

Programme Title and Name of Award	BSc (Hons) Diagnostic Radiography		
Professional Qualifications / Accreditation	On completion of the programme graduates will be eligible to apply for registration with the HCPC as a Diagnostic Radiographer.		
Academic Level	Level 6	Total Credits	360
UCAS Code	B821	JACS Code	B821
Criteria for Admission to the Programme	<p>Typically, 128 tariff points from maximum of 3 A Levels, to include A-Level in Science or Psychology at grade B (40 points) or above. Also to include evidence of study at GCSE level, achieving Grade C and above, in written English Language, Mathematics and Science. Reviewed on an annual basis and may be subject to change. Most recent information is on the website, please see the link below.</p> <p>For APL, please refer to the University website. Students may seek to gain accreditation for prior learning as outlined in the UoC APL procedures (Academic Procedures and Processes, Appendix 6)</p> <p>Detailed criteria for admission to this programme can be found on the programme webpage: http://www.cumbria.ac.uk/study/courses/undergraduate/diagnostic-radiography/</p> <p>The following additional requirements apply for entry to this programme:</p> <p>Evidence of a clinical visit/experience to a Radiology department.</p> <p>Students require enhanced DBS (Disclosure Barring Check) clearance or PVG (Protecting Vulnerable Groups) for placements in Scotland. This is undertaken once the student has accepted the provisional offer of a place on the programme.</p> <p>Students must complete a health questionnaire and undertake occupational health screening and fitness To practice clearance before undertaking clinical placements.</p>		
Teaching Institution	University of Cumbria		
Owning Department	Department of Medical and Sport Sciences		
Programme delivered in conjunction with	Health Trusts and private Health Providers		

Principal Mode of Delivery	Face to Face
Pattern of Delivery	Full Time
Delivery Site(s)	Lancaster and Fusehill campus
Programme Length	3 years. Maximum 7 years.
Higher Education Achievement Report (HEAR)	Upon successful completion of this programme, you may receive a Diploma Supplement/Higher Education Achievement Report (HEAR).
Exit Awards	<p>You may be awarded one of the following Exit Awards if you fail to achieve completion of the modules:</p> <p>Certificate Higher Education: Diagnostic Imaging Theory (120 credits)</p> <p>Diploma Higher Education: Diagnostic Imaging Theory (240 credits)</p> <p>BSc Diagnostic Imaging Theory (300 credits)</p> <p>BSc (Hons) in Diagnostic Imaging Theory (360 credits). No eligibility to apply for HCPC registration.</p>

Programme Features
<p>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.</p> <p>This programme has been updated to increase the time spent in the clinical environment to improve your communication and basic caring skills at an early stage, preparing you to begin placement within a radiology setting at a significant advantage.</p> <p>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 academic year.</p> <p>To maximise clinical experience there is a limitation to year group overlap in placement with the exception of year 1/year 3 where there is an overlap to aid your learning of mentorship.</p> <p>The placement sites you will be using offer a variety of experiences and environments and are facilitated by an experienced clinical tutor/lead mentor ensuring your competence.</p> <p>Students who qualify from this programme are sought after by employers both in the NHS and independent care settings because they are fit for purpose, ready for first post and are an informed prepared professional.</p> <p>The Health and Care Professions Council (HCPC)</p> <p>Programmes preparing 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), their associated clinical practice environments and the Standards of Proficiency which students must achieve to be eligible to apply for HCPC registration on the completion of the programme.</p> <p>College of Radiographers (CoR)</p> <p>The College of Radiographers provide professional accreditation for the programme. Standards to be</p>

achieved are articulated in the **Learning Development Framework** and associated documents pertaining to clinical placements. The CoR approve clinical placements and approve a maximum student placement capacity for each site (see Society of Radiographers Practice Placement Information).

