



BSc (Hons) Diagnostic Radiography and Medical Imaging

Programme Specification

Primary Purpose

Course management and quality assurance.

Secondary Purpose

Detailed information for students, staff and employers. Current students should refer to the related Course Handbook for further detail.

Disclaimer

The University of Portsmouth has checked the information given in this Programme Specification. We will endeavour to deliver the course in keeping with this Programme Specification; however, changes may sometimes be required arising from annual monitoring, student feedback, review and update of units and courses. Where this activity leads to significant changes to units and courses, there will be prior consultation of students and others, wherever possible, and the University will take all reasonable steps to minimize disruption to students. It is also possible that the University may not be able to offer a unit or course for reasons outside of its control, for example; the absence of a member of staff or low student registration numbers. Where this is the case, the University will endeavour to inform applicants and students as soon as possible. Where appropriate, the University will facilitate the transfer of affected students to another suitable course.

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Course Details

1. Named Awards

BSc (Hons) Diagnostic Radiography and Medical Imaging

2. Course Code (and UCAS Code if applicable)

C2718F (BB81)

3. Awarding Body

University of Portsmouth

4. Teaching Institution

University of Portsmouth

5. Accrediting Body

Health and Care Professions Council (HCPC)

College of Radiographers

6. QAA Benchmark Groups

Allied Health Professions – Radiography

Health Care Programmes – Radiography QAA 2001

7. Document Control Information

Version 2, September 2017

8. Effective Session

2017/2018

9. Author

Chris Wells

10. Faculty

Science

11. Department

School of Health Sciences and Social Work

Curriculum

12. Educational Aims

The BSc (Hons) Diagnostic Radiography and Medical Imaging programme aims to:

- Develop the knowledge and skills required for a career in radiography including providing evidence-based decisions to support patient care and transferable skills to facilitate personal development.

- Develop critical, analytical, practical, professional, research and communication skills necessary for a patient-centred approach to care and life-long independent learning and acquisition of knowledge and the use of evidence to inform practice.
- Develop the ability to demonstrate leadership and clinical reasoning as a member of a multidisciplinary team and have the capacity to evaluate own performance and the performance of peers by identifying strengths and weaknesses through reflection.
- Ensure that all statutory requirements are met in order to be eligible to apply for HCPC registration as a diagnostic radiographer.
- Develop the ability to become an independent and autonomous practitioner using independent/autonomous decision making.

13. Reference Points

- University of Portsmouth Curricula Framework Document (2016)
- University of Portsmouth Undergraduate Curriculum Framework
- QAA Code of Practice for the Assurance of Academic Quality and Standards in Higher Education
- QAA Codes of Practice
- Radiography Benchmark Statements (2001)
- The NHS Constitution
- Health & Care Professions Council (HCPC) Standards of Proficiency – Radiographers (2013)
- Health & Care Professions Council (HCPC) Standards of Conduct, Performance and Ethics (2016)
- Health & Care Professions Council (HCPC) Guidance on Conduct and Ethics for students (2016)
- Radiographers Professional Codes of Conduct (2013)
- National Qualification Framework
- The Scope of Practice 2013 (College of Radiographers)
- Education & Career Framework for the Radiography Workforce (College of Radiographers 2013)
- Clinical Supervision – a position statement (College of Radiographers)
- Experience gained from delivery of previous BSc (Hons) Radiography programmes
- Code of Practice for Work-based and Placement Learning (2015)

14. General Learning Outcomes

Level 4

Certificates of Higher Education are awarded to students who have demonstrated:

- knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study
- an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study

Typically, holders of the qualification will be able to:

- evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work
- communicate the results of their study/work accurately and reliably, and with structured and coherent arguments
- undertake further training and develop new skills within a structured and managed environment

And holders will have:

- the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility

Level 5

Diplomas in Higher Education are awarded to students who have demonstrated:

- knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed
- ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context
- knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study
- an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge

Typically, holders of the qualification will be able to:

- use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis
- effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively
- undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations

And holders will have:

- the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making

Level 6

Bachelor's degrees/Bachelor's degrees with honours are awarded to students who have demonstrated:

- a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline
- an ability to deploy accurately established techniques of analysis and enquiry within a discipline
- conceptual understanding that enables the student:
 - to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline
 - to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline
- an appreciation of the uncertainty, ambiguity and limits of knowledge
- the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline)

Typically, holders of the qualification will be able to:

- apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects
- critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem
- communicate information, ideas, problems and solutions to both specialist and non-specialist audiences

And holders will have:

