Programme Specification

University of Cumbria

Programme Title and Name of Award	BSc (Hons) Diagnostic Radiography (top-up)		
Academic Level	6	**Total Credits**	120
Professional Body Accreditation / Qualification	On completion of the programme graduates will be eligible to apply for registration with the HCPC as a Diagnostic Radiographer. The College of Radiographers (CoR) has issued professional accreditation to this programme		
Date of Professional Body Accreditation	HCPC: 02.11.2021 CoR: 09.12.2021	**Accreditation Period**	HCPC: open-ended approval, subject to satisfactory monitoring CoR: The approval period is 5 years with effect from December 2021
UCAS Code	B821		
HECoS Code	Diagnostic Imaging 100129		
Criteria for Admission to the Programme	<u>Foundation Degree and UDip Radiographer AP Bridging Course</u> This Top-Up course is the final step in Assistant Practitioners (APs) meeting the necessary professional body standards of proficiency of a Diagnostic Radiographer. As such, APs applying for this course will need the relevant qualification required to work as an Assistant Practitioner (normally an FdSc), and relevant work-based experience of 2 years minimum. They will also need to study the Radiographer AP Bridging course prior to this Top-up element which enables them to meet the knowledge, skills and behaviours required. Exceptions to this will be considered on a one to one basis for example, an AP who has completed 2 years (240 credits) of a BSc (Hons) Diagnostic Radiography degree may be able to join directly onto the Top-Up course if they meet all the required entry criteria and in line with the University's APL process. Applicants must have the support of a relevant employer to be able engage with this programme Applicants will need to supply two satisfactory references and will be invited for an interview. DBS requirements will be maintained through their employer.		

	The University's standard criteria for admissions apply. Please refer to the Applicant Information pages of the University website for more information. For APL, please refer to the University website.
	Detailed criteria for admission to this programme can be found on the programme webpage: https://www.cumbria.ac.uk/study/courses/undergraduate/bsc-diagnostic-radiography-top-up/
Teaching Institution	University of Cumbria
Owning Institute	Health
Programme delivered in conjunction with	Health Trusts and Independent Sector Health Providers
Principal Mode of Delivery	Blended Learning
Pattern of Delivery	Full-time with block release.
	This programme may also be made available on an infill part-time basis at the discretion of the academic programme leader. In such cases, you will study modules alongside the full-time cohort(s) that are running at the time

Total weeks of study:	52 (Maximum)
Delivery pattern:	Bespoke.
Standard semester dates:	No

Delivery Site(s)	Lancaster/Carlisle (Fusehill)
Programme Length	1 Year
Exit Awards	You may be awarded one of the following Exit Awards if you fail to achieve the requirements of the full programme.
	BSc Diagnostic Imaging Theory.
	This title is awarded for students who are not able to achieve clinical competence and therefore are unable meet the relevant professional body standards required for registration as a Diagnostic Radiographer in the UK.
Period of Approval	November 2021 – July 2026
	HCPC approval granted at ETC on 02.11.2021 is open-ended, subject to satisfactory monitoring
	CoR approval period is 5 years with effect from December 2021 re-approval required by December 2026

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: https://www.cumbria.ac.uk/common-site-assets/errors/404/?requested=/study/courses/undergraduate/bsc-diagnostic-radiography-top-up

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

This is a highly innovative programme which allows Assistant Practitioners working within the medical imaging sector to progress their qualifications and skills to meet the professional body requirements. On completion of the programme they can apply for registration as Diagnostic Radiographer with the Health and Care Professions Council (HCPC).

To apply you will usually need to be a radiography assistant practitioner who has completed a foundation degree but the course may also be attractive to applicants who have attained 240 CATS credits in relevant subjects and have attained at least two years relevant clinical experience.

To apply you will need to have broadly achieved the same level of qualification and experience as a student who has successfully completed year two of the full time BSc (Hons) Diagnostic Radiography programme run by the University. Prior to this course you may also need to study the UDip Radiography Assistant Practitioner Bridging Course. You can provisionally start the Top-up programme pending results of this bridging course, however you will not be able to continue with the programme should this element be failed.

This Programme reflects the current expectations of employers from first post radiographers. You will graduate with a range of radiographic skills which will enable you to be employed within the healthcare setting and a knowledge base that prepares you to enter the radiography profession fit to practice.