Theory and practice time

The programme requirement is that the programme takes place over 125 weeks (normally over 3 academic years). These weeks are split so that you spend 22 weeks studying theoretical aspects of the curriculum and simulated practice within the University setting and 14 weeks in different aspects of clinical placement in year 1. In year 2 you will spend 18 weeks in University and 21 weeks in clinical placement including the option of 2 weeks' elective time. In year 3 you spend 10 weeks in University and 20 in placement which may be NHS or an Independent Healthcare provider. Whilst in clinical placement you will normally work a 33hour week according to a pattern determined by the clinical placement site. The 33hours/week may be averaged out over the placement block to allow for longer shifts. The number of hours worked in practice will be in keeping with UK employment law and will be similar in nature to the shift patterns worked by the Radiographers at the clinical placement site concerned.

You are expected to attend 100% of the programme and any deviation from this must be approved by the programme team. Procedures for sickness and absence must be adhered to as outlined in the Programme and Placement Handbooks. You should attend 100% of your clinical placements and it is expected that time lost (due to sickness etc) will be made up over the course of the academic year. The University recognises that you may not always be able to achieve a 100% attendance in practice placement so in this situation you will be able to progress from one year to the next providing satisfactory clinical progress has been demonstrated. This will be subject to approval by the Module Assessment Board and would be in exceptional circumstances. Such students will be subject to an agreed learning contract.

Whilst on placement you will undertake assessments and competencies which form part of the Clinical Portfolio. These exist to ensure you are progressing in the clinical environment. Should a student fail the portfolio they will not be eligible to progress on the programme and will become a 'confirmed fail' at the next Module Assessment Board. This means the student will need to leave the clinical department and if they intend to appeal the decision any further placement will be at the discretion of the clinical department.

Good health and good character

The public has a right to expect the highest possible standards of behaviour and professionalism from all of its radiographers, and that qualifying radiographers are fit to practise. This also relates to recruitment of students (see section 10), as well as conduct during the programme.

All students are expected to comply with the Health and Care Professions Council (HCPC) Guidance for Conduct and Ethics for Students: <http://www.hpc-uk.org/assets/documents/10002C16Guidanceonconductandethicsforstudents.pdf> and to demonstrate the skills, attitudes and behaviours that will enable them to comply with Standards of Conduct Performance and Ethics for Diagnostic Radiographers upon graduation: <http://www.hpc-uk.org/assets/documents/10003B6EStandardsofconduct,performanceandethics.pdf>.

Students are also required to comply with the College of Radiographers (CoR) Code of Conduct and Ethics <http://www.sor.org/learning/document-library/code-conduct-and-ethics> .

The University of Cumbria also has a Student Code of Conduct which all students are required to be familiar with and abide by: <http://www.cumbria.ac.uk/Public/LISS/Documents/Procedures/StudentCodeOfConductAndAdjudicationProcedure.pdf>

The University has developed a well-established Fitness to Practise Policy which is aligned to the HCPC/CoR and the Student Code of Conduct. You will be expected to read, familiarise yourself and

adhere to the requirements for professional behaviour and attitude at all times in university; clinical practice settings and in their personal/public life.

It is an HCPC requirement that prior to registration all applicants must demonstrate evidence of their good health and good character confirming their fitness to practise. Students will therefore be required to sign an annual declaration of their Good Health and Good Character thus demonstrating their continuing fitness to practice as a Student Radiographer this will be held in their personal file by the University.

Aims of the Programme

The overall aims of the Programme are:

To develop the students' interest, knowledge and understanding of the continually changing and expanding field of medical diagnostic imaging.

To enable the students to learn in both the academic and clinical settings demonstrating levels of achievement whilst being supported within those environments.

To enable the student to graduate 'first post ready' with a realistic and professional attitude to the current working environment.

To produce graduates who are resilient, proficient communicators whose values are centred around effective and compassionate patient care.

To encourage students to continue learning throughout their professional life (CPD) assuring a competent, informed member of the healthcare team.

To produce 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 4: (Usually Year 1 undergraduate), you will be able to demonstrate that you have the ability:

- To apply a systematic approach to the acquisition of knowledge, underpinning concepts and principles and deploy a range of subject specific, cognitive and transferable skills.
- Evaluate the appropriateness of different approaches to solving well defined problems and communicate outcomes in a structured and clear manner.
- Identify and discuss the relationship between personal and work place experience and findings from books and journals and other data drawn from the field of study.

