



Queen Margaret University
EDINBURGH

SCHOOL OF HEALTH SCIENCES

RADIOGRAPHY

In collaboration with

The Scottish Mammography Education Centre

Mammographic Image Interpretation (RM080)

Mentors Handbook

2020/2021

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INTRODUCTION

Welcome, this handbook is designed for mentors of students undertaking the Mammographic Image Interpretation module.

Thank you for agreeing to be a Mentor for a student undertaking this course of study which is delivered by the Scottish Mammography Education Centre (SMEC) in collaboration with Queen Margaret University (QMU) who are the awarding body.

We are grateful for the support of mentors like yourself, without whom it would be impossible to ensure the clinical competence of the students, which is an essential element of the module. This handbook is written as a guide, but should you have any questions then please contact a member of the academic team identified below.

Contacts

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OVERVIEW OF THE MODULE

The Mammographic Image Interpretation module is designed to meet the needs of radiographers working in breast imaging, giving them the skills to become specialist mammographers who are safe and competent at mammographic image interpretation. The programme can be studied independently or used as part of the pathway to Post Graduate Diploma (PgD) or Master of Science (MSc) in Mammography qualifications (Appendix 1)

The module runs for one academic year and equates to 30 credits at Scottish Credit and Qualifications Framework (SCQF) level 11 (master's).

Comparison of all UK qualification frameworks can be found in Appendix 2.

Module Overview.

Aim

To provide the student with the appropriate knowledge and skills to develop a high level of expertise in mammographic image interpretation, thus enabling the autonomous practitioner to participate in the diagnosis, reporting and assessment of breast disease.

Content

Perception of Images

Pattern recognition and pathology: normal imaging appearances; normal variants; benign and malignant breast disease; indications for alternative imaging modalities; screening; symptomatic breast problems.

Correlation of pathology and mammographic features.

Understanding decision making and legal responsibilities.

Skill mix.

Service delivery.

Learning Outcomes

On completion of the module the student should be able to:-

- Demonstrate the ability to critically analyse mammographic features and evaluate their significance.
- Make informed critical judgements on appropriate assessment procedures required to assess mammographic appearances
- Demonstrate a high level of specificity and sensitivity when appraising the risk of malignancy associated with mammographic abnormalities
- Demonstrate the ability to relate pathological findings to mammographic features
- Understand and critically reflect on the decision making process and accept the clinical and legal responsibility of report writing. (*this learning outcome is not formally assessed*)

Academic Delivery

Students attend the Scottish Mammography Education Centre (SMEC) in Glasgow for one five day academic teaching blocks; the timing of this block will normally be in April / May of each year..

WORK BASED LEARNING

In order to ensure that the student's clinical education is achievable they require the support of a clinical placement site. The clinical placement site is a healthcare unit that is able to provide appropriate experiential learning for the student, usually the student's workplace.

As part of the application process for the module the student has to provide a completed agreement from their workplace manager /clinical director and mentor.(Appendix 3)

This agreement confirms that the clinical department will:-

- Fulfil placement criteria (a copy of these is attached).
- Assist in the appointment of a radiologist mentor and facilitate mentor training and support.
- Provide students with the required clinical time to fulfil the requirements of the course.
- Inform the hospital manager of the change in practice and support the student's new medico-legal status.

The mentor agrees that they will:-

- Work in partnership with Scottish Mammography Education Centre to act as mentor for the named student throughout their course of study.
- Inform the Trust Board of this potential change in practice
- Agree to take responsibility for any medico-legal implications that may arise and provide the student with legal indemnity cover.

It is the responsibility of the student to negotiate an appropriate clinical placement site. The academic team will assist and give advice where possible; however it is not the responsibility of the University or SMEC to allocate a student to a placement.

After successful application to the Mammographic Image Interpretation module the student will be sent details of the course.

Work Place Guidance – Mentors

Workplace Tutorials

The student is expected to negotiate with the mentor arrangements for undertaking the mammographic image interpretation practical learning, including any tutorials. Agreed formats need to be appropriate to both peoples working routine. If required the formats can be discussed with the programme leader.

