

# Programme Specification

<b>Programme Title and Name of Award</b>	MSc Medical Imaging (Magnetic Resonance Imaging)		
<b>Academic Level</b>	7	<b>Total Credits</b>	180
<b>Professional Body Accreditation / Qualification</b>	Approved by the Society and College of Radiographers (SCoR)		
<b>Date of Professional Body Accreditation</b>	May 2021	<b>Accreditation Period</b>	5 years
<b>UCAS Code</b>	Not applicable		
<b>HECoS Code</b>	100129		
<b>Criteria for Admission to the Programme</b>	<p>The University's standard criteria for admissions apply. Please refer to the <a href="#">Applicant Information</a> pages of the University website for more information. For <a href="#">APL</a>, please refer to the University website. APL will usually be granted for academic credits achieved at another college of Radiographers accredited UK MRI course, provided an adequate match can be made to this course. APL from other courses will be considered on a case by case basis, but must always be at the appropriate academic level and have a high match to the learning outcomes to modules on this pathway.</p> <p>Detailed criteria for admission to this programme can be found on the programme webpage:  <a href="http://www.cumbria.ac.uk/study/courses/postgraduate/medical-imaging-magnetic-resonance-imaging-msc/">http://www.cumbria.ac.uk/study/courses/postgraduate/medical-imaging-magnetic-resonance-imaging-msc/</a></p> <p>Selection criteria:</p> <p>It is recommended that students have at least 12 months' equivalent full-time experience in MRI. They will need support from a clinical MRI department and access to a suitable clinical placement in such a department for the duration of the course. A mentor will be appointed – a senior member of staff in MRI who will be able to report on the student's progress through the course.</p> <p>Students must work in an MRI unit for <i>at least</i> half their time averaged over a 1-month period during the course. This is to ensure adequate exposure to the MRI environment, where taught elements are put into practice.</p>		
<b>Teaching Institution</b>	University of Cumbria		

<b>Owning Institute</b>	Health
<b>Programme delivered in conjunction with</b>	NHS and private sector placement providers
<b>Principal Mode of Delivery</b>	Blended learning
<b>Pattern of Delivery</b>	This is a flexible part time pathway that may be completed over 2-5 years (MSc). Module delivery is via one-week academic study blocks, for most modules, though some are delivered by distance learning.
<b>Delivery Site(s)</b>	Distance learning and Lancaster campus
<b>Programme Length</b>	Up to 2 years standard and 5 years maximum
<b>Exit Awards</b>	You may be awarded one of the following Exit Awards if you achieve the requirements of the full programme. PGDip Medical Imaging (Magnetic Resonance imaging) PGCert Medical Imaging (Magnetic Resonance imaging) If the academic credit is achieved but not the clinical element (clinical practice module (HMSR9040) you may be awarded one of the following exit awards which are not SCoR Accredited: MSc The Theory of Medical Imaging MRI – 180 credits PGDip The Theory of Medical Imaging MRI – 120 credits PGCert The Theory of Medical Imaging MRI – 60 credits
<b>Period of Approval</b>	August 2023 – July 2029
<p>This programme has been approved (validated) by the University of Cumbria as suitable for a range of delivery modes, delivery patterns, and delivery sites. This level of potential flexibility does not reflect a commitment on behalf of the University to offer the programme by all modes/patterns and at all locations in every academic cycle. The details of the programme offered for a particular intake year will be as detailed on the programme webpage:  <a href="http://www.cumbria.ac.uk/study/courses/postgraduate/medical-imaging-magnetic-resonance-imaging-msc/">http://www.cumbria.ac.uk/study/courses/postgraduate/medical-imaging-magnetic-resonance-imaging-msc/</a></p>	

### Cumbria Graduate Attributes

Throughout your studies, you will be provided with the skills and knowledge relevant to the global workplace. All successful graduates of the University of Cumbria will be:

- Enquiring and open to change

- Self-reliant, adaptable and flexible
- Confident in your discipline as it develops and changes over time
- Capable of working across disciplines and working well with others
- Confident in your digital capabilities
- Able to manage your own professional and personal development
- A global citizen, socially responsible and aware of the potential contribution of your work to the cultural and economic wellbeing of the community and its impact on the environment
- A leader of people and of places
- Ambitious and proud

## Programme Features

The postgraduate programme in magnetic resonance imaging (MRI) aims to develop the abilities of healthcare practitioners in MRI. Learning outcomes for all modules are those that will enable practitioners to develop their skills, both clinically and academically to fulfil their role within the NHS. The programme maintains high academic standing and clinical relevance by involving senior specialist clinical practitioners in curriculum planning and delivery as well as providing mentorship support for students during their specialist clinical placement activities.

