



Queen Margaret University
EDINBURGH

SCHOOL OF HEALTH SCIENCES

RADIOGRAPHY

In collaboration with

The Scottish Mammography Education Centre

Post Graduate Certificate in Mammography

Mentors Handbook

2020/2021

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INTRODUCTION

Welcome, this handbook is designed for mentors of students undertaking the Post Graduate Certificate (PgC) in Mammography.

Thank you for agreeing to be a Mentor for students 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 this programme. 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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Every student on the PgC Mammography Programme has a named clinical Trainer who is part of the SMEC team.

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OVERVIEW OF THE PROGRAMME

The PgC in Mammography is designed to meet the needs of radiographers working in breast imaging, giving them the skills to become safe and competent specialist mammography practitioners. The programme can be studied independently or be used as part of the pathway to Post Graduate Diploma (PgD) or Master of Science (MSc) in Mammography qualifications (Appendix 1)

The programme runs for one academic year on a part time basis and comprises four modules. In total the modules equate to 60 credits at Scottish Credit and Qualifications Framework (SCQF) level 11 (master's). Two modules are academic based and two practice based with the academic content being integrated within the teaching blocks. Although approached from two perspectives, each module reflects the link between theory and practice to form an integrated whole.

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

Modules.

Mammography 1 (15 credit) – Academic

Aim

To provide the student with the theoretical base to develop a high level of expertise in mammography.

Content

Includes

- The breast care service and the philosophy of breast screening.
- Imaging procedures and protocols
- Routine, complimentary and specialised mammography techniques.
- Evaluation of mammography positioning;
- Use of complimentary imaging.
- Physics of mammography; production and processing of the image and quality assurance systems.
- Medico-legal aspects and current legislation eg. IR(ME)R
- Communication skills

Mammography 2 (15 credit) - Work-based

Aim

To develop the range of skills essential for advanced professional practice in the field of mammography.

Content

Includes

35 hours of clinical secondment at a Scottish Mammography Education Centre, with the expectation of undertaking 50 mammograms on a one-to-one basis to include clinical instruction on:

- mediolateral oblique (MLO) and craniocaudal (CC) projections;
- specialised projections;

- specialised procedure
- patient management skills.

65 hours of supervised work-based learning.

Mammography 3 (15 credit) – Academic

Aim

To assess the development of professional judgement through experience, reflection on action, and the integration of in-depth knowledge and comprehension with advanced clinical mammography skills

Content

Includes

- Breast disease: pathology, clinical signs and symptoms and management.
- Screening & symptomatic breast problems.
- Pattern recognition and pathology: normal imaging appearances; normal variants; benign and malignant breast disease.
- Indications for alternative imaging modalities
- Quality issues within the breast screening service.
- Auditing practice.
- Role of professional development in the quality of service provision.
- Using research at work: defining research activities; links between research and clinical practice; evaluating the impact of research on clinical practice; reading research reports; ethical issues.
- Peer assessment

Mammography 4 (15 credit) - Work-based

Aim

To encourage the student to promote excellence in professional practice within breast imaging, based on the integration of theory and practice.

Content

Students should complete a minimum of 250 mammograms;

A minimum of 50 consecutive mammograms will be assessed by an appointed assessor.

Academic Delivery

Students attend the Scottish Mammography Education Centre (SMEC) in Glasgow for three academic teaching blocks; the timing of these blocks will vary according to course start dates.

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 PgC Mammography the student has to provide a completed agreement from their workplace manager / superintendent radiographer. This agreement confirms that:-

- The student will have access to a minimum of 20mammograms per week for the duration of the course.
- Day release will be given, as appropriate, for the academic blocks and placement at SMEC. (Appendix 3)

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 PgC Mammography course the student will be allocated a clinical training week which will take place either in the West of Scotland Breast Screening Centre **or** at the South East Scotland Breast Screening Centre. For this week the student will be working with a named clinical trainer from SMEC, this trainer will be allocated to the student for the duration of their studies.

After the initial clinical training week the student will resume practice in their workplace under supervision of their mentor and clinical colleagues.

Clinical Placement Site Criteria

The Clinical Placement Site will:

- Provide protected student learning time in the clinical area of study;
- Provide a range of appropriate mammography equipment to allow the student to fulfil the assessment criteria;
- Provide negotiated protected time for Mentors to engage in clinical teaching and tutorials;
- Provide appropriate learning resources to support clinical training;
- Provide opportunities for study time and reflective practice;
- Demonstrate the use of departmental policies and guidelines for working practice that reflect current evidence within the breast care service..

