

UDIP RADIOGRAPHY ASSISTANT PRACTITIONER BRIDGING COURSE

Institute of Health

Academic Level:	5	Credits:	60
Apprenticeship Standard:	Diagnostic Radiographer		
Apprenticeship Standard and Assessment Plan:	Diagnostic Radiographer Reference Number - ST0619 The QAA Characteristic Statement for Apprenticeships can be found here .		
LARS Code of the Apprenticeship Standard:	431	LARS Code of the University Award	Not applicable
Awarding Body:	University of Cumbria		
Delivery Site:	Lancaster		
Programme Length:	24 weeks FT (approx.)		
Mode of Delivery:	Blended Learning		
Pattern of Delivery:	Full Time		
	Delivery pattern:	24 weeks	
	Standard semester dates:	No	
PSRB:	The College of Radiographers - The approval period is 5 years		
	Date of accreditation:	Accreditation period:	
	Pending	Pending	
Employer Organisation:	Indicative employers: - NHS Hospital Trusts - Independent providers of medical imaging services		
End Point Assessment:	Integrated (as part of the L6 Diagnostic Radiography BSc (Hons) Top-up which follows on from this L5 programme)		

End Point Assessment Organisation:	University of Cumbria
External Quality Assurance Body:	OFSTED – Teaching quality OfS – Integrated EPA
Programme Webpage:	Radiography Assistant Practitioner Bridging Programme

Entry Criteria

In order to progress onto the Diagnostic Radiography Top Up apprenticeship after this bridging course, government funding rules require that an apprentice must:

- Have the right to live and work in the UK,
- Be resident in the UK for the last **3 years** before the start date of the programme,
- Be in employment, in a role that allows them to develop the competencies in the apprenticeship standard,
- Be paid at least the legal minimum wage,
- Have a contract of employment covering the full duration of the apprenticeship from start to the end of the planned EPA date,
- Have a written and signed agreement for the apprenticeship with their employer.

The minimum duration period for any apprenticeship is 8 months. The specific 'off the job training hours' for each apprenticeship standard are now defined in [annex C of the apprenticeship funding rules](#). These hours may be varied each year depending on government analysis of the hours completed by current apprentices. There is no requirement to vary the length of programme based on an individual's contracted weekly working hours, but part time workers wishing to complete the apprenticeship in the same duration as a full-time employee will need to spend a higher proportion of their paid work time in learning related to the apprenticeship.

All apprentices must be referred to the university by an employer using the 'apprentice onboarding form'. Whilst the University may receive direct enquires from individuals, these should be referred to prospective employers. After receiving an onboarding form from an employer, the University of Cumbria will require individuals to complete a formal application using the APTEM system, which will be assessed for the programme entry criteria and funding eligibility as set out in the apprenticeship funding rules at the time of application.

Employer selection criteria

Employers can use their own additional selection criteria as they see fit, provided the applicant also meets the university selection criteria.

University selection criteria

The University's standard criteria for admissions apply. Please refer to the [Applicant Information](#) pages of the University website for more information. For [RPL](#), please refer to the University website. Where an apprentice is granted RPL, they must still need a minimum of 8 months learning between the start of the programme and the last day in learning or they cannot be funded as an apprentice. Each candidate will be dealt with on a case-by-case basis. Each candidate for RPL will be advised how that may affect DfE funding.

Detailed criteria for admission to this programme can be found on the programme webpage. <https://www.cumbria.ac.uk/study/courses/cpd-and-short-courses/radiography-assistant-practitioner-bridging-course/>

The following additional requirements apply for entry to this programme:

All applicants must be working within or have access to a radiology department and have the support of their employer/placement provider as evidenced by a letter of support from the employer confirming provision of appropriate supervision within the work setting.

English & Maths

For this programme holding level 2 qualifications in English Language and Maths is a pre-entry requirement.

For programmes where English and Maths qualifications are NOT an entry requirement, if an applicant is aged 16-18 and they do not hold level 2 qualifications in English and Maths, they will be required to complete these during their apprenticeship. Applicants aged 19+ without level 2 qualifications in English and Maths may, at the employer's request, study these during the apprenticeship. Each subject will require a minimum of an additional 2 hours per week study time in the workplace to complete.