The programme allows you, as a radiographer, to develop the knowledge and skills required to become a competent practitioner in MRI. It is accredited by the College of Radiographers, ensuring it meets standards commensurate with similar/equivalent courses across the United Kingdom (UK).

All the modules on the programme, except for the MSc dissertation and two PGDip modules, are taught as week-long blocks. This has the advantage that you can spend a concentrated time of study for each module, rather than having study over a longer timeframe.

To aid the move into master's level study, the university provides an online 'Headstart' programme aimed specifically at new postgraduate students. All new students are encouraged to complete this.

You will be supported in developing skills to become autonomous practitioners, able to undertake advanced practice safely, by ensuring clinical competency. All the academic assignments undertaken have clear focus on the clinical application of MRI, and are therefore useful to students in their practice. Regular updates on your clinical progress are made between the student, mentor and the programme lead.

Many of the clinical placement sites have been working with the university for many years, supporting students through the part-time route for MRI practitioners, and have friendly, supportive and experienced staff to help them develop their clinical skills whilst maintaining strong links with the university. These mentors are a key factor in the students success, and they all attend a course in mentoring at the University, on their appointment into the role.

The principal academic staff members on the programme team are university lecturers, who are, with a few exceptions, HCPC registered diagnostic radiographers. They maintain close links with many MRI units in the North of England and further afield. The programme is also staffed by colleagues from the wider medical science programmes at the University of Cumbria. A key feature of the programme is the support of a wide range of locally and nationally respected MRI radiographers, radiologists and physicists who act as honorary lecturers of the University of Cumbria and provide advice on the programme content and contribute to the programme delivery.

The programme team are respected nationally in their field and are currently research active. The team are actively involved in the development and maintenance of MRI education at a national level.

The course aligns with several publications of the College of Radiographers which provide guidance and support for the imaging workforce.:

Education and career framework for the Radiography workforce (College of radiographers, 2013).

The course partly fulfils the outcomes in sections 9 (Autonomous practice – Practitioner) and 10 (Advanced Practitioners).

College of Radiographers Research Strategy 2021 – 26 (College of Radiographers, 2017)

The course forwards the three aims of this strategy:

1. To embed research at all levels of radiography practice and education.
2. To raise the impact and profile of radiography through high-quality research focused on improving patient care and service delivery.
3. To expand UK radiography research capacity through the development of skilled and motivated research-active professionals.

The Scope of Practice (College of Radiographers, 2013)

The course fulfils the requirements of subsection 3.4 in the definitions of scope of practice, pertaining to the practice of MRI, and the acquisition of new knowledge and skills – ‘An individual’s scope of practice develops over time. This requires the individual to manage this process to ensure that their knowledge and skills are appropriate to the changes.’

### **Books and Journals**

Books are reviewed annually and are therefore subject to change, course welcome information will provide you with an indicative list for the year. We pride ourselves on having access to many of the popular journals in magnetic resonance imaging.

The university holds copies of core texts (including some as ebooks, which are accessible online).

Some students may wish to spend approximately £100-£200 on purchasing their own copies of certain textbooks and scripts although this cost can be reduced considerably by sourcing second hand copies of these resources.

### **Programme Learning Outcomes**

By the end of this Programme learners will be able to:

1. To prepare students for the next stage in their careers in MRI by developing their understanding and clinical expertise in the theory and application of MRI.
2. To facilitate and support effective learning and develop students’ abilities to reflect on their professional practice so that they will continue as independent practitioners with a commitment to lifelong learning, scholarship and research.
3. To ensure students have a comprehensive understanding of MRI and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their areas of professional practice.
4. To develop the students’ enthusiasm for, and knowledge and understanding of, the continually expanding field of MRI by developing the transferable skills expected of the postgraduate student

in health care who is able to recognise the interface between academic and applied clinical working and is able to manage and adapt to the rapidly changing technological, medico-legal and ethical frameworks of the National Health Service.

