

School of Health and Social Work

Title of Programme: BSc (Hons) Diagnostic Radiography & Imaging

Programme Code: HHRGI

## Programme Specification

This programme specification is relevant to students entering:  
24 September 2018

Associate Dean of School (Academic Quality Assurance): Cheryl Holman

Signature 

### Summary of amendments to the programme:

Date	Section	Amendment
17/10/17	1	New addition of Programme Philosophy
17/10/17	Table 1.a	All module titles have changed except for 4HSK0013 and 6AHP1016 Inclusion of a programme landscape on page 8
17/10/17	Assessment Regulations	Edited to include regulation changes only.
17/10/17	Exemptions	Aegrotat award removed from exemptions.
17/10/17	G	The addition of full details in relation to Radiography Admissions Criteria
05/04/18	D Assessment regulations	Additional statement - Entry to the first clinical practice placement will be subject to Programme Leader recommendation.

If you have any queries regarding the changes please email [AQO@herts.ac.uk](mailto:AQO@herts.ac.uk)

# Programme Specification **BSc (Hons) Diagnostic Radiography & Imaging**

This programme specification (PS) is designed for prospective students, enrolled students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content for each module can be found in Definitive Module Documents (DMDs) and the Virtual Learning Environment (VLE).

## Section 1

<b>Awarding Institution/Body</b>	University of Hertfordshire
<b>Teaching Institution</b>	University of Hertfordshire
<b>University/partner campuses</b>	College Lane Campus, Hatfield
<b>Programme accredited by</b>	The Society and College of Radiographers and the Health & Care Professions Council
<b>Final Qualification</b>	BSc (Hons)
<b>All Final Award titles (Qualification and Subject)</b>	Diagnostic Radiography and Imaging
<b>FHEQ level of award</b>	6
<b>UCAS code(s)</b>	B821
<b>Language of Delivery</b>	English

### A. Programme Rationale

The primary aim of the programme is to produce graduates who will be equipped with the skills, knowledge and competencies to be eligible to apply for registration as diagnostic radiographers with the Health and Care Professions Council, and be eligible for membership of the Society and College of Radiographers (SCoR).

In designing the programme, the review team recognised the need to involve clinical partners and service users to ensure graduates are fit for practice and fit for purpose. It was also recognised that new graduates needed to be adaptable, manage and be responsive to change to meet the dynamic needs of the service. They must be able to work as part of an inter-professional team and be capable of utilising the wide range of skills required of a health care practitioner.

The graduate radiographer must be capable of demonstrating professional responsibility and accountability in a manner which will enhance service delivery and ensure the highest quality of care for patients. In so doing they will be fully cognisant of their responsibility and accountability to patients, colleagues and their employer through statutory and professional codes of conduct.

They must also be aware of their responsibilities in relation to The Ionising Radiations Regulations (IRR) 2017, Ionising Radiation (Medical Exposure) Regulations (IRMER) 2018, The Basic Safety Standards (BSS), and the need for continuing professional development.

The development of the programme has been informed by the QAA Benchmark Statements for Health Care Programmes- Radiography, the Society & College of Radiographer's Education and Career Framework for the Radiography Workforce, the HCPC Standards of Education & Training, HCPC Standards of Proficiency in addition to the QAA Framework for Higher Education Qualifications.

This programme therefore emphasises these needs and the acquisition of the core knowledge, understanding and skills for practice as a fundamental criterion for successful completion of the programme and subsequent graduation as a diagnostic radiographer.

## Programme Philosophy

This programme is committed to the development of competent, autonomous diagnostic radiographers, who are responsive to the changing landscape in modern healthcare.

Training in relation to the advances in diagnostic radiography and imaging practice is at the heart of the programme content and delivery, and aims to produce radiographers who can assess and respond appropriately to the needs of service users. Graduates will be capable of reflecting on and analysing their radiographic practice in relation to established theories and current evidence based research, for best practice and optimal service user experience.