It is suggested that both the student and the mentor read the mammograms independently within a reasonable time period of each other. The student should act as both first and second reader during the time of their training period.

It is anticipated that a minimum of a half hour tutorial session would follow these independent reading sessions. It is expected that these sessions will encompass discussion of discrepancies, queries and disagreements

Criteria for the Role of Mentor

The mentor should:

- Be a radiologist or experienced film reader.
- Regularly participate in peer review
- Should devise a work place schedule with the student which can be discussed with the module leader.
- Support the student in the undertaking of the Mammographic Image Interpretation module
- Provide weekly tutorial support for the student on a regular basis while reading 3,000 mammograms during the training period
- Provide additional support if and when required
- Advise the student on problems which might arise and discuss with the module leader as required

Formative Assessment

Mentors are asked to complete a formative assessment sheet for their mentee once every 3 months (by the end of August, November & February). (Appendix 4)

A total of 3,000 images should be interpreted with feedback from the mentor.

The student is asked to keep a reflective diary throughout their period of learning.

SUMMATIVE ASSESSMENT

The module mark is achieved from four pieces of assessment.

Assessment	Weighting within module
Case Study based Essay(2,000wds)	40%
Presentation on Case Study (10mins)	20%
Mammogram Test Set.(IMPROVE) To achieve 80% sensitivity & 70% specificity	PASS / FAIL
Critical incident reflection (1,000wds) (Taken from reflective diary)	40%

Mentor Training

Mentor training days are organised at SMEC 2 /3 times a year please contact the Programme Administrator if you wish to attend one of these.

The Mentor training session is delivered by the programme leader & Queen Margaret University partners and covers:

- The programmes' structure;
- The learning, teaching and assessment strategy;
- The role of the Mentor;
- Communication and feedback;
- Dealing with the failing student;
- The assessment process.

STUDENT SUPPORT

Programme Leader

The Programme Leader is responsible for the overall management of the programmes and monitoring the progress of all students.

Module Leader

The Module Leader is responsible for the organisation and delivery of the module(s) and in conjunction with the module team will provide academic guidance. The Module Leader is responsible for providing the student with feedback on module assessments.

Practice Mentor

The Practice Mentor will guide the student throughout their practice training and be an invaluable source of support, providing constructive, formative feedback through continuous dialogue.