The programme has modular teaching in a block approach to encourage focus on particular subject areas and to allow for a spread of assessments throughout the year. The work-based elements of the programme will offer you variety of experiences ensuring your competence. A key feature of the programme is its ability to allow you to gain experience in enhancing your skills in a given imaging modality whist still attaining the broad set of threshold competences required by the regulator. Students who qualify from this programme will therefore be sought after by employers both in the NHS and independent care settings because they are fit for purpose, ready for their first post in medical imaging and are an informed prepared professional able to work within a given scope of practice within a defined clinical context.

The course is very attractive to employers as they can recruit existing employees or individuals from their local community and current workforce. As a student progressing through the system you are more likely to stay and work with the employers who have invested in their education on completion of your studies. At present there are a growing number of assistant practitioners in the medical imaging workforce, many of whom have achieved generic health and social care foundation degrees, and who are currently working within the medical imaging setting. Many of these individuals wish to develop their education to achieve full practitioner status. This course meets that need.

The Health and Care Professions Council (HCPC)

Programmes of study such as this that prepare students for the profession of Radiography are subject to statutory regulation provided by the HCPC which must be achieved and maintained by Higher Education Institutions (HEIs) including their associated clinical practice environments. The University has received formal approval that this programme meets the relevant standards of the HCPC. Students must achieve the Standards of Proficiency to be eligible to apply for HCPC registration on the completion of the programme.

College of Radiographers (CoR)

The College of Radiographers provide professional accreditation for the programme. Standards to be achieved are articulated in the **Learning Development Framework** and associated documents pertaining to clinical placements.

The programme has been developed in close consultation with employers and has taken into account the current needs of the profession and it aims to address workforce shortages. It will provide an additional entry stream into the radiography profession and will offer significant benefits by widening access to a large group of individuals who are not able to study radiography under the existing arrangements. In addition, it will allow employers to 'grow their own' workforce by progressing and upskilling Assistant Practitioners through a flexible educational system to progress to radiography level and meet the needs of current imaging departments.

Programme Learning Outcomes

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

1. Demonstrate their interest, knowledge and understanding of the continually changing and expanding field of medical diagnostic imaging.
2. Learn in both the academic and clinical settings demonstrating levels of achievement whilst being supported within those environments.
3. Graduate with a realistic and professional attitude to the current working environment and an understanding of the dynamic and changing nature of their clinical role.
4. Be resilient, proficient communicators whose values are centred around effective and compassionate patient care.

5. Continue learning throughout their professional life (CPD) assuring a competent, informed member of the healthcare team.
6. Be critically reflective practitioners who engage in safe and effective 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 6: (Usually Year 3 undergraduate), you will be able to demonstrate that you have the ability:

- To critically review, consolidate and extend a systematic and coherent body of knowledge.

- Critically evaluate concepts and evidence from a range of resources.

- Transfer and apply subject-specific, cognitive and transferable skills and problem-solving strategies to a range of situations and to solve complex problems.

- Communicate solutions, arguments and ideas clearly and in a variety of forms.

- Exercise considerable judgement in a range of situations.

- Accept accountability for determining and achieving personal and group outcomes.

- Reflect critically and analytically on personal and workplace experience in the light of recent scholarship and current statutory regulations.

Programme Outcomes – Knowledge and Understanding

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

The learning outcomes described below are taken directly from the Health and Care Professions Council (HCPC) Standards of Proficiency for Radiographers.

After 120 credits of study (BSc Hons) you will be able to *critically appraise theory and practice of each of the standards in relation to medical imaging practice as well as the operation of wider health services.*

K1. Be able to practise within the legal and ethical boundaries of their profession (SoP 2013:2)

K2. Be aware of the impact of culture, equality, and diversity on practice (SoP 2013:5)

K3. understand the importance of and be able to maintain confidentiality (SoP 2013:7)

K4. Be able to maintain records appropriately (SoP 2013:10)

K5. Be able to reflect on and review practice (SoP 2013:11)

K6. Be able to assure the quality of their practice (SoP 2013:12)

K7. Understand the key concepts of the knowledge base relevant to radiography (SoP 2013:13)

K8. Be able to draw on appropriate knowledge and skills to inform practice (SoP 2013:14)

K9. Understand the need to establish and maintain a safe practice environment (SoP 2013:15)

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

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

The learning outcomes described below are taken directly from the Health and Care Professions Council (HCPC) Standards of Proficiency for Radiographers.