Additional Qualifications

N/A

PROGRAMME AIMS AND OUTCOMES

Programme Aims

By the end of this programme, you will be able to:

1. Demonstrate the knowledge, skills and behaviours which equate to those of a radiography student who has successfully completed Level 5 of a [BSc \(Hons\) Diagnostic Radiography](#) programme.
2. Evidence your ability to reflect upon and assess your own professional development in relation to national benchmark standards.
3. Devise a continuous professional development plan based on learning outcome 2 which will provide an adequate foundation for Level 6 study in Diagnostic Radiography.
4. Demonstrate academic literacy skills required for Level 6 study in Diagnostic Radiography.

Programme Outcomes

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

Level 5: After 60 credits of study, you will be able to -

1. Apply and evaluate key concepts and theories within and outside the context of the Diagnostic Radiographer apprenticeship standard
2. Select appropriately from and deploy a range of subject-specific, cognitive and transferable skills and problem-solving strategies to problems in Diagnostic Radiography and in the generation of ideas effectively communicate information and arguments in a variety of forms
3. Accept responsibility for determining and achieving personal outcomes in the field of Diagnostic Radiography
4. Reflect on personal and workplace experience in the light of recent scholarship and current statutory regulations in the area of Diagnostic Radiography
5. Demonstrate a developed range of competence across the Knowledge, Skills and Behaviours of the Apprentice Standard for Diagnostic Radiographer
6. Demonstrate a developed range of digital literacy.

Programme Outcomes – Knowledge and Understanding

After 60 credits of study (UDip) you will;

- K1. Understand how to practise safely and effectively within a wider scope of practice (SoP 2023: 1)
- K2. Understand how to practise within the legal and ethical boundaries of your profession (SoP 2023: 2)

- K3. Know how to look after your health and wellbeing, seeking appropriate support where necessary (SoP 2023: 3)
- K4. Understand how to practise as an autonomous professional, exercising your own professional judgement (SoP 2023: 4)
- K5. Recognise the impact of culture, equality and diversity on practice and practise in a non-discriminatory and inclusive manner (SoP 2023: 5)
- K6. Understand the importance of and maintain confidentiality (SoP 2023: 6)
- K7. Understand how to communicate effectively (SoP 2023: 7)
- K8. Know how to work appropriately with others (SoP 2023: 8)
- K9. Understand how to maintain records appropriately (SoP 2023: 9)
- K10. Have attained a more advanced knowledge of how to reflect on and review practice (SoP 2023: 10)
- K11. Know how to assure the quality of their practice (SoP 2023: 11)
- K12. Understand and apply the key concepts of the knowledge base relevant to their profession (SoP 2023: 12)
- K13. Draw on appropriate knowledge and skills to inform practice (SoP 2023: 13)
- K14. Attain further knowledge of how to establish and maintain a safe practice environment (SoP 2023: 14)
- K15. Develop a more advanced knowledge of how to promote and prevent ill health (SoP 2023: 15).

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

After 60 credits of study (UDip) you will;

- S1. Practise safely and effectively within your scope of practice (SoP 2023: 1)
- S2. Practise within the legal and ethical boundaries of your profession (SoP 2023: 2)
- S3. Look after your health and wellbeing, seeking appropriate support where necessary (SoP 2023: 3)
- S4. Practise as an autonomous professional, exercising their own professional judgement (SoP 2023: 4)
- S5. Recognise the impact of culture, equality and diversity on practice and practise in a non-discriminatory and inclusive manner (SoP 2023: 5)
- S6. Be able to maintain confidentiality (SoP 2023: 6)
- S7. Communicate effectively (SoP 2023: 7)
- S8. Work appropriately with others (SoP 2023: 8)

- S9. Maintain records appropriately (SoP 2023: 9)
- S10. Reflect on and review practice (SoP 2023: 10)
- S11. Assure the quality of your practice (SoP 2023: 11)
- S12. Understand and apply the key concepts of the knowledge base relevant to your profession (SoP 2023: 12)
- S13. Draw on appropriate knowledge and skills to inform practice (SoP 2023: 13)
- S14. Establish and maintain a safe practice environment (SoP 2023: 14)
- S15. Promote and prevent ill health (SoP 2023: 15).

