Issues in Ultrasound & Physical Principles & Technology in Medical Ultrasound Modules students will:

Acquire the following examination skills:

- Prepare patient psychologically for examination
- Demonstrate appropriate communication skills during examination
- Identify important observations which should be noted in the examination report, such as patient obesity, bowel gas and technical limitations.
- Understand the need to consider health and safety in the workplace.
- Understand and implement the requirements of placement mandatory training.

Develop the following core skills:

- Demonstrate appropriate communication skills, before, during and after examination
- Understand departmental protocols for follow up scans
- Appreciate practical methods for dose minimisation (including an awareness of TI & MI)
- Develop an appreciation of appropriate post examination instructions for patients
- Demonstrate sympathetic patient care before, during and after examination and explain follow up procedure clearly
- Understand how to draw valid conclusions from observation and communicate clearly and unambiguously

- Begin to develop how to sensitively inform patients of the scan findings, even in difficult circumstances
- Demonstrate an awareness of potential risk of acquiring WRMSD in US and appreciate and implement ways in which to avoid/reduce this risk
- Identifying current research relating to ultrasound and proposing and explaining, in discussion with clinical colleagues, a potential research project

Acquire the following examination skills:

- Ascertaining relative power levels of different machine types
- Identifying different transducer types and their mode of operation
- Manipulating controls to demonstrate effect on image (preferable using simple phantoms e.g. Perspex block/phantom)
- Identifying different types of recording devices used in the department
- Identifying different types of "stand-off" media and their use.
- Manipulating machine controls to produce optimum image quality
- Reproducing, identifying and recording common artefacts which result from incorrect machine setting or poor technique
- Identifying and recording different "acoustic windows"

Develop the following core skills:

- Reporting observations in a clear, concise and unambiguous manner for a wide range of examinations
- Awareness of current trends and potential developments in ultrasound applications
- Understanding of rationale behind local protocols and ability to justify and/or criticise their validity
- Identifying advantages and disadvantages of particular techniques, equipment, examination protocols and screening pathways.

Gain the following experiences:

Observing and assisting in:

- Wide range of examination types
- Quality Assurance (QA) checks on ultrasound machines and maintaining clear records
- Adjustment of image recording device to produce optimum results

Following the Obstetrics Placement students will:

Acquire the following examination skills:

- Selection of the correct transducer type for examination/patient type.
- Demonstration and recording of correct scanning planes for pregnancy examinations.
- Identification and recording of normal variants and/or pathological appearances.
- Accurately perform (linear and area) measurements and recording of foetal structures.
- Observe quantitative measurements of foetal and / or fetus-placental blood flow (normal or abnormal)

Develop the following core skills:

- Evaluate the scan request information and evaluate the relevance of appropriate alternative investigations.
- Appreciate the different appearances of the anatomy, relating to the physical principles of US, such as acoustic shadowing/enhancement and its relevance in diagnosis.
- Understand transducer orientation in relation to anatomical position, developing spatial awareness skills.
- Use landmarks and reference points to aid identification of normal and abnormal structures

- Prepare the examination room, following all local protocols (including the Health & safety at Work Act and infection control regulations).
- Introduce self and colleagues to patient and companions.
- Physically prepare patient for examination, giving lay explanation of examination procedure to patient to gain informed consent.
- Recognise different patient types and adapt accordingly.

Clinical Practice Module: Gain the following clinical experience:

Play an active part in a wide range of normal obstetric ultrasound examinations including:

- Consistently and accurately recognise normal foetal structures/anatomy in the 1st & 2nd trimesters of pregnancy.
- Assist in plotting growth curves/graphs
- Observe at least ONE amniocentesis
- Undertake post examination administration (collating images, dispatching reports, etc.)
- Understand the relevance of measurements used in serial scanning for foetal growth and perform these up to national standards (FASP & BMUS)
- Appreciate normal and abnormal pelvic anatomy, including identifying incidental pelvic masses

Following the Gynaecology Placement experience students will:

Acquire the following examination skills:

- Select the correct transducer type for examination/patient type and appreciate the benefits/pitfalls of alternative transducers.
- Demonstrate and record images of the correct scan planes to accurately demonstrate pelvic anatomy.
- Identify and record normal variants and/or pathological appearances
- Accurate (linear/volume) measurements and recording of pelvic structures

Develop the following core skills:

- Evaluate the request form information and relevance of appropriate alternative investigations
- Appreciate the different appearances of the physical principles of US, such as acoustic shadowing/enhancement and its relevance in diagnosis
- Understand transducer orientation in relation to anatomical position
- Use landmarks and reference points to aid identification of normal and abnormal structures
- Prepare the examination room taking into account infection control and health and safety guidelines.
- Introduce self to patient and companions.
- Physically prepare patient for examination, giving a lay explanation of examination procedure to patient to gain informed consent.
- Recognise different patient types and adapt accordingly.

CLINICAL PRACTICE MODULE Gain the following clinical experience:

Play an active part in a wide range of normal gynaecological examinations including:

- Uterus and adnexal regions.
- The blood vessels of the pelvis which supply uterus and adnexae.
- Start to bring into clinical reality, the skills acquired from using the Scan Trainer simulator at UoC.

- Observing and assisting in post examination administration (collating images, dispatching reports, etc.)
- Appreciate the relevance of endometrial and ovarian measurements used in serial scanning.
- Performing and observing trans abdominal (TA) and trans vaginal (TV) scans in line with departmental protocols.
- Start to understand the significance of early pregnancy assessment, including the exclusion/diagnosis of ectopic pregnancy.

Following the General Medical Ultrasound clinical placement, the student will:

Acquire the following examination skills:

- Select the correct transducer type for examination/patient type and justify the rationale.
- Demonstrate and record the acquisition of the correct scanning planes for general medical examinations, in line with local and national standards.
- Identify normal structures in longitudinal and transverse section.
- Identify common artefacts resulting from incorrect machine setting and/or poor technique.
- Manipulate machine controls to demonstrate difference in density/texture between liver and renal parenchyma.
- Appreciate the different appearances of the physical principles of US, such as acoustic shadowing/enhancement and its relevance in diagnosis.
- Perform a range of examinations of the abdominal organs and major abdominal vasculature.
- Perform non-complex small parts examinations e.g. normal testes and appreciate common anatomical variants.

Develop the following core skills:

- Evaluate the request form information and relevance of appropriate alternative investigations.
- Appreciate the different appearances of the physical principles of US, such as acoustic shadowing/enhancement and its relevance in diagnosis.
- Understand transducer orientation in relation to anatomical position and demonstrate skills in spatial awareness.
- Use landmarks and reference points to aid identification of normal and abnormal structures
- Prepare the examination room in line with local policy and considering health and safety and infection control procedures.
- Introduce self to patient and their companions.
- Physically prepare patient for examination, giving lay explanation of examination procedure to patient.
- Recognise different patient types and adapt accordingly.
- Perform post examination administration.

CLINICAL PRACTICE MODULE Gain the following clinical experience:

- Observe and perform a wide range of general medical ultrasound examinations in male and female patients, which MUST include:
 - Liver
 - Biliary tree
 - hepato-portal vessels
 - Pancreas
 - Urinary system
 - Spleen
 - Abdominal aorta and its branches, including major arteries in the lower limb

- IVC and its main tributaries.
- Observe and perform a wide range of normal general medical ultrasound examinations in male and female patients, which MUST include:
 - Superficial structures: testes and/or thyroid gland

Year 2

Students will continue to relate their learning from the Professional, Legal & Ethical Issues in Ultrasound (in collaboration with maintaining and continuing to evidence their core skills) and Physical Principles of Ultrasound relate this to their practice

Acquire the following examination skills:

- Refine examination techniques to produce optimum image quality for accurate diagnosis in all types of examination by accurate and consistent manipulation of the ultrasound machine controls, demonstrating a thorough knowledge of how theory relates to practice.
- Utilise appropriate modification to technique, machine settings and transducer selection to produce optimum results within acceptable examination duration, considering TI & MI.
- Understand the modern advances in ultrasound and how these can help/hinder diagnosis.

Consolidate the following core skills:

- Reporting examinations in a clear, concise and unambiguous manner for a wide range of examinations, in line with departmental protocols and current local and national standards, to the level of a newly qualified practitioner.
- Awareness of current trends and potential developments in ultrasound applications and how these relate to practice.
- Understanding of rationale behind local protocols and ability to justify and/or criticise their validity.
- Identifying advantages and disadvantages of particular techniques, equipment, examination protocols and screening pathways.
- Demonstrate sensitivity to the needs of different patient types/groups and conditions and demonstrate this sensitivity in the conduct of the clinical examination.
- Understand departmental protocols for follow up scans and implement these even in unusual or complex situations or report any limitations to the examination as a result.
- Implement into everyday practice the practical methods for dose minimisation (including a thorough understanding of TI & MI).
- Understand/deliver the appropriate post examination instructions for patients, even in difficult, distressing or complex situations.
- Demonstrate sympathetic patient care before, during and after examination and explain follow up procedure clearly.
- Understand how to draw valid conclusions from observation and communicate clearly and unambiguously.
- Demonstrate advancing knowledge in how to sensitively inform patients of the scan findings, even in difficult circumstances.
- Demonstrate an advanced awareness and understanding of potential risk of acquiring WRMSD in US, and implement recognised methods to practice, to avoid/reduce this risk.
- Evaluate current research areas relating to ultrasound practice and propose, discuss and explain, with clinical colleagues, a potential research project/audit/service evaluation, that may be of benefit to the clinical department.

Gain the following clinical experience:

- Perform, unaided, a wide range of examinations on all patient types, recording relevant images and reporting observations and conclusions in a clear and concise manner both in writing and verbally, commensurate with a first post competent practitioner.
- Perform, unaided, a range of monitoring procedures on ultrasound machines and recording devices, in line with local and regional guidelines.

Continuing the Obstetrics Placement students will:

Acquire the following examination skills:

- Selection of the correct transducer type for examination/patient type and know how to adapt technique in unusual or difficult circumstances.
- Demonstrate and record of the correct images/sections in all pregnancy examinations, even in difficult patients/circumstances.
- Identification and recording of normal variants and complex pathological appearances.
- Accurately perform (linear and area) measurements and recording of foetal structures in 1st, 2nd and 3rd trimester.
- Perform quantitative Doppler measurements of foetal and / or fetus-placental blood flow (normal or abnormal).

Develop the following core skills:

- Evaluate the request form information and relevance of appropriate alternative investigations
- Appreciate the different appearances of the physical principles of US, such as acoustic shadowing/enhancement and its relevance in diagnosis
- Understand transducer orientation in relation to anatomical position
- Use landmarks and reference points to aid identification of normal and abnormal structures
- Prepare the examination room in accordance with local protocols on infection control and health and safety standards.
- Introduce self to patient and companions.
- Physically prepare patient for examination, giving lay explanation of examination procedure to patient to gain informed consent.
- Recognise different patient types and adapt accordingly and appropriately even in unusual or difficult circumstances.

CLINICAL PRACTICE MODULE Gain the following clinical experience:

- Play an active part in a wide range of normal and abnormal obstetric ultrasound examinations including:
 - Foetal structures in the 1st, 2nd and 3rd trimesters, including twin or multiple pregnancy.
 - Show competence in plotting growth curves/graphs and discussing their relevance.
 - Competently undertake post examination administration (collating images, dispatching reports, etc.) even in difficult or distressing circumstances.
 - Understand the relevance of measurements used in serial scanning for foetal growth and perform these up to national standards (FASP & BMUS) and be able to adapt or moderate technique when acquiring standard sections is difficult.
 - Appreciate normal and abnormal pelvic anatomy, including identifying pelvic masses.

Continuing their Gynaecology Placement experience students will:

Acquire the following examination skills:

- Select the correct transducer type for the examination/patient type and evaluate/justify the selection.

