



Clinical Practice Assessment

CPAD Year 1



Programme title:	Diagnostic radiography B82141
Level:	UG
Award:	Bachelor of Science (Hons)
Mode of study:	Full-time
Location of delivery:	<i>Insert placement site here</i>
Programme leader:	Name: Christopher M P Alvey Office location: Edith Murphy House, EM 1.25
Student Name:	
Cohort:	

Table of Contents

Standards of Proficiency - please insert completed sheet into CPAD year 2 and CPAD year 3	4
Glossary	5
Clinical Practice Assessment Document - Briefing	6
Placement Structure	7
Roles & Responsibilities	8
The Student.....	8
The Practice Educator (PEd).....	9
Assessment Levels.....	9
Development Action Plans (DAPs)	10
Placement Review Assessment.....	11
Recording Development Conversations	11
Additional Skills, Experience and Reflection	11
Year Progression and Pass Thresholds.....	12
Section 1: CPAD Year 1 proficiencies	13
Section 2: CPAD Year 1 Technical Skills (Examinations).....	21
UPPER LIMB.....	21
LOWER LIMB	25
CHEST (Thorax).....	29
PELVIS / ABDOMEN	33
SPINE (Vertebral Column)	37
Section 3: CPAD Year 1 Practical care skills	41
Section 3.1 STATUTORY & MANDATORY TRAINING (Placement Provider)	41
Section 3.2 PRACTICAL CARE SKILLS	42
Communication Skills.....	43
Gain experience in interacting with patients and carers at reception	43
Gain experience from interacting with patient(s) with communication issues.	44
Gain an insight into communication in an inter-professional healthcare team.....	45
Gain an insight into communication in an inter-professional healthcare team.....	46
Using equipment and technology.....	47
Demonstrates the ability to use and discuss the importance of the use of radiation protection devices correctly.	47
Patient care skills.....	48
Demonstrate how to open a sterile packet correctly.....	48
Demonstrates correct hand washing technique	49
Demonstrates (or demonstrates understanding) of how to clean up a blood spill correctly	50
Demonstrates a knowledge of infection control procedures when performing an examinations	51
Working in Practice.....	52
Provide assistance in ward based radiography of the chest.....	52

Observation in a theatre environment - procedure(s) involving the use of the image intensifier..... 53
Signature Verification Record..... 54

Standards of Proficiency - please insert completed sheet into CPAD year 2 and CPAD year 3

	Contents			Clinical Assessors signature
Year 1	SoP #1	Summative	Be able to practise safely and effectively within their scope of practice.	
	SoP #2	Summative	Be able to practise within the legal and ethical boundaries of their profession.	
Year 1	SoP #6	Summative	Behaviour, attitude and professional approach be able to practise in a non-discriminatory manner	
	SoP #7	Summative	Behaviour, attitude and professional approach understand the importance of and be able to maintain confidentiality.	
Year 1	SoP #14 a	Summative	Be able to draw on appropriate knowledge and skills to inform practice	
Year 1	SoP #15	Summative	Understand the need to establish and maintain a safe practice environment	

All signatories must sign the signature verification record on p 54 of this document.

Glossary

Assessment of Practice	The assessment of practice is through the achievement of all the elements of practice. Practice assessment is a collaborative, constructive process undertaken between academic staff, clinical staff and students. It reflects knowledge, ability and student conduct (including professional standards, ethics and attitude).
Associate Practice Educator (A/PEd)	Supports the Practice Educator and provides opportunities for the student's personal and professional development. An Associate Practice Educator may also assist in the assessment of the competence of a student undertaking an element of practice and may complete formative assessments within the scope of their practice.
Formative Assessment	Formative assessment of practice is ongoing, informative and developmental. It provides opportunity for feedback to the student regarding their practice through discussion and documentation. It can take place in any placement setting and should also contribute to the outcome of summative assessment.
Insight Placement	This provides students with an opportunity to gain insight into a particular health related area. It normally occurs over one or two days and will take place throughout the wider clinical based placement time.
Personal Tutor	This is the academic employed by the university who will provide educational and pastoral care throughout their entire programme. This is the standard point of notification where there are issues or concerns about a student.
Placement	A placement provides the student with opportunities to gain experience, which facilitates the development of knowledge and practice. The length of time a student may spend in a placement area will vary.
Portfolio of Evidence	A collection of evidence that demonstrates the student's development over the programme. This may include reflective accounts, feedback on performance, additional skills, certificates, letters of thanks etc.
Practice Educator (PEd)	Every student has a designated Practice Educator for each placement. The Practice Educator supports and facilitates the student in developing skills and knowledge in practice. The Practice Educator completes the summative assessments throughout the programme.
Programme Leader	Is an academic employed by the university who oversees the programme and the student's progression throughout
Summative Assessment	Summative assessment determines successful achievement of the identified elements of practice and is undertaken in conjunction with the descriptors in each element.
SoP	Standards of Proficiency refers to the Health & Care Professions Council Standards of Proficiency for Radiographers (HCPC, 2016).

Clinical Practice Assessment Document - Briefing

The development of this practice assessment document (PAD) has been undertaken in collaboration with clinical practice providers within the East Midlands

Both informal meetings and more formal settings will be used to enhance the level of service provided, and the quality of education offered. Student experience is an important benchmark for the university and the support of Practice Educators to give a thorough, fair and supportive experience through placement is essential to that experience.

The assessments with the Clinical Practice Assessment Document reflects the standards of the Health and Care Professions Council, a benchmark threshold for quality standards of practice for new registrants to the profession. Practice educators will assess students' performance in the light of their professional and clinical experience, with, of course, due regard to the level of experience of the student.

As well as clinical knowledge and application, the Practice Assessment Document evaluates conduct and professionalism of the students. The curricular from the course is mapped to both the Standards of Proficiency (HCPC) and the Standards of Education provided by the Society and College of Radiographers (SCoR).

This Practice Assessment Document records the student's progression, in practice throughout the first year of their programme. It also provides information concerning the roles and responsibilities in the assessment process.

At all levels of assessment, students must be linking theory to practice, and the discussions that are held should use this as a starting point.

The integration of academic teaching with the opportunity to practice in the clinical setting is central to the programme. This handbook explains how theory and practice are integrated via the Practice Placement modules delivered in each year (DRAD1008, 2008 and 3008). All practice-based learning and assessment is developed and overseen by De Montfort University and facilitated by the practice placement providers.

Time spent in the University's x-ray practice suite will support both the placement and radiographic technique themed modules. This will further enhance the students' ability to relate theory to practice, which should be used as a basis for any discussions, in addition to any feedback provided.

Each practice placement module will involve students completing a Clinical Practice Assessment Document (CPAD) as part of their academic assessment. Each CPAD will take account of the current level of study at which students are studying and be the focus for their learning. The CPAD will allow the development of information gathering and reflective skills in order for the students to appreciate the value of Continued Professional Development (CPD) when qualified.