PROGRAMME FEATURES

Programme Overview

This innovative University Diploma is specifically designed to allow assistant practitioners working within a medical imaging setting to progress knowledge and skills to a point which would equate to a student at the end of Level 5 of a BSc (Hons) Diagnostic Radiography programme. As a potential student on this programme, you may be from different roles and backgrounds and will possess a variety of different qualifications. It may be some time since you have undertaken Level 5 study, and this course will adequately prepare you for entering Level 6 study. This course is mapped to Level 5 of the BSc Diagnostic Radiography degree programme.

This programme will provide an additional entry stream into the radiography profession. It 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. The course is also very attractive to employers as they can recruit existing employees or individuals from their local community. 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.

A key feature of the programme will be to refresh and develop academic skills through continual support to a point where you can undertake Level 6 study on completion of the programme. The curriculum is designed to balance attendance with distance learning. Upon commencing this programme your knowledge and skills will be reviewed and compared against national benchmark standards. It will be flexible and adaptive and will have a significant work-based element where you will gain additional clinical experience with your employer or allocated placement site (subject to availability). As an Assistant Practitioner, you may have achieved one of several different qualifications and be working in different clinical settings. This 'bridging' course will allow you to achieve a comparable level of educational and clinical attainment to that of a radiography student at the end of their second year. Completion of this 'bridging' course does not lead to any professional standing and serves only as preparation for Level 6 study.

Upon successful completion of the programme, you will have gained credits and practical experience to RPL onto Year Three of any Diagnostic Radiography programme. This in turn would

allow you to be eligible to apply for registration with the HCPC as a diagnostic radiographer upon completion.

The Apprenticeship Standard and Assessment Plan for the Degree Level Apprenticeship in Diagnostic Radiography have been designed by employers in the medical imaging sector.

The Degree Level Apprenticeship for the occupation Diagnostic Radiographer at the University of Cumbria leads to the academic award of BSc (Hons) Diagnostic Radiography.

An apprenticeship programme integrates the provision of higher-level academic knowledge, understanding and skills with the opportunity to contextualise this provision in the workplace and thus to develop occupation competency at a professional level in specific job roles.

This programme will provide an additional entry stream into the radiography profession. It 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. 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.

On this course you will;

- Develop your education to achieve full practitioner status.
- Refresh and develop academic skills through continual support to a point where you can undertake Level 6 study.
- Achieve a comparable level of educational and clinical attainment to that of a radiography student at the end of their second year.
- Provide an enhanced level of patient centred care in a developing profession.
- You will build on the academic knowledge and clinical experience you acquired in studying your first assistant practitioner programme. This may include additional clinical experience in clinical areas such as CT or MRI to allow you to attain the equivalent learning outcomes achieved by a student radiographer at the end of their second year of a radiography BSc programme.

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.

The programme team will provide a flexible learning environment in which you may use a mixture of online resources, formal teaching sessions, self-directed learning and work-based learning to achieve your individual learning plan. A significant element of the programme will be delivered by work-based learning which will enable you to develop the equivalent depth and breadth of

knowledge, skills and behaviours as would be exhibited by a student who has completed Level 5 of a BSc (Hons) Diagnostic Radiography programme. You will also be able to mould your work-based experience to suit the needs of the employer to become a 'role ready' practitioner for the given employer context whilst also achieving national benchmark standards for the discipline.

The programme consists of one 60-credit module which will employ different assessment methods thus ensuring a balance of assessment across the programme. The use of a clinical portfolio which contains both summative and formative assessments is key to ensuring a valid assessment of the clinical skills and professional behaviours expected for your stage of training. Applied subject knowledge will be assessed via two relatively short formative examinations, which will be self-marked against model answers with tutor and peer support. You will be given immediate feedback which can be used to enhance performance in the two x 1 hour examinations at the end of the programme. A short written formative assignment will initially be used to assess academic skills which you will be able to use to inform your learning and access support as appropriate. Other formative written work will enable you to develop as independent autonomous thinkers who utilise an appropriate evidence base to enhance your practice.

This programme will prepare you for Level 6 (Year 3) of the Diagnostic Radiography degree which will allow you to progress to a top-up programme or RPL into the third year of an existing Radiography programme. Students graduating as a radiographer will be able to register with the Health Care and Professions Council (HCPC) as a Diagnostic Radiographer and you will have excellent career paths with a range of opportunities for progression through a variety of specialities.