The programme team is committed to providing a challenging programme which ensures that academic achievement is encouraged alongside the development of high standards of diagnostic imaging and patient care.

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## B. Educational Aims of the Programme

The programme has been devised in accordance with the University's graduate attributes of programmes of study as set out in [UPR TL03](#).

The aim of the programme is to enable students to develop their intellectual potential and professional expertise in diagnostic radiography and imaging, and to recognise the importance of continued professional development and life-long learning.

The programme further aims to ensure that graduates possess the knowledge, skills and competencies as set out in the HCPC, SCoR and QAA Benchmark Statements required for eligibility to apply for state registration and professional body membership.

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## C. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the areas specified below. The learning outcomes are designed to accommodate current knowledge in the discipline and developments in learning and teaching. The programme outcomes are referenced to the QAA Benchmark Statement for Radiography and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014), and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education (2016) have been used as a guiding framework for curriculum design.

Knowledge and Understanding	Teaching and learning methods	Assessment strategy
<p>On completion of the programme the graduate radiographer will know and understand:</p> <p><b>A1</b> - The concepts that underpin the education and training of health care professionals.</p> <p><b>A2</b> - The structure and function of the human body in health and disease.</p> <p><b>A3</b> - The behavioural and sociological sciences, and the promotion of social inclusion, that influence</p>	<p>Acquisition of all programme outcomes (A1 – A10) is through research-informed teaching and learning activities, e.g. lectures, tutorials, small group work, e-learning activities, interactive multi-professional group work, practical work in laboratories, supervised clinical placement experience, practice based assessment and self-directed study.</p> <p>At all times the level of support reflects the level of study.</p> <p>Students at level four are</p>	<p>Knowledge and understanding are assessed through a combination of unseen examinations and assessed in-course assignments including essays, presentations, reports, and clinical practice-based assessments which involve service users.</p>

<p>communication and respect for clients, patients, carers, and other professionals within the health care team.</p> <p><b>A4</b> - The role of imaging and imaging procedures in the diagnosis and management of disease</p> <p><b>A5</b> - The physical principles of radiation generation, interaction, modification and protection.</p> <p><b>A6</b> - The range of technological equipment used in diagnostic imaging so that equipment choices inform safe and efficient practice.</p> <p><b>A7</b> - Specialist imaging examinations and interventions.</p> <p><b>A8</b> - Contemporary practice and the role of the diagnostic radiographer in the inter-professional team.</p> <p><b>A9</b> - The legislative and ethical frameworks that underpin and support practice as a radiographer.</p> <p><b>A10</b> - The role of the health care professional in the promotion of health and health care education.</p>	<p>expected to require more support and guidance than level six students. The latter are expected to take more responsibility for their learning and utilise problem solving and critical evaluation skills in their approach to assignments.</p> <p>Additional support is provided by drop in sessions and tutorials. Students are advised to contact staff should queries arise in relation to coursework and assessment. Further support is provided by university-based services, e.g. through the Mathematics Drop-In Centre.</p> <p>Throughout, the learner is encouraged to undertake independent study both to supplement and consolidate what is being taught/learned and to broaden their individual knowledge and understanding of the subject area.</p>	
Intellectual skills	Teaching and learning methods	Assessment strategy
<p>On completion of the programme the graduate radiographer will be able to:</p> <p><b>B1</b> - Analyse and solve problems using appropriate guidelines and research evidence to draw reasoned conclusions and sustained judgements</p> <p><b>B2</b> - Apply scientific and ethical principles to the practice of diagnostic radiography.</p> <p><b>B3</b> - Assess the role of the diagnostic radiographer in the overall care of the patient/client</p> <p><b>B4</b> –Reflect critically upon their performance and practice.</p>	<p>Intellectual skills are developed throughout the programme by the methods and strategies outlined in Section A, above. Analysis and problem solving techniques are introduced via lectures and are further developed through tutorial work, laboratory work, participatory learning in multi-professional groups and in-course exercises.</p> <p>1<sup>st</sup> year students are introduced to reflective practice during academic teaching blocks. These skills are enhanced by critical reflection of their performance in practice.</p> <p>Throughout the learner is encouraged to utilise evidence based research to support practice, and to further develop</p>	<p>Intellectual skills are assessed through a combination of unseen written examinations, practical assessments, and coursework related to practice and clinical decision-making scenarios. Critical thinking skills are assessed through graded marking criteria from Level 4 to Level 6.</p>