There are three distinct sections to the CPAD, all of which requires completion. Each section relates to the appropriate level of learning expected in a given module.

The three sections are:

1. **PROFESSIONAL BEHAVIOURS** – these relate to the standards of proficiency which are required to be demonstrated upon completion of the programme.

2. **TECHNICAL SKILLS** – these are the formal observations of students undertaking a number of specified imaging examinations. The student will be assessed against set criteria relating to the safe practice of specific examination types set according to the relevant level of learning.

Students will be observed throughout the whole examination, and questions relevant to the examination will be or can be asked. This allows the student to demonstrate their integration of theory into practical radiographic examinations.

The clinical assessment of technical skills is linked to the Record of Clinical Experience (RCE) which, is completed by students throughout the year. Once a student has performed a number of unaided examinations in a given area to an appropriate standard – we suggest 10 (each being signed-off by the supervising radiographer) the section is completed and they can request to be assessed, in that specified area. The assessor (either a Student Liaison Radiographer or Practice Educator) must agree that the student is competent enough to carry out their assessment, which on successful completion, would infer competence in that examination area.

Care must be taken to ensure that students can undertake radiographic examinations in accordance with their level of experience and academic underpinning knowledge

3. **PRACTICAL CARE SKILLS** – these will include the mandatory training aspects of practice, and will include awareness and demonstration of conformance with hospital protocols expected at the relevant level of learning

Task-based learning recognises the importance of not only knowing how to do something but also the need to know and understand the principles underlying the required action. It is intended that this approach will stimulate students to engage in further learning and reading. The task-based approach is in line with the CPD portfolio required by the HCPC standards to maintain registration as a Diagnostic Radiographer.

The philosophy is to engender a culture of enquiry and to encourage students to develop the necessary understanding of the concepts and mechanisms underlying the tasks which inform them of the role CPD will play in their future.

For each year the CPAD tasks will allow students to consolidate and complement their range of generic and profession-specific intellectual qualities and start to take greater responsibility for their learning.

To facilitate the completion of the CPAD and reflective pieces, students are allowed study time equivalent to half a day per practice placement week in years 1 and 2. In Year 3, study time increases to 1 full day per week, to allow the facilitation of the Final Year Project. The specific Study Time is allocated by the University in conjunction with the placement provider in order to ensure maximum placement capacity and student learning experience is achieved.

Study time will include any lectures/tutorials which occur during clinical time which relate to the portfolio as well as private study time.

Placement Structure

Students undertake a number of modules each term (with three terms in an academic year). Taught modules are limited to the term period, with simulation weeks and placements throughout all three terms. Students will undertake a total of 19 weeks of placement in the first year including a week as an 'insight' placement ,

the remaining period will be hospital service based and under the supervision of a practice educator (PEd). The insight placement will be rostered to allow rotation through smaller capacity healthcare areas, and the hospital ward environment.

Prior to year 1 and year 2 placements, students will have a number of weeks of clinical simulation to consolidate recent teaching.

Elements of the CPAD can be signed off in simulation and in practice, check the details of each competency.

Roles & Responsibilities

The Student

The student must attend all placements unless they have prior authorisation from their personal tutor or have booked sick.

The student must present their CPAD on each day of their placement to their Practice Educator.

The student must have their CPAD with them for each shift or day in the clinical simulation labs for potential assessment, review and feedback.

The student should accept feedback with professionalism and ensure they reflect, adapt and improve where indicated.

The student must inform their personal tutor if a development action plan has been implemented.

The student must ensure the safe keeping of their CPAD throughout their programme.

The student must submit their CPAD to the course work collection zone in the Edith Murphy building on the date specified in the module handbook.

Conduct and attitude must be of a professional and ethical standard at all times, in line with the HCPC guide on conduct and ethics for students (HCPC, 2016).

If the CPAD is lost or destroyed please inform clinical placement coordinator immediately for further advice.

The Practice Educator (PEd) / Clinical Assessor (CAs)

The PEd should provide an orientation for the student prior to or as part of their first shift on every new placement.

The PEd must identify and provide a positive education experience to their allocated student, including setting and reviewing placement and daily objectives.

The PEd should guide the student to reflect on experiences to facilitate learning in and from practice. These should be recorded in the supporting Record of Clinical Experience, linking theory to practice.

The PEd must complete the appropriate sections of the clinical practice assessment documentation in a timely manner (including at commencement and completion of the placement).

The PEd must ensure that both the student and the student's personal tutor are informed of any concerns or issues that arise immediately to allow for timely and adequate action plans to be placed.

The PEd should use formative (informal) assessment throughout the placement to guide students and provide initial feedback in specific areas.

The PEd must provide summative (formal) assessment opportunities throughout the placement and thereafter utilise action plans where areas of concern have developed.

The PEd must only discuss their allocated students development with their student, the DMU teaching team, the trust education team or local station management where required, maintaining professional confidentiality to the student learning experience.

The PEd must demonstrate conduct of a professional and ethical standard at all times.

The PEd must identify areas of practice that do not meet threshold assessment level or could show unsafe practice, utilising action plans. Where assessment dictates, the PEd should not fail to fail students.

Assessment Levels

- Each element of practice will have a required level of practice of either observation (O), participation (P), minimal supervision (MS) or Unaided (UA) as the threshold to assessment. This will increase as the course progresses.
- The PEd will discuss student progress and record their comments using the assessment page for that area of practice. This will assess the student's knowledge, performance and personal attributes in for each element of practice.
- Other assessed levels include assisted (A) and dependent (D). If a student is assessed to be performing at an assisted level they may be asked to undertake a development action plan

- If they are assessed at a dependent level they **WILL** be asked to undertake a development action plan (see below).
- In order to pass each year, the student must have achieved the required level of practice for all the elements of practice required by their programme of study. This may be achieved through either simulation or practice placement, with the options available indicated on each assessment element.
- If a student has not had the opportunity to undertake an element of practice, this should be recorded on the relevant page comments section of the formative assessment by their PEd and signed accordingly.

Criteria Level	Knowledge/Reasoning	Level of Performance	Personal and Professional Awareness
Observational (O)	Lacks knowledge No awareness of alternatives Unable to explain / give reasons for actions	Lacks accuracy & confidence Needs continuous guidance & supervision Poor organisation No awareness of priorities	Actions & behaviour are not modified to meet the needs of the patient and situation No meaningful explanations given Lacks insight into personal and professional behaviour
We would expect these to be addressed as part of level 4 attainment Participation (P)	Knowledge is usually accurate Little awareness of alternatives Identifies reasons for actions	Accurate performance but some lack of confidence & efficiency. Requires frequent direction / supervision Some awareness of priorities / requires prompting	Recognises the need to modify actions / behaviour to the client and situation, but unable to do so in non-routine situations Gives standard explanations / does not modify information

Development Action Plans (DAPs)

Development action plans are a way of identifying key areas that students need to develop within an element (or elements) of practice. It should not be viewed as a 'notification of failure' but as a tool for students and PEd's enabling them to focus on specific areas of development and agree and identify methods to achieve the required level of competency. A DAP is attached to each element of practice and follows the GROW technique of coaching and feedback (Whitmore, 2009).