Delivery Arrangements and Attendance

The programme team will provide a flexible learning environment in which you may use a mixture of online resources, formal teaching sessions, self-directed learning and work-based learning to achieve your individual learning plan. A significant element of the programme will be delivered by work-based learning which will enable you to develop the equivalent depth and breadth of knowledge, skills and behaviours as would be exhibited by a student who has completed Level 5 of a BSc (Hons) Diagnostic Radiography programme. You will also be able to mould your work-based experience to suit the needs of the employer to become a 'role ready' practitioner for the given employer context whilst also achieving national benchmark standards for the discipline.

Refer to **Appendix 1** for further information on apprenticeship delivery models

Learning and Teaching

Teaching

Learning takes place both at the University and in the workplace and uses real work-based activities to inform and evidence that learning has taken place. In order to meet nationally set criteria, the minimum required Off the Job learning hours will take place for example in lectures, seminars, job shadowing and industrial visits. The minimum requirement and the planned number of hours required will be specified in the Training Plan and Apprenticeship Agreement for each Apprentice. You are responsible for evidencing that you have completed the minimum hours set out in the Training Plan before you will be allowed to pass gateway for end point assessment. This is evidenced by you, the apprentice, submitting monthly reports on OTJ hours completed in the APTM system which will be assessed and approved by University Staff.

Learning and Teaching

This strategy has been developed aligned to the UoC Learning, Teaching and Assessment Plan 2024-27 (UoC LTAP).

The learning and teaching plan is focussed around the fact that you will be an individual assistant practitioner who will have followed a unique journey in terms of your academic and clinical practise experience. Initial learning activities will involve tutor supported student reflections which will enable you to identify your current level of development in relation to your current level of academic development, programme outcomes and benchmark professional standards. This will be followed by the development of an individual learning plan which will enable you to successfully undertake the course assessments and achieve the clinical learning outcomes.

The programme team will provide a flexible learning environment in which you may use a mixture of online resources, formal teaching sessions, self-directed learning and work-based learning to achieve your individual learning plan.

A significant element of the programme will be delivered by work-based learning which will enable you to develop the equivalent depth and breadth of knowledge, skills and behaviours as would be exhibited by a student who has completed Level 5 of a BSc (Hons) Diagnostic Radiography programme. You will also be able to mould your work-based experience to suit the needs of the employer to become a 'role ready' practitioner for the given employer context whilst also achieving national benchmark standards for the discipline.

The course will employ the on-line portfolio platform 'PebblePad' to focus your work-based learning. You will undertake a range of clinical learning and assessment activities as well as formative and summative clinical assessments in the production of the portfolio, which play a key role in demonstrating the achievement of the programme outcomes.

The quality assurance of work-based activity will be undertaken by initially undertaking a pre-course workplace audit to ensure you have access to appropriate clinical learning opportunities and mentor/clinical supervisor support. On-going quality assurance will be achieved via staff student

forums, the module evaluation which will have a specific section related to clinical learning. Each trust will have a named individual who will liaise with the course team in the operation of quality assurance procedures.

Other on-line learning materials will be housed within the Blackboard VLE.

Summative and Formative Assessment

The programme consists of one 60-credit module which will employ different assessment methods thus ensuring a balance of assessment across the programme.

The use of a clinical portfolio which contains both summative and formative assessments is key to ensuring a valid assessment of the clinical skills and professional behaviours expected for your stage of training.

Applied subject knowledge will be assessed via two relatively short formative examinations. You will be given feedback which can be used to enhance performance in the two x 1 hour examinations at the end of the programme.

A short written formative assignment will initially be used to assess academic skills which you will be able to use to inform your learning and access support as appropriate. Other formative written work will enable you to develop as independent autonomous thinkers who utilise an appropriate evidence base to enhance your practice.

Independent Learning

When not attending scheduled learning activities you will be expected to continue learning independently through self-study. These are hours spent in paid work time developing skills and knowledge related to the apprenticeship standard and examples can include:

- Research related to the module
- Assignment writing
- Collecting LEAP evidence to be submitted to the pebblepad portfolio.

Independent self-directed study does not count towards Off the Job learning hours.