- Demonstrate and record the use of correct scanning planes for pelvic examinations, in routine and unusual situations.
- Identify and record normal variants and complex pathological appearances.
- Accurate (linear/volume) measurements and recording of pelvic structures and fully evaluate the findings in relation to patient management.

Develop the following core skills:

- Evaluate the scan request information and relevance of appropriate alternative investigations.
- Show advancing knowledge of the different appearances relating to the physical principles of US, such as acoustic shadowing/enhancement and its relevance in diagnosis.
- Understand transducer orientation in relation to anatomical position and show seamless hand-eye co-ordination and excellent spatial awareness.
- Use landmarks and reference points to aid identification of normal and abnormal structures
- Prepare the examination room
- Introduce self to patient and companions.
- Physically prepare patient for examination, giving lay explanation of examination procedure to patient to gain informed consent.
- Recognise different patient types and adapt accordingly.

CLINICAL PRACTICE MODULE Gain the following clinical experience:

Competently complete a wide range of normal and abnormal gynaecological examinations including:

- Uterus and adnexal regions in routine and challenging circumstances.
- Appreciate the limitations due to patient related factors and how to adapt technique accordingly.
- The blood vessels of the pelvis which supply uterus and adnexae
- Competently complete all post examination administration (collating images, dispatching reports, etc.)
- Appreciate the relevance of endometrial and ovarian measurements used in serial scanning and in the elderly or postmenopausal patient.
- Perform competent trans abdominal (TA) and trans vaginal (TV) scans in line with departmental protocols and understand when each technique is most appropriate.
- Understand the significance of early pregnancy assessment, including the exclusion/diagnosis of ectopic pregnancy and missed miscarriage, and competently apply this to practice implementing local and national guidelines.

Continuing their General Medical Ultrasound clinical placement, the student will:

Acquire the following examination skills:

- Select the correct transducer type for examination/patient type, justifying their selection and applying this knowledge to new, unusual or difficult cases.
- Acquire and record images in line with local and national guidelines.
- Identify normal and abnormal structures in longitudinal and transverse section
- Identify common artefacts resulting from incorrect machine setting and/or poor technique
- Manipulate machine controls to demonstrate difference in density/texture between liver and renal parenchyma
- Appreciate the different appearances of the physical principles of US, such as acoustic shadowing/enhancement and its relevance in diagnosis
- Perform a range of examinations of the abdominal organs and major abdominal vasculature.
- Perform small parts examinations e.g. normal testes and appreciate common anatomical variants & pathological variants.

Develop the following core skills:

- Evaluate the request form information and relevance of appropriate alternative investigations
- Appreciate the different appearances of the physical principles of US, such as acoustic shadowing/enhancement and its relevance in diagnosis
- Understand transducer orientation in relation to anatomical position
- Use landmarks and reference points to aid identification of normal and abnormal structures
- Prepare the examination room
- Introduce self to patient
- Physically prepare patient for examination, giving lay explanation of examination procedure to patient
- Recognise different patient types and adapt accordingly.
- Perform post examination administration

CLINICAL PRACTICE MODULE Gain the following clinical experience:

- Observe and perform a wide range of general medical ultrasound examinations in a range of challenging male and female patients, which MUST include:
 - Liver
 - Biliary tree
 - hepato-portal vessels
 - Pancreas
 - Urinary system
 - Spleen
 - Abdominal aorta and its branches, including major arteries in the lower limb
 - IVC and its main tributaries.
 - Identification/and reporting of pathology
- Observe and perform a wide range of normal general medical ultrasound examinations in male and female patients, which MUST include:
 - Superficial structures: testes and/or thyroid gland to include abnormal/complex/difficult cases.

In working towards the achievement of clinical objectives, inter-related skills will be developed and assessed as follows: See each clinical module guide for more details

Clinical Progress Reports (RCP Appendix 5): (at least 2 MUST be submitted for each clinical practice module)

Skills developed during the course are generic and relate to all areas of clinical practice. These skills are appraised in a formative manner by the clinical assessment scheme through the completion of process statements as the student progresses. This aims to illustrate where the students' strengths and weaknesses are. Examples of the skills being assessed include communication, report writing and image appreciation. Process statements allow the mentor and student to regularly monitor clinical progression.

Formative clinical assessments (Appendix 6): (2 MUST be submitted for each clinical practice module)

Formative clinical assessments allow the student to demonstrate their progression in the course and help the student and mentor decide when to organise the summative clinical assessment. The mentor should inform the course team when these have been completed and agree the date for the summative assessment.

Summative clinical assessment (Appendix 7): (MUST be submitted for each clinical practice module – see each module for more details)

For each **formative** clinical assessment a minimum of **1** patient **must** be examined in each of the areas indicated below for all modules.

For each **summative** clinical assessment **2** patients **must** be examined in each of the areas indicated below for Obstetric, Gynaecological, General Medical and Vascular assessments and **3** patients **must** be examined in the areas indicated below for the Breast and Musculoskeletal assessments.

HMSU9064 (Obstetric Ultrasound CLINICAL PRACTICE MODULE)	Tick appropriate box
1. First Trimester (<i>routine dating assessment</i>) (<i>Does NOT need to include NT</i>)	
2. Second Trimester (<i>routine anomaly scan</i>) (<i>high risk/difficult/twin anomaly scan</i>)	
3. Third Trimester Growth Scan (<i>1 must be high risk or more complex, with Doppler of UA</i>)	
HMSU9065 (Gynaecological Ultrasound CLINICAL PRACTICE MODULE)	Tick appropriate box
1. Non-pregnant female pelvis (<i>complex case or acute ward patient –TVS must be performed in one</i>)	
2. Non-pregnant female pelvis (<i>GP/OPD Referral – TA & TVS must be performed</i>)	
3. First Trimester/EPA (<i>threatened miscarriage or RPOC TVS must be performed</i>)	
HMSU9066 (General Medical Ultrasound CLINICAL PRACTICE MODULE)	Tick appropriate box
1. Abdominal Scan (<i>one must be an acute/ward patient</i>)	
2. Renal Tract & Prostate (<i>male</i>)	
3. Small parts/superficial structure: e.g. Testes or Thyroid (<i>GP/OPD referral</i>)	
HMSU9067 (Vascular Ultrasound CLINICAL PRACTICE MODULE)	Tick appropriate box
1. DVT assessment (<i>upper or lower limb</i>)	
2. Carotid Assessment	
3. Complex Arterial/ Venous Assessment (<i>upper or lower limb</i>)	
HMSU9068 (Musculoskeletal Ultrasound CLINICAL PRACTICE MODULE)	Tick appropriate box

1. Joint/Anatomical Region (<i>upper or lower limb</i>)	
2. Joint/Anatomical Region (<i>upper or lower limb must be a different region to assessment 1)</i>)	
HMSU9069 (Breast Ultrasound CLINICAL PRACTICE MODULE)	Tick appropriate box
1. Negotiated cases	
2. Negotiated cases	
HMSU9070 (Negotiated Ultrasound 1 CLINICAL PRACTICE MODULE)	Tick appropriate box
HMSU9071 (Negotiated Ultrasound 2 CLINICAL PRACTICE MODULE)	Tick appropriate box
HMSU9072 (Negotiated Ultrasound 3 CLINICAL PRACTICE MODULE)	Tick appropriate box

Summative clinical assessments of the students' clinical skills are undertaken as a compulsory part of each CLINICAL PRACTICE MODULE and must be passed in order for the student to be awarded. The clinical assessment scheme is based very much on the students working within their local rules and protocols, but they must demonstrate competency and safe scanning practices, recognising current national UK standards and guidelines.

Clinical Supervision

Students are supervised, appraised and assessed by named mentors and assessors whose clinical competence is recognised through their experience of ultrasound practice and / or possession of either a Post Graduate Diploma or College of Radiographers

Diploma/Certificate in Medical Ultrasound. All new workplace assessors who have not undertaken summative assessments for the University before require moderation when undertaking their first clinical assessment by one of the University academic team (**Appendix 8**)

In addition, medically qualified practitioners may provide input, by virtue of their close cooperation with the student throughout the full range of examinations. Mentors and assessors are expected to attend a workshop, which may be carried out at the university or in various clinical departments. Mentors **MUST** have a minimum of 1-year post qualificatory experience in ultrasound practice. Mentors are asked to supply a summary CV to the course team.

University trained assessors perform the summative assessment.

These are clinically based ultrasound practitioners, with the same credentials as the mentor, **but with a minimum of 2 years post qualificatory experience**, and are individually moderated on a rolling moderation programme, or more frequently if further support is required (**Appendix 8**). This aim is to develop and ensure parity across the clinical assessment processes for all students.

Procedure for failed assessments

If a student's clinical skills are not at the expected standard in a formative assessment they would be required to improve their skills before a repeat assessment. This will be outlined in the cause for concern form (CFC) and will clearly outline the process and pathway for improvement.

If the student fails one of their summative assessments, they will be expected to undertake a reassessment. The reassessment will be required to be undertaken within a required timeframe to ensure the outcome can be presented at the appropriate assessment board to allow the student to progress. The student will be given feedback and the opportunity to discuss an action plan to improve their clinical skills to the expected level. The student will be notified of the week they will be reassessed but some flexibility dependant on department workload may be taken into account.

It is normal practice to have a second assessor, normally from the university, present to ensure fairness in all aspects of the reassessment (**Appendix 8**).

If the student fails the reassessment, a further formal review will take place and their overall performance discussed at the module assessment board (MAB). The outcome of this review may result in the student being deregistered from the programme.

Students MUST complete a 'Placement Partnership Contract' (Appendix 9) at the beginning of the course and again if the named mentors change or updates are required and a declaration of good health and good character (Appendix 4) once a year.

7. Mentoring/Tutoring Arrangements

Students will be allocated a mentor(s) for defined periods of time during placement, together with the PT, placement co-ordinator and Link Tutor (LT) students will set specific objectives at the beginning of their clinical placement block. These objectives should be discussed with their mentor to enable them to support the student's clinical development within the work placement. The PT/Lead mentor and associated mentors will feedback to students at the end of their placement period and give a professional assessment of their progress, including some constructive criticism so that students will be able to improve upon their performance. Students will also reflect on their progress on this form. The PT/Lead mentor will review their progress with mentors who routinely work alongside each student, throughout each clinical placement. A set of these forms is included in **Appendix 5**.

All departments within the clinical education scheme for ultrasound are supported by a **Lead Mentor** whilst on clinical placement and the placement **Link Tutor** will make moderation/clinical support visits once a semester. On a day to day basis students will work with supervising sonographers and **mentors**. These are qualified sonographers/ultrasound practitioners who have been trained to give students help and feedback on their clinical practice whilst on clinical placement.

8. Responsibilities – also see **Appendix 9** and **Appendix 10**

The great majority of students at University of Cumbria organise their time well, combining work and a social life. Occasionally, students experience difficulties and the university has developed procedures for monitoring attendance and progress, and following up problems as they arise.

Students will normally be required to attend clinical placements for supervised clinical experience during the normal work schedule for that department. Some Trusts have normal patient access between the hours of 8.00hrs to 20.00hrs Monday to Friday and some weekend working and students will be required to fit into these work patterns, as required. Later in the course students may be required to undertake weekend and evening duties. At no time will the hours students work in clinical practice per week exceed 37.5 hours and therefore compensatory time off periods will always be agreed for any "out of normal hours work" carried out.

Whilst on clinical placement students must be supervised at all times. It is acknowledged that the level of supervision is likely to change as students advance in their programme of learning however all ultrasound examinations performed by any student must be checked and verified by a qualified sonographer before the patient leaves the department.