- The Developmental Action Plans should be retained by the student in their record of clinical experience
- Development action plans must be implemented at the earliest opportunity.
- A DAP must always be implemented when a student is assessed as dependent in any area of an element of practice.
- The DAP should clearly identify the area, or areas for student development with regards to knowledge, practical skills and personal or professional abilities.

- Options to achieve student goals for each area of development should be discussed and agreed with the student and written in the DAP.
- A realistic time scale should be agreed and the DAP should be reviewed as agreed and the student reassessed.
- Students must notify their personal tutors if they have a DAP implemented.
- PEd may request assistance with writing a DAP from their Team Leader, Clinical Operations Manager or Trust education team in professional confidence.

Placement Review Assessment

At the end of each placement, the student will be assessed on their knowledge, ability and professional & ethical standards.

- Students must record the date, shift time and department for every day of the placement individually.
- The PEd must complete the review of the students' knowledge, ability and conduct, (including professional performance, attitude and ethics) and all aspects must be recorded appropriately.
- If a student is assessed as not meeting any elements of knowledge, ability or conduct, this should be discussed with the student and documented in the 'Record of Meetings/Tutorials'.

Recording Development Conversations

- The student should meet with their PEd and/or personal tutor in order to ensure that the elements of practice are being achieved and to provide every opportunity for discussion and reflection.
- The content of these meetings and any additional meetings must be documented in the record of meetings. These should be used to note discussions on any elements of practice, progression, development plans, and areas of concern regarding knowledge, ability and professional conduct. These should all be within the Record of Clinical Experience, and can take a variety of forms.
- As these conversations are developmental in nature, the student should retain these in their RCE – for possible inclusion into the academic assessment component of the module.
- If at any point the PEd is concerned that the student will not meet the required standard, then a development action plan should be used to help the student achieve the identified elements of practice.

Additional Skills, Experience and Reflection

- It is intended that these pages form a brief record of additional skills/experiences from which, the student can write more in depth reflective accounts to form part of their portfolio and continuing professional development. Examples may include assisting critical care teams or witness ongoing






hospital treatments, for example Primary Percutaneous Coronary Intervention (PPCI) at a Cardiac Cath Lab.






- Reflection pages will provide the student an opportunity to reflect on different elements of their placement journey.




Year Progression and Pass Thresholds




- If the PEd is concerned that the student may not achieve the elements of practice within the CPAD, the relevant Personal Tutor, must be contacted in order to provide support.
- If at any point the PEd is concerned that the student will not meet the required standard, then a DAP should be used to help the student achieve the identified elements of practice as set out above. Fails should not be made without a timely allowance for a DAP.
- The student will have passed the practice element of the module if they have successfully achieved the summative assessments for **ALL** the elements of practice stated within the CPAD.
- If a student has not passed the practice assessment, it must be reflected in formative, summative and DAP records. The content of the discussions with the student leading up to this occurrence. The decision must be recorded in the record of meetings.





Section 1: CPAD Year 1 proficiencies


SoP Element Number: 1:	Be able to practise safely and effectively within their scope of practice		
On Placement? 		In Simulation? 	 Participation
What is included within this element?	<p>1.1- know the limits of their practice and when to seek advice or refer to another professional</p> <p>1.2 - recognise the need to manage their own workload and resources effectively and be able to practise accordingly.</p> <p>1.3 - be able to use a range of integrated skills and self-awareness to manage clinical challenges independently and effectively in unfamiliar and unpredictable circumstances or situations</p> <p>1.4 - be able to work safely in challenging and unpredictable environments, including being able to take appropriate action to assess and manage risk</p>		
Summative Assessment 	Has the candidate met the above criteria? <input type="checkbox"/> Yes. <input type="checkbox"/> No. <input type="checkbox"/> DAP in place Comments:		
Assessment Level Grade	<input type="checkbox"/> Observational Level Practice <input type="checkbox"/> Participation Level Practice <input type="checkbox"/> Minimal Supervision Level Practice <input type="checkbox"/> Independent Level Practice	<input type="checkbox"/> Development Action Plan Needed? Date Plan Started _____	
PEd Signature / Date	Student Signature / Date		






SoP Element Number: 2:	be able to practise within the legal and ethical boundaries of their profession		
On Placement? 		In Simulation? 	 Participation
What is included within this element?	<p>2.1 - understand the need to act in the best interests of service users at all times</p> <p>2.2 - understand what is required of them, in-line with the Health and Care Professions Council</p> <p>2.3 – understand the need to respect and uphold the rights, dignity, values, and autonomy of service users including their role in the diagnostic and therapeutic process and in maintaining health and wellbeing</p> <p>2.4 - recognise that relationships with service users should be based on mutual respect and trust, and be able to maintain high standards of care even in situations of personal incompatibility</p> <p>2.5 - know about current legislation applicable to the work of their profession</p> <p>2.6 - be able to practise in accordance with current legislation governing the use of ionising and non-ionising radiation for medical and other purposes.</p> <p>2.7 - understand the importance of and be able to obtain informed consent</p> <p>2.8 - be able to exercise a professional duty of care</p>		
Summative Assessment 	Has the candidate met the above criteria? <input type="checkbox"/> Yes. <input type="checkbox"/> No <input type="checkbox"/> DAP in place Comments:		
Assessment Level Grade	<input type="checkbox"/> Observational Level Practice <input type="checkbox"/> Participation Level Practice <input type="checkbox"/> Minimal Supervision Level Practice <input type="checkbox"/> Independent Level Practice	<input type="checkbox"/> Development Action Plan Needed? Date Plan Started _____	
PEd Signature / Date	Student Signature / Date		

SoP Element Number: 6:	be able to practise in a non-discriminatory manner		
On Placement? 	✓	In Simulation? 	✓
What is included within this element?	Participation 6.1 - be able to practise in a non-discriminatory manner		
Summative Assessment 	Has the candidate met the above threshold assessment? <input type="checkbox"/> Yes. <input type="checkbox"/> No. <input type="checkbox"/> DAP in place Comments:		
Assessment Level Grade	<input type="checkbox"/> Observational Level Practice <input type="checkbox"/> Participation Level Practice <input type="checkbox"/> Minimal Supervision Level Practice <input type="checkbox"/> Independent Level Practice	<input type="checkbox"/> Development Action Plan Needed? Date Plan Started _____	
PEd Signature / Date	Student Signature / Date		