5. To ensure the students are both safe and proficient in their application of clinical MRI (both in a subject specific way and having the evidence based techniques in their grasp to practice into the future as lifelong learners).

The programme aims, at the point of graduation, to produce graduates who will be able to:

6. Continue to practice competently according to the HCPC (Health and Care Professions Council) Standards of Practice for Radiographers and the Society and College of Radiographers (SCoR) Code of Conduct and Ethics
7. Critically evaluate the quality of the evidence-base and articulate difficulties related to its implementation in complex clinical situations
8. Demonstrate clear supervision, leadership and management abilities through appropriate decision-making, resource allocation and team working
9. To understand and apply the values enshrined within the NHS Constitution in all aspects of their professional practice

## Level Descriptors

Level Descriptors describe in general terms the expected outcomes you will achieve at each level of study as you progress through your programmes. They describe the relative demand, complexity, depth of learning and learner autonomy associated with a particular level of learning and achievement. The University's Level Descriptors are aligned to the national [Framework for Higher Education Qualifications](#) (FHEQ) and are a key mechanism for ensuring the academic standards of the University's provision.

At Level 7 (Usually Master's level), you will be able to demonstrate that you have the ability:

- To display a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice.
- Employ advanced subject-specific and cognitive skills to enable decision-making in complex and unpredictable situations.
- Generate new ideas and support the achievement of desired outcomes.
- Accept accountability for decision making including the use of supervision.
- Analyse complex concepts and professional situations by means of synthesis of personal and workplace reflection and data drawn from scholarship and research in the field.

## Programme Outcomes – Knowledge and Understanding

The programme provides opportunities for you to develop and demonstrate the following:

**After 60 credits of study (PGCert) you will be able to demonstrate:**

**K1.** The physical principles of MR image formation and the relationships between tissue structure and image appearances.

**K2.** Demonstrate skilled, competent, reflective and safe MRI practice within a legal and ethical context in line with current local and national UK guidelines.

**K3.** The requirements of diagnostic test requests and the advice which should be given to other health care professionals on matters of diagnostic imaging.

**K4.** The justification and critical analysis of the use of particular imaging modalities in different clinical situations.

**K5.** The psycho-social effects of medical imaging on the patient and their partner / carer.

**K6.** Recognise and act accordingly in situations where the limits of skill or knowledge are being approached (cognisance).

**After 120 credits of study (PGDip) you will be able to demonstrate:**

**K7.** The methods used to locate, interrogate, evaluate and synthesise the evidence in their chosen area of study.

**K8.** The evaluation of the medico-legal implications of using imaging techniques and the subsequent dissemination of the diagnostic information provided. The role of diagnostic imaging specialists in a multi-disciplinary environment.

**K9.** A comprehensive understanding of techniques applicable to their own research or advanced scholarship.

**K10.** A practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in their clinical domain.

**K11.** Understand complex advanced physical concepts in magnetic resonance imaging

**K12.** Develop awareness of the nature of management issues in contemporary MR practice.

**After 180 credits of study (MSc) you will be able to demonstrate:**

**K13.** Plan and carry out a research study.

**K14.** A creative approach to learning in order to develop as an 'independent learner' in order to evaluate a wide range of research to gain a coherent understanding of theory and practice.

## **Programme Outcomes – Skills and other Attributes (including Employability Skills)**

The programme provides opportunities for you to develop and demonstrate the following:

**After 60 credits of study (PGCert) you will be able to demonstrate:**

**S1.** The capacity for enquiry, inductive and deductive reasoning and critical thinking and analysis.

**S2.** A creative and independent approach to learning contributing to peer learning and support.

**S3.** Synthesise information from a wide range of sources in order to gain a coherent understanding of the relationship between theory and practice.

**S4.** Use information technology (IT) competently and appropriately to support academic studies and MRI practice.

**S5.** The ability to develop within a network of individuals who are also interested in MRI as an imaging modality.

**After 120 credits of study (PGDip) you will be able to demonstrate:**

**S6.** Critically evaluate research techniques/methodologies, where appropriate propose new hypotheses.

**S7.** Demonstrate key transferable skills such as; information fluency skills, appropriate communication skills and the ability to manage resources effectively in the planning, commissioning and delivery of imaging services.

**S8.** Manage change effectively in response to changing demands.

**After 180 credits of study (MSc) you will be able to demonstrate:**

**S9.** Reflect on and evaluate your own academic, professional and clinical performance, exercising autonomy in the management of your learning and recording of continuing professional development.