Teaching Staff

The programme is delivered by a multidisciplinary team of academic and clinical staff with a broad range of expertise in diagnostic radiography and medical imaging. The teaching team includes experienced radiographers, specialist practitioners and lecturers who contribute across a diverse portfolio of subjects. Core areas of teaching include projectional imaging, cross-sectional imaging modalities such as computed tomography (CT) and magnetic resonance imaging (MRI), mammography, nuclear medicine, and the underpinning sciences of physics, anatomy, and physiology. Staff bring a combination of current clinical experience, research activity, and pedagogical knowledge, ensuring that teaching is contemporary, evidence-based, and aligned with professional standards. This breadth of expertise supports an integrated learning experience,

enabling students to develop the knowledge, technical skills, and professional competencies required for modern diagnostic radiography practice.

Digital Capabilities

The programme embeds the development of digital capabilities throughout the curriculum to ensure learners are well prepared for diagnostic radiography practice. Learners engage with a range of digital imaging technologies, including projectional radiography systems, computed tomography (CT), magnetic resonance imaging (MRI), and positron emission tomography (computed tomography) (PET(CT)), developing competence in image acquisition, optimisation, and evaluation within digital environments.

Students are introduced to Radiology Information Systems (RIS) and Picture Archiving and Communication Systems (PACS), fostering an understanding of digital workflows, image storage, and interprofessional communication within healthcare settings.

The programme also develops broader digital literacy skills, including the use of virtual learning environments, online collaboration tools, and digital resources to support independent learning and research. Emphasis is placed on information governance, data protection, and ethical use of digital technologies, aligning with professional and regulatory standards.

Through this integrated approach, learners are equipped with the technical, analytical, and professional digital skills required to practise effectively in an evolving, technology-enhanced healthcare environment.

Work-Based Learning

Learning takes place both at the University and in the workplace and uses real work-based activities to inform and evidence that learning has taken place. To meet nationally set criteria, you are advised to spend a minimum average of 6 hours per week involved in 'off the job' learning between the first and the last day of learning on the programme. This 'off the job' learning can involve lectures, seminars, job shadowing and industrial visits. The actual number of hours required will be specified in the Training Plan for each programme. You are responsible for evidencing that you have completed the minimum set out in the Training Plan before you will be allowed to pass gateway for end point assessment if you progress onto the apprenticeship.

Maths and English Development

Where Apprentices already hold the minimum Level 2 qualifications in English and Maths, these skills will be assessed and will be continually developed throughout the apprenticeship programme. This is supported by all apprentices completing an initial assessment of their English and Maths ability at the start of the programme. This is intended to establish a baseline against which progress should be monitored and reviewed in tripartite review meetings.

Tripartite Reviews

Regular tripartite reviews between you, the employer and the University tutor will take place to review progress and set targets for ongoing learning.

Assessment

The programme consists of one 60-credit module which will employ different assessment methods thus ensuring a balance of assessment across the programme.

The use of a clinical portfolio which contains both summative and formative assessments is key to ensuring a valid assessment of the clinical skills and professional behaviours expected for your stage of training.

Applied subject knowledge will be assessed via two relatively short formative examinations, which will be self-marked against model answers with tutor and peer support. You will be given immediate feedback which can be used to enhance performance in the two x 1 hour examinations at the end of the programme.

A short written formative assignment will initially be used to assess academic skills which you will be able to use to inform your learning and access support as appropriate. Other formative written work will enable you to develop as independent autonomous thinkers who utilise an appropriate evidence base to enhance your practice.

Feedback

Feedback is provided within 20 working days of assessment, as per UoC policy.

End Point Assessment

If you progress onto the apprenticeship after the bridging course, you must take an independent assessment at the end of your training to confirm that you have achieved occupational competence. Rigorous, robust and independent end-point assessment (EPA) is essential to give employers confidence that apprentices completing an Apprenticeship Standard can actually perform in the occupation they have been trained in and can demonstrate the duties, and knowledge, skills and behaviours set out in the occupational standard.

The University and the employer are bound by contract to work together to support you and to carry out the end-point assessment. The end-point assessment takes place at the end of the apprenticeship after all the on-programme and work integrated learning elements of training have been completed (the practical period) and after the gateway has been passed. It is the employer's decision to put you forward for end-point assessment, once all gateway criteria have been met and they are confident that you are ready.