- the qualities and transferable skills necessary for employment requiring:
 - the exercise of initiative and personal responsibility
 - decision-making in complex and unpredictable contexts
- the learning ability needed to undertake appropriate further training of a professional or equivalent nature

15. Learning Outcomes

On completion of the course students should be able to:

- Demonstrate behaviour consistent with the highest standards of professional and ethical conduct and understand the importance of and demonstrate the values that are outlined within the NHS constitution;
- Integrate theoretical knowledge with clinical practice;
- Be innovative, flexible, adaptable and proactive;
- Be skilled communicators;
- Respond as a critical and reflective practitioner to the rapidly changing role of the radiographer and work effectively within a multi-disciplinary health care team;
- Demonstrate the technical and clinical expertise necessary to competently undertake their role as a radiographer, to the optimum advantage and benefit of the patient;
- Pursue further study and research.

The primary aim of the course is to equip potential graduates with insight, preparedness and flexibility for a career as a diagnostic radiographer in a clinical environment. This aim is met by this programme specification and is complemented by the following specific course aims:

1. To provide students with a qualification that meets the requirements for statutory registration with the UK professional, College of Radiographers and statutory regulatory body, the HCPC and to prepare them for their role as a reflective practitioner within a multi-disciplinary team;
2. To produce graduates who meet the threshold skills required by the HCPC as a band 5 radiographer;
3. To promote a philosophy of patient centred care and values based practice within the clinical setting;
4. To apply a rigorous and progressive clinical assessment scheme to assess the clinical competence of the student thus ensuring they are safe to practice independently at the end of the course;
5. To assist students to improve the effectiveness of their communication by developing an understanding of the attitudes and behaviours of all persons involved;
6. To enable students to adapt and supplement standard radiographic procedures to suit specific patient conditions and pathologies;
7. To assist students in assuming responsibility for the patient's total welfare whilst undergoing a procedure, with particular regard to clinical governance, the hazards of ionising radiation, drug induced reactions and cross infections;
8. To develop students abilities to become innovative, flexible, adaptable and proactive;
9. To develop students critical thinking and analytical approach linked to sound research skills;
10. To develop sound organisational skills, independent learning and the ability to direct and support others;
11. To develop a sound understanding of the role of different imaging modalities in patient pathways;
12. To develop an awareness of potential future developments in diagnostic radiography and medical imaging.

A. Knowledge and Understanding of:

- A.1 The key theoretical and practical concepts of radiographic practice including physical principles, anatomy, physiology, image interpretation, psychology and sociological principles
- A.2 The integration of these concepts into clinical practice through high quality patient centred care
- A.3 Evidence based practice and varying research methodologies that contribute to the development of radiographic practice
- A.4 Key policies and guidelines, including the NHS Constitution, to enhance best practice and create a safe and effective care environment
- A.5 The role of lifelong learning, reflection, continued professional development, peer support and multi professional working
- A.6 The application of best practice, current knowledge and research for radiographic practice across the health and social care spectrum and recognising the contributions made by other health care professionals through partnership working

B. Cognitive (Intellectual or Thinking) Skills, able to:

- B.1 Demonstrate an understanding of the relationship between practice and theory, in particular critical evaluation of the existing radiographic practice evidence base
- B.2 Solve problems in the practice setting
- B.3 Analyse, evaluate, interpret and integrate data from a variety of sources
- B.4 Research and synthesise existing knowledge and evaluate where there are gaps in the evidence base
- B.5 Formulate and test a hypothesis through the design, justification, evaluation and reporting of a programme of independent research
- B.6 Assess, prioritise, plan, deliver and evaluate the imaging technique and individual care required by patients

C. Practical (Professional or Subject) Skills, able to:

- C.1 Relate to patients and respond to their psychological and physical needs
- C.2 Work autonomously as part of a team and demonstrate clinical leadership when required
- C.3 Demonstrate equality of care delivery to others
- C.4 Demonstrate effective and safe patient care within radiographic practice
- C.5 Maintain professional practice within the legislation which governs diagnostic radiographers, and understand the scope and limitations of own practice
- C.6 Identify new learning and adapt to different practice settings

D. Transferable (Graduate and Employability) Skills, able to:

- D.1 Communicate ideas and research findings by written, oral and visual means
- D.2 Be competent in the use of Information Technology (word processing, databases, spreadsheets, statistical packages, electronic mail & Internet) and demonstrate numerical and statistical skills appropriate to a scientist
- D.3 Approach problem solving in a systematic way and demonstrate the values required for health and social care
- D.4 Show an awareness of contextual and interpersonal factors in groups and teams and be able to work independently and as part of a team
- D.5 Demonstrate effective time management by undertaking self-directed study and projects
- D.6 Recognise the need to assess one's own skills and to harness them for future learning

16. Learning and Teaching Strategies and Methods

A - Individual tutorials, group tutorials and seminars, discussions, lectures, simulation and practical placement learning will be employed to support learning outcomes (A1-A6). Clinical specialists and peers working in practice will provide additional support. Throughout, the learner is encouraged to undertake independent study both to supplement and consolidate what is being taught and to broaden their individual knowledge and understanding of the subject (A1).