Peer Support

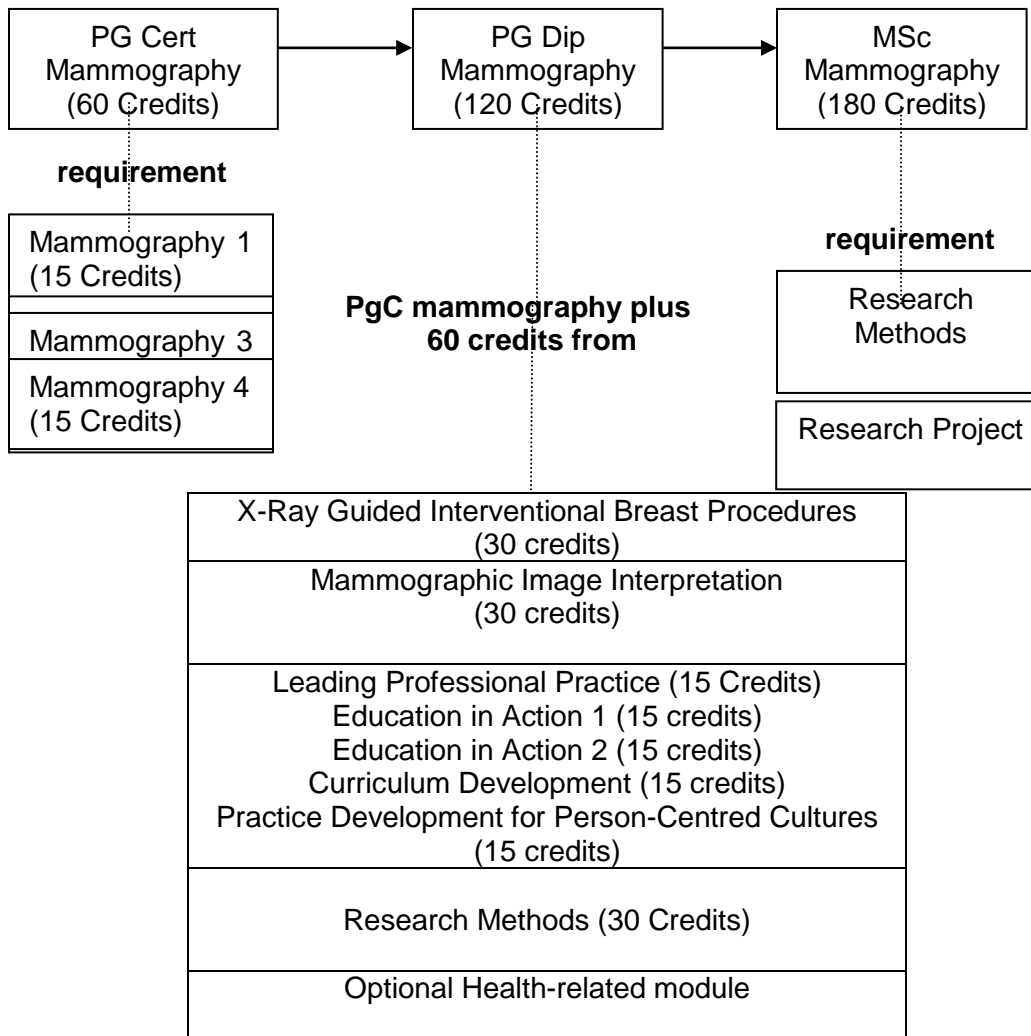
Peers can be an invaluable source of support. From the start of a programme's delivery we encourage and provide opportunities for peer support to occur.

APPENDIX 1

PROGRAMME STRUCTURE AND PATHWAYS

MSc Mammography

The MSc programme offers a variety of pathways for study, examples of which are given below. The credits noted are all at the Scottish Credit and Qualifications Framework (SCQF) Level 11.



In addition SMEC in collaboration with QMU offer a HE Certificate in mammography for a qualification that is recognised by the Society of Radiographers for accreditation as an assistant practitioner in mammography