After 120 credits of study (BSc Hons) you will be able to *critically appraise theory and practice of each of the standards in relation to medical imaging practice as well as the operation of wider health services.*

S1. Be able to practise safely and effectively within their scope of practice (SoP 2013:1)

S2. Be able to maintain fitness to practise (SoP 2013:3)

S3. Be able to practise as an autonomous professional, exercising their own professional judgement (SoP 2013:4)

S4. Be able to practise in a non-discriminatory manner (SoP 2013:6)

S5. Be able to communicate effectively (SoP 2013:8)

S6. Be able to work appropriately with others (SoP 2013:9)

S7. Be able to assure the quality of their practice (SoP 2013:12)

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:

The Health and Care Professions Councils Standards of Proficiency for Diagnostic Radiographers (2013)

Standards of Education and Training (2014)

The College of Radiographers Learning and Development Framework (2013)

NHS People Plan for 2020/21

Diagnostics: Recovery and Renewal – Report of the Independent Review of Diagnostic Services for NHS England (2020).

The NHS constitution 2015

UoC Strategic Plan

UoC Learning, Teaching and Assessment Strategy

UoC Academic Regulations and Academic Procedures and Processes

University Placement Policy for Healthcare Professionals

Business Plan for the Institute of Health

Graduate Prospects

Radiography and Medical Imaging are dynamic and rapidly expanding areas within global health service provision. There is a sustained and year on year increase in the number of referrals for medical imaging procedures. Both MRI and CT scan referrals are currently growing at more than 10% per year and there is a proliferation in the number of scanners being commissioned. All other medical imaging modalities are also seeing increases in demand. In 2018 the College of Radiographers reported 9% vacancy rate within the profession due to workforce shortages. A graduate from this programme will be in high demand both in the UK and internationally.

On completion of the programme many graduates will go on to undertake post-graduate masters level qualifications, e.g. reporting, ultrasound, MRI, which could support an application for an advanced practitioner role.

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.

Learning and Teaching

Learning and teaching methods are designed to:

- instil the values of the NHS Constitution as fundamental in the delivery of care to patients and their relatives and carers

- be student-centred, flexible and modern whilst being challenging and stimulating

- support different learners' needs at different stages of development

- be fully supported by, and integrated with, technological approaches such as the Blackboard virtual learning environment (VLE)

- actively ensure the linkage of theory with practice via the teaching team who have close links with the clinical environment and engage is a variety of professional networks.

- utilise multiple aspect of simulated practice to enhance application of learning

- explicitly consider, value and incorporate public and patient perspectives, involving public, patients and carers directly in formative assessment and the assessment of fitness to practise

- to be fair, objective and impart academic rigour to the teaching and learning processes

- develop the student as independent and self-directed, inculcating the ethos of lifelong and reflective learning

- develop the student's abilities to learn effectively and progress academically, performing academically at level 6 in terms of achieving the programme aims and outcomes through a variety of assessments, including an in-depth evidence based literature review as well as the demonstration of student mentoring skills and leadership

Delivery Arrangements and Attendance

Proposed delivery arrangements – indicative only, with bespoke delivery to be confirmed at a later stage in partnership with employers.

- 4x 2-day blocks of teaching on a University campus

- 8x 3-day blocks of teaching delivered virtually through a mix of pre-recorded and live sessions

- Work-based learning to take place at the students' normal place of employment

All teaching sessions, including those delivered during attendance blocks, are compulsory and will be monitored via your Personal Tutor meetings.

Summative and Formative Assessment

Modules use formative and summative assessment so that students' progress through a module in a structured and constructive way and build knowledge for practice in a coherent and logical way. Formative assessments are designed so that feedback on the individual student's performance is provided prior to the submission of the final, summative assessment – though this does not contribute to the final module mark or the credit awarded. The wordage – or equivalent – for both formative and summative assessments is counted towards the whole module assessment wordage. Repetition of assessments methods, where appropriate, are used to allow for students to progress based on feedback received. For example, written assignments are used in the HMSD6019 and HMSD2024 assessments whilst OSCE assessments are used for both HMSD6018 and HMSD6020.