B - Students will be taught to think logically, reflectively and evaluate evidence and ideas through critical insight. This will be achieved through the use of lectures, seminars, tutorials, directed study, reflective journals/logs and clinical placements and by providing relevant feedback on assessed work (B1-B6).

C - Students will develop their practical skills throughout the programme by applying their academic learning through part-task training and simulation consolidated in a range of clinical placements. Suitably experienced practitioners undertake supervision of student radiographers during placements. Students are able to demonstrate profession-specific and subject-related skills (C1-C7) and obtain both formal and informal feedback from academic and clinical supervisors.

D - Group work, seminars and tutorials are used to develop personal awareness and communication skills, whilst working in a collegiate environment (D1, and D4-6). Tutorials and seminars with personal tutors and project supervisors will be used to encourage practical information technology skills, independent working, problem solving and project management skills (D2, D3, D5, and D6). Multi professional working both on campus and in clinical practice will develop (D1, D3, D4 and D6).

A – D: Technology Enhanced Learning (TEL), the university's virtual learning platform, will be utilised to support student development and also to provide direct links to learning and development resources including online study skills and the library catalogue. TEL comprises the university's virtual learning environment, the use of simulation and other mobile technologies.

17. Assessment Strategy

Contextual Overview

The assessment scheme forms a cohesive package which leads to academic award, professional accreditation and a licence to practise (statutory registration). All elements in the three year programme are integral to the development of the clinical skills, underpinning knowledge and intellectual reasoning required to support safe clinical practice and judgement.

In this light, the programme and its related formative and summative assessments are designed:

Assessment Level 4

The assessment methods for level 4 are designed to introduce and test understanding of key underpinning concepts through use of essays, small group presentations, written examinations, Objective Structured Examination (OSE), portfolios of evidence and practice outcomes. These methods of assessment facilitate a multi-faceted approach that covers level four curriculum requirements. Essays and written examinations will allow the student to demonstrate theoretical knowledge of the first year curriculum; clinical competencies within practice outcomes will allow knowledge and demonstration of psychomotor skills to be developed and assessed in order to identify fit for purpose and practice at this level. Opportunities for feedback on progress will be provided by formative activities. Formative presentation work will encourage a team working approach to solving problems and allow the students to develop communication skills. Although similar assessment methods are appropriate at higher levels, the assessment for year one has been mapped to the University academic regulations.

Assessment Level 5

The assessment methods for level 5 are similar to level 4 in structure although they aim to further develop the students' understanding and ability to perform more critically and autonomously (within accepted limitations). Assessment types include reports, research proposal, OSE, poster presentations, practice outcomes, essays and formative online assessment. Essays and research proposal will allow the student to rationalise between published evidence, accepted standards and

experiential practice and identify any gaps in the research base. Simulation will allow testing of clinical skills in a safe and controlled manner, ensuring the student can perform safely in the given clinical scenarios. Written examinations will ensure the student demonstrates the required knowledge that underpins theoretically the role of the radiographer; practice outcomes ensure that demonstrated theory has been applied to practice in real time situations.

Assessment Level 6

The assessment methods for level 6 are designed to encourage the students to critically analyse, undertake independent research and work clinically with minimal supervision. Assessment types include artefacts designed to demonstrate students' academic knowledge, such as written coursework and written examinations. OSCEs have been included to demonstrate students' applied knowledge, skills and potential employability. Practice outcomes will evaluate the student's clinical competence at a level consummate with employment. Students' attainment of a range of theoretical knowledge, analytic competencies and presentation skills are evaluated through the submission of a dissertation, which demonstrates primary or secondary research undertaken by them. Practice portfolios will continue to be summatively assessed and other methods of formative assessment will include OSCEs and examinations.

The course team and school will actively review all assessments and their scheduling to ensure a varied and balanced assessment schedule for students. The course team will also annually review the assessment strategy with practice colleagues and external peer review, ensuring that they are testing the unit learning outcomes and that they provide a balanced and appropriate mix to achieve the programme learning outcomes.