**S10.** The ability to disseminate and communicate ideas and findings coherently.

**S11.** Develop interpersonal communication skills to develop and plan a project, in consultation with other staff and tutors.

### External and Internal Reference Points

The following Subject Benchmark Statements and other external and internal reference points have been used to inform the Programme Outcomes:

Health and Care Professions Council (HCPC) professional standards in Radiography

Society and College of Radiographers (SCoR) guidelines on professional standards

Internal drivers having informed the development include: -

University Academic Strategy

Institute Business Plan for Medical and Sport Sciences

[UoC Strategic Plan](#)

[UoC Learning, Teaching and Assessment Strategy](#)

[UoC Academic Regulations and Academic Procedures and Processes](#)

### Graduate Prospects

MRI radiographers remain a recognised shortage profession within the UK. UK accredited MRI training programmes are also highly regarded worldwide.

Your advanced critical thinking, research and independent enquiry skills, acquired from completing this programme of study, will put you in a great position to advance your career and to take on the challenges that clinical leadership and more senior clinical roles can bring.

MRI is an advanced diagnostic tool with growing relevance in a range of clinical contexts.

Further career development opportunities exist for MRI radiographers. These include clinical role extension through further study, research engagement and development of a clinical management or clinical academic role. The University of Cumbria offer a wide portfolio of health related CPD modules as well as support for study up to doctoral level. There are also opportunities for some MRI radiographers to report images.

## **Learning, Teaching and Assessment Strategies employed to enable the Programme Outcomes to be Achieved and Demonstrated**

As a student at the University of Cumbria, you are part of an inclusive learning community that recognises diversity. You will have opportunities to learn by interacting with others in a collegiate, facilitative and dynamic learning environment. Teaching, assessment and student support will allow equal and equitable opportunities for you to optimise your potential and develop autonomy.

We seek to create a stimulating and innovative community of learning, whether encountered on campus or at a distance, on placement or in the workplace. Facilitated by our expert practitioner staff, you will experience a learning environment that is well equipped, flexible, and stimulating.

The programme and modules are structured to meet the needs of students and employers. Taught components of the academic modules on the programme are delivered in attendance blocks at the university followed by clinical learning blocks in the designated clinical placement. Students are supported on placement by experienced mentors who have been trained by the university. Students are also able to access UoC digital resources, library facilities, [Pebblepad](#) and Blackboard (VLE), whilst on placement. Students will also be supported by their personal tutor, who is a member of the academic team at the university. The clinical aspects of the programme are documented in the students' clinical e-portfolio and it is a requirement of the programme that students take ownership of this portfolio throughout the programme in line with professional requirements to maintain lifelong learning and to monitor and ensure clinical progress and competence.

Learning is based within academic study and professional practice, and the programme team collaborates with experienced clinical MRI practitioners. These practitioners perform key roles in helping to maintain the currency and relevance of the programme through their involvement in curriculum planning and delivery as well as providing mentorship support for students during placement blocks.

Learning and assessment are considered as interrelated, as the assessments enable students to demonstrate the extent to which they have achieved the learning outcome of modules and the programme of study overall. Students are supported throughout the assessment process, and formative and summative assessment will be undertaken, and will be an integral part of the academic and Qualificatory Clinical Practice module (HMSR9040) for MRI.

There are extensive opportunities within the clinical sphere, evidenced within the clinical portfolio in the form of reflective practice, for students to engage with inter-professional learning. Examples of how this might be achieved are: through other imaging modalities/radiology reporting sessions within an imaging department or reflective practice based on working with the multi-disciplinary team (MDT) on clinical placement.

A wide range of assessment methods are used which are clinically relevant and aligned to programme and module level learning outcomes.



Intellectual, professional and key transferable skills are central to learning opportunities and assessment. Successfully undertaking modules on this programme will enhance opportunities for students in their professional careers.

## **Student Support**

We provide responsive learner support that promotes student success. Our approach to learner support is designed to support achievement and progression, champion inclusivity and accessibility, prepare you for opportunities beyond study, and promote independence and resilience, enabling you to achieve your potential.

As a student of the University of Cumbria, you will be taught by academics and expert practitioners who facilitate learning through structured inquiry. You will be provided with access to high quality academic resources through physical and digital libraries and will be supported to develop skills that enable you to become a critical, reflective, discerning and independent learner and researcher.