At Level 5: (Usually Year 2 undergraduate), you will be able to demonstrate that you have the ability:

- To apply and evaluate key concepts and theories within and outside the context in which they were first studied.
- Select appropriately from and deploy a range of subject-specific, cognitive and transferable

skills and problem solving strategies to problems in the field of study and in the generation of ideas effectively communicate information and arguments in a variety of forms.

- Accept responsibility for determining and achieving personal outcomes.
- Reflect on personal and work place experience in the light of recent scholarship and current statutory regulations.

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 work place 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 (CertHE) you will be able to demonstrate an *understanding and basic application* the HCPC Standards of Proficiency (below):

- K1. Be able to practise within the relevant 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)

After 240 credits of study (DipHE) you will be able to *effectively apply the standards to theoretical and practical contexts*:

- 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)

After 360 credits of study (BA/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 (CertHE) you will be able to demonstrate an *understanding and basic application* the HCPC Standards of Proficiency (below):

- 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)

After 240 credits of study (DipHE) you will be able to effectively apply the standards to theoretical and practical contexts:

- 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)

After 360 credits of study (BA/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)

The Quality Assurance Agency for Higher Education Benchmark Statements for Diagnostic Radiography (2001).

The NHS constitution 2015

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

The programme learning and teaching strategy has been developed with reference to the University of Cumbria Learning and Teaching Strategy 2014-17.

A variety of teaching and learning methods are used throughout the programme. These are designed to match the learning outcomes and to provide every student with some experience of methods best suited to their own learning style, supporting the move to an independent and mature learner. All these features are key in reducing attrition and increasing student satisfaction.

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
- 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

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.

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.

Student Support

At the start of the programme you will have an induction programme during and for 1 week after welcome week and complete a passport of mandatory training (including manual handling, basic life support etc). All aspects have to be completed prior to your first clinical placement within the healthcare setting and your allocated Trust site. This induction will cover all aspects of professional practice and will clearly articulate the expectations of the public and professional bodies in relation to professional behaviours and expectations.

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 in all aspects of your education, clinical and academic learning as outlined in the Personal Tutor Policy.

You will see your Personal Tutor at the start of the programme and then an opportunity after each clinical placement. This means you have between 4 and 5 scheduled meetings per year depending upon which year you are in. You can make an appointment to meet your Personal Tutor at a mutually

agreeable time. During the scheduled meetings you will review all aspects of your clinical and academic progress, part of this process will be to review your Clinical Portfolio. This is a development portfolio which charts your professional development over the entire programme.

Your experience in clinical placement is also supported by a Link Tutor, allocated to the Trust you are placed in. Their role relates to supporting students, mentors/clinical supervisors and the Clinical Tutors within the placement sites.

You are also supported in the clinical environment by a Clinical Tutor/Lead Mentor, they are generally employed by the Trust you are placed in and demonstrate the partnership with the University and clinical departments.

Library and Student Services (LiSS)

Library and Student Services (LiSS) offer a wide range of support, including; access to library learning resources, academic skills, careers and employability, financial help, counselling, health and wellbeing and support for disabled students and those with specific learning requirements. We know that you want to get the most out of your programme, make the best use of your time and find or continue in the career you always dreamed of. Access university support and facilities easily and quickly via our [help is at hand](#) search.

The Skills@Cumbria service can help support your academic skills and success throughout your programme. The service is delivered by a team of professional Learning Enhancement Advisers within LiSS. It includes a suite of online self-help resources accessible 24/7 via the University's website and Blackboard site. It also provides group and individual advice and guidance accessible through and alongside your course and by different means such as face to face, email or virtual.

Module leaders will collaborate with LiSS advisers to ensure that your reading lists are current and items are available via the library collections. 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 great electronic and print content using [OneSearch](#) and you can find out more about key texts and journals for your subject by accessing the library's [subject resources webpages](#). Where appropriate, module reading lists will be made available to you electronically using the university's [online reading list system](#).