SoP Element Number: 7:	understand the importance of and be able to maintain confidentiality		
On Placement? 	<input checked="checked" type="checkbox"/>	In Simulation? 	<input checked="checked" type="checkbox"/>
	Participation		
What is included within this element?	<p>7.1 - be aware of the limits of the concept of confidentiality</p> <p>7.2 - understand the principles of information governance and be aware of the safe and effective use of health and social care information</p> <p>7.3 - be able to recognise and respond appropriately to situations where it is necessary to share information to safeguard service users or the wider public</p>		
Summative Assessment 	Has the candidate met the above criteria? <input type="checkbox"/> Yes. <input type="checkbox"/> No. <input type="checkbox"/> DAP in place Comments:		
Assessment Level Grade	<input type="checkbox"/> Observational Level Practice <input type="checkbox"/> Participation Level Practice <input type="checkbox"/> Minimal Supervision Level Practice <input type="checkbox"/> Independent Level Practice		<input type="checkbox"/> Development Action Plan Needed? Date Plan Started _____
PEd Signature / Date		Student Signature / Date	

SoP Element Number: 14a:	be able to draw on appropriate knowledge and skills to inform practice			
On Placement? 		In Simulation? 		Participation
What is included within this element?	<p>14.1 - be able to conduct appropriate diagnostic or monitoring procedures, treatment, therapy or other actions safely and effectively</p> <p>14.2 – be able to formulate scientific specific and appropriate management plans including the setting of timescales</p> <p>14.3 – be able to assess, monitor, and care for the service user before, during, and after diagnostic imaging procedures or radiotherapy treatments</p> <p>14.4 – be able to use independent methods to establish and confirm service user identity prior to undertaking diagnostic imaging procedures or delivering radiotherapy treatments.</p> <p>14.5 – be able to undertake or arrange investigations as appropriate</p> <p>14.6 – be able to undertake and record a thorough, sensitive and detailed clinical assessment, selecting and using appropriate techniques and equipment</p> <p>14.7 – be able to gather appropriate information</p> <p>14.8 – be able to use physical, graphical, verbal and electronic methods to collect and analyse information from a range of sources including service user’s clinical history, diagnostic images and reports, pathological tests and results, dose recording and treatment verification systems</p> <p>14.9 – be able to interrogate and process data sand information gathered accurately in order to conduct the imaging procedure or radiotherapy most appropriate to the service user’s needs</p> <p>14.10 – be able to appraise image information for clinical manifestations and technical accuracy, and take further actions as required</p> <p>14.11 – be able to manage complex and unpredictable situations including the ability to adapt planned diagnostic imaging examinations, interventions, or treatments</p> <p>14.12 – be able to demonstrate a logical and systematic approach to problem solving</p>			

<p>Summative Assessment</p> 	<p>Has the candidate met the above criteria?</p> <p> <input type="checkbox"/> Yes. <input type="checkbox"/> No. <input type="checkbox"/> DAP in place </p> <p>Comments</p>		
<p>Assessment Level Grade</p>	<p> <input type="checkbox"/> Observational Level Practice <input type="checkbox"/> Participation Level Practice <input type="checkbox"/> Minimal Supervision Level Practice <input type="checkbox"/> Independent Level Practice </p>	<p> <input type="checkbox"/> Development Action Plan Needed? Date Plan Started _____. </p>	
<p>PEd Signature / Date</p>	<p>Student Signature / Date</p>		

SoP Element Number: 15:		Understand the need to establish and maintain a safe practice environment		
On Placement? 		In Simulation? 		Participation
What is included within this element?	<p>15.1 - understand the need to maintain the safety of both service users and those involved in their care</p> <p>15.2 - be aware of applicable health and safety legislation, and any relevant safety policies and procedures in force at the workplace, such as incident reporting and be able to act in accordance with these</p> <p>15.3 - understand the need to ensure the physical and radiation safety of all individuals in the immediate work environment at all times</p> <p>15.4 - be able to establish safe environments for practice, which minimise risks to service users, those treating them and others, including the use of hazard control and particularly infection control</p> <p>15.5 - be able to work safely, including being able to select appropriate hazard control and risk management, reduction or elimination techniques in a safe manner and in accordance with health and safety legislation</p> <p>15.6 - be able to select appropriate personal protective equipment and use it correctly</p> <p>15.7 - be able to use basic life support techniques and be able to deal safely with clinical emergencies</p> <p>15.8 - know and be able to apply appropriate moving and handling techniques</p> <p>15.9 - know the correct principles and applications of disinfectants, methods for sterilisation and decontamination, and for dealing with waste and spillages correctly</p> <p>15.10 be aware of immunisation requirements and the role of occupational health</p>			
Summative Assessment 	<p>Has the candidate met the above criteria?</p> <p> <input type="checkbox"/> Yes. <input type="checkbox"/> No. <input type="checkbox"/> DAP in place </p> <p>Comments:</p>			

Assessment Level Grade	<input type="checkbox"/> Observational Level Practice <input type="checkbox"/> Participation Level Practice <input type="checkbox"/> Minimal Supervision Level Practice <input type="checkbox"/> Independent Level Practice	<input type="checkbox"/> Development Action Plan Needed? Date Plan Started _____	
PEd Signature / Date		Student Signature / Date	PEd Signature / Date

Section 2: CPAD Year 1 Technical Skills (Examinations)

Practice Placement 1		Technical Skills Assessment Form	
UPPER LIMB			
Student name:			
Assessor & RA Number:			
Hospital Site & Department:		Date:	
Projections Undertaken (please state)			
Preparation prior to Examination			
Review of request	The Student has demonstrated:	Yes / No:	
Correctly identified clinical indications for the examination requested and determined whether this is justifiable under IR(ME)R			
Checked the request contains required service user's demographics, clinical information and referrer details including (electronic) signature			
Review of service user's history - if available			
Correctly identified which radiographic projections are required, in accordance with departmental protocols			
Correctly explain the use of the LMP procedure as per Trust policy. This must include: <ul style="list-style-type: none"> an explanation of which LMP rule to utilise in both high and low dose techniques situations when use of LMP policy would/would not be indicated the student can explain underlying principles 			
Preparation of the service user	The student has demonstrated:	Yes / No:	
Correctly prepared the service user for the examination			
Provided appropriate care and/or information to the service user's carers			
Preparation of environment		Yes / No:	
Correctly selected the equipment and accessories required for the examination. This must include: <ul style="list-style-type: none"> room is organised accordingly including a preliminary exposure setting and positioning of radiographic equipment 			

The Examination		
The student has demonstrated:		Yes / No:
Correctly introduced themselves to the service user, explained the procedure in appropriate language		
Established consent for the examination to continue		
Correctly identified the service user in accordance with the Trust ID policy		
Displayed courtesy and empathy whilst maintaining the service user's privacy and dignity throughout		
Correctly and safely positioned the service user using an appropriate centering point of the primary beam		
Checked the exposure factors selected PRIOR to exposing the service user and identify the need to adjust as appropriate		
Correctly applied radiation protection effectively for service user, staff and others in the Imaging department		
Review of Images	The student has demonstrated:	Yes / No:
Reviewed the resultant images using the 10-point check system. This must include: <ul style="list-style-type: none"> • <i>Comment on the patient demographics and presence of an anatomical marker</i> • <i>Describe the required Area of Interest and comment on the AOI on the resultant image(s)</i> • <i>Comment on the service user positioning</i> • <i>Comment on the resultant exposure factors used</i> • <i>Correctly identify the need for further/additional projections</i> 		
Following the Examination		
The student has demonstrated:		Yes / No:
Correctly explained the results procedure and any aftercare to the service user and/or carers as appropriate		
Post processed the examination as per Trust protocols and procedures		
Displayed and understanding of the importance of accurate documentation of the service user's episode of care		
Communicated effectively with the service user/family/carer where appropriate		
Supported the service user with their needs throughout the examination		