The end point assessment for integrated degree apprenticeships that lead to a career in a regulated profession (one where access to the profession is totally controlled by a professional body for example, the Nursing and Midwifery Council and Health Care Professions Council) will be set at the same standard as other entry routes into the profession. This means that where apprentices fail to meet the gateway criteria for such and integrated end point assessment, they will not be able to complete the university's academic award.

Career Development Prospects

Upon completion of the bridging Course, you will have made good progress towards the knowledge and behaviours outlined in the standards of proficiency for radiographers and will be able to demonstrate further development of occupational duties to allow you to progress from Assistant Practitioner level to that expected of a Radiographer. You will have built on the academic knowledge and clinical experience you acquired in studying your first Assistant Practitioner programme and you will be able to use these skills to make a difference to patients' lives by providing an enhanced level of patient centred care in a developing profession.

This programme will prepare you for Level 6 (Year 3) of the Diagnostic Radiography degree which will allow you to progress to a top-up programme or RPL into the third year of an existing Radiography programme. Learners graduating as a radiographer will be able to register with the Health Care and Professions Council (HCPC) as a Diagnostic Radiographer and you will have excellent career paths with a range of opportunities for progression through a variety of specialities.

MODULES

Year 1 (120 credits)			
Code	Title	Credits	Status
HMSD5100	Radiographer Assistant Practitioner Bridging Course	60	Core

Additional Module Information
Core module must be taken and must be successfully passed to be able to progress onto the top-up programme.

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

Timetables
Timetables are normally available one month prior to the programme commencing. Please note that while we make every effort to ensure timetables are as apprentice friendly as possible, scheduled learning can take place on any day of the week. Our Timetabling team work hard to ensure that timetables are available to learners as far in advance as possible, however there may be occasional exceptions such as in the case of teaching which falls outside of the usual academic calendar. The UoC academic calendar runs from August to July, so timetabling information for programmes which include teaching sessions in August may not be published until closer to the August delivery.

ADDITIONAL INFORMATION

Apprentice Support

Support in your Workplace

At your workplace, you will be supported by your employer. Exact arrangements and terminology are the responsibility of the employer, but typically, you will be supported as follows, where the roles may be combined in one person:

- A Mentor designated by the employer to provide vocational and pastoral support for individual learners, who may or may not be your line manager. In particular support will be provided for work-based learning assignments and the final year project.

The University and the employer are bound by contract to work together to support you as an apprentice. This will include tripartite learner review meetings between the University, the learner, and the employer. The agenda for these learner review meetings will be shared with you in advance but will typically include:

1. A summary of your progress on programme,
2. A review of objectives set in previous reviews,
3. A review of evidence on file,
4. Identification of any emerging challenges,
5. Tracking the progress with off-the-job training hours undertaken,
6. A review of any learning support needs and
7. Agreement of an action plan if/where needed.

These reviews must be attended by the apprentice, an employer representative and a university representative and be signed by the university and apprentice. Records of these learner review meetings will be held in your profile on the APTM system and may be audited by the DfE or OFSTED as part of their monitoring and audit processes to ensure provision of high-quality apprenticeships.

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

A pre-course skills/knowledge assessment document and placement audit will allow you and your employer to become comfortable with the course requirements. The first week of the programme will involve a face to face induction programme in which you will be introduced to the course team and your personal tutor. You will be introduced to the operation of the university IT systems and support mechanisms. It is also anticipated that employers will be invited to the induction programme, so they become familiar with the course and the clinical requirements of the programme.

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 a central component of the learning and teaching strategy for Assistant Practitioner Conversion course. The potential student group will be diverse in nature and will be working in a variety of different clinical roles. Students will need, from the outset, to consider their own skill set and current scope of practice in relation what needs to be achieved in order to meet the programme learning outcomes. The first few teaching sessions on the programme will involve students reviewing their own learning needs, developing a plan and then considering how the plan can be delivered within the clinical environment they will be studying within. The clinical portfolio and Personal Tutor meetings will be then used to monitor progress and adapt the plan as appropriate.

Learners are required to maintain their own personal record of off the job learning within their portfolio and make this available to their employer and the University.