18. Course Structure, Progression and Award Requirements

See [Unit Web Search](#)¹ for full details on the course structure and units

This is a full time campus based course delivered over three academic years leading to the award of BSc (Hons) Diagnostic Radiography and Medical Imaging. To complete the award 360 credits will be required: 120 credits at levels 4, 5 and 6. One credit is equivalent to ten hours of study and units are offered as 20 credits (200 hours of study) with four 40 credit units (400 hours of study) over the three years.

Students are expected to complete all core units in order to meet the regulatory and professional bodies' accreditation and registration requirements. Placement learning is compulsory. Clinical and Professional Skills units, undertaken in radiography departments, are a compulsory element of the programme and are integrated into the academic timetable in all levels.

An exit award of CertHE Healthcare Science is available if 120 credits at level 4 are achieved; a DipHE in Healthcare Science is available if 240 credits are achieved and if 300 credits are gained, an exit award of BSc Healthcare Science is available.

The curriculum is designed to embrace all of the University's course requirements pertaining to key skills and careers. There is a requirement to have inter- professional learning for all levels leading to registration. These are embedded within cross School units at levels 4, 5 and 6.

Standard University regulations for academic award will apply - the regulations must be consulted for a full description of exit awards. An aegrotat award is not available (HCPC SET 6.9)

19. Employability Statement

The BSc (Hons) Diagnostic Radiography and Medical Imaging programme meets the educational requirements for statutory registration with the UK regulatory body (HCPC).

An integral part of the vocational programme are placements in the clinical environment which occur across three placements sites over three years of the course. This allows students the opportunity to experience working within various clinical diagnostic imaging departments and to achieve the threshold skills. On completion of a clinical placement, students will draw conclusions about their

¹ www.port.ac.uk/unitwebsearch

abilities and the areas for development using self-reflection as part of their clinical portfolio. The self-reflection forms the basis of discussion on their progress with their academic tutor and will inform the development needs feeding forward into their next clinical placement.

All undergraduate students are entitled to become 'student members' of the Society and College of Radiographers. In addition the course has an Employment Opportunities Notice Board where 'local' radiography vacant posts are indicated.

Personal Development Planning is delivered and supported via the personal tutor scheme and includes the identification and review of skills at all levels of study.

Course Management

20. Support for Student Learning

- The Course is managed by a Course Leader
- Extensive induction programme introduces the student to the University and their course
- Each student has a personal tutor, responsible for pastoral support and guidance
- Clinical placement is managed by a Clinical Coordinator
- University support services include careers, financial advice, housing and counselling
- The Academic Skills Unit (ASK)
- The Additional Support and Disability Advice Centre (ASDAC)
- Excellent library facilities
- Student course and unit handbooks provide information about the course structure and University regulations
- Feedback is provided for all assessments
- Personal Development Planning (PDP) for all awards

21. Admissions Criteria

A. Academic Admissions Criteria

Students must have reached the age of 18 by 31st October in the year of entry to the course.

ALL applicants are expected to have GCSE passes - grade 'C' or above in:

- Mathematics;
- English Language;
- A Science subject.

120 points from 3 A levels, or equivalent, including 32 points from a Science subject or Mathematics.

Access to HE Diploma: Equivalent to 122 UCAS Tariff points in a QAA recognised science based Access to HE Diploma (e.g., Access to Radiography or Access to Science). For Access to HE diplomas where not all of the units are science based (e.g., Health Sciences or Medical Professionals), applicants must achieve no more than 6 level 3 credits at pass (and not in a science based subject).

Other qualifications not covered by the above will be considered in accordance with UCAS tariffs and at the discretion of the University of Portsmouth; a relevant science subject must be studied at the appropriate level.

Professional qualifications and experience are considered on an individual basis through the University of Portsmouth Policy for the Recognition of Prior Learning, but the applicant must have minimum GCSE's or equivalent and evidence of recent study to an appropriate level.

Professional qualifications and experience are considered on an individual basis but the applicant must have minimum GCSE's or equivalent and evidence of recent study to an appropriate level.

English language proficiency must meet a minimum of IELTS band 7.0 with no component score below 6.5.

Values based recruitment <http://www.port.ac.uk/school-of-health-sciences-and-social-work/our-values/>. For all courses related to health and social care recruiting students with the appropriate values base is an essential part of the admission process. The NHS values as laid out in the NHS constitution are used as the template against which the values of applicants are assessed. This will be evidenced within marketing materials (e.g., course web pages), admissions tools (UCAS review application forms, assessments, interview record sheets) and the general admissions process.