In addition to the range of guidance above, you have the opportunity to further develop your personal, academic and professional skills by taking part in a number of initiatives coordinated and delivered by LiSS Advisers:

Head Start

Head Start is a self-learning pre-entry module that is completed online and at your own pace. The module gives new undergraduate students an opportunity to prepare for their transition into university and to start to develop the academic skills that will help them become successful students.

All UG students are given the opportunity to register and complete Head Start prior to entry on their main programme of study. If you haven't been able to complete Head Start before starting your course, you can access the module via Blackboard by selecting the Skills@Cumbria tab and then the Head Start tab in the bottom right hand corner. Learning at university, academic writing and referencing are the key topics introduced in the module and previous students have told us how useful they have found the online resources and activities.

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.

Cumbria Mentor Scheme

This is the university's one-to-one voluntary mentoring scheme, traditionally matching individual first year students with second and third year Cumbria Student Mentors; however, any student may request a mentor if needed. This scheme provides unique pastoral support to new students during their transition into university life. It is also a great opportunity for more experienced students to broaden their own skill-set through the specific training all new mentors undergo, and through the practices they will utilise throughout the mentoring process. If you would like to be put in touch with a mentor or are interested in becoming a mentor yourself, contact melanie.bakey@cumbria.ac.uk

Career Ahead

Career Ahead is the University's Employability Award that is accessible to all of our students regardless of level or programme of study. Available free through the Careers Team in LiSS, the award gives students the opportunity to make their graduate CV stand out. Based on what employers look for in an ideal candidate, this award works with students to identify any gaps in their skill set and reflect on their experiences. It also offers the opportunity to participate in exclusive programmes and activities with real life employers. The University of Cumbria's employability award is split into three stages: Bronze, Silver and Gold, with a further Career Ahead + Platinum level. Students' engagement in extra curricula activities such as volunteering, project and charity work and peer mentoring are recognised within Career Ahead. To find out more or to register email careerahead@cumbria.ac.uk.

Programme Curriculum Map					
Academic Level	Module Code	Module Title	Credits	Module Status*	Programme Outcomes achieved
4	HMSG4001	Physics in Medicine	20	Core	K6, K7, K8, S7
4	HMSG4002	Clinical Radiation Protection	20	Core	K1,K7, S1, S3, S7
4	HMSG4003	Radiologic Technologies 1	20	Core	K4, K6, K7, S1, S7
4	HMSG4006	Working as a Professional	20	Core	K2, K3, K5, S1,S3
4	HMSG4005	Applied Clinical Studies	20	Core	K1, K2, K4,K9, S1, S4
4	HMSD4007	Projection Radiographic Imaging & Skeletal Anatomy 1	20	Core	K6, K7, K8, K9, S1, S3, S7
4	HMSD9101	Qualificatory Practice Unit 1*	Pass/Fail	QPU	K6, K6, K7, K8, K9, S1, S5,S7
5	HMSG5001	Human Science	20	Core	K1, K2, K9, S4, S5, S6
5	HMSG5002	Anatomy & Imaging 1	20	Core	K6, K7, K8, S1, S7
5	HMSG5003	Anatomy & Imaging 2	20	Core	K6, K7, K8, S1, S7
5	HMSG5004	Radiological Technologies 2	20	Core	K4, K6, K7, K9, S1, S7
5	HMSG5005	Applied Clinical Studies 2	20	Core	K1, K3, K4, K9, S1, S7
5	HMSD5009	Radiographic Imaging & Skeletal Anatomy	20	Core	K6, K7, K8, K9, S1, S3, S7
5	HMSD9201	Qualificatory Practice Unit 2*	Pass/Fail	QPU	K6, K6, K7, K8, K9, S1, S5,S7
6	HMSD6001	Dissertation	40	Core	K5, K7, K8, S3, S7

6	HMSG6004	Professional Practice in Context	20	Core	K1, K5, K8, S3, S5, S6
6	HMSD6008	Focussed Radiological Practice 1 (theory)	20	Core	K4, K5, K7, K8, S1, S3, S7
6	HMSD6009	Focussed Radiological Practice 2 (work based)	20	Core	K4, K6, K7, K8, S1, S2, S3, S7
6	HMSD6010	Core Radiography Module	20	Core	K1, K5, K6, K8, S3, S7
6	HMSD9301	Qualificatory Practice Unit 3*	Pass/Fail	QPU	K6, K6, K7, K8, K9, S1, S5,S7

Notes

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes.