The learning and teaching strategy is based on the philosophy that Radiographers occupy a privileged position within society. Patients, clients and members of the public have the right to expect the highest standards of professional behaviour; Radiography lecturers and clinical partners are gatekeepers for the profession and safeguard entry to it. Training to be a Radiographer, whilst working and studying for this highly valued qualification is a challenging and stimulating process, on both personal and professional levels. The programme is designed to ensure that theory and practice are clearly linked throughout in order to enhance patient care. This includes the requirement for students to demonstrate the appropriate professional attitudes, values and character throughout their written work, their time on placement, and conduct on the programme.

A variety of different assessment methods are employed to provide a valid evaluation of the particular skills, knowledge and behaviours described in the professional body standards. For example, Image evaluation and pathology recognition are assessed by computer-based assessments in which you are required to view and discuss images. Your interpretation of complex clinical scenarios will be assessed via oral examinations which develop and challenge your ability to hold

professional discussions with service users and colleagues in both the medical imaging sessions and the wider interdisciplinary context.

The application of research module will challenge you to critically review practice and challenge poor practice within medical imaging and use the latest research and evidence in order to allow you to formulate persuasive arguments. This will enable you to make recommendations to enhance service provision and patient care.

Service User Engagement in the Development of the Programme

Input from service user groups provided the course development team with a strong steer to include opportunities and experiences which enable those studying the programme to engage with service users and explore their experiences good and bad care. This has been included in the programme as well as shaping the assessment strategy e.g., the HMSD6019 patient interview and reflection.

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

You will receive an initial induction pack to work through remotely which will ensure you are able to engage with university systems and access the virtual learning environment.

The first few days of the course will involve a full induction covering: the Blackboard virtual learning environment, course structure & assessments, module introduction, academic regulations, clinical assessments, the clinical portfolio including PebblePad, learning information support systems & services. One to one meetings with personal tutors (PT) will be used to which will introduce wider pastoral support systems). Any students with disabilities or individual learning needs will also have meetings with the relevant support services.

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. The majority of tutorials will be delivered remotely due to the diverse geographical locations of students on the course. However, there will also be flexibility during attendance weeks for students who would prefer tutorials in-person.

Personal Development Planning

Personal Development Planning is incorporated into the programme at all stages. You will undertake regular reviews with your personal tutor and the employer in which all aspects of your development is considered. This includes your clinical skills development, academic skills and we will encourage you to think about your longer term career aspirations and which aspects of the course could help you to develop your professional interests.

Library Services and Academic Skills

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. Additional skills support for students is offered via:

- [Workshops](#)
- Email: skills@cumbria.ac.uk
- [Appointments](#)
- [Webinars](#)
- [Learn Well at Cumbria](#)
- [Study from Home Webpage](#)
- [Digital Capabilities](#) and [LinkedIn Learning Pathways](#)

[Head Start Plus](#): Head Start Plus is also an online skills development course, designed to support students who are about or who have just started study at level 5 or 6 (2nd and 3rd year undergraduate). This course is particularly recommended to students who may not have studied at HE level for some time or who are transitioning into the higher HE levels. The course provides a useful refresh on academic skills and practice and an insight into the expectations of tutors at those levels.

This course is free and available via the Open Education Platform powered by Blackboard. To access the course, follow the link to https://openeducation.blackboard.com/cumbria and set-up a free account with Open Education. Once logged on, select the course free of charge and work through it at your own pace.

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.

Student Support Services

[Accommodation](#): Information for all our residential students and advice for those looking to rent private accommodation. You can follow the team via instagram: [UoC Accommodation](#)

[Careers and Employability](#): The Careers and Employability team is here to help you with all things career-related. Through the career hub [My Career Enriched](#), you can:

- find graduate jobs, part-time work, work experience, industry placements and paid internships;
- book one-to-one careers advice appointments with one of the team;
- book onto careers fairs and employability events where you can meet employers;
- attend practical workshops on CVs, applications, interviews, success in your chosen sector; options with your degree, job search skills and more;
- send in your CV or application form for tailored feedback;
- complete mini online courses in Pathways to improve your employability skills.