APPENDIX 2 - Comparison of all UK qualification frameworks

UK Qualification Comparison Chart*

Main Stages of education / employment	Qualifications and Credit Framework/National Qualifications Framework for England, Wales and Northern Ireland www.cfqual.gov.uk Level		Credit and Qualification Framework for Wales www.cqfw.net Level		National Framework of Qualifications for Ireland www.nfq.ie Level		The Scottish Credit and Qualifications Framework www.scof.org.uk Level		Framework for higher education qualifications in England, Wales and Northern Ireland www.qaa.ac.uk/academicinfrastructure/fheq Level	
	Level	Qualifications	Level	Qualifications	Level	Qualifications	Level	Qualifications	Level	Qualifications
Professional or postgraduate education, research or employment	8	Vocational Qualifications Level 8	8	Doctoral Degrees	10	Doctoral Degree Higher Doctorate	12	Professional Development Awards Doctoral Degrees	8	Doctoral Degrees
Higher education Advanced skills training	7	Fellowships NVQ Level 5 Vocational Qualifications Level 7	7	Master's Degrees Integrated Master's Degrees Postgraduate Diplomas Postgraduate Certificate in Education (PGCE) Postgraduate Certificates	9	Master's Degree Postgraduate Diploma	11	SVQ Level 5 Professional Development Awards Postgraduate Diplomas Master's Degrees Integrated Master's Degrees Postgraduate Certificates	7	Master's Degrees Integrated Master's Degrees Postgraduate Diplomas Postgraduate Certificate in Education (PGCE) Postgraduate Certificates
	6	Vocational Qualifications Level 6	6	Bachelor's Degree with Honours Bachelor's Degrees Professional Graduate Certificate in Education (PGCE) Graduate Diplomas Graduate Certificates	8	Honours Bachelor Degree Higher Diploma	10	Bachelor's Degrees with Honours Professional Development Awards Graduate Diploma Graduate Certificates	6	Bachelor's Degrees with Honours Bachelor's Degrees Professional Graduate Certificate in Education (PGCE) Graduate Diplomas Graduate Certificates
Entry to professional graduate employment	5	NVQ Level 4 Higher National Diplomas (HND) Higher National Certificates (HNC) Vocational Qualifications Level 5	5	Foundation Degrees Diplomas of Higher Education (DipHE) Higher National Diplomas (HND)	7	Ordinary Bachelor Degree	9	Bachelor's/Ordinary Degrees Professional Development Awards SVQ Level 4 Graduate Diplomas Graduate Certificates	5	Foundation Degrees Diplomas of Higher Education (DipHE) Higher National Diplomas (HND)
Specialised education and training	4	Vocational Qualifications Level 4	4	Higher National Certificates (HNC) Certificates of Higher Education (CertHE)	6	Advanced Certificate Higher Certificate	8	Higher National Diplomas (HND) SVQ Level 4 Professional Development Awards Diplomas of Higher Education (DipHE)		
Qualified/Skilled worker Entry to higher education Completion of secondary education	3	NVQ Level 3 Vocational Qualifications Level 3 GCSE AS and A Level Advanced Diplomas	3	NVQ Level 3 Vocational Qualifications Level 3 GCSE AS and A Level Welsh Baccalaureate Qualification Advanced	5	Level 5 Certificate Leaving Certificate	7	Professional Development Awards Higher National Certificates (HNC) Certificates of Higher Education (CertHE) SVQ Level 3 Advanced Highers	4	Higher National Certificates (HNC) Certificates of Higher Education (CertHE)
	2	NVQ Level 2 Vocational Qualifications Level 2 GCSEs at grade A* - C ESOL skills for life Higher Diplomas Functional Skills Level 2 (English, mathematics & ICT)	2	NVQ Level 2 Vocational Qualifications Level 2 Welsh Baccalaureate Qualification Intermediate GCSEs grade A* - C	4	Level 4 Certificate Leaving Certificate	6	Highers SVQ Level 3 Professional Development Awards National Progression Awards National Certificates		
Progression to skilled employment Continuation of secondary education	1	NVQ Level 1 Vocational Qualifications Level 1 GCSEs at grade D - G ESOL skills for life Foundation Diplomas Functional Skills Level 1 (English, mathematics & ICT)	1	NVQ Level 1 Vocational Qualifications Level 1 GCSEs at grade D-G Welsh Baccalaureate Qualification Foundation	3	Level 3 Certificate Junior Certificate	5	Intermediate 2 Credit Standard Grade SVQ 2 National Progression Awards National Certificates	3	Intermediate 1 General Standard Grade Scottish Vocational Qualifications (SVQ) 1 National Progression Awards National Certificates
	Entry Level	Entry Level Certificates (sub levels 1 - 3) ESOL skills for life Functional Skills Entry Level (English, mathematics & ICT)	Entry Level	Entry Level Certificate (sub levels 1 - 3)	2	Level 2 Certificate	4	Access 3 Foundation Standard Grades National Progression Awards National Certificates		
Qualifications can be taken at any age in order to continue or return to training	Entry Level	Entry Level Certificates (sub levels 1 - 3) ESOL skills for life Functional Skills Entry Level (English, mathematics & ICT)	Entry Level	Entry Level Certificate (sub levels 1 - 3)	1	Level 1 Certificate	3	Access 2 National Progression Awards National Certificates	2	Access 1
					2	Level 2 Certificate	2	Access 1		



* Adapted from a table produced by Ofqual, OAA, SCOF, CCEA, COFW and The National Qualifications Authority of Ireland.