### **Induction**

There are a range of induction materials on the programme Blackboard site. In addition, you will be offered an induction to the programme on commencing the postgraduate certificate.

Induction portfolios are available from the New Students My.Cumbria page:

<https://my.cumbria.ac.uk/Student-Life/New-Students/>

- Postgraduate Induction Portfolio
- International Induction Portfolio

### **Personal Tutoring**

You will also be allocated a Personal Tutor. Your Personal Tutor will be proactively involved in the delivery of your programme and will have contact with you throughout your time at the University. They will support your learning and development, including through tutorials, Progress Reviews and other support as outlined in the Personal Tutoring Policy.

### **Personal Development Planning**

Personal development planning is integral to the programme. The assessment of clinical skills is also an integral part of the course. All students must complete a clinical portfolio, which consists of a number of sections which must be completed, as part of each clinical practice module and evidenced in the portfolio, to ensure the student is safe and proficient in practicing in the MRI environment.

The Portfolio will also demonstrate that the student is progressing during their training, in-line with professional body requirements for lifelong learning and continued professional development. You will be required to demonstrate proficiency in pre-defined areas of current clinical practice. This will be assessed in a number of ways, which must then be recorded in the clinical portfolio. At the end of each clinical module the module leader and the lead mentor must agree that you have made satisfactory progress to continue with the course.

The main components for the assessment are the 'Record of Clinical Proficiency' (RCP) and 'Clinical Assessment of Practice' (CAP). It is expected that the clinical portfolio will be developed into the student's initial continuous Professional Development portfolio (PDP) which also includes evidence of professional development and reflective practice.

### **Library Services and Academic Skills**

The Library home page can be accessed here: <https://my.cumbria.ac.uk/Student-Life/Learning>.

Module leaders will collaborate with Library Services to ensure that your online reading and resource lists are current and items are available via the library discovery tool OneSearch. In order to maximise access, availability and usefulness, ebooks and electronic journal titles will, in most cases, be prioritised. You can access a wide range of electronic and print content using [OneSearch](#) and you can find out more about key texts, databases and journals for your subject by accessing the library's [subject resources webpages](#). Where appropriate, module reading and resource lists will be made available to you electronically on Blackboard using the University's [online reading and resource list system](#).

Each campus library has a dedicated webpage. Check out local information about opening hours, reserving books, using self-service kiosks, printing and photocopying, booking study spaces and more. <https://my.cumbria.ac.uk/Student-Life/Learning/Libraries/>

An [Ask a Librarian](#) service runs from 17:00 - 09:00 weekdays and round the clock on weekends and holidays. This means you can get professional help using about library services, finding information, referencing and searching, even when the library is closed. <https://my.cumbria.ac.uk/Student-Life/Learning/Libraries/Ask/>

The [Skills@Cumbria](#) service can help support your academic, library and digital skills and success throughout your programme. It includes a suite of [online self-help resources](#) accessible 24/7 via the University's website and Blackboard site.

The [Student Enquiry Point](#) is a simple way to contact Library and [Skills@Cumbria](#) Services. Additional skills support for students is offered via:

- [Workshops](#)
- [Appointments](#)
- [Webinars](#)
- [Learn Well at Cumbria](#)
- [Study from Home Webpage](#)
- [Digital Capabilities](#) and [LinkedIn Learning Pathways](#)

[Head Start to Postgraduate Study](#): This free online pre-entry Master's level course is available free of charge through Blackboard. It provides a useful insight into the academic requirements of study at postgraduate level, including advice from academic tutors and current students, and an opportunity to refresh and develop the library, academic and digital skills for this level. It is recommended to students who are about to start their PG qualification.

The module is accessible via Blackboard on a self-enrol basis, where you receive badges and certificate of completion, or there is a non-certificated open access version available via the [Head Start webpage](#).