Career Ahead+ is the University of Cumbria's Employability Award. Completing Career Ahead+ will help you recognise and develop your skills, providing a greater opportunity for you to get the job you want when you graduate. The award is based on what employers look for in an ideal candidate, in relation to skills, knowledge and experience. You will be supported with career direction, gaining experience, and providing all the skills needed to complete the perfect application and be successful in that all important job interview. Contact careerahead@cumbria.ac.uk or visit www.cumbria.ac.uk/careerahead for more information.

[Chaplaincy](#): Our chaplaincy provides a safe place, a listening ear and personal support to all students and staff, regardless of beliefs.

[Disability and Specific Learning Needs](#): The University is committed to ensuring you are able to participate effectively in your chosen programme of study and all areas of University life. The University defines disability broadly, including:

- mobility impairments
- sensory impairments
- medical conditions
- autism (ASD)
- specific learning difficulties (SpLD's such as Dyslexia or Dyspraxia)
- mental health conditions.

[Health and wellbeing](#): Our team forms part of Student Services. Your physical, emotional and psychological well-being are key aspects of living and learning well. The Health and Wellbeing page links to various sources of support, including how to self-refer to the mental health and well being service for appointments. We've highlighted a couple of specifics to get started:

- Register for [Together All](#) an anonymous and stigma free environment where you map your own path to well-being with peer support.
- Sign up to our health and well-being blog: [Live Well at Cumbria](#).

[UoC Active](#): Staying physically fit and well makes a huge difference to psychological wellbeing and to our abilities to study. Check out Sport facilities at UoC Active.

[International Student Support](#): Finding your way in a new country or culture can be challenging. International Student Support welcomes you and will be in touch throughout your stay. We encourage you to contact us if you have any questions or need support: intss@cumbria.ac.uk

[Money Advice](): The Money Advice Service are here to help you plan your finances and manage your money whilst studying. We also provide information to help you to manage your money more effectively. Our Advisers are based across the University and are here to help with money issues. We run workshops as well as offering one-to-one advice via telephone on taking control of your finances and gaining financial skills which can last for life.

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]().

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

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]().

Programme Curriculum Map

Academic Level	Module Code	Module Title	Credits	Module Status*	Programme Outcomes achieved
6	HMSD6020	Image Evaluation (Core Radiography Module)	20	Core	K1, K7, S1, S3.
6	HMSD6011	Applying Research to Enhance Professional Practice	20	Core	K1, K5, K7, K8.
6	HMSD6018	Focussed Radiological Practice 1 (Theory)	20	Core	K7, K8, K9, S7.
6	HMSD6019	Focussed Radiological Practice 2 (Work Based)	20	Core	S1-S7, K1, K3-K9.
6	HMSD6022	Applied Clinical Radiography	20	Core	S1-S7, K1-K9
6	HMSD6024	Preparation for Professional Practice – the radiographer in the wider context of healthcare	20	Core	K1-K9

Notes

The clinical pathway placements associated with the HMSD6018/9 modules may be subject to availability and viability. The course team will ask you to express your preference as to which clinical modality you want to study and will endeavour to ensure a place is clinical place is available in that area though this cannot always be guaranteed. If a place is not available then a suitable alternative will be discussed with you.

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

All modules, including clinical elements, must be passed for the student to be eligible to apply for HCPC registration on successful completion of the entire programme.

Should a student fail any of these clinical elements (including the attendance requirement) they will be offered one opportunity for reassessment. Progression will be permitted if the initial assessment is not passed, however if the reassessment is not passed resulting in a confirmed fail, the student will be exited from the programme at the next University Assessment Board.

Students with confirmed fail in clinical modules may exit at the end of the of study period with a named award of BSc Diagnostic Imaging Theory.

Reassessment of failed clinical modules should occur as soon as possible, in line with handbook recommendations, to allow the student to demonstrate consolidation of technique and pass through the next available Module Assessment Board.

Only students completing the entire programme and who meet all the clinical competence requirements (as demonstrated by completion of the Clinical Portfolio) will be eligible for the target award of BSc (Hons) Diagnostic Radiography.

Students must maintain fitness to practise and their suitability for clinical placement throughout the programme.