APPENDIX 3 –

Workplace Agreement Scottish Mammography Education Centre (SMEC)

Course: Image Interpretation Module

SECTION A to be completed by Clinical Director

Name of Student	
Name of Clinical Director	
Department / Hospital Name	
Department / Hospital Address	

The above named student has applied for a place on the Image Interpretation Course, delivered by the Scottish Mammography Education Centre (SMEC) in collaboration with Queen Margaret University. Acceptance is subject to agreement by the department to provide a suitable clinical education environment.

The clinical department will:-

- Fulfil placement criteria (a copy of these is attached).
- Assist in the appointment of a radiologist / qualified reader mentor and facilitate mentor training and support.
- Provide students with the required clinical time to fulfil the requirements of the course.
- Inform the hospital manager of the change in practice and support the student's new medico-legal status.

I agree to work in partnership the Scottish Mammography Education Centre and to undertake to comply with the conditions set out for student education and training in the course document of the Image Interpretation Course.

Signed Clinical Director

Date

SECTION B to be completed by Mentor

Name of Student	
Name of Mentor	
Mentor e-mail	Mentor Tel. no.

I agree to work in partnership with Scottish Mammography Education Centre to act as mentor for the above named student throughout their course of study.
I checked with management that the Trust / Board is aware of this potential change in practice and that they have agreed to take responsibility for any medico-legal implications that may arise and provide the student with legal indemnity cover.

Signed

Position

Date

Mammographic Image Interpretation Placement criteria

A total of 3,000 mammograms are required to be read during the training period.
The pattern of training should be negotiated between the student and their mentor.

Criteria for the Role of Mentor

The mentor should:

1. Be a radiologist or experienced mammographic reader.
2. Regularly participate in peer review
3. Devise a work place schedule with the student which can be discussed with the module leader.
4. Support the student in the undertaking of the Mammographic Image Interpretation module.
5. Provide weekly tutorial support for the student on a regular basis while reading 3,000 mammograms during the training period.
6. Provide guided formative feedback to the course leader.
7. Provide additional support if and when required
8. Advise the student on problems which might arise and discuss with the module leader as required

Workplace Tutorials

The student is expected to negotiate with the mentor arrangements for undertaking the mammographic image interpretation practical learning, including any tutorials. Agreed formats need to be appropriate to both peoples working routine. If required the formats can be discussed with the programme leader.

It is suggested that both the student and the mentor read the mammograms independently within a reasonable time period of each other. The student should act as both first and second reader during the time of their training period.

It is anticipated that a minimum of a half hour tutorial session would follow these independent reading sessions. It is expected that these sessions will encompass discussion of discrepancies, queries and disagreements

Appendix 4 – Formative Assessment Mammographic Image Interpretation

FORMATIVE ASSESSMENT

NAME OF STUDENT _____

NAME OF MENTOR _____

NOTES TO MENTOR AND STUDENT

This formative assessment is to provide feedback to the student on the progress and areas of need to date. This assessment will be submitted to the Programme Leader when completed.

The following skills will be assessed:-

- Communication skills
- Evaluation of technical quality
- Knowledge of anatomy and pathology
- Recognition of the significance of mammographic features
- Future management of the client/patient
- Knowledge of safeguarding procedures

This assessment should be completed three times during the course. The assessments to be submitted by the 30th August 2019, 29th November 2019 & 28th February 2020

ASSESSMENT SUMMARY

SKILLS ASSESSED

COMMUNICATION SKILLS	
ASSESSMENT OF IMAGE QUALITY	
KNOWLEDGE OF ANATOMY	
RECOGNITION OF MAMMOGRAPHIC FEATURES	
MANAGEMENT OF CLIENT/PATIENT'S IMAGES	
KNOWLEDGE OF SAFEGUARDING PROCEDURES	

Please score the above sections on a scale of 1-4

1. Unable to achieve the required level
2. Achieves required level on occasion and/or with help
3. Consistently achieved required level
4. Exceeds required level

MENTOR'S COMMENTS

Mentor's Signature _____

Date _____

Student's Signature _____

Date _____