### **Student Support Services**

The [Student Enquiry Point](#) is a simple way to contact Student Services. Using the Student Enquiry Point tile on the Student Hub you can submit an enquiry to any of the Student Services teams, which includes:

- [Careers and Employability](#)
- [Chaplaincy](#) for faith and spiritual wellbeing
- [Mental Health and Wellbeing](#)
- [Digital Skills](#)

- [Disability and Specific Learning Difficulty \(SpLD\)](#)
- [International Student Support](#)
- [Library](#)
- [Money Matters](#)
- [Safeguarding](#)
- [Skills@Cumbria](#)
- [Sports and Fitness Facilities](#)
- [University Student Accommodation](#)

**Further support and guidance, including EDI and Safeguarding:** We are an inclusive community, committed to supporting and learning from each other, find out more about [Equality, Diversity and Inclusion \(EDI\)](#). Depending on the nature of your course, you may well already know about or be learning about safeguarding in a professional context and to find out about the University of Cumbria's safeguarding policy and procedures visit: [Safeguarding](#).

### **Student Voice**

As a student at the University of Cumbria you automatically become a member of the Students' Union. The Students' Union represents the views and interests of students within the University.

The Students' Union is led by a group of Student Representatives who are elected by students in annual elections. They also support approximately 400 Student Academic Reps within each cohort across the entire University. The Students' Union represent the views of their cohort and work with academic staff to continuously develop and improve the experience for all University of Cumbria students. You can find out more about who represents you at [www.ucsu.me](http://www.ucsu.me).

You can email at any time on [studentvoice@cumbria.ac.uk](mailto:studentvoice@cumbria.ac.uk).

### **IT and Technical Support**

Technology is an invaluable asset when it comes to studying, so it's important you know how to make the most out of the excellent [IT facilities](#) we have available. Our aim is to ensure you can access university electronic resources from anywhere or any device, whether on or off campus. The [Student Hub](#) is your one-stop gateway to all University systems, Outlook email, and OneDrive.

Whether you consider yourself a computer expert or you're not confident about your IT skills, we're always around to ensure you get the level of support you need. We have a wealth of information and support available on the [IT Services website](#) and have a dedicated IT Service Desk where you can talk to someone by phone or log your question online from anywhere, at any time.

### **University Cumbria Students' Union (UCSU) Student Support**

UCSU offers a free, independent and confidential advice service to all students. They can help with things like academic appeals, extenuating circumstances or if you're considering a formal complaint. UCSU are also on hand to represent you in any formal meetings, for example in malpractice panels or fitness to practice meetings. Appointments are telephone based and can be booked at [www.ucsu.me/support](http://www.ucsu.me/support).

<b>Programme Curriculum Map</b>					
<b>Academic Level</b>	<b>Module Code</b>	<b>Module Title</b>	<b>Credits</b>	<b>Module Status*</b>	<b>Programme Outcomes achieved</b>
7	HMSR7070	Magnetic Resonance Practice 1	20	Core	K 1-6; S 1-5
7	HMSR7080	Magnetic Resonance Practice 2	20	Core	K 1-6; S 1-5
7	HMSR7090	Magnetic Resonance Practice 3	20	Core	K 1-6; S 1-5
7	HMSR9040	Magnetic Resonance Clinical Practice	0	Qualificatory	K 1-6; S 1-5
7	HMSR7110	Negotiated Learning in MRI (Single Weighted Module)	20	Optional	K 7,8,9,10,11,12; S 6-8
7	HMSR7100	Advanced Clinical Applications and Management in MRI	20	Optional	K 7,8,10,11,12; S 6-8
7	HMSU7074	Research Methods	20	Core	K 7,9,10; S 6,7
7	HMSR7130	Negotiated Learning in MRI (Double Weighted Module)	40	Optional	K 7,8,9,10,11,12; S 6-8
7	HMSU7076	Dissertation (60 credits)	60	Core	K 13-14; S 9-11
<b>Notes</b>					
<p>This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes.</p> <p>Optional modules may be subject to availability and viability. If we have insufficient numbers of students interested in an optional module in any given academic year, this may not be offered. If an optional module will not be running, we will advise you as soon as possible and help you choose an alternative module. Optional modules are normally selected 3 - 5 months in advance.</p>					