Ultrasound reports must always be completed in the supervising sonographer's name, following appropriate verification checks of the examination and wording of the report. It is recommended that the following terminology is used in all reports performed by a student sonographer:

Scanned by [insert student name] student sonographer, checked/supervised by [insert supervising sonographer's name] Sonographer [or other appropriate designation]

Assuming satisfactory clinical progress, students will organise and attend elective placement, either in the UK or overseas. This will be organised by the student themselves, with assistance from the tutors and the Placement Learning Unit (PLU) and undertaken at each student's own expense.

Elective placements are very successful, with students having been to Denmark, Canada, USA, Singapore, Malaysia, Australia, South Africa and New Zealand, as well as lots of hospitals in this country. The logic behind Elective placements is to experience ultrasound in a different environment, with differing techniques and examinations.

If students are unable to attend/organise an elective placement it might be possible to stay at your placement hospital but this has to be agreed well in advance with both the lead sonographer/lead mentor and the PT. Students must complete an elective reflective diary based on their experiences (**Appendix 11**).

Further documentation regarding overseas elective placements can be found in **Appendix 12, 13 and 14**.

This agreement will be signed by each of the parties and each party will have a copy of the agreement. Any of the parties is at liberty to call a meeting of all parties if they feel that responsibilities are not being met.

Responsibilities of the Student

- Attend the clinical department to gain clinical experience for the minimum number of hours set out above.
- Ensure any relevant tasks are completed before/during/after placement (eg keeping a log, preparing a portfolio of evidence)
- Act in a professional manner in the clinical department and at university.
- Undertake supervised clinical ultrasound practice in accordance with departmental protocols and within own scope of safe practice.
- To ensure that all scans performed have been checked and agreed by a qualified sonographer or radiologist before the patient leaves the department [students MUST NOT take responsibility for issuing an ultrasound report to the referring clinician under any circumstances]
- Arrange clinical assessments in a timely manner, through negotiation with their mentor and clinical assessor.
- Ensure the clinical portfolio is kept up to date and is complete by the end of EACH placement block.
- Ensure all aspects of the portfolio are checked and signed by their personal tutor/clinical co-ordinator on returning to university for the next academic block, and well in advance of a relevant assessment board.
- To maintain clear lines of communication with the other parties set out in the placement and learning agreement and report to university immediately any deviation from this agreement or any requests to do so thereof.
- Behave in an appropriate manner in relation to customers, clients, service users and other employees in the workplace
- Comply with (any) norms and expectations for professional conduct in the particular field of work or study
- Attend pre-placement briefing sessions and familiarise themselves with the information provided
- Show commitment to the placement provider
- Inform the University of Cumbria of any personal factors that may affect the level of risk or require adjustments
- Abide by the placement provider's health and safety requirements, policies and procedures
- Carry out the work programme specified by the placement provider and in line with the University policy
- Inform the placement provider of any health concerns or disability that may require adjustments
- Report any concerns about health and safety at their placement to the placement provider
- Report any incident or accident in which they are involved and any health and safety concerns that are not addressed by the placement provider to the University of Cumbria
- Make full use of the support offered by the University in connection with the placement opportunity
- Ensure all agreed work is completed and any equipment and/or borrowed resources (eg books, keys) are returned to the placement provider
- Ensure any data or material collected whilst on placement is used appropriately and responsibly in line with the University's Confidentiality Policy and the placement policies
- Ensure appropriate motor insurance is in place if the student's own vehicle is to be used whilst on placement (eg 'business use' as opposed to 'social, domestic and pleasure')

Responsibilities of the Placement Provider

- Confirm in writing or electronically their health and safety arrangements as requested by the University of Cumbria
- Inform the University of Cumbria of any basic competencies that they require the student to have attained to be able to undertake the placement. These would include competencies associated with any requirements of individual professional, statutory or regulatory bodies (PSRB)
- Plan the work or study programme and associated health and safety training to be undertaken by the student.

- Provide the student with a full and clear induction to the organisation and its working practices, including health and safety arrangements
- Comply with health and safety legislation
- Report to the University of Cumbria any serious incidents or accidents involving the student, or breaches of discipline by the student
- Agree placement objectives with the student on commencement of placement
- Provide supervision, guidance and support to enable the student to fulfil the placement requirements ensuring the students are supervised throughout their training to a level deemed commensurate with their level of training and their ability and to ensure patient and student safety is prioritised at all time.
- Monitor student attendance to ensure minimum attendance requirements are met
- Work with the University and the student to ensure that reasonable adjustments are implemented to facilitate access to learning on placement
- Provide opportunities for students to meet specific learning outcomes and observe staff in the workplace
- Provide relevant resources/uniform/safety equipment
- Ensure the student is aware of the nature of the work programme (eg hours/days/weeks required to fully complete the placement).
- Ensure all students work is checked and signed off by a qualified sonographer/radiologist, before the patient leaves the department
- Assess the students clinical progress in a consistent and fair manner, using a recognised clinical assessor who has been moderated and approved by the university, in line with the assessment guidance set out in the placement handbook and the rolling assessor moderation scheme
- to undertake mentor training at least once every 3 years either face to face or through the mentor/assessor pebblepad site.

Responsibilities of the course team

- to undertake an inspection of department before the course commences, either face to face or through a virtual meeting and via satisfactory completion of the placement inspection form by a trusted placement representative
- to provides mentors/assessors with appropriate training and support material throughout the student placement
- to visit the student's clinical placement department at least once a semester during the course in some instances this may be through virtual/telephone meetings as required
- to be available to discuss clinical education matters with students, mentors, assessors and managers over the telephone/via email.
- to monitor and moderate the clinical assessment scheme in line with a rolling moderation programme to ensure parity across the assessment process
- to maintain communication with the other parties set out in this agreement.

Responsibilities of the Mentor

- to provide the student with the learning experiences to enable them to meet the requirements of the clinical assessment scheme. This will include providing the student with the required clinical placement experience per year.
- To ensure the students are supervised throughout their training to a level deemed commensurate with their level of training and their ability and to ensure patient and student safety is prioritised at all times
- To ensure all students work is checked and signed off by a qualified sonographer/radiologist, before the patient leaves the department
- It is expected that a qualified mentor/supervisor is always on site to check the ultrasound scan (not only acquired images) before the patient leaves the department.
- to clinically assess the students in a consistent and fair manner, using a recognised clinical assessor who has been moderated and approved by the university, in line with the assessment guidance set out in the placement handbook and the rolling assessor moderation scheme
- to undertake mentor training at least once every 3 years either face to face or through the mentor/assessor pebblepad site.

- to allow the student reasonable/fair opportunity to complete their clinical assessments in sufficient time to complete their clinical portfolio in year 1 and year 2. These MUST be completed and submitted by January (annually).
- to maintain communication with the other parties set out in this agreement.

I agree to the sharing of information between my placement and the university on my progression and completion of all aspects of the course– This may include attendance, withdrawal from modules, confirmation of passing the module, details of the qualification awarded, or notification if I did not successfully complete the module, including non-submission of assessments and overall professionalism, or lack of.

Mentor’s signature date.....

Student’s signature.....date.....

Course Leader’s signature date.....

Lead Sonographer/Service Manager’s signature.....date.....

Please refer any placement related problems to the Clinical co-ordinator initially, who will liaise with the link tutor/lead mentor as appropriate.

Course team contact details:

- Gareth.Bolton@cumbria.ac.uk (Programme Lead)
- Lorelei.Waring@cumbria.ac.uk (Admissions Tutor)
- Shellev.Smart@cumbria.ac.uk
- Amanda.Marland@cumbria.ac.uk (Clinical co-ordinator)

Student Charter

There is a student charter for all students undertaking pathways of study at the University of Cumbria. All students will also be given a copy of the new Students' Charter which is available as a pdf download and a webpage.

Please note that it is not a replacement for all our other process, rules and regulations which are annotated via web links on the document. Students should still be advised to read these.

www.cumbria.ac.uk/studentcharter

9. Communication

When out in clinical placement, or at university students will be able to contact their tutors by a number of means. Tutors, clinical or otherwise cannot always be in their offices, but students can still attempt to make contact by phone and leave a message or send an email. A contacts list is given in the programme handbook, but an updated list is always available on the university Blackboard site.

10. Attendance

Students are expected to attend all aspects of the course and any deviation from this must be approved by the programme leader. Procedures for sickness and absence must be adhered to as outlined in the programme and placement handbooks. Students must attend their clinical placements and it is expected that time lost will be made up over the course of the year. The University recognises that students may experience illness during the course and in exceptional circumstances students may be able to progress providing satisfactory clinical progress has been demonstrated (as evidenced in the Clinical Portfolio and subject to approval at the assessment boards).

Please note that the University of Cumbria are looking for a wholehearted commitment to ultrasound and this course and students must acknowledge that they have chosen a course which provides an award mapped against professional standards. Any breaches of these requirements will be taken seriously and students who do not conform may be asked to leave the course.

Sickness and absence will be treated as a 'professional issue' and is considered to be important, especially as employers always ask for details of sickness and absence in references.

Students must adhere to the [University Sickness and Absence Policy](#):

Whilst on clinical placement students must:

- a) Report their absence to the lead sonographer/mentor at their placement by 9.30 am on the first day of absence;
- b) If it is not possible to contact the mentor then they must speak to the departmental head who will ensure that your message is passed on;
- c) if it proves impossible to contact either of these people then students must leave a contact phone number with the person who answers their call and expect the call to be returned later in the morning.
- d) Ring the Learning Placement Unit (PLU) on 01524 590816 or email: plustudents@cumbria.ac.uk

It is not adequate to:

- a) Send a message with another student
- b) Contact the University only
- c) Not bother to ring at all.

When students ring in they will be expected to say why they are absent and when they expect to return. If students are off for more than five days they will need to provide a 'fitnote' from their GP.

Students MUST remember to fill out an absence sheet whether they are in University or clinical placement upon your return. These are available from PAclancaster@cumbria.ac.uk.

If you feel that there have been extenuating circumstances that have affected the success of your achievement on placement, you should refer to the [Extenuating Circumstances](#) procedures.

11. Access to library support and learning resources whilst on placement

If you are going on placement for more than four weeks you can join the placement loan service that extends 4 week and 6 week loans. You only need to register once each academic year to join the service, regardless of the number of placements you have in that year.

You will need to complete the placement loan application form (available through Programme Administration) and obtain your lecturer's signature before you go on placement; then return the completed form to the library together with any books you currently have on loan so the due dates can be reset. It is important to note, however, that if any books you borrow are requested by another user, you will need to return the requested items in person or by post to the library as normal.

Please ensure that you know your library PIN number before you start your placement to access your library account online. This will let you request books, check when books are due back, renew your loans, track your requests or check if you have any fines to pay.

You may also wish to request training from our staff in the libraries or gateway buildings before you leave to make sure that you know how to:

- Search for and request items on the library catalogue
- Search for online journal articles and conference papers
- Join borrowing schemes with other University libraries near your home or placement site

You will find more information on [extended](https://my.cumbria.ac.uk/Student-Life/Learning/) loans and the other library services at: <https://my.cumbria.ac.uk/Student-Life/Learning/> or ask at your local site library.

If students are engaged in fieldwork, placement or work-based learning, or studying through a virtual learning environment, explain the strategy in place to support their access to learning resources for example:

- explain (any) division of responsibilities between the University and partners (eg in the workplace), to provide, manage and evaluate learning resources
- show how the quality of learning resources is monitored
- (where relevant) explain the parity of experience for, and between, students in different locations

Please note that many types of disability related support such as study skills/ mentoring may be accessed remotely whilst on placement as well as early evening and or Saturday morning by arrangement and subject to demand .To book sessions please contact library@cumbria.ac.uk

12. Dress Code

All students will be provided with uniforms which must be worn at all times whilst on clinical placement and a name badge indicating they are a student sonographer with the University of Cumbria [students must wear their university name badge at all times and introduce themselves as a 'student sonographer' before completing a scan on any patient]. There are national NHS standards which students must also adhere to such as 'bare below the elbow' and not travelling to/from work in uniform. Students should note that additional dress code regulations, pertaining to items such as footwear, hair, jewellery etc. will be required by each placement hospital dependant on their Uniform Policy.