Clinical Placement Site Visits

The students named clinical Trainer will normally visit the student in their workplace on two occasions; the dates of these visits will be mutually agreed between the student, the clinical Trainer and the department. During the visits the Trainer will work with the student and assess their images. One of these visits will normally form the assessment in practice for the module "Mammography 2"

Clinical Teaching

The Role of the Clinical Trainer

The clinical Trainer will deliver a week of clinical training at the Scottish Mammography Education Centre (SMEC), either in Glasgow or Edinburgh. They will also provide further tutorials with the student at their home base. The final assessment is carried out by one of the clinical Trainers at SMEC.

The clinical Trainer must:

- be an experienced radiographer who holds the Postgraduate Certificate in Mammography and an appropriate teaching qualification;
- be personally involved in the teaching of theoretical and practical mammographic procedures to the student;
- co-ordinate the practical teaching sessions with other departmental staff;
- be familiar with the relevant paper work;
- organise an appropriate location for the clinical education and training;
- select an appropriate patient for the assessment and obtain the patient's permission;
- monitor and appraise the students' professional performance;
- ensure that all the paperwork is forwarded to the Programme Co-ordinator;
- ensure that all safety aspects are observed and take any necessary remedial action;
- give support, encouragement and advice to the student;
- show evidence of an awareness of current trends and developments in mammography and the Breast Care Service.

The Role of the Clinical Mentor

The mentor should be a senior experienced practitioner who is identified by the student's home unit to support them throughout their training period. They are responsible for supporting the student in the development of their clinical skills and the integration of theory and practice. The mentor will share their knowledge and experience with the student. They will give feedback to the student on their development. Any issues identified should be addressed by the mentor and discussed with the clinical Trainer or the Programme Leader at SMEC (Lorna Nimmo).

The mentor should have engaged in the mandatory Mentor training available at SMEC.

Mentors are expected to:

- Ensure that safe, competent practice is upheld at all times;
- Ensure that the student is supported throughout the training period;
- Provide feedback and counselling, encouraging reflective practice;
- Organise further clinical experience to match the student's needs;
- Inform the Programme Leader if a student is not progressing as expected;
- Participate in practice discussions and case presentations;
- Liaise with other relevant clinical and academic staff as appropriate;
- Attend update days as required.

ASSESSMENT

A variety of academic and practical assessments are utilised over the four modules.

Module	Assessment	Notes
Mammography 1	Essay	Academic submission
Mammography 2	Assessment of 50 images	Carried out by SMEC clinical Trainer
	Assessment of Professional Practice	Carried out by SMEC clinical Trainer*
Mammography 3	Essay	Academic submission
	Presentation	Academic submission
Mammography 4	Assessment of 50 images	Carried out by a SMEC assessor
	Verbally presented cases	Carried out by a SMEC assessor
	Critical Incident Report	Academic submission

* Appendix 4

Practice Assessment

Clinical competency will be assessed by a specified clinical trainer, appointed by SMEC. The mentor will play an important role in the development of the student and ensuring that they are prepared for their Assessment of Professional Practice (Appendix 4). Students will not receive their award unless they are clinically competent.

The timing of professional practice assessments will be by negotiation between the mentor, the student and the named clinical Trainer. The assessment criteria are listed on the assessment proforma. During the assessment the clinical trainer will determine if the student has achieved the criteria successfully and this will be marked on the proforma. The assessment process and criteria will be discussed at the Mentor's training session which will aid in your supervision of the student.

Mentor Training

Prior to the commencement of the course, the prospective Mentor should engage in Mentor training to gain essential advice and guidance before embarking on a tutoring role. For advanced practice modules, following approval of the student's application, the learning contract will be negotiated and agreed between the student, the clinical mentor, the department manager and the programme leader.

For all programmes, a mentor training day at SMEC will be organised and information available for support.

The Mentor training session is delivered by the programme leader 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.

The Clinical Trainer

At the beginning of their study the student will be assigned a Clinical Trainer who in addition to the role described above will act as a Personal Academic Tutor (PAT). The PAT can provide academic guidance and advise and support the student in relation to their studies. Any problems or difficulties they may have with the programme should be discussed with their Clinical Trainer in the first instance. If required the Trainer may put the student in touch with wider University support mechanisms.

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.