Awareness of wider issues	The student has demonstrated:	Yes / No:	
	Communicated effectively with other members of the Healthcare team and sought advice where necessary		
	Applied appropriate Infection Prevention methods in accordance with Trust policy		
	Demonstrated a professional attitude throughout the whole episode of care		
	Demonstrated a good grasp of theory when questioned and applied this well to the examination		
	Conducted the examination in a manner which respects the privacy and dignity of the service user and their carer		
Feedback to Learner:			
Areas of good practice	Please comment on:		
Feedback to Learner:			
Areas for Improvement	Please comment on:		
I confirm that in my professional opinion, this learner has reached the standard required to pass this assessment.			
Signed:		RA Number	

I confirm that in my professional opinion, this learner has **NOT** reached the required standard to pass this assessment. (Please provide explanation as to why the student **did not achieve a pass?**):

Signed:

RA Number

Feedback to Learner:

OPTIONAL

Feedback from service user or carer:

Thank-you for taking this opportunity to feedback to our student on your experience today. Your comments will not form part of the assessment outcome but will be used to help the student in their ongoing development.

LOWER LIMB

Student name:			
Assessor & RA Number:			
Hospital Site & Department:		Date:	
Projections Undertaken (please state)			

Preparation prior to Examination

Review of request	The Student has demonstrated:	Yes / No:
Correctly identified clinical indications for the examination requested and determined whether this is justifiable under IR(ME)R		
Checked the request contains required service user's demographics, clinical information and referrer details including (electronic) signature		
Review of service user's history - if available		
Correctly identified which radiographic projections are required, in accordance with departmental protocols		
Correctly explain the use of the LMP procedure as per Trust policy. This must include: <ul style="list-style-type: none"> • <i>an explanation of which LMP rule to utilise in both high and low dose techniques</i> • <i>situations when use of LMP policy would/would not be indicated</i> • <i>the student can explain underlying principles</i> 		
Preparation of the service user	The student has demonstrated:	Yes / No:
Correctly prepared the service user for the examination		
Provided appropriate care and/or information to the service user's carers		
Preparation of environment		Yes / No:
Correctly selected the equipment and accessories required for the examination. This must include: <ul style="list-style-type: none"> • <i>room is organised accordingly including a preliminary exposure setting and positioning of radiographic equipment</i> 		

The Examination		
The student has demonstrated:		Yes / No:
Correctly introduced themselves to the service user, explained the procedure in appropriate language		
Established consent for the examination to continue		
Correctly identified the service user in accordance with the Trust ID policy		
Displayed courtesy and empathy whilst maintaining the service user's privacy and dignity throughout		
Correctly and safely positioned the service user using an appropriate centering point of the primary beam		
Checked the exposure factors selected PRIOR to exposing the service user and identify the need to adjust as appropriate		
Correctly applied radiation protection effectively for service user, staff and others in the Imaging department		
Review of Images	The student has demonstrated:	Yes / No:
Reviewed the resultant images using the 10-point check system. This must include: <ul style="list-style-type: none"> • <i>Comment on the patient demographics and presence of an anatomical marker</i> • <i>Describe the required Area of Interest and comment on the AOI on the resultant image(s)</i> • <i>Comment on the service user positioning</i> • <i>Comment on the resultant exposure factors used</i> • <i>Correctly identify the need for further/additional projections</i> 		
Following the Examination		
The student has demonstrated:		Yes / No:
Correctly explained the results procedure and any aftercare to the service user and/or carers as appropriate		
Post processed the examination as per Trust protocols and procedures		
Displayed and understanding of the importance of accurate documentation of the service user's episode of care		
Communicated effectively with the service user/family/carer where appropriate		
Supported the service user with their needs throughout the examination		

Awareness of wider issues	The student has demonstrated:	Yes / No:	
	Communicated effectively with other members of the Healthcare team and sought advice where necessary		
	Applied appropriate Infection Prevention methods in accordance with Trust policy		
	Demonstrated a professional attitude throughout the whole episode of care		
	Demonstrated a good grasp of theory when questioned and applied this well to the examination		
	Conducted the examination in a manner which respects the privacy and dignity of the service user and their carer		
Feedback to Learner:			
Areas of good practice	Please comment on:		
Feedback to Learner:			
Areas for Improvement	Please comment on:		
I confirm that in my professional opinion, this learner has reached the standard required to pass this assessment.			
Signed:		RA Number	

I confirm that in my professional opinion, this learner has **NOT** reached the required standard to pass this assessment. (Please provide explanation as to why the student **did not achieve a pass?**):

Signed:

RA Number

Feedback to Learner:

OPTIONAL

Feedback from service user or carer:

Thank-you for taking this opportunity to feedback to our student on your experience today. Your comments will not form part of the assessment outcome but will be used to help the student in their ongoing development.

CHEST (Thorax)

Student name:			
Assessor & RA Number:			
Hospital Site & Department:		Date:	
Projections Undertaken (please state)			

Preparation prior to Examination

Review of request	The Student has demonstrated:	Yes / No:
Correctly identified clinical indications for the examination requested and determined whether this is justifiable under IR(ME)R		
Checked the request contains required service user's demographics, clinical information and referrer details including (electronic) signature		
Review of service user's history - if available		
Correctly identified which radiographic projections are required, in accordance with departmental protocols		
Correctly explain the use of the LMP procedure as per Trust policy. This must include: <ul style="list-style-type: none"> • <i>an explanation of which LMP rule to utilise in both high and low dose techniques</i> • <i>situations when use of LMP policy would/would not be indicated</i> • <i>the student can explain underlying principles</i> 		
Preparation of the service user	The student has demonstrated:	Yes / No:
Correctly prepared the service user for the examination		
Provided appropriate care and/or information to the service user's carers		
Preparation of environment		Yes / No:
Correctly selected the equipment and accessories required for the examination. This must include: <ul style="list-style-type: none"> • <i>room is organised accordingly including a preliminary exposure setting and positioning of radiographic equipment</i> 		