There is not usually a formal dress codes whilst at university attending lectures and scheduled learning and teaching.

13. Placement Evaluation

Students are welcome to approach the Lead Sonographer, Mentor and their PT with concerns about their clinical practice experience. Students are also encouraged to discuss concerns with their PT or placement co-ordinator.

14. Health and Safety

During the placement, we would expect students to prove to be effective, safe and reliable individuals. Placement providers are employers in their own right, and employers must ensure, so far as is reasonably practicable, the health and safety and welfare of their employees. The primary responsibility for meeting statutory health and safety requirements within a placement remains with the placement organisation. Students on placement are therefore and are owed a duty of care in same manner as employees.

Additional information on health and safety can be accessed [here](#).

15. What to do if you have concerns

Students should approach the Clinical Lead, their Mentor and/or the Clinical co-ordinator should they have any concerns during their placement, or about the placement.

There is also a University [Student Complaints Policy](#).

16. Additional Information

Cause for concern (Appendix 10)

This is an innovation for student support on the course and the process is a feature of the assessment process which aims to provide a managed focus in situations where the performance of a student requires additional attention beyond the normal systems of support and guidance. The process provides all parties with a formal way of addressing a range of concerns with a view to providing a positive support to the student. As such it is advised that the process should be triggered as soon as possible in order to allow the student to identify and respond to the concern(s).

A Cause for Concern form should be initiated in cases of:

- **Lack of progress**
 - A student is considered to be failing, or is judged to be in danger of failing, to meet the required standards for the particular stage of the course. Such cases may be resolvable if action is taken early enough
- **Lack of professionalism**
 - For example: punctuality, dress, lack of self-critical awareness, unable or unwilling to accept professional criticism, difficult relationships with staff, and so on
- **Professional misconduct**
 - The student is considered to be behaving in a way which is professionally unacceptable

The cause for concern form is in Appendix 10.

DBS check

- Students are required to undertake an enhanced DBS check at the beginning of the course. Students must inform the university should any criminal incident occur.

- Students are also required to be 'fit' to undertake placements. Additional checks are made by the occupational health and should a student's circumstances change they are required to inform their Clinical Mentor and PT.
- Equality and Diversity: each of the trusts has equality and diversity policy which applies to all employees and students placed within the hospital. Students will be made familiar with the policy as part of their induction and they have a professional duty to abide by this policy at all times. If students have any concerns related to the implementation of these policies then they can communicate this to the pathway team via the placement evaluation or your PT.

Students on the full time pathway are NOT employees of their placement organisation and consequently cannot, and MUST NOT, be employed to perform duties as a qualified sonographer under any circumstances, even when provisional or confirmed competencies have been met. Students in their final year, who have confirmed pass marks in the core academic modules and certain clinical modules must speak to a member of the university before seeking employment.

Summary

Clinical placements are an essential qualificatory element of the MSc Medical Imaging (Ultrasound) course and allow the students to integrate theory with practice. The assessments allow students to demonstrate their ability to progress and their safety and proficiency in practice leading to competence to practice in a range of ultrasound procedures. During clinical placement students must present themselves in a professional manner and with a professional appearance at all times and failure to comply with this may result in their removal from the pathway.

Students should also be aware of the following University policies:

- [University Confidentiality Policy](#)
- [University Fitness to Practise Policy](#)
- [Fitness to Study Policy](#)
- [Placement Learning Policy](#)
- [Student Code of Conduct](#)

17. Information for Disabled/ SPLD Students and the Provision of Reasonable Adjustments

Students are encouraged to share information with placement providers to ensure that key staff have an awareness of the impact of a disability. The attached flow diagram gives an overview for student information, of the flow of information for students who declare SpLD'S / disability and the required reasonable adjustments.

A range of reasonable adjustments are available, subject to availability and demand, and might include:

- Awareness of the impact of their disability
- Adjustments to travel time and method of travel
- Placements that meet accessibility criteria such as wheelchair user friendly, lifts etc
- On placement adjustments, such as additional non-medical help.

You should contact disabilitysouth@cumbria.ac.uk and request an action plan meeting appointment with a member of the disability team. Information on reasonable adjustments will need to be incorporated into their individual action plan. Where substantive adjustments are necessary, University placements leads may use a further generic form to inform and facilitate further discussions.

An example of form that might be used for these discussions is included for information only as some professional courses may have more detailed forms. At all times the University advises you that there should be a written record of discussions to ensure that both you, the placement provider and University have a clear understanding of the agreed reasonable adjustments.

Further information is available via the University [website](#).

Appendix 1: Orientation to Placement Form

Department of Medical & Sport Sciences; MSc Medical Imaging (Ultrasound) (Direct Graduate Entry)

ORIENTATION TO PLACEMENT

This sheet MUST be completed by the student by the end of the first placement

	Signature of student	Signature of mentor
I have been shown the layout of the department.		
I know my responsibilities in the event of fire, cardiac arrest or any other untoward occurrence.		
I know the location of the resuscitation and fire equipment / exits.		
I know my responsibilities in regard to Health & Safety at Work.		
I have received instructions regarding safe moving and handling of loads.		
I have received training in the safe use of ultrasound equipment		
I have been told the policy for receiving and referring messages and enquiries.		
I have been shown and understand the implications of the local rules.		
I am aware of the department's Data Protection and Confidentiality policies.		
The control of infection and waste disposal policy has been explained to me.		
I am aware of and agree to follow relevant radiation protection policies and protocols for practice.		
I have been told the policy for referring equipment faults		
I am aware of the procedure for reporting sickness and absence.		
I am aware of the clerical procedures to document the patient journey.		
I am aware of the learning opportunities available		

Signed (student):..... Date:

(Print name):

Signed (Mentor):Date:

(Print name):

Appendix 2: Pathway Year Planner (This may be subject to change)

The live version of this year planner can be found on the programme blackboard site.

2021/22 Year 1			2022/23 Year 2		
Cal. Week	Week Starting	Year 1 (2021 entry)	Cal. Week	Week Starting	Year 2 (2021 entry)
34	19 Apr	Induction Week	34	18 Apr	Easter
35	26 Apr	Induction Week	35	25 Apr	P
36	03 May	Induction Week	36	02 May	P
37	10 May	HMSU7062 (1)	37	09 May	P
38	17 May	P	38	16 May	P
39	24 May	P	39	23 May	P
40	31 May	P	40	30 May	P
41	07 Jun	HMSU7062 (2)	41	06 Jun	P
42	14 Jun	P	42	13 Jun	Reading week (dissertation)
43	21 Jun	P	43	20 Jun	P
44	28 Jun	P	44	27 Jun	P
45	05 Jul	P	45	04 Jul	P
46	12 Jul	P	46	11 Jul	P
47	19 Jul	H	47	18 Jul	H
48	26 Jul	H	48	25 Jul	H
49	02 Aug	H	49	01 Aug	H
50	09 Aug	H	50	08 Aug	H
51	16 Aug	P	51	15 Aug	Assessment Week
52	23 Aug	P	52	22 Aug	P
1	30 Aug	P	1	29 Aug	P
2	06 Sep	HMSU7064	2	05 Sep	P
3	13 Sep	P	3	12 Sep	P
4	20 Sep	P	4	19 Sep	Reading week (dissertation)
5	27 Sep	P	5	26 Sep	P
6	04 Oct	Reading Week	6	03 Oct	P
7	11 Oct	P	7	10 Oct	P
8	18 Oct	P	8	17 Oct	P
9	25 Oct	P	9	24 Oct	P
10	01 Nov	HMSU7065	10	31 Oct	P
11	08 Nov	P	11	07 Nov	P
12	15 Nov	P	12	14 Nov	P
13	22 Nov	Reading Week	13	21 Nov	P
14	29 Nov	P	14	28 Nov	P
15	06 Dec	P	15	05 Dec	P
16	13 Dec	P	16	12 Dec	P
17	20 Dec	Christmas	17	19 Dec	Christmas
18	27 Dec	Christmas	18	26 Dec	Christmas
19	03 Jan	Assessment Week	19	02 Jan	Assessment Week
20	10 Jan	HMSU7074	20	09 Jan	P
21	17 Jan	P	21	16 Jan	P
22	24 Jan	HMSU7063	22	23 Jan	P
23	31 Jan	P	23	30 Jan	P
24	07 Feb	P	24	06 Feb	P
25	14 Feb	P	25	13 Feb	P
26	21 Feb	P	26	20 Feb	P
27	28 Feb	P	27	27 Feb	P
28	07 Mar	HMSU7066	28	06 Mar	P
29	14 Mar	HMSU7067	29	13 Mar	P
30	21 Mar	P	30	20 Mar	P
31	28 Mar	P	31	27 Mar	P
32	04 Apr	P	32	03 Apr	Easter
33	11 Apr	Easter Holiday	33	10 Apr	Easter
			34	17 Apr	P
			35	24 Apr	P
			36	01 May	P
			37	08 May	P
			38	15 May	P
			39	22 May	P
			40	29 May	P
			41	05 Jun	Elective
			42	12 Jun	Elective
			43	19 Jun	Elective
			44	26 Jun	Elective

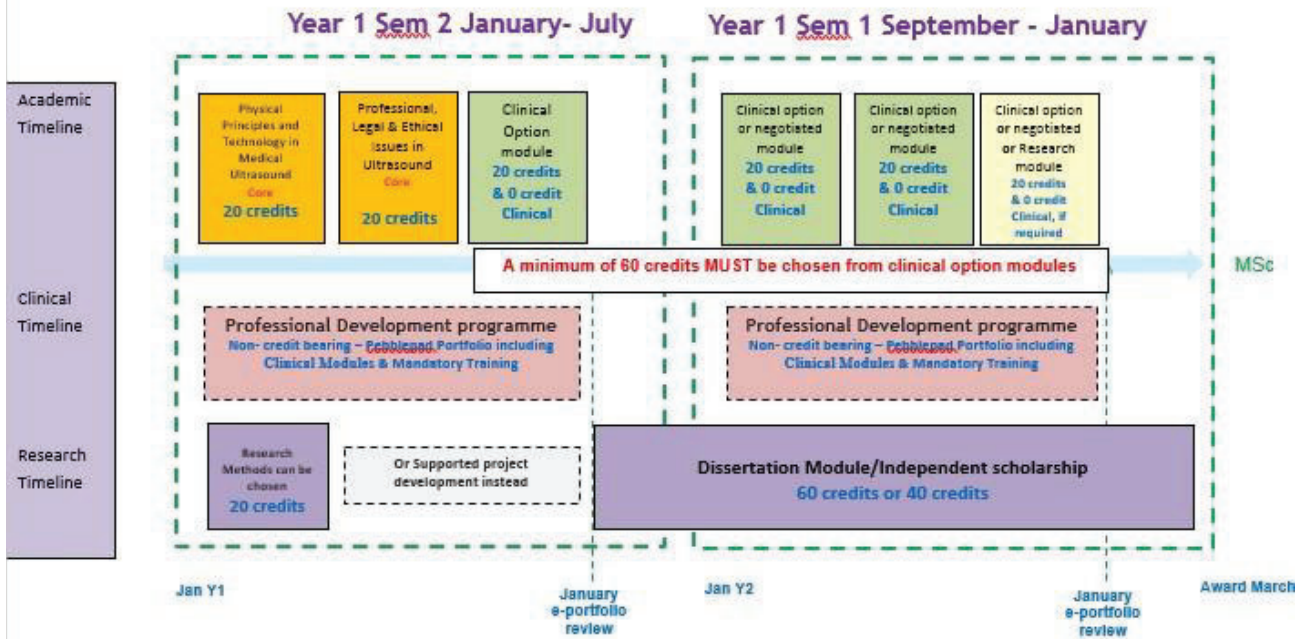
Elective placements in Year 2 of study are from week 54 – week 61 (see online version)