Clinical Support

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

Peer Support

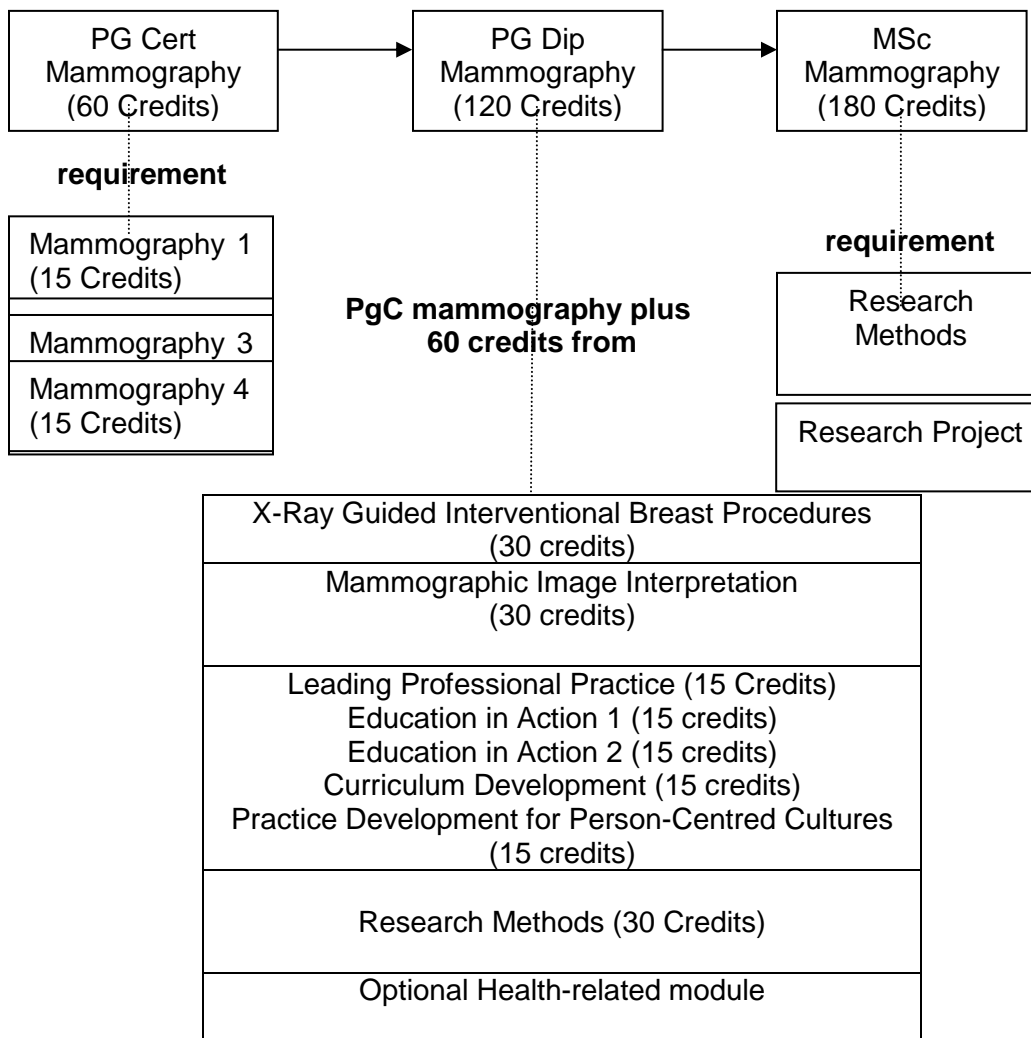
Peers can be an invaluable source of support. From the start of a programme's delivery we encourage and provide opportunities for peer support to occur.

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

UK Qualification Comparison Chart*

Main Stages of education / employment	Qualifications and Credit Framework/National Qualifications Framework for England, Wales and Northern Ireland www.ofqual.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					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	4	Vocational Qualifications Level 4	4	Higher National Certificates (HNC) Certificates of Higher Education (CertHE)	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)
	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			6	Highers SVQ Level 3 Professional Development Awards National Progression Awards National Certificates		
Progression to skilled employment Continuation of secondary education	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	5	Intermediate 2 Credit Standard Grade SVQ 2 National Progression Awards National Certificates	4	Intermediate 1 General Standard Grade Scottish Vocational Qualifications (SVQ) 1 National Progression Awards National Certificates
Secondary education initial entry into employment or further education					3	Level 3 Certificate Junior Certificate				
	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	2	Access 2 National Progression Awards National Certificates	1	Access 1
1					Level 1 Certificate					
Qualifications can be taken at any age in order to continue or return to training										



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

APPENDIX 3 – Workplace Learning Agreement

Scottish Mammography Education Centre (SMEC)

AGREEMENT

Between

MANAGER AND COURSE APPLICANT

Course: Postgraduate Certificate in Mammography

Duration: One year consisting of:

- A minimum five day placement at SMEC
- Three academic blocks at SMEC
- Work based learning at home base
- One day attendance at SMEC for assessment

***(Please note that candidates must fulfil the entry requirements for the course).**

SECTION A (to be completed by Manager / Superintendent Radiographer)

I understand that in order for the student to be offered a place on this course, the following facilities must be made available:

- i) The student should have access to a minimum of 20 mammograms per week for the duration of the course;
- ii) Day release as appropriate for academic blocks and placement at SMEC.
- iii) Access to the students images on the departments PACS system for the student and the clinical trainer from SMEC.