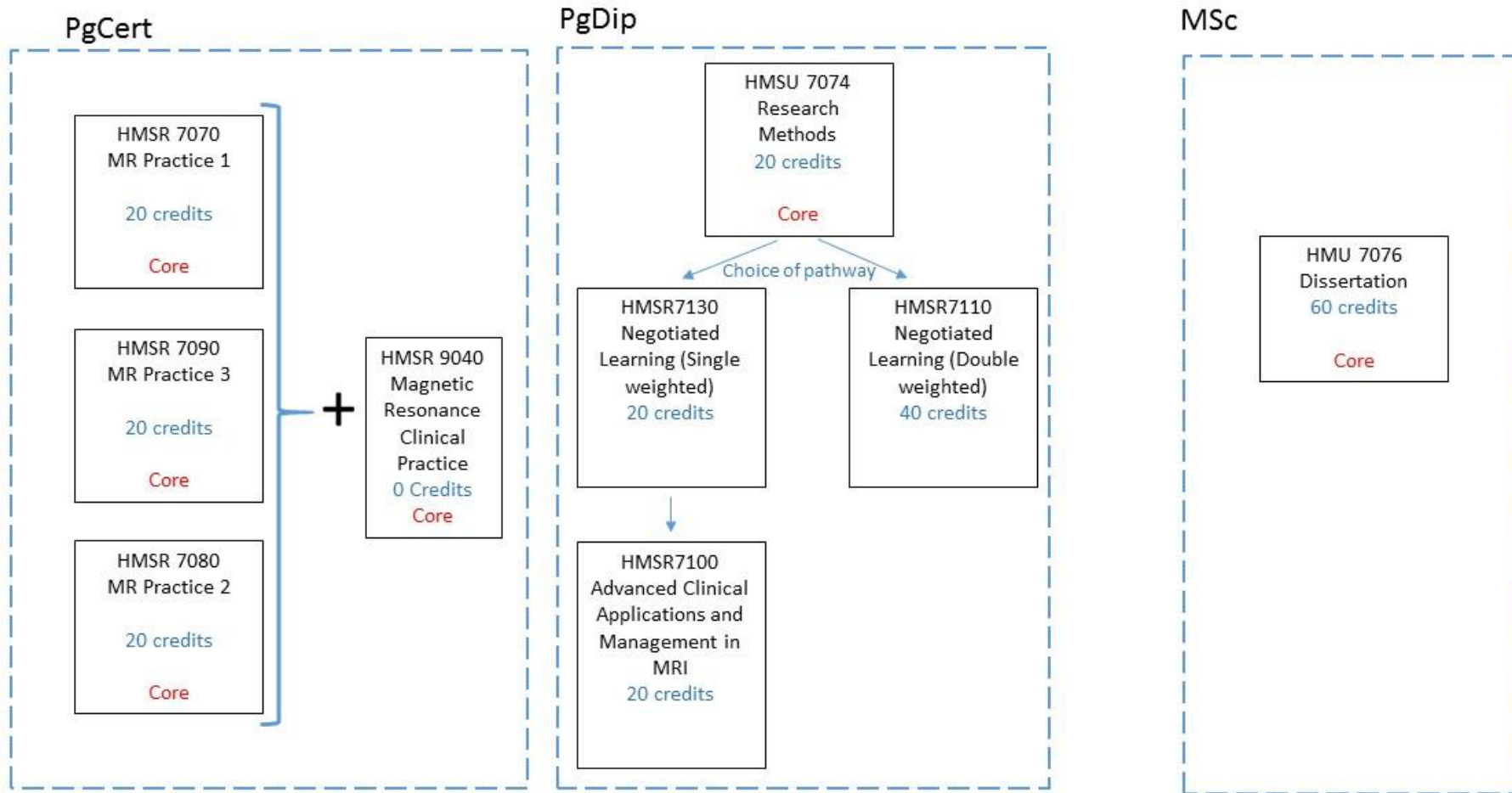
Where a student has not succeeded in their programme, they will not be permitted to re-register on the same programme

**\* Key to Module Statuses**

Core Modules	Must be taken and must be successfully passed.
Optional Modules	Are a set of modules from which you will be required to choose a set number to study. Once chosen, it may possible to condone/compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed).
Qualificatory Practice Units	These are non-credit-bearing pass/fail components that are used to satisfy relevant professional, statutory or regulatory body professional requirements that are associated with the programme. These units must be successfully completed in order to pass the award but do not affect the final degree classification. An alternate award is available if you are not successful in the QPU element of your programme.