Appendix 3: Pathway Structure Diagram



MSc Medical Imaging (Ultrasound) Graduate Entry Full Time Pathway

Proposed time line – students will usually complete within 2 calendar years in exceptional circumstances module order may change



ANNUAL SELF-DECLARATION OF GOOD HEALTH & GOOD CHARACTER

PATHWAY:

COHORT / YEAR OF ENTRY:

STUDENT NAME:

Please tick boxes below. If you are in any doubt please discuss first with your personal tutor (PT)

I, [student name] confirm that:

- I have read and reflected on the UoC Student Code of Conduct and [*SCoR Code of Conduct and Ethics, 1st Feb 2008*] and will adopt / have adopted their regulations & requirements into my practice.
- I understand the professional requirements of fitness to practise.
- I have disclosed all relevant DBS issues and will report any police cautions or other relevant issues to my PT and Course Leader as soon as possible after the occurrence.
- My health status is good and there is no current health issue likely to impact on my performance, health & safety or the health & safety of others.
- I have read the Sickness and Absence Policy and the Uniform Policy relevant to my pathway.
- I have already taken the opportunity to discuss any issues relating to this with my Personal Tutor.
- I have completed my 'core clinical skills' passport and any additional requirements of my placement hospital

Signed:

Name:

Date:

Appendix 5: Record of Clinical Proficiency (RCP)

MONTHLY ACTION AND PROGRESS SUMMARY	
Student name	
Placement period	
<u>BEGINNING OF PLACEMENT/WEEK</u>	
Agreed plan of action	
Signature of mentor	Date
Signature of student	Date

CLINICAL PLACEMENT PROFILE OF ATTAINMENT

NOTES:		
	Denotes the expected level of attainment for this placement/week.	
1	(Level 1)	Observes or is able to assist in the activity.
2	(Level 2)	Participates under direct supervision, in the application of the skill, showing an understanding of the underlying rationale behind the skill and an appropriate attitude.
3	(Level 3)	Consistently applies the skill, knowledge and attitude to routine situations.
4	(Level 4)	Consistently and competently applies the skill, knowledge and attitudes acquired to new or complex situations, should they arise.

PROFESSIONAL STANDARDS

	1	2	3	4
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Communication and Professional skills

Understand the relevance of the request form information in relation to examination of :-

- Obstetric examination
- Gynaecological examination
- Abdomen examination
- Vascular examination
- Small parts examination
- Effective communication skills
- Awareness of individual patients needs
- Appropriate liaison with colleagues
- Appropriate introduction of self to patient
- Prepares patient psychologically for examination
- Give lay explanation of procedure to patient
- Clear communication of post examination instructions to patient

Discuss difficult/distressing exam findings with patient

--	--	--	--	--

Health care implementation skills

Select appropriate preparation regime for examination/patient condition

Prepare exam room

Practice correct techniques and protocols to minimise cross infection

Practice good hygiene techniques

Equipment

Clothing

Personal

Exam skills

Identify normal anatomy

Use appropriate scanning technique for the following exam types:-

Obstetric examination

Pelvis examination

Abdomen examination

Vascular

Small parts

MSk

Adapt technique appropriately to investigate particular clinical problems

Describe clearly and appropriately examination findings in written report

Recognise image artefacts

Recognise pathological appearances

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Equipment application and evaluation skills

- Appreciate effect of power and gain settings on image
- Demonstrate safe use of power and gain settings
- Appreciate effect of transducer frequency on image
- Appreciate effect of TGC on image
- Appreciate the need to apply coupling medium
- Evaluate presentation and quality of recorded image
- Appropriately use different imaging equipment/recording devices
- Appropriately use 'stand off' media
- Appropriately use Q.A. phantoms for routine monitoring

Management skills and administration skills

- Manage to optimise use of available time in clinical environment
- Manage own time to optimise clinical experience
- Manage workload to contribute to department effectiveness
- Complete administration tasks in efficient manner
- Record information appropriately
- Demonstrates self-directed learning

Formative Clinical Assessment

To enable students to receive feedback from a formal assessment experience in order to improve their practice prior to the summative clinical assessment

Year of study: (delete as appropriate) **Year 1/Year 2**

Name of Student:

Name of Hospital:

Name of Supervisor:
(Hospital Assessor – who has been approved/moderated by the course leader/course team in the last 5 years)

Name of Assessor/Moderator (University assessor – if present):

.....

Date of Assessment:

For each formative clinical assessment a minimum of **1** patient **must** be examined.

HMSU9064 (Obstetric Ultrasound CLINICAL PRACTICE MODULE) – 1 patient must be scanned in each section	Tick appropriate box
1. First Trimester (<i>routine dating assessment</i>) (<i>Does NOT need to include NT</i>)	
2. Second Trimester (<i>routine anomaly scan</i>) (<i>high risk/difficult/twin anomaly scan</i>)	
3. Third Trimester Growth Scan (<i>1 must be high risk or more complex, with Doppler of UA</i>)	
HMSU9065 (Gynaecological Ultrasound CLINICAL PRACTICE MODULE) – 1 patient must be scanned in each section	Tick appropriate box
1. Non-pregnant female pelvis (<i>complex case or acute ward patient –TVS must be performed in one</i>)	
2. Non-pregnant female pelvis (<i>GP/OPD Referral – TA & TVS must be performed</i>)	
3. First Trimester/EPA (<i>threatened miscarriage or RPOC TVS must be performed</i>)	
HMSU9066 (General Medical Ultrasound CLINICAL PRACTICE MODULE) -1 patient must be scanned in each section	Tick appropriate box
1. Abdominal Scan (<i>one must be an acute/ ward patient</i>)	
2. Renal Tract & Prostate (<i>male</i>)	
3. Small parts/superficial structure: e.g. Testes or Thyroid (<i>GP/OPD referral</i>)	
HMSU9067 (Vascular Ultrasound CLINICAL PRACTICE MODULE) -1 patient must be scanned in each section	Tick appropriate box
1. DVT assessment (<i>upper or lower limb</i>)	
2. Carotid Assessment	
3. Complex Arterial/ Venous Assessment (<i>upper or lower limb</i>)	
HMSU9068 (Musculoskeletal Ultrasound CLINICAL PRACTICE MODULE) - 1 patient must be scanned in each section	Tick appropriate box
1. Joint/Anatomical Region (<i>upper or lower limb</i>)	
2. Joint/Anatomical Region (<i>upper or lower limb must be a different region to assessment 1</i>)	

HMSU9069 (Breast Ultrasound CLINICAL PRACTICE MODULE) – 1 patient must be scanned in each section	Tick appropriate box
1. Negotiated cases	
2. Negotiated cases	
HMSU9070 (Negotiated Ultrasound 1 CLINICAL PRACTICE MODULE) – 1 patient must be scanned in each section	Tick appropriate box
HMSU9071 (Negotiated Ultrasound 2 CLINICAL PRACTICE MODULE) – 1 patient must be scanned in each section	Tick appropriate box
HMSU9072 (Negotiated Ultrasound 3 CLINICAL PRACTICE MODULE) – 1 patient must be scanned in each section	Tick appropriate box

Clinical Indication:

Patient I:

Patient II:

1. Preparation for the Ultrasound Examination

This part of the assessment is discussed with the student prior to the ultrasound examination. *To be completed by the supervisor.*

Level 1 Observes or is able to assist in the activity
 Level 2 Participates under direct supervision, in the application of the skill, showing an understanding of the underlying rationale behind the skill and an appropriate attitude.
 Level 3 Consistently applies the skill, knowledge and attitude to routine situations.
 Level 4 Consistently and competently applies the skill, knowledge and attitudes acquired to new or complex situations, should they arise.

Does the student:

- i) Understand why the request has been made?

Include: comprehensiveness of request, understanding of

1	2	3	4

terminology

used in the request or ask for advice if appropriate.

- ii) Understand the implications of the clinical history

Include: review of available information and previous investigations, discuss possible ultrasound findings

1	2	3	4

- iii) Prepare the room for examination and ensure all equipment is

1	2	3	4

prepared

Including: selecting appropriate transducer and Preset, ensuring the correct client identification is entered into the machine or on PACS, hand hygiene

- iv) Understand the preparation needed for the examination and any limitations due to the nature of the examination or patient's condition

1	2	3	4

2. The Ultrasound Examination

The assessor is advised to take notes (overleaf) during EACH of the ultrasound examinations performed (if more than one patient examined) in order to assist them in coming to a final decision on each aspect of the assessment sheet below

Assessors are advised to fill in the following AFTER they have observed the student performing all ultrasound examinations (if more than one patient examined).

Does the student:

- i) Positively identify the patient, in accordance with local protocols

1	2	3	4

- ii) Introduce those present in the room to the patient

1	2	3	4

- iii) Explain the procedure fully to obtain informed consent

Include: explaining the value and limitations of ultrasound, alternatives, if applicable, allow the patient time to ask questions & respond accordingly

1	2	3	4

- iv) Clarify clinical details and obtain further information, if required

1	2	3	4

- v) Position themselves and the patient in a way that reduces the hazards to themselves and the client.

Include: adapting scanning position to clients needs and ensuring their own posture is sufficient to reduce strain and the risk of

WRULD (work related upper limb disorders)

1	2	3	4

- vi) Perform the examination using a technique appropriate to the clinical condition of the patient and following the departmental protocols

1	2	3	4

- vii) Select and operate equipment correctly during the examination.

Include: manipulation of equipment settings i.e. gain, TGC, focus, pre-processing, considering safety & length of time scanning

1	2	3	4

- viii) Correctly demonstrate the relevant anatomy / pathology, during scanning procedure

Include: demonstration of anatomy and pathology, assessing related areas, if required, and recording appropriate images, appropriate use of a second opinion if required

1	2	3	4

Does the Student:

- viii) Perform the scan in a safe and competent manner

Includes: appropriate scan time, consideration of safety indices and output power

1	2	3	4

- ix) Communicate appropriately with the patient and companions during the examination

Include: clarity and accuracy of explanation, response to questions, body language, tone of voice

1	2	3	4

- x) Discuss the results appropriately with the client or inform them of how to obtain the results, depending on local protocols

Include: clarity of explanation, accuracy of results, follow-up arrangements, adaptation to suit the needs of the client

1	2	3	4

- xi) Attend to the aftercare of the client

1	2	3	4

3. After the Examination

Can the Student:

- i) Identify the anatomy and pathology they have demonstrated on the hard copy

1	2	3	4

- ii) Discuss the appearances of the anatomy/pathology that they have demonstrated.

1	2	3	4

- iii) Write a written report, according to departmental protocols
Include: charts and graphs, where appropriate, language, style, accuracy, ask for assistance if required

1	2	3	4

4. Viva post examination

To be completed by the supervisor at the time of the assessment or by the University assessor (if present)

Can the student:

- i) Discuss the normal range of measurements for the organs assessed

1	2	3	4

- ii) Explain the significance of their observations
Include: plotting of graphs, impact on further management of client

1	2	3	4

- iii) Come to the correct conclusion from their observations and formulate a differential diagnosis

1	2	3	4

- iv) Discuss a range of management options relating to the type of

1	2	3	4
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examination performed
Include: viva discussion of possible scenarios which may include abnormal ultrasound appearances & associated ultrasound findings

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- v) Explain the usefulness of ultrasound in this case & how the results might affect management

1	2	3	4

- vi) Discuss any relevant further investigations
Include: other imaging modalities, Alternative ultrasound investigations, surgical intervention, blood tests etc

1	2	3	4

- vii) Discuss/review the hard copy images and their equipment settings
Include: image quality relating to equipment settings i.e. focus, TGC presets selected, harmonics

1	2	3	4

Can the student:

- viii) Evaluate safety indices discuss the safe use of ultrasound
Include: MI and TI, output power, scan time

1	2	3	4

and

- ix) Explain a range of equipment settings demonstrated on the hard copy image
Include: identification of labels around image, discuss transducer frequency, evaluate the role of a range of settings i.e. dynamic range, focus, gain, gray scale, harmonics

1	2	3	4

- x) Recognise and discuss artefacts that are present on the image
Include: identification of artefacts and ways to minimise them or use them in the diagnosis of pathology

1	2	3	4

The aim of the formative assessment is to highlight to the student and mentor the areas which need to be improved upon prior to completing the summative clinical assessment (so please be constructive with your comments).