The Examination		
The student has demonstrated:		Yes / No:
Correctly introduced themselves to the service user, explained the procedure in appropriate language		
Established consent for the examination to continue		
Correctly identified the service user in accordance with the Trust ID policy		
Displayed courtesy and empathy whilst maintaining the service user's privacy and dignity throughout		
Correctly and safely positioned the service user using an appropriate centering point of the primary beam		
Checked the exposure factors selected PRIOR to exposing the service user and identify the need to adjust as appropriate		
Correctly applied radiation protection effectively for service user, staff and others in the Imaging department		
Review of Images	The student has demonstrated:	Yes / No:
Reviewed the resultant images using the 10-point check system. This must include: <ul style="list-style-type: none"> • <i>Comment on the patient demographics and presence of an anatomical marker</i> • <i>Describe the required Area of Interest and comment on the AOI on the resultant image(s)</i> • <i>Comment on the service user positioning</i> • <i>Comment on the resultant exposure factors used</i> • <i>Correctly identify the need for further/additional projections</i> 		
Following the Examination		
The student has demonstrated:		Yes / No:
Correctly explained the results procedure and any aftercare to the service user and/or carers as appropriate		
Post processed the examination as per Trust protocols and procedures		
Displayed and understanding of the importance of accurate documentation of the service user's episode of care		
Communicated effectively with the service user/family/carer where appropriate		
Supported the service user with their needs throughout the examination		

Awareness of wider issues	The student has demonstrated:	Yes / No:	
	Communicated effectively with other members of the Healthcare team and sought advice where necessary		
	Applied appropriate Infection Prevention methods in accordance with Trust policy		
	Demonstrated a professional attitude throughout the whole episode of care		
	Demonstrated a good grasp of theory when questioned and applied this well to the examination		
	Conducted the examination in a manner which respects the privacy and dignity of the service user and their carer		
Feedback to Learner:			
Areas of good practice	Please comment on:		
Feedback to Learner:			
Areas for Improvement	Please comment on:		
I confirm that in my professional opinion, this learner has reached the standard required to pass this assessment.			
Signed:		RA Number	

I confirm that in my professional opinion, this learner has **NOT** reached the required standard to pass this assessment. (Please provide explanation as to why the student **did not achieve a pass?**):

Signed:

RA Number

Feedback to Learner:

OPTIONAL

Feedback from service user or carer:

Thank-you for taking this opportunity to feedback to our student on your experience today. Your comments will not form part of the assessment outcome but will be used to help the student in their ongoing development.

PELVIS / ABDOMEN

Student name:			
Assessor & RA Number:			
Hospital Site & Department:		Date:	
Projections Undertaken (please state)			

Preparation prior to Examination

Review of request	The Student has demonstrated:	Yes / No:
Correctly identified clinical indications for the examination requested and determined whether this is justifiable under IR(ME)R		
Checked the request contains required service user's demographics, clinical information and referrer details including (electronic) signature		
Review of service user's history - if available		
Correctly identified which radiographic projections are required, in accordance with departmental protocols		
Correctly explain the use of the LMP procedure as per Trust policy. This must include: <ul style="list-style-type: none"> • <i>an explanation of which LMP rule to utilise in both high and low dose techniques</i> • <i>situations when use of LMP policy would/would not be indicated</i> • <i>the student can explain underlying principles</i> 		
Preparation of the service user	The student has demonstrated:	Yes / No:
Correctly prepared the service user for the examination		
Provided appropriate care and/or information to the service user's carers		
Preparation of environment		Yes / No:
Correctly selected the equipment and accessories required for the examination. This must include: <ul style="list-style-type: none"> • <i>room is organised accordingly including a preliminary exposure setting and positioning of radiographic equipment</i> 		

The Examination		
The student has demonstrated:		Yes / No:
Correctly introduced themselves to the service user, explained the procedure in appropriate language		
Established consent for the examination to continue		
Correctly identified the service user in accordance with the Trust ID policy		
Displayed courtesy and empathy whilst maintaining the service user's privacy and dignity throughout		
Correctly and safely positioned the service user using an appropriate centering point of the primary beam		
Checked the exposure factors selected PRIOR to exposing the service user and identify the need to adjust as appropriate		
Correctly applied radiation protection effectively for service user, staff and others in the Imaging department		
Review of Images	The student has demonstrated:	Yes / No:
Reviewed the resultant images using the 10-point check system. This must include: <ul style="list-style-type: none"> • <i>Comment on the patient demographics and presence of an anatomical marker</i> • <i>Describe the required Area of Interest and comment on the AOI on the resultant image(s)</i> • <i>Comment on the service user positioning</i> • <i>Comment on the resultant exposure factors used</i> • <i>Correctly identify the need for further/additional projections</i> 		
Following the Examination		
The student has demonstrated:		Yes / No:
Correctly explained the results procedure and any aftercare to the service user and/or carers as appropriate		
Post processed the examination as per Trust protocols and procedures		
Displayed and understanding of the importance of accurate documentation of the service user's episode of care		
Communicated effectively with the service user/family/carer where appropriate		
Supported the service user with their needs throughout the examination		

Awareness of wider issues	The student has demonstrated:	Yes / No:	
Communicated effectively with other members of the Healthcare team and sought advice where necessary			
Applied appropriate Infection Prevention methods in accordance with Trust policy			
Demonstrated a professional attitude throughout the whole episode of care			
Demonstrated a good grasp of theory when questioned and applied this well to the examination			
Conducted the examination in a manner which respects the privacy and dignity of the service user and their carer			
Feedback to Learner:			
Areas of good practice	Please comment on:		
Feedback to Learner:			
Areas for Improvement	Please comment on:		
I confirm that in my professional opinion, this learner has reached the standard required to pass this assessment.			
Signed:		RA Number	

I confirm that in my professional opinion, this learner has **NOT** reached the required standard to pass this assessment. (Please provide explanation as to why the student **did not achieve a pass?**):

Signed:

RA Number

Feedback to Learner:

OPTIONAL

Feedback from service user or carer:

Thank-you for taking this opportunity to feedback to our student on your experience today. Your comments will not form part of the assessment outcome but will be used to help the student in their ongoing development.

SPINE (Vertebral Column)

Student name:			
Assessor & RA Number:			
Hospital Site & Department:		Date:	
Projections Undertaken (please state)			

Preparation prior to Examination

Review of request	The Student has demonstrated:	Yes / No:
Correctly identified clinical indications for the examination requested and determined whether this is justifiable under IR(ME)R		
Checked the request contains required service user's demographics, clinical information and referrer details including (electronic) signature		
Review of service user's history - if available		
Correctly identified which radiographic projections are required, in accordance with departmental protocols		
Correctly explain the use of the LMP procedure as per Trust policy. This must include: <ul style="list-style-type: none"> <i>an explanation of which LMP rule to utilise in both high and low dose techniques</i> <i>situations when use of LMP policy would/would not be indicated</i> <i>the student can explain underlying principles</i> 		
Preparation of the service user	The student has demonstrated:	Yes / No:
Correctly prepared the service user for the examination		
Provided appropriate care and/or information to the service user's carers		
Preparation of environment		Yes / No:
Correctly selected the equipment and accessories required for the examination. This must include: <ul style="list-style-type: none"> <i>room is organised accordingly including a preliminary exposure setting and positioning of radiographic equipment</i> 		