University Support

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 Advice Service](#)
- [Safeguarding](#) (plus British Values & EDI)
- [Skills@Cumbria](#)
- [Sports and Fitness Facilities](#)
- [University Student Accommodation](#)

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/>

As an apprentice 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.

Training Hours

Apprenticeships funding rules set the minimum 'off the job training hours' required for an apprenticeship to be considered valid. The specific OTJ hours for each apprenticeship standard are now defined in [annex C of the apprenticeship funding rules](#). All apprenticeship programmes must contain the minimum number of off-the-job training hours set in the funding rules that are current at

the time you start your programme. Off-the-job training is defined as *“learning which is undertaken outside of the normal day-to-day working environment and leads towards the achievement of an apprenticeship. Training can be delivered at the apprentice’s normal place of work but not as part of their normal working duties”*.

Off-the-job training reinforces practical, work-based learning with technical and theoretical learning. The focus of off-the-job training is on teaching new skills rather than assessing existing skills.

Assessment does not count as off-the-job training.

Off-the-job training must be completed in normal paid working hours. Both the minimum and planned number of hours required for each apprentice will be set out in your Training Plan and Apprenticeship Agreement. It is your responsibility to maintain an up-to-date record of the off the job learning hours completed by submitting a monthly summary of hours in the APTM system.

The number of hours required in the Training Plan must be completed before you can pass gateway for end point assessment.

Where it is apparent that an apprentice will be able to demonstrate competence before the planned gateway date and with fewer than the planned hours set in the Training Plan, a separate statement must be produced prior to gateway explaining why this is the case and setting out the number of hours to be completed. Apprentices must still complete the minimum number of hours in the apprenticeship standard and the minimum duration of 8 months as required by funding rules.

<https://www.gov.uk/guidance/apprenticeship-funding-rules>

Exceptions to the 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 The College of Radiographers.

Progression to level 6 – You are required to complete the Radiography AP Bridging Course in order to progress to the Diagnostic Radiography BSc(Hons) Top-up element of the Diagnostic Radiographer Apprenticeship. However, due to the timing of boards you may begin the Top-up pending the results of this Bridging Course. In order to facilitate a fair and reasonable timeframe to complete any reassessments, in the event that you have started the Top-up but then fail the Bridging Course at the academic board, the assessment board may make the following decisions dependent on the work required for reassessment:

- the assessment board can make the decision to allow you to commence level 6 learning with your assigned cohort whilst you undertake any necessary reassessments.
- the assessment board can make the decision for you to pause study on the Top-up while you complete any necessary reassessment for the Bridging Course. On successful

completion of any reassessment, you will then take a 'Break in learning' until the commencement of the next Top-up year.

However, please note that if you fail your reassessment/s then you will, as detailed within the exceptional regulations, be required to exit the programme.

External and Internal Benchmarks

The programme outcomes are referenced to the Apprenticeship Standard for diagnostic radiographer (and also the related Assessment Plan) -

<https://skillsengland.education.gov.uk/apprenticeships/st0619-v2-0>

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 (2023)
- HCPC Standards of Education and Training (2017, amended 2025)
- The College of Radiographers Education and Career Framework (2025)
- 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 (updated 2023)
- CoR Quality Standards for Practice Placements (2012)
- CoR Research Strategy (2021 - 2026)
- CoR Scope of Practice (2025)
- UoC Strategic Plan
- UoC Learning, Teaching and Assessment Strategy
- UoC Academic Regulations and Academic Procedures and Processes

Disclaimer

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: [UoC programme webpage](#).

Date of Programme Specification Production	December 2020
Date Programme Specification was last updated	May 2026

Appendix 1

Apprenticeship delivery structure

Apprenticeship programmes are designed to be offered for full-time study with delivery at the University. However, as a Higher/Degree Level Apprenticeship, other types of flexible delivery may be required.

This programme can be made available in two modes of study:

a) Standard Mode of Study:

- the initial offer by the University: with the defined curriculum map and programme delivery structure
- flexible duration of 3, 4 or 5 years
- delivered full-time through a mix of day release and block release across all three semesters
- with a cohort open to all employers.

b) Custom Mode of Study:

- determined by negotiation with a particular employer or delivery partner: following the defined curriculum map, but with a bespoke programme delivery structure, not defined in this specification.