Upon completion of the formative assessment mentors/assessors are required to agree a date for the student to complete the Summative Clinical Assessment and inform the course team. Please send the course team an electronic version of the Formative Assessment Report.

Patient comments

(Please comment below regarding any aspects of the examination or if there is anything you wish to mention about your experience)

Please do NOT include personal details



Summative Clinical Assessment

I have completed a formative clinical assessment, and after discussion with my mentor, agree to undertake the Summative Clinical Assessment. I understand that, in the case of referral, the University of Cumbria Academic Regulations will apply to the clinical portfolio, meaning that only ONE reassessment opportunity is allowed per summative assessment and that this must be achieved in time for the portfolio to go through the MAB. In the event of referral, or of incomplete portfolios, one further reassessment opportunity will be offered.

Student (name):

Signed:

Date:

Witness:.....

Name of Student:

Name of Hospital:

CLINICAL PRACTICE MODULE Module Name/Code:
HMSU9.....

Name of Supervisor:
(Hospital Assessor – who has been approved/moderated by the course leader/course team in the rolling moderation programme)

Name of Assessor/Moderator (University assessor – if present):
.....

Date of Assessment:

For each summative clinical assessment the following patients **must** be examined.

HMSU9064 (Obstetric Ultrasound CLINICAL PRACTICE MODULE) – 2 patients must be scanned in each section	Tick appropriate box
1. First Trimester (<i>routine dating assessment</i>) (<i>Does NOT need to include NT</i>)	
2. Second Trimester (<i>routine anomaly scan</i>) (<i>high risk/difficult/twin anomaly scan</i>)	
3. Third Trimester Growth Scan (<i>1 must be high risk or more complex, with Doppler of UA</i>)	
HMSU9065 (Gynaecological Ultrasound CLINICAL PRACTICE MODULE) – 2 patients must be scanned in each section	Tick appropriate box
1. Non-pregnant female pelvis (<i>complex case or acute ward patient –TVS must be performed in one</i>)	
2. Non-pregnant female pelvis (<i>GP/OPD Referral – TA & TVS must be performed</i>)	
3. First Trimester/EPA (<i>threatened miscarriage or RPOC TVS must be performed</i>)	
HMSU9066 (General Medical Ultrasound CLINICAL PRACTICE MODULE) -2 patients must be scanned in each section	Tick appropriate box
1. Abdominal Scan (<i>one must be an acute/ ward patient</i>)	
2. Renal Tract & Prostate (<i>male</i>)	
3. Small parts/superficial structure: e.g. Testes or Thyroid (<i>GP/OPD referral</i>)	
HMSU9067 (Vascular Ultrasound CLINICAL PRACTICE MODULE) -2 patients must be scanned in each section	Tick appropriate box
1. DVT assessment (<i>upper or lower limb</i>)	
2. Carotid Assessment	
3. Complex Arterial/ Venous Assessment (<i>upper or lower limb</i>)	
HMSU9068 (Musculoskeletal Ultrasound CLINICAL PRACTICE MODULE) – 3 patients must be scanned in each section	Tick appropriate box
1. Joint/Anatomical Region (<i>upper or lower limb</i>)	
2. Joint/Anatomical Region (<i>upper or lower limb must be a different region to assessment 1</i>)	

HMSU9069 (Breast Ultrasound CLINICAL PRACTICE MODULE) – (3 patients must be scanned in each section, at least 3 out of the 6 cases must be pathological)	Tick appropriate box
1. Negotiated cases	
2. Negotiated cases	
HMSU9070 (Negotiated Ultrasound 1 CLINICAL PRACTICE MODULE) – (6 patients must be scanned in total –this can be divided into 3 separate summative assessments if required. This must be outlined in the student learning contract)	Tick appropriate box
HMSU9071 (Negotiated Ultrasound 2 CLINICAL PRACTICE MODULE) – (6 patients must be scanned in total –this can be divided into 3 separate summative assessments if required. This must be outlined in the student learning contract)	Tick appropriate box
HMSU9072 (Negotiated Ultrasound 3 CLINICAL PRACTICE MODULE) – (6 patients must be scanned in total –this can be divided into 3 separate summative assessments if required. This must be outlined in the student learning contract)	Tick appropriate box

Clinical Indication:

Patient I:

Patient II:

1. Preparation for the Ultrasound Examination

This part of the assessment is discussed with the student prior to the ultrasound examination. *To be completed by the supervisor.*

** = compulsory. The examination will be a fail if 'Yes' is not achieved during the examination

In order to tick "YES" the student must demonstrate to the assessor that they are working at Level 4 from the following statements for EACH patient scanned:

Level 1 Observes or is able to assist in the activity
 Level 2 Participates under direct supervision, in the application of the skill, showing an understanding of the underlying rationale behind the skill and an appropriate attitude.
 Level 3 Consistently applies the skill, knowledge and attitude to routine situations.
 Level 4 Consistently and competently applies the skill, knowledge and attitudes acquired to new or complex situations, should they arise.

Does the student:	Yes	No
i) Understand why the request has been made? ** <i>Include: comprehensiveness of request, understanding of terminology used in the request or ask for advice if appropriate.</i>	<input type="checkbox"/>	<input type="checkbox"/>
ii) Understand the implications of the clinical history <i>Include: review of available information and previous investigations, discuss possible ultrasound findings</i>	<input type="checkbox"/>	<input type="checkbox"/>
iii) Prepare the room for examination and all ensure equipment is prepared ** <i>Including: selecting appropriate transducer and Preset, ensuring the correct client identification is entered into the machine or on PACS, hand hygiene</i>	<input type="checkbox"/>	<input type="checkbox"/>
iv) Understand the preparation needed for the examination and any limitations due to the nature of the examination or patient's condition	<input type="checkbox"/>	<input type="checkbox"/>

2. The Ultrasound Examination

The assessor is advised to take notes (overleaf) during EACH of the TWO ultrasound examinations in order to assist them in coming to a final decision on each aspect of the assessment sheet below

Assessors are advised to fill in the following AFTER they have observed the student performing the ultrasound examinations required for EACH assessment.

Does the student:		Yes	No
i)	Positively identify the patient, in accordance with local protocols ^{**}	<input type="checkbox"/>	<input type="checkbox"/>
ii)	Introduce those present in the room to the patient	<input type="checkbox"/>	<input type="checkbox"/>
iii)	Explain the procedure fully to obtain informed consent <i>Include: explaining the value and limitations of ultrasound, alternatives, if applicable, allow the patient time to ask questions & respond accordingly</i>	<input type="checkbox"/>	<input type="checkbox"/>
iv)	Clarify clinical details and obtain further information, if required	<input type="checkbox"/>	<input type="checkbox"/>
v)	Position themselves and the patient in a way that reduces the hazards to themselves and the client. <i>Include: adapting scanning position to clients needs and ensuring their own posture is sufficient to reduce strain and the risk of WRULD (work related upper limb disorders)</i>	<input type="checkbox"/>	<input type="checkbox"/>
vi)	Perform the examination using a technique appropriate to the clinical condition of the patient and following the departmental protocols ^{**}	<input type="checkbox"/>	<input type="checkbox"/>
vii)	Select and operate equipment correctly during the examination. <i>Include: manipulation of equipment settings i.e. gain, TGC, focus, pre-processing, considering safety & length of time scanning</i>	<input type="checkbox"/>	<input type="checkbox"/>
viii)	Correctly demonstrate the relevant ^{**}		

anatomy / pathology, during scanning procedure <i>Include: demonstration of anatomy and pathology, assessing related areas, if required, and recording appropriate images, appropriate use of a second opinion if required</i>	<input type="checkbox"/>	<input type="checkbox"/>
---	--------------------------	--------------------------

Does the Student:	Yes	No
--------------------------	------------	-----------

- | | | | |
|------|--|--------------------------|--------------------------|
| ix) | Perform the scan in a safe and ^{**} competent manner
<i>Includes: appropriate scan time, consideration of safety indices and output power</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| x) | Communicate appropriately with ^{**} the patient and companions during the examination
<i>Include: clarity and accuracy of explanation, response to questions, body language, tone of voice</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| xi) | Discuss the results appropriately with the client or inform them of how to obtain the results, depending on local protocols
<i>Include: clarity of explanation, accuracy of results, follow-up arrangements, adaptation to suit the needs of the client</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| xii) | Attend to the aftercare of the patient/client | <input type="checkbox"/> | <input type="checkbox"/> |

3. After the Examination

Can the Student:	Yes	No
-------------------------	------------	-----------

- | | | | |
|-----|--|--------------------------|--------------------------|
| I) | Identify the anatomy and pathology ^{**} they have demonstrated on the hard copy | <input type="checkbox"/> | <input type="checkbox"/> |
| II) | Discuss the appearances of the anatomy/pathology that they have demonstrated. | <input type="checkbox"/> | <input type="checkbox"/> |

- | | | | |
|------|--|--------------------------|--------------------------|
| III) | Write a written report, according to departmental protocols
<i>Include: charts and graphs, where appropriate, language, style, accuracy, ask for assistance if required</i> | <input type="checkbox"/> | <input type="checkbox"/> |
|------|--|--------------------------|--------------------------|

4. Viva post examination

To be completed by the supervisor at the time of the assessment or by the University assessor (if present)

Can the student:	Yes	No
i) Discuss the normal range of measurements for the organs assessed	<input type="checkbox"/>	<input type="checkbox"/>
ii) Explain the significance of their observations <i>Include: plotting of graphs, impact on further management of client</i>	<input type="checkbox"/>	<input type="checkbox"/>
iii) Come to the correct conclusion from their observations and formulate a differential diagnosis	<input type="checkbox"/>	<input type="checkbox"/>
iv) Discuss a range of management options relating to the type of examination performed <i>Include: viva discussion of possible scenarios which may include abnormal ultrasound appearances & associated ultrasound findings</i>	<input type="checkbox"/>	<input type="checkbox"/>
v) Explain the usefulness of ultrasound in this case & how the results might affect management	<input type="checkbox"/>	<input type="checkbox"/>
vi) Discuss any relevant further investigations <i>Include: other imaging modalities, Alternative ultrasound investigations, surgical intervention, blood tests etc</i>	<input type="checkbox"/>	<input type="checkbox"/>
vii) Discuss/review the hard copy images and their equipment settings	<input type="checkbox"/>	<input type="checkbox"/>

Include: image quality relating to equipment settings i.e. focus, TGC presets selected, harmonics

Can the student:	Yes	No
i) Evaluate safety indices and discuss the safe use of ultrasound <i>Include: MI and TI, output power, scan time</i>	<input type="checkbox"/>	<input type="checkbox"/>
ii) Explain a range of equipment settings demonstrated on the hard copy image <i>Include: identification of labels around image, discuss transducer frequency, evaluate the role of a range of settings i.e. dynamic range, focus, gain, gray scale, harmonics</i>	<input type="checkbox"/>	<input type="checkbox"/>
iii) Recognise and discuss artefacts that are present on the image <i>Include: identification of artefacts and ways to minimise them or use them in the diagnosis of pathology</i>	<input type="checkbox"/>	<input type="checkbox"/>

If "NO" is ticked in 6 or more boxes – the student will FAIL the assessment. If "NO" is ticked in any box marked with ** the student will automatically fail the assessment.