Should a student exhibit non-professional behaviour, irregular attendance, continuing failure to make satisfactory clinical progress or dangerous practise, they will not be eligible to progress on the programme. In such cases the clinical placement/manager concerned will alert the programme leader. The Fitness to Practice (FtP) process will be actioned involving the professional lead/programme leader and either the personal tutor or clinical placement co-ordinator and a representative of the clinical department hosting the placement in line with the FtP policy.

This formal Health and Conduct Committee/FtP meeting will consider all appropriate evidence and the decision from this will be presented to the next available Module Assessment Board for consideration in relation to the student's ability to progress on the programme.

Should a student be excluded from a clinical placement or is dismissed by their employer, and that student has failed to follow advice offered in student support meetings or disciplinary meetings, the University will not be able to seek another clinical placement for the student to complete the clinical components of the programme.

* **Key to Module Statuses**	
Core Modules	Must be taken and must be successfully passed.

Programme Delivery Structure: Full Time				
Module Code	**Module Title**	**Delivery Pattern** Sept – Dec Jan – May June - Aug	**Method(s) of Assessment**	**Indicative week number of Assessment Deadline**
HMSD6018	Focussed Radiological Practice 1 (Theory)	Feb - Jun	OSCE	Week 17
HMSD6024	Preparation for Professional Practice - The radiographer in the wider context of healthcare	Feb - Aug	Poster Assignment	Week 27
HMSD6011	Applying Research to Enhance Professional Practice	Jun - Nov	Research Project	Week 41
HMSD6020	Image Evaluation (Core Radiography Module)	Feb - Jan	Presentation & OSCE	Week 48
HMSD6019	Focussed Radiological Practice 2 (Work Based)	Feb - Jan	Portfolio and Written Assignment	Week 50
HMSD6022	Applied Clinical Radiography	Feb (Year 1) – Feb (Year 2)	Clinical Portfolio & Presentation	Week 52
Students with 120 credits having completed the entire programme and met all the clinical competence requirements (as demonstrated by completion of the Clinical Portfolio) will be eligible for the target award of BSc (Hons) Diagnostic Radiography				

Exceptions to Academic Regulations

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes with the following permitted exceptions due to the requirements of the Health and Care Professions Council (HCPC).

All modules, including clinical elements, must be passed for the student to be eligible to apply for HCPC registration on successful completion of the entire programme.

Should a student fail any of these clinical elements (including the attendance requirement) they will be offered one opportunity for reassessment. Progression will be permitted if the initial assessment is not passed, however if the reassessment is not passed resulting in a confirmed fail, the student will be exited from the programme at the next University Assessment Board.

Reassessment of failed clinical modules should occur as soon as possible, in line with handbook recommendations, to allow the student to demonstrate consolidation of technique and pass through the next available Module Assessment Board.

Students must maintain fitness to practise and their suitability for clinical placement throughout the programme.

Should a student exhibit non-professional behaviour, irregular attendance, continuing failure to make satisfactory clinical progress or dangerous practise, they will not be eligible to progress on the programme. In such cases the clinical placement/manager concerned will alert the programme leader. The Fitness to Practice (FtP) process will be actioned involving the professional lead/programme leader and either the personal tutor or clinical placement co-ordinator and a representative of the clinical department hosting the placement in line with the FtP policy.

This formal HCC/FtP meeting will consider all appropriate evidence and the decision from this will be presented to the next available Module Assessment Board for consideration in relation to the student's ability to progress on the programme.

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 - Student Success and Quality Assurance Committee
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-	- Staff Student Forum - Module Evaluation Forms - Programme Evaluation: National Student Survey, UK Engagement Survey - Module/Programme/Personal tutorials - Meetings with External Examiners

based learning providers, other stakeholders, etc.	

Date of Programme Specification Production:	February 2021
Date Programme Specification was last updated:	10.12.2021

For further information about this programme, refer to the programme page on the University website

The following information has implications for potential international applicants who require a Tier 4 visa to study in the UK	
Is the placement requirement more than 50% of the programme?	Yes
If yes, what % of the programme is the placement requirement?	80%
If yes, is the amount of placement a statutory requirement to meet Professional, Statutory or Regulatory Body (PSRB) or Department of Education requirements?	Yes