The Examination		
The student has demonstrated:		Yes / No:
Correctly introduced themselves to the service user, explained the procedure in appropriate language		
Established consent for the examination to continue		
Correctly identified the service user in accordance with the Trust ID policy		
Displayed courtesy and empathy whilst maintaining the service user's privacy and dignity throughout		
Correctly and safely positioned the service user using an appropriate centering point of the primary beam		
Checked the exposure factors selected PRIOR to exposing the service user and identify the need to adjust as appropriate		
Correctly applied radiation protection effectively for service user, staff and others in the Imaging department		
Review of Images	The student has demonstrated:	Yes / No:
Reviewed the resultant images using the 10-point check system. This must include: <ul style="list-style-type: none"> • <i>Comment on the patient demographics and presence of an anatomical marker</i> • <i>Describe the required Area of Interest and comment on the AOI on the resultant image(s)</i> • <i>Comment on the service user positioning</i> • <i>Comment on the resultant exposure factors used</i> • <i>Correctly identify the need for further/additional projections</i> 		
Following the Examination		
The student has demonstrated:		Yes / No:
Correctly explained the results procedure and any aftercare to the service user and/or carers as appropriate		
Post processed the examination as per Trust protocols and procedures		
Displayed and understanding of the importance of accurate documentation of the service user's episode of care		
Communicated effectively with the service user/family/carer where appropriate		
Supported the service user with their needs throughout the examination		

Awareness of wider issues	The student has demonstrated:	Yes / No:	
Communicated effectively with other members of the Healthcare team and sought advice where necessary			
Applied appropriate Infection Prevention methods in accordance with Trust policy			
Demonstrated a professional attitude throughout the whole episode of care			
Demonstrated a good grasp of theory when questioned and applied this well to the examination			
Conducted the examination in a manner which respects the privacy and dignity of the service user and their carer			
Feedback to Learner:			
Areas of good practice	Please comment on:		
Feedback to Learner:			
Areas for Improvement	Please comment on:		
I confirm that in my professional opinion, this learner has reached the standard required to pass this assessment.			
Signed:		RA Number	

I confirm that in my professional opinion, this learner has **NOT** reached the required standard to pass this assessment. (Please provide explanation as to why the student **did not achieve a pass?**):

--

Signed:

RA Number

Feedback to Learner:

OPTIONAL

Feedback from service user or carer:

Thank-you for taking this opportunity to feedback to our student on your experience today. Your comments will not form part of the assessment outcome but will be used to help the student in their ongoing development.

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Section 3: CPAD Year 1 Practical care skills

Section 3.1 STATUTORY & MANDATORY TRAINING (Placement Provider)

This includes a record of mandatory training at both University and Clinical placement

ITEM	AVAILABLE	DURATION	DATE COMPLETED	PEd Signature
Fire	HELM	1hr session		
Moving & Handling	Face to face (FTF)	2hr session		
Resuscitation - Preview Video + Drop-in	HELM + FTF	1hr session		
Automated Defib	FTF	1hr session		
Infection Prevention	HELM	e-learning		
Equality & Diversity	HELM	e-learning		
Information Governance	HELM	e-learning		
Personal Safety / Conflict resolution	HELM	e-learning		
Safeguarding Children - Part 1	HELM	e-learning		
Safeguarding Children - Part 2	HELM	e-learning		
Safeguarding Adults	HELM	e-learning		
Health & Safety	HELM	e-learning		
IRR	HELM	e-learning		
IR(ME)R	HELM	e-learning		
Dementia A	HELM	e-learning		
Bullying, Harassment & Victimisation	HELM	e-learning		
Introduction to Sepsis	HELM	e-learning		
MRI Safety	F2F	2hr session		

HELM = E-Learning platform, accessed through clinical placement (sometimes called 'Skills for Health' or just 'e-learning')

FTF = Face to Face teaching/seminar session

Section 3.2 PRACTICAL CARE SKILLS

Include awareness and demonstration of conformance with hospital protocols expected at the relevant level of learning

Important Notes about completing this section:

- Unless otherwise stated you must obtain a verification signature for every element in this section.
- You must ensure that your name is written into the relevant box on EVERY element within this section; without this it will not be classed as verified. It is good practice to make sure your name is written in the box before you ask someone to sign the record for you.
- Politely ask for feedback for each element – unless the accompanying instructions inform you that this is not required.

Communication Skills

This competence will concentrate on your inter-professional skills, communication and interaction with staff, visitors and patients. This aim is to provide evidence that a suitable level has been achieved to progress through to the next level of study.

Gain experience in interacting with patients and carers at reception

In order to meet this statement, you will need to have some experience working in the reception area of the imaging department. You will be expected to meet and greet, assist in 'booking' patients into the department and generally dealing with enquiries. This can be signed by a non-professionally qualified member of staff (i.e. administration staff)

Student name:

Feedback:

- Your name:
- Your Job title:
- Your HCPC number/ other (if relevant):

Briefly comment on the way in which the student met this target:

When was this target met? (date):

This comment is true and accurate to the best of my professional knowledge:

Signature:

Date:

Recommendations: In evidence you may wish to comment on the important of team working within the imaging department and how the role of the reception staff fits in with that.

Gain experience from interacting with patient(s) with communication issues.

Student name:

Radiographer/HCPC feedback would be desirable but not essential:

- Your name:
- Your Job title:
- Your HCPC number/ other:

Briefly comment on the way in which the student met this target:

When was this target met? (date):

This comment is true and accurate to the best of my professional knowledge:

Signature:

Date:

Recommendations: Your additional evidence for this skills record will have you reflecting on an occasion in which you were required to adapt your communication to meet the needs of a patient.

You could include this as part of your summative academic assessment.

There are various reflective models that can assist with this; choose one that suits your needs.

Gain an insight into communication in an inter-professional healthcare team

To meet this statement, you will have experience of working in a team with different professionals involved

Please note: another qualified healthcare professional may also sign this off for you (a qualified nurse for example), but verification is not essential

Student name:

Radiographer/HPCPC feedback would be desirable but not essential:

- Your name:
- Your Job title:
- Your HCPC number/ other:

Briefly comment on the way in which the student met this target:

When was this target met? (date):

This comment is true and accurate to the best of my professional knowledge:

Signature:

Date:

Recommendations: In your evidence for this element you could evidence your experience of a situation where inter-professional working was essential and the implications of patient and staff management, perhaps in a ward environment?

There are various reflective models that can assist with this; choose one that suits your need

Gain an insight into communication in an inter-professional healthcare team

REFLECTION: - you may wish to use this as part of your summative academic assessment

Using equipment and technology

Demonstrates the ability to use and discuss the importance of the use of radiation protection devices correctly.