Final mark:

PASS / REFER
(delete as appropriate)

Supervisors Comments on the Examination

Did the student experience any difficulties with this examination? **YES / NO**
If yes, please state what they were and how the student coped with them:

Patient I:

Patient II:

In your opinion do you feel that the student performed the scan in a competent and professional manner? **YES / NO**
If no, please justify with comments:

Patient I:

Patient II:

Signature of Supervisor (hospital assessor)

University Staff comments (if necessary):

In the event of a student failing the assessment, please state what action will be taken to help the student achieve clinical competence:

Appendix 8: Moderation of clinical assessor form

University Assessor (UoC staff member): _

Clinical Assessor to be moderated: _

Placement:

Module being assessed:

Examination/s being assessed: _

Was the assessment performed fairly using the University of Cumbria standards?

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

Yes No

Was the correct documentation used?

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

Yes No

Was the same conclusion reached by the assessor and moderator?

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

Yes No

Were the same concerns/observations addressed?

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

Yes No

Was feedback to the student given constructively?

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

Yes No

If no to any of the above, comment on the differences and actions that need to be taken

Signed

University Approved Assessor: _____

Clinical placement assessor being Moderated: _____

Date: _____

Appendix 9: Partnership/Learning Agreement



Partnership / Learning Agreement for Clinical Education in Medical Ultrasound

Medical ultrasound is a practical clinical subject. Much of the students' learning takes place in the clinical setting. To ensure student success on an ultrasound course there must be a close partnership between the student, the student's mentor/assessor/clinical manager and the course team. Most of the responsibilities of each of the parties are set out in the placement hand book, the pathway handbook and the pathway specification. The object of this agreement is to set out in a concise manner the responsibilities of each party.

HMSU7062 Physical Principles & Technology in Medical Ultrasound	CORE
HMSU7063 Professional, Legal & Ethical Issues in Ultrasound	CORE
Students must take a minimum 3 clinical optional modules for the MSc. Please indicate below, which options your student will take.	Tick appropriate box
This is governed by placement capacity/ability to educate/train students in this area and a suitable clinical caseload and mentor.	
This section must be completed by the placement manager and lead mentor following discussion with the course team	
HMSU9064 (Obstetric Ultrasound & Clinical Practice Module)	
	Tick appropriate box
HMSU9065 (Gynaecological Ultrasound & Clinical Practice Module)	
	Tick appropriate box
HMSU9066 (General Medical Ultrasound & Clinical Practice Module)	
	Tick appropriate box
HMSU9067 (Vascular Ultrasound & Clinical Practice Module)	
	Tick appropriate box
HMSU9068 (Musculoskeletal Ultrasound & Clinical Practice Module)	
The clinical options (below) are unlikely to be chosen for full time direct entry students. Please discuss this with the course team prior to selecting any of these options	Tick appropriate box

HMSU9069 (Breast Ultrasound & CLINICAL PRACTICE MODULE)	
	Tick appropriate box
HMSU9070 (Negotiated Ultrasound 1 & Clinical Practice Module)	
	Tick appropriate box
HMSU9071 (Negotiated Ultrasound 2 & Clinical Practice Module)	
	Tick appropriate box
HMSU9072 (Negotiated Ultrasound 3 & Clinical Practice Module)	

This agreement will be signed by each of the parties and each party will have a copy of the agreement. Any of the parties is at liberty to call a meeting of all parties if they feel that responsibilities are not being met.

Responsibilities of the Student

- Attend the clinical department to gain clinical experience for the minimum number of hours set out above.
- Ensure any relevant tasks are completed before/during/after placement (eg keeping a log, preparing a portfolio of evidence)
- Act in a professional manner in the clinical department and at university.
- Undertake supervised clinical ultrasound practice in accordance with departmental protocols and within own scope of safe practice.
- To ensure that all scans performed have been checked and agreed by a qualified sonographer or radiologist before the patient leaves the department [students MUST NOT take responsibility for issuing an ultrasound report to the referring clinician under any circumstances]
- Arrange clinical assessments in a timely manner, through negotiation with their mentor and clinical assessor.
- Ensure the clinical portfolio is kept up to date and is complete by the end of EACH placement block.
- Ensure all aspects of the portfolio are checked and signed by their personal tutor/clinical co-ordinator on returning to university for the next academic block, and well in advance of a relevant assessment board.
- To maintain clear lines of communication with the other parties set out in this agreement and report to university immediately any deviation from this agreement or any requests to do so thereof.
- Behave in an appropriate manner in relation to customers, clients, service users and other employees in the workplace
- Comply with (any) norms and expectations for professional conduct in the particular field of work or study
- Attend pre-placement briefing sessions and familiarise themselves with the information provided
- Show commitment to the placement provider

- Inform the University of Cumbria of any personal factors that may affect the level of risk or require adjustments
- Abide by the placement provider's health and safety requirements, policies and procedures
- Carry out the work programme specified by the placement provider
- Inform the placement provider of any health concerns or disability that may require adjustments
- Report any concerns about health and safety at their placement to the placement provider
- Report any incident or accident in which they are involved and any health and safety concerns that are not addressed by the placement provider to the University of Cumbria
- Make full use of the support offered by the University in connection with the placement opportunity
- Ensure all agreed work is completed and any equipment and/or borrowed resources (eg books, keys) are returned to the placement provider
- Ensure any data or material collected whilst on placement is used appropriately and responsibly in line with the University's Confidentiality Policy and the placement policies
- Ensure appropriate motor insurance is in place if the student's own vehicle is to be used whilst on placement (eg 'business use' as opposed to 'social, domestic and pleasure')

Responsibilities of the Placement Provider

- Confirm in writing or electronically their health and safety arrangements as requested by the University of Cumbria
- Inform the University of Cumbria of any basic competencies that they require the student to have attained to be able to undertake the placement. These would include competencies associated with any requirements of individual professional, statutory or regulatory bodies (PSRB)
- Plan the work or study programme and associated health and safety training to be undertaken by the student
- Provide the student with a full and clear induction to the organisation and its working practices, including health and safety arrangements
- Comply with health and safety legislation
- Report to the University of Cumbria any serious incidents or accidents involving the student, or breaches of discipline by the student
- Agree placement objectives with the student on commencement of placement
- Provide supervision, guidance and support to enable the student to fulfil the placement requirements ensuring the students are supervised throughout their training to a level deemed commensurate with their level of training and their ability and to ensure patient and student safety is prioritised at all times
- Monitor student attendance to ensure minimum attendance requirements are met
- Work with the University and the student to ensure that reasonable adjustments are implemented to facilitate access to learning on placement
- Provide opportunities for students to meet specific learning outcomes and observe staff in the workplace
- Provide relevant resources/uniform/safety equipment
- Ensure the student is aware of the nature of the work programme (eg hours/days/weeks required to fully complete the placement).
- Ensure all students work is checked and signed off by a qualified sonographer/radiologist, before the patient leaves the department
- Assess the students clinical progress in a consistent and fair manner, using a recognised clinical assessor who has been moderated and approved by the university, in line with the assessment guidance set out in the placement handbook and the rolling assessor moderation scheme

- to undertake mentor training at least once every 3 years either face to face or through the mentor/assessor pebblepad site.

Responsibilities of the course team

- to undertake an inspection of department before the course commences, either face to face or through a virtual meeting and via satisfactory completion of the placement inspection form by a trusted placement representative
- to provide mentors/assessors with appropriate training and support material throughout the student placement
- to visit the student's clinical placement department at least once a semester during the course in some instances this may be through virtual/telephone meetings as required
- to be available to discuss clinical education matters with students, mentors, assessors and managers over the telephone/via email.
- to monitor and moderate the clinical assessment scheme in line with a rolling moderation programme to ensure parity across the assessment process
- to maintain communication with the other parties set out in this agreement.

Responsibilities of the Mentor

- to provide the student with the learning experiences to enable them to meet the requirements of the clinical assessment scheme. This will include providing the student with a minimum of 900 hours of clinical placement experience per year.
- To ensure the students are supervised throughout their training to a level deemed commensurate with their level of training and their ability and to ensure patient and student safety is prioritised at all times
- To ensure all student work is checked and signed off by a qualified sonographer/radiologist, before the patient leaves the department
- It is expected that a qualified mentor/supervisor is always on site to check the ultrasound scan (not only acquired images) before the patient leaves the department.
- to clinically assess the students in a consistent and fair manner, using a recognised clinical assessor who has been moderated and approved by the university, in line with the assessment guidance set out in the placement handbook and the rolling assessor moderation scheme
- to undertake mentor training at least once every 3 years either face to face or through the mentor/assessor pebblepad site.
- to allow the student reasonable/fair opportunity to complete their clinical assessments in sufficient time to complete their clinical portfolio in year 1 and year 2. These MUST be completed and submitted by January (annually).
- to maintain communication with the other parties set out in this agreement.

I agree to the sharing of information between my placement and the university on my progression and completion of all aspects of the course– This may include attendance, withdrawal from modules, confirmation of passing the module, details of the qualification awarded, or notification if I did not successfully complete the module, including non-submission of assessments and overall professionalism, or lack of.

Mentor's signature date.....

Student's signature.....date.....

Course Leader's signature date.....

Lead Sonographer/Service Manager's signature.....date.....

Please refer any placement related problems to the Clinical co-ordinator initially, who will liaise with the link tutor/lead mentor as appropriate.

Name	
Address	
Preferred email	
Mentor's name	
Mentor's hospital	
Mentor's telephone number and e-mail	
Date you last attended a Mentor/Assessor Training day at UoC?	
Type of Ultrasound Equipment in Dept	

Mentors and Assessors need to send a brief summary CV to the Ultrasound Programme Leader: Gareth.Bolton@cumbria.ac.uk

Additional course team members

Lorelei.Waring@cumbria.ac.uk Amanda.Marland@cumbria.ac.uk shelley.smart@cumbria.ac.uk

MSc Medical Imaging (Ultrasound) Cause for Concern.

This document contains guidance and a pro-forma for the Cause for Concern process to be initiated between a student sonographer and the placement.

This process is a feature of the assessment process which aims to provide a managed focus in situations where the performance of a student requires additional attention beyond the normal systems of support and guidance. The process provides all parties with a formal way of addressing a range of concerns with a view to providing a positive support to the student. As such it is advised that the process should be triggered as soon as possible in order to allow the student to identify and respond to the concern(s).

What is a Cause for Concern? There may be occasions in placement when the performance of a student is such that additional action is required beyond the normal systems of support and assessment. In such cases Clinical Tutors / mentors and/or tutors are required to set in motion the Cause for Concern process.

A Cause for Concern form should be initiated in cases of:

Lack of progress	A student is considered to be failing, or is judged to be in danger of failing, to meet the required standards for the particular stage of the course. Such cases may be resolvable if action is taken early enough
Lack of professionalism	For example: punctuality, dress, lack of self-critical awareness, unable or unwilling to accept professional criticism, difficult relationships with staff, and so on
Professional misconduct	The student is considered to be behaving in a way which is professionally unacceptable

The purpose of initiating a Cause for Concern Form is to make certain that the student is aware of the concerns at the earliest possible stage in order that an appropriate supportive action plan can be agreed in partnership with the student. Sonographic skills have to be learnt and some students who make a slow start can become very effective sonographers given the time to develop their skills and confidence. It is far better to report a cause for concern which then disappears than to wait for a week or so hoping for an improvement which does not materialise. In such cases it may be too late to make an effective intervention.