I confirm that I am able to provide the required facilities for the applicant.

Name: -

Position:-

Email Address:-

Signature

Date

SECTION B (to be completed by Applicant)

I have negotiated a suitable clinical programme for the Postgraduate Certificate in Mammography course.

Signature

Date

* Candidates must:

- Be a qualified Diagnostic or Therapeutic Radiographer with Health Care Professions Council Registration or equivalent.
- Be employed in a clinical environment offering mammography experience at a level appropriate for postgraduate studies.
- Negotiate a contract with the manager of the clinical department to ensure that the required amount of time and patient load to complete the work-based element of the programme will be made available.
- Show evidence of continuing professional development.

APPENDIX 4 - ASSESSMENT OF PROFESSIONAL PRACTICE

Management

The assessor will observe the session in silence and will initial the box to indicate the level of skill consistently demonstrated by the student throughout the session assessed:

i) OPERATION OF EQUIPMENT

CORE SKILLS LEVEL
Able to safely, effectively and efficiently operate imaging equipment and accessories.

MASTERY LEVEL
Able to manoeuvre and manipulate imaging equipment to adapt to the patient's capabilities and condition. Able to recognise the capabilities and limitations of the equipment and its suitability for procedures for which it is used.

COMMENTS/ACTION PLAN	
Signed	
Assessor	date
Student	date

ii) ORGANISATION

CORE SKILLS LEVEL

MASTERY LEVEL

Carries out examinations in a methodical and systematic manner and is able to record relevant information in a clear, orderly way.

Demonstrates a high level of personal organisation in carrying out examinations; administration and record-keeping.

COMMENTS/ACTION PLAN

Signed

Assessor

date

Student

date

INTERPERSONAL SKILLS

i)

PSYCHOLOGICAL AND EMOTIONAL SUPPORT OF CLIENTS/PATIENTS

CORE SKILLS LEVEL	MASTERY LEVEL
Demonstrates awareness of the importance of maintaining patient's dignity and self-esteem; recognises the patient's distress or anxiety and is supportive to clients/patients undergoing examination.	Anticipates possible sources of distress generally and related to specific procedures; uses appropriate patient care measures to minimise them and demonstrates a supportive role towards clients/patients.

COMMENTS/ACTION PLAN

Signed:

Assessor

date

Student

date

ii) COMMUNICATION WITHIN HEALTH CARE TEAM

CORE SKILLS LEVEL	MASTERY LEVEL
Able to communicate effectively the evaluation of the findings of examinations; demonstrates ability to give and receive feedback.	Demonstrates enhanced practical communication skills in a range of contexts and seeks to promote effective communication within the multidisciplinary health care team.

COMMENTS/ACTION PLAN	
Signed:	
Assessor	date
Student	date

iii) KNOWLEDGE OF QUALITY ASSURANCE PROCEDURES

CORE SKILLS LEVEL	MASTERY LEVEL
Demonstrate an understanding of the need for QA and why it is important.	Critically review QA results and identify appropriate action to be taken.

COMMENTS/ACTION PLAN	
Signed	
Assessor	date
Student	date

REFLECTIVE PRACTICE

APPLICATION OF KNOWLEDGE

CORE SKILLS LEVEL

Clinical practice is informed by an accurate understanding of theoretical principles and concepts.

MASTERY LEVEL

Clinical practice is extended by a comprehensive theoretical understanding and enhanced reflection on experience gained.

COMMENTS/ACTION PLAN

Signed:

Assessor

date

Student

date

ASSESSMENT OF PROFESSIONAL PRACTICE:

SUMMATIVE ASSESSMENT

FIRST/SECOND (delete as appropriate)

STUDENT:

COMMENTS:

ACTION PLAN:

Signed

Assessor

date

Student

date

SUMMATIVE ASSESSMENT OF PROFESSIONAL PRACTICE

The final grading of the assessment depends on the extent to which the student demonstrates 'Mastery Level' skills in the elements of the assessment.

Mammography 2

NO. OF ELEMENTS AT 'M LEVEL'	GRADE
3 or more	A
2	B
1	C

Mammography 4

NO. OF ELEMENTS AT 'M LEVEL'	GRADE
5 or 6	A
2-4	B
1	C

ASSESSMENT OF PROFESSIONAL PRACTICE:

FEEDBACK

STUDENT:

COMMENTS:

GRADE AWARDED _____

Signed

Assessor

date

Student

date