All offers are subject to Enhanced Disclosure and Barring Service (DBS) clearance and Occupational Health clearance and successful performance at interview

Interviews are an important part of our recruitment process, especially for those courses leading to registration. The interview panel will normally comprise of two people; Questions are devised by SHSSW and will be asked of all candidates for parity.

B. Disability

The University makes no distinction in its admissions policy with regard to disability and will endeavour to make all reasonable adjustments in order to make it possible for students to study at Portsmouth on a course of their choice.

22. Evaluation and Enhancement of Standards and Quality in Learning and Teaching

A. Mechanisms for Review and Evaluation

- Course Leader's Annual Standards and Quality Evaluative Review
- HCPC Annual Monitoring
- Head of Department's Annual Standards and Quality Evaluative Review
- Unit and Course Level student feedback considered at Board of Studies
- Unit Assessment Board consideration of student performance for each programme
- Annual Standards and Quality Reports to Board of Studies, including consideration of Subject and Award External Examiner Reports
- Periodic Programme Review
- Student Representatives and Student/Staff Consultative Committees
- National Student Survey
- National Postgraduate Taught Experience Survey
- Staff Performance and Development Review
- Peer Review and Development Framework
- Faculty Learning and Teaching Committee

B. Responsibilities for Monitoring and Evaluation

- Unit Co-ordinators for unit content and delivery
- Course Leader for day-to-day running of course
- Board of Studies with overall responsibilities for operation and content of course
- Head of Department
- Associate Dean (Academic)
- Associate Dean (Students)
- Quality Assurance Committee
- Unit, Award and Progression Board of Examiners

C. Mechanisms for Gaining Student Feedback

- Student Representation on Board of Studies
- Student Staff Consultative Committees
- Unit and Course level student feedback questionnaires
- University participates in external student surveys, e.g. National Student Survey (NSS), Postgraduate Taught Experience Survey (PTES), Postgraduate Research Experience Survey (PRES) and International Student Barometer (ISB)

D. Staff Development Priorities

- Academic staff undertake activities related to research, scholarship, teaching and learning and student support and guidance
- Annual staff performance and development reviews match development to needs
- Managers undertake a variety of management development programmes
- New academic staff required to undertake appropriate University of Portsmouth learning and teaching programmes
- All academic staff encouraged to seek Higher Education Academy membership
- Academic staff undertake initial and continuing professional development within the Academic Professional Excellence Framework (APEX) programme which is aligned with the Higher Education Academy (HEA)'s UK Professional Standards Framework (UKPSF)
- Support staff are encouraged to attend short courses in areas such as minute taking, and specific IT packages

23. Assessment Regulations

The current University of Portsmouth academic regulations will apply to this programme (see [Assessment and Regulations²](#)).

24. Role of Externals

Subject External Examiners who will:

- Oversee unit assessment and usually attend Unit Assessment Boards
- Review unit assessment strategy
- Sample assessment artefacts
- Present report to Unit Assessment Boards

Award External Examiners (usually also a Subject External Examiner) who will:

- Oversee and attend Award/Progression Boards
- Scrutinise and endorse the outcomes of assessment
- Ensure that the standard of the award is maintained at a level comparable with that of similar awards elsewhere in the United Kingdom

25. Indicators of Standards and Quality

A. Professional Accreditation/Recognition

Health and Care Professions Council approval and validation visit April 2017 of current undergraduate programme and annual monitoring cycle.

College of Radiographers accreditation December 2013.

² www.port.ac.uk/departments/services/academicregistry/qualitymanagementdivision/assessmentandregulations/

B. Periodic Programme Review (or equivalent)

The course received confirmation of its fitness for purpose through a Periodic Programme Review in February 2016.

C. Quality Assurance Agency

QAA Higher Education Review, March 2015, judgements about standards and quality meet UK expectations (*for full report see [Higher Education Review of the University of Portsmouth, March 2015](#)*³).

D. Others

None.

26. Further Information

Further information may be found in:

- Student Handbook
- University of Portsmouth Curriculum Framework Document
- University of Portsmouth Prospectus
- [University of Portsmouth](#)⁴ and [School](#)⁵ websites
- [Course](#)⁶ and [Faculty Placement](#)⁷ websites

³ www.qaa.ac.uk/en/ReviewsAndReports/Documents/University%20of%20Portsmouth/University-of-Portsmouth-HER-15.pdf

⁴ www.port.ac.uk/

⁵ www.port.ac.uk/school-of-health-sciences-and-social-work/

⁶ www.port.ac.uk/courses/health-sciences-and-social-work/bsc-hons-diagnostic-radiography-and-medical-imaging/

⁷ www.port.ac.uk/faculty-of-science/placement-office/