<b>Programme Delivery Structure: Part Time</b>					
<b>Module Code</b>	<b>Module Title</b>	<b>Delivery Pattern</b>		<b>Method(s) of Assessment</b>	<b>Indicative Assessment Deadline</b>
		<b>Sept – Dec</b>	<b>Jan – May</b>		
HMSR7070	Magnetic Resonance Practice 1	Sept-Dec		1 3000 word written assignment; 1 2000 word portfolio	November / December
HMSR7080	Magnetic Resonance Practice 2	Jan-May		1 3000 word project work; 1 2000 word portfolio	April
HMSR7090	Magnetic Resonance Practice 3	Extended		1 2500 word report; 1 2500 word written assignment	July
HMSR9040	Magnetic Resonance Clinical Practice	Year-long		Qualificatory. Formative: Two online tests, clinical portfolio, OSCE	Completed by September
<p><b>Students exiting at this point with 60 credits and a pass in the clinical practice module (HMSR9040) could receive a PGCert Medical Imaging (Magnetic Resonance Imaging).</b></p> <p><b>In the case of a student successfully passing 60 academic credits but a failure in the clinical practice module (HMSR9040), they may receive a PGCert The Theory of Medical Imaging MRI award.</b></p>					
HMSR7110	Negotiated Learning in MRI (Single Weighted Module)	Year - long		1 4000 word equivalent project work	Negotiated with supervisor

HMSR7100	Advanced Clinical Applications and Management in MRI	Sept-Dec	1 2500 word written assignment ; 1 2500 word project work	November
HMSU7074	Research Methods	Jan-May	1 4000 word written assignment	March
HMSR7130	Negotiated Learning in MRI (Double Weighted Module)	Year - long	1 8000 word project work	Negotiated with supervisor
<p><b>Students exiting at this point with 120 credits and a pass in the clinical practice module (HMSR9040) could receive a PGDip Medical Imaging (Magnetic Resonance Imaging).</b></p> <p><b>In the case of a student successfully passing 120 academic credits but a failure in the clinical practice module (HMSR9040), they may receive a PGDip The Theory of Medical Imaging MRI award.</b></p>				
HMSU7076	Dissertation	Year-long	1 15,000 word dissertation	Negotiated with supervisor
<p><b>Students exiting at this point with 180 credits and a pass in the clinical practice module (HMSR9040) could receive an MSc Medical Imaging (Magnetic Resonance Imaging).</b></p> <p><b>In the case of a student successfully passing 180 academic credits but a failure in the clinical practice module (HMSR9040), they may receive an MSc The Theory of Medical Imaging MRI award.</b></p>				



If the required academic credit is achieved, but not the clinical element (HMSR 9040 Magnetic Resonance Clinical Practice) you may be awarded one of the exit awards: PgCert, PgDip, MSc 'The Theory of Medical Imaging MRI'



## Exceptions to Academic Regulations

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes with no exceptions due to the requirements of professional bodies.

## Methods for Evaluating and Improving the Quality and Standards of Learning

### Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods

- Module Evaluation
- Programme Validation and Periodic Review
- Annual Monitoring
- Peer Review of Teaching
- External Examiner Reports
- Clinical Placement Evaluations
- Online Forums (Blackboard etc)
- Student Module Evaluations (given to students on completion of each academic module)
- Personal Tutor meetings with feedback to Module and Programme Leads
- Informal discussion with students
- Staff-Student Forum Meetings (SSFs)
- Student Success and Quality Assurance Committee (SSQAC)
- Stakeholder and Steering Group meetings
- Module Assessment Boards
- University Assessment Board

### Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: Students, graduates, employers, placement and work-based learning providers, other stakeholders, etc.

- Staff Student Forum
- Module Evaluation Forms
- Programme Evaluation: National Student Survey, UK Engagement Survey
- Module/Programme/Personal tutorials
- Meetings with External Examiners
- Ad hoc clinical visits from link academic tutor to placement sites to ensure programme/student/placement requirements are being met.

### Date of Programme Specification Production:

October 2022

<b>Date Programme Specification was last updated:</b>	November 2022
<b>For further information about this programme, refer to the programme page on the University website</b>	

<b>The following information has implications for potential international applicants who require a Student Visa to study in the UK</b>	
<b>Is the placement requirement more than 50% of the programme?</b>	Yes
<b>If yes, what % of the programme is the placement requirement?</b>	<i>80% (minimum)</i>
<b>If yes, is the amount of placement a statutory requirement to meet Professional, Statutory or Regulatory Body (PSRB) or Department of Education requirements?</b>	Yes