* All the Qualificatory Practice Units (QPU) 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 QPU elements (including the attendance requirement) 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 QPUs may exit at the end of that year/level of study with a named award of BSc Diagnostic Imaging Theory or continue to study the academic modules to gain a high level academic award.

Reassessment of failed QPU's should occur as soon as possible, in line with placement 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 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.

Should a clinical department refuse to continue to host a placement for a particular student due to professional reasons, then the University will not be obliged to seek another placement.

*** Key to Module Statuses**

Core Modules	Must be taken and must be successfully passed
Qualificatory 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

Programme Delivery Structure: Full Time				
Module Code	Module Title	Delivery Pattern	Method(s) of Assessment	Approximate Assessment Deadline
		Autumn Semester / Spring Semester / Year-Long		
HMSG4001	Physics in Medicine	Semester 1	Written exam	End semester 1
HMSG4002	Clinical Radiation Protection	Semester 2	Written exam	End semester 2
HMSG4003	Radiologic Technologies 1	Semester 2	Set Exercise	End semester 2
HMSG4006	Working as a Professional	Year-long	Written Assignment	End semester 2
HMSG4005	Applied Clinical Studies 1	Semester 1	Portfolio/OSCE	End semester 1
HMSD4007	Projection Radiographic Imaging & Skeletal Anatomy 1	Year -long	Written Exam	End semester 2
HMSD9101	Qualificatory Practice Unit 1	Year -long	Clinical Portfolio	End semester 2
Students exiting at this point with 120 credits would receive a CertHE Diagnostic Imaging Theory				
HMSG5001	Human Science	Year-long	Written Assignment	End semester 2
HMSG5002	Anatomy & Imaging 1	Semester 1	Exam & OSCE	End semester 1
HMSG5003	Anatomy & Imaging 2	Semester 2	Exam & OSCE	End semester 2
HMSG5004	Radiological Technologies 2	Semester 1	OSCE	End semester 1
HMSG5005	Applied Clinical Studies 2	Semester 2	Oral Assessment/Presentation	End semester 2

HMSD5009	Radiographic Imaging & Skeletal Anatomy	Year-long	Written Assignment	End semester 2
HMSD9201	Qualificatory Practice Unit 2	Year-long	Clinical Portfolio	End semester 2
Students exiting at this point with 240 credits would receive a DipHE Diagnostic Imaging Theory				
HMSG6004	Professional Practice in Context	Year-long	Portfolio	End semester 2
HMSD6008	Focussed Radiological Practice 1 (Theory)	Semester 1	Set Exercise: VIVA verbal examination	End semester 1
HMSD6009	Focussed Radiological Practice 2 (work based)	Year-long	Portfolio	End semester 2
HMSD6010	Core Radiography Module	Year-long	Presentation & OSCE	End semester 2
HMSD9301	Qualificatory Practice Unit 3	Year-long	Clinical Portfolio	End semester 2
Students exiting at this point with 300 credits would receive an Ordinary BA Diagnostic Imaging Theory				
HMSG6001	Dissertation	Year-long	Written Assignment	End semester 2

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

- Student Module Evaluation
- Clinical Placement Evaluations
- Programme validation and revalidation
- Annual Evaluatory Reports
- Peer Review of Teaching
- External Examiner Reports
- Patient and Public Involvement

Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: Students, graduates, employers, WBL venues, other stakeholders, etc.

- Staff Student Forum
- Student Module Evaluation Forms
- Feedback from Clinical Tutors, mentors and Managers
- Programme Evaluation: National Student Survey, Penultimate Year Survey
- Module/Programme/Personal tutorials
- Patient and Public Involvement
- Meetings with External Examiners

Date of Programme Specification Production:

November 2016

Date Programme Specification was last updated:

February 2020

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

<http://www.cumbria.ac.uk/study/courses/undergraduate/diagnostic-radiography/>