The kinds of actions which may be appropriate include:

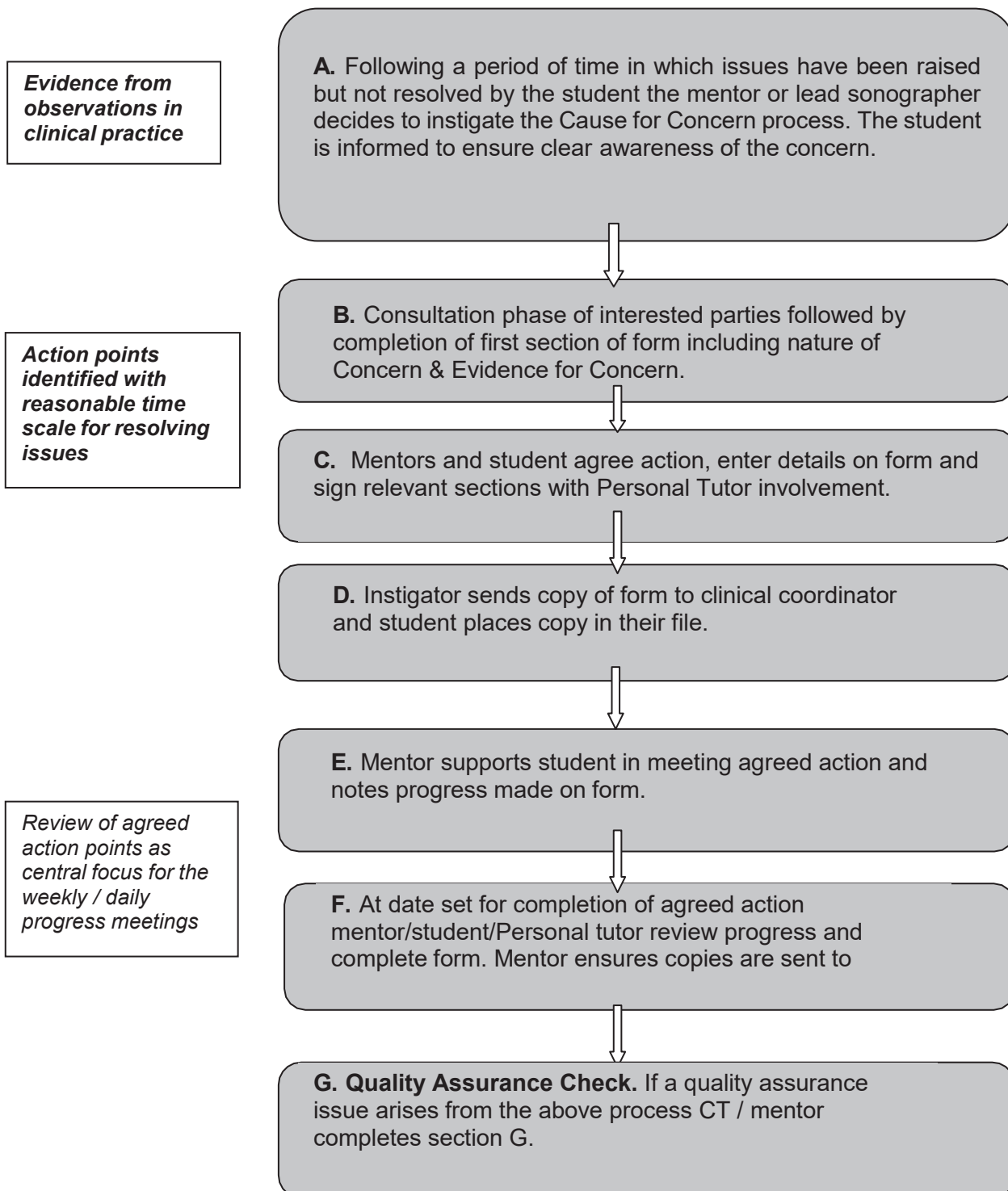
- Ensuring the student receives consistent guidance about action to be taken.
- Ensuring the difficulty and type of examinations undertaken is appropriate for the current situation.
- Arranging for the student to work alongside a designated experienced mentor in a support role. For example leading specific examinations to allow them to work to their strengths and hence develop successful practice.
- Providing extra support in developing the students subject knowledge.
- Setting clear and unambiguous short-term achievable targets.

Who should instigate the Cause for Concern process?

The Clinical Tutor / Mentor / Link tutor

What is the process? The instigator should start filling in the Cause for Concern form in conjunction with formally informing the student that the process has been started.

1.1.a The Cause for Concern Process



1.1.b Cause for Concern Form

Name of Student		2. Name of Mentor	
------------------------	--	--------------------------	--

A. Form initiated by		Role	
-----------------------------	--	-------------	--

B. Nature of Concern

Evidence for concern

C. Agreed action

Signature of Mentor

Date

Signature of Personal tutor/Clinical Co-ordinator

Date

D. I understand that if these targets are not effectively addressed, I may fail to meet the Standards for my clinical placement

Signature of student

Date

E. Monitoring of progress on agreed action by Mentor/Personal Tutor

Dates

F. Conclusion of process

Date

G. Quality Assurance Check

	Yes	No
1. Are there any broader issues that affect quality assurance?		
2. Has the matter been referred to an appropriate Board/Committee?		

Appendix 11: Elective Placement Reflective Diary

STUDENT ELECTIVE REFLECTIVE DIARY

Student Name:

Week Commencing:

No. of shifts:

Hospital (full address):

.....

Elective visits are arranged by yourself (the student) to broaden your experience as a trainee sonographer and allow you to compare and contrast procedures/practices within your own hospital with those visited.

Fill it in DAILY as a record of your visit.

	Daily placement and experience gained	Reflection on experience gained
DAY 1 Mentor name:		
DAY 2 Mentor name:		
DAY 3 Mentor name:		
DAY 4 Mentor name:		
DAY 5 Mentor name:		

Student's overall impressions of the whole visit:

Comments from supervisor (where appropriate) including any specialised ultrasound skills, abilities and/or limitations pertinent to the student:

Confirmation of University of Cumbria ultrasound Student attendance for Elective Placement

Signed Date

Designation

Contact Details (inc telephone no. and email):

.....
.....
.....

THANK-YOU FOR COMPLETING THE FORM

Any queries please contact:

The student's named placement mentor/lead sonographer or Amanda.Marland@Cumbria.ac.uk

Appendix 12: Study Abroad Student Checklist



- Discuss study abroad with your course tutor or programme leader
- Meet with an International Officer to discuss your time abroad
- Review the procedural notes for study abroad
- Investigate and choose which of our partners you would like to study with
- Complete and submit the following to the International Development Office:
 - The application form to the partner institution and all supporting documents
 - The 'Approval for Study Abroad' form, with your programme leader's signature
 - A risk assessment form
- Receive an acceptance letter from the partner institution
- Complete and return any additional paperwork to the partner institution that comes with your acceptance letter
- Apply for and receive your visa, should you need one
- Make travel arrangements to the partner institution – making allowances for their induction and orientation; Let us know your travel plans by filling out this form.
- Visit the website for the [Foreign and Commonwealth Office](#) to get travel advice for the country where you will be studying
- Visit the website for the [National Travel Health Network and Centre](#) to get health advice for the country where you will be studying
- Make an appointment with your GP to ensure you are healthy and ready to go abroad, and to get any travel jabs you may need
- Arrange travel and health insurance for your time overseas, including renewing your EHIC card if you will be studying in Europe
- Pack your bags and board the plane! Enjoy your time abroad and send us photos!
- Within a week of your arrival, update [ICON](#) with your overseas address and phone number
- When you prepare to come home, make sure that the partner institution will send your transcript to University of Cumbria when your marks are available

Appendix 13: Study Abroad Risk Assessment Form (for study abroad and exchange programmes)

Name:	
Student Number:	
Host Institution:	
Location of Host Institution:	
Risk Assessment Approved By:	

Name (printed) _____ Signature _____ Date _____

List of possible hazards (please tick those which are significant)

Environment (weather)		Crime	
Effects of long haul flights		Earthquakes/natural disasters	
Political situations		Availability of medical care	
Prevalent diseases for which vaccination is required		Local dangers (road/rail travel, insects, animals)	
Other (please provide details):			

Please use the following rubric to assess the level of risk:

	Slight Harm	Harmful	Very Harmful
Unlikely	Trivial	Low	Medium
Likely	Low	Medium	High
Very Likely	Medium	High	Intolerable

Study Abroad & Exchange Programme – Risk Assessment Form cont

Please list significant hazards	Please list what safety measures are in place to minimise the risk	Current level of risk

Study Abroad Risk Assessment Form – Risk Assessment Form cont

Statement of Traveller
I can confirm that:

- An approved risk assessment covers my proposed overseas study period. YES/NO
- My overseas study period does not entail any high risk activities or activities which can be reasonably foreseen to present significant hazards YES/NO
- I have consulted the current Foreign & Commonwealth Officer advice on the country I propose to visit, which is as follows: YES/NO
- I understand it is my responsibility to consult my GP about any immunisations required for my country of study and to ensure I am medically fit to travel YES/NO
- I am aware of all current Customs/Entry Requirements for the country where I propose to study YES/NO
- I have made arrangements for travel and health insurance for the duration of my overseas study period YES/NO
- I have left a copy of my passport and itinerary with my next of kin YES/NO

Details of next of Kin:

Name:	Relationship:	Email:	
Address:	Phone:		

NAME (printed) _____ SIGNATURE _____ DATE _____

Appendix 14: Travel Tips - Study Abroad & Exchange Programme

Various simple precautions can be taken whilst travelling to help avoid many health problems.

Before you go away:

- Consider the culture of the country you are travelling to. Your actions may have repercussions for both yourself and your colleagues, take advice from those who are more experienced in the country before you go
- Take a photocopy of your passport
- Have some emergency cash held separately in case your wallet is stolen and if you can, take two credit cards which can be stored in different locations

Emphasis must be placed on personal safety during travel:

Accidents and Crime:

- Road and vehicle safety standards vary greatly. Avoid the likelihood of traffic accidents as a pedestrian and motorist through selecting drivers and cars carefully. If possible, avoid driving at night and/or travel by moped or motorcycle, check for seatbelts and be aware of risks.
- Where possible, travel by taxi rather than walk the streets with a road map and your luggage.
- Do not carry large amounts of money and valuables.

Accommodation:

- Familiarise yourself with emergency provisions within your accommodation and the evacuations routes available.

Blood Borne Diseases/Sexual Health:

- Reduce the risk of blood borne diseases by taking sterile kits and not participating in unprotected intercourse. HIV is common in some countries (up to 30% of some populations).

Insect and Animal Bites:

- A variety of tropical diseases carried by insects, especially mosquitoes and ticks. Avoid insect bites by implementing measures such as covering exposed skin with loose, long clothing; using Permethrin impregnated nets, knock down sprays in rooms and insect repellents.
- All animal bites require medical attention even if you are fully vaccinated. Any bite should be thoroughly cleansed and medical advice sought as soon as possible. If Rabies is a risk, post exposure (bite) vaccination is required as soon as possible.
- Check which types of risk are specific to your particular trip.

Food and Water Hygiene:

- Food and water can expose travellers to a range of bacteria, viruses, parasites and other causes of illness. Strict food and water hygiene methods should be adhered to at all times including washing hands; and boiling or sterilising water; and/or only drinking bottled water; avoiding ice in drinks.

Skin Protection:

- Avoid midday sun, use a sunscreen and cover skin where possible with appropriate clothing.

Information Sources

The Foreign Office will be able to provide information on the necessary vaccinations, local politics, areas to avoid, etc.

The Foreign and Commonwealth Office carries up to date travel advice for over 200 countries. It should be used as the basis for informing all those travelling for overseas study of the risks that they may face.

If access to the internet is available the following pages referring to health, travel and personal safety can provide some of this information.

<http://www.fco.gov.uk>

<http://www.dh.gov.uk>

<http://www.suzylamplugh.org>

www.aonprotectassistance.com

<http://www.fitfortravel.nhs.uk/home.asp>