<p><b>B5</b> – participate in audit, evaluate research evidence and synthesise knowledge to support practice in diagnostic imaging departments and other clinical areas.</p> <p><b>B6</b> - Demonstrate their ability to make informed, sensitive and ethically sound professional judgments in relation to diagnosis and treatment.</p> <p><b>B7</b> - Appraise the factors impinging on the delivery of continuity of care within the inter-professional team.</p> <p><b>B8</b> - Assess patients' needs by justifying the request for examination or treatment according to IR(ME)R 2018 and BSS requirements.</p>	<p>intellectual skills by independent study</p>	
Practical skills	Teaching and learning methods	Assessment strategy
<p>On completion of the programme the graduate radiographer will be able to:</p> <p><b>C1</b> - Manipulate equipment appropriately and undertake quality control/assurance to identify and rectify problems.</p> <p><b>C2</b> - Maintain confidentiality and obtain informed consent.</p> <p><b>C3</b> - Prepare, position patients/clients for examination or treatment accurately, safely and sensitively.</p> <p><b>C4</b> - Utilise imaging and accessory equipment appropriately and effectively.</p> <p><b>C5</b> - Generate, manipulate and evaluate images in relation to quality and identify normal/abnormal pathology.</p> <p><b>C6</b> - Adapt working practices (where appropriate) to meet the needs of individual patients and situations.</p> <p><b>C7</b> - Undertake the role of the operator and practitioner in accordance with IR(ME)R 2018</p> <p><b>C8</b> - Apply appropriate manual handling skills in</p>	<p>Clinical placement learning is integral to the programme. Practical skills are therefore developed throughout the programme by attendance and practice at clinical placement. In addition, students participate in problem solving scenarios within simulation laboratories.</p>	<p>Practical skills are assessed through a combination of continuous formative assessment in the radiography departments, summative clinical assessments, objective structured clinical and/or practical examinations (OSCE/OSPE) and viva voce; together with a record of clinical experience in which the student is expected to reflect and evaluate their performance. Service users are involved in student clinical assessments at clinical placement.</p>

<p>order to protect the patient, self and others.</p> <p><b>C9</b> - Apply appropriate first aid procedures when necessary.</p> <p><b>C10</b> - Apply the principles of infection control to working practices.</p>		
Transferable skills	Teaching and learning methods	Assessment strategy
<p>On completion of the programme the graduate radiographer will be able to:</p> <p><b>D1</b> - Demonstrate effective communication with patients, colleagues and carers, and engagement with information and communication technology</p> <p><b>D2</b> - Perform as an effective member of an inter-professional team.</p> <p><b>D3</b> - Demonstrate confidence in understanding, manipulating, interpreting and presenting numerical data.</p> <p><b>D4</b> - Gather information from a wide range of sources and use methods of enquiry to collect and interpret data.</p> <p><b>D5</b> - Supervise and mentor students and other staff.</p> <p><b>D6</b> - Demonstrate spatial awareness.</p> <p><b>D7</b> - Demonstrate effective time management.</p> <p><b>D8</b> - Recognise and work within the limitations of their own personal and professional skills.</p>	<p>Transferable skills are developed through the programme by a combination of lectures, tutorials, student-led seminars, small group work and practical work in laboratories. Supervised clinical experience, practice-based assessments and tutorials are utilised to develop the student's confidence.</p> <p>Throughout, the learner is encouraged to develop transferable