This should include

- Lead Rubber Aprons
- Lead rubber Strips/shields
- TLD/Film badges
- Documentation
- DAP/DRL recording

Student name:

A Radiographer must complete the following:

- Your name:
- Your Job title:
- Your HCPC number:

Briefly comment on the way in which the student met this target:

When was this target met? (date):

This comment is true and accurate to the best of my professional knowledge:

Signature:

Date:

Recommendations: This will vary from department to department, but to evidence this you must be able to show that you understand where and when to use radiation protection devices (such as lead-rubber shields or lead rubber aprons). You should also recognise the importance of DRL's and DAP recording. In your accompanying evidence you may wish to include some supporting data.

Patient care skills

Demonstrate how to open a sterile packet correctly

Please note: another qualified healthcare professional may also sign this off for you (a qualified nurse for example)

Student name:

A Radiographer or other relevant registered healthcare professional must complete the following:

- Your name:
- Your Job title:
- Your registration number:

Briefly comment on the way in which the student met this target:

When was this target met? (date):

This comment is true and accurate to the best of my professional knowledge:

Signature:

Date:

Recommendations: In your accompanying evidence you could include a description of the procedure and (if you wish) consideration of how infection control measures are maintained in these circumstances.

Demonstrates correct hand washing technique

Please note: another qualified healthcare professional may also sign this off for you (a qualified nurse for example)

Student name:

A Radiographer or other relevant registered healthcare professional must complete the following:

- Your name:
- Your Job title:
- Your registration number:

Briefly comment on the way in which the student met this target:

When was this target met? (date):

This comment is true and accurate to the best of my professional knowledge:

Signature:

Date:

Recommendations: To meet this statement you must demonstrate you can wash your hands correctly and at appropriate times. In your accompanying evidence include details of the procedure and consider when hand-washing might not be enough or appropriate as a sole infection control measure.

Demonstrates (or demonstrates understanding) of how to clean up a blood spill correctly

Please note: another qualified healthcare professional may also sign this off for you (a qualified nurse for example)

Student name:

A Radiographer or other relevant registered healthcare professional must complete the following:

- Your name:
- Your Job title:
- Your registration number:

Briefly comment on the way in which the student met this target:

When was this target met? (date):

This comment is true and accurate to the best of my professional knowledge:

Signature:

Date:

Recommendations: Ideally you should be observed doing this task, but if the opportunity does not arise then this can be assessed in theory.

Demonstrates a knowledge of infection control procedures when performing an examinations

Please note: another qualified healthcare professional may also sign this off for you (a qualified nurse for example)

Student name:

A Radiographer or other relevant registered healthcare professional must complete the following:

- Your name:
- Your Job title:
- Your registration number:

Briefly comment on the way in which the student met this target:

When was this target met? (date):

This comment is true and accurate to the best of my professional knowledge:

Signature:

Date:

Recommendations: Ideally you should be observed undertaking this task but this may be assessed in theory if the opportunity does not arise. Examples include any examination of patients with MRSA, C.Diff, TB, blood disorders etc.

In your accompanying evidence you could consider how patients with various infectious conditions may be handled, with respect to infection control measures.

Working in Practice

This section will demonstrate an understanding of theory in application to the clinical environment. In your accompanying evidence you may wish to include details of the anatomy, positioning terminology and rationale for the procedure.

Provide assistance in ward based radiography of the chest

You must demonstrate through a reflective piece an understanding of the inter-professional implications of mobile radiography.

Student name:

A Radiographer must complete the following:

- Your name:
- Your Job title:
- Your HCPC number:

Briefly comment on the way in which the student met this target:

When was this target met? (date):

This comment is true and accurate to the best of my professional knowledge:

Signature:

Date:

Recommendations: In your accompanying evidence include an evaluation of the importance of inter-professional communication on the ward setting, when undertaking a mobile x-ray examination.

Observation in a theatre environment - procedure(s) involving the use of the image intensifier

Student name:

A Radiographer must complete the following:

- Your name:
- Your Job title:
- Your HCPC number:

Briefly comment on the way in which the student met this target:

When was this target met? (date):

This comment is true and accurate to the best of my professional knowledge:

Signature:

Date:

Recommendations: In your evidence you could explain the infection control measures to consider when entering and undertaking imaging procedures in theatre

Signature Verification Record

Name (Printed)	Initials	Signature	Educational / Clinical Role

End Placement Review

Primary Location:		PEd Name (Printed):
		PEd Name (Printed): If more than one Placement PEd
Secondary Location: If Applicable		PEd Name (Printed): If more than one Placement PEd
		PEd Name (Printed): If more than one Placement PEd

Conduct, Performance and Ethics: The statements below relate to the Health and Care Professions Council 13 points in Guidance on Conduct and Ethics for Students (HCPC; 2016). If any aspect has been marked as NO, (or has been highlighted during the placement) it should be documented in the Record of Meetings/Tutorial section of this document with actions taken or help requested to modify the behaviour clearly stated. (Please indicate as appropriate)

The student always acts in the best interest of the patient. (1)	YES / NO
The student is always polite (3)	YES / NO
The student's personal appearance is appropriate to the dress code (3)	YES / NO
The student is punctual and their attendance is acceptable for their placement (3)	YES / NO
The student's ability to practice has not been limited by illness or injury (4,5)	YES / NO
The student reflects on outcomes and modifies their behaviour (6)	YES / NO
The student reacts positively towards feedback (6)	YES / NO
The student accepts appropriate responsibility for their practice (7)	YES / NO
The student asks for help when appropriate (7)	YES / NO
The student always behaves with integrity and honesty (12)	YES / NO
The student always behaves in a professional manner (13)	YES / NO

**PEd
Signature /
Date**

Student Signature / Date

End Placement Review – 2

Primary Location:		PEd Name (Printed):
		PEd Name (Printed): If more than one Placement PEd
Secondary Location:	If Applicable	PEd Name (Printed): If more than one Placement PEd
		PEd Name (Printed): If more than one Placement PEd

Conduct, Performance and Ethics: The statements below relate to the Health and Care Professions Council 13 points in Guidance on Conduct and Ethics for Students (HCPC; 2012b). If any aspect has been marked as NO, (or has been highlighted during the placement) it should be documented in the Record of Meetings/Tutorial section of this document with actions taken or help requested to modify the behaviour clearly stated. (Please indicate as appropriate)

The student always acts in the best interest of the patient. (1)	YES / NO
The student is always polite (3)	YES / NO
The student's personal appearance is appropriate to the dress code (3)	YES / NO
The student is punctual and their attendance is acceptable for their placement (3)	YES / NO
The student's ability to practice has not been limited by illness or injury (4,5)	YES / NO
The student reflects on outcomes and modifies their behaviour (6)	YES / NO
The student reacts positively towards feedback (6)	YES / NO
The student accepts appropriate responsibility for their practice (7)	YES / NO
The student asks for help when appropriate (7)	YES / NO
The student always behaves with integrity and honesty (12)	YES / NO
The student always behaves in a professional manner (13)	YES / NO

PEd :
Signature
Date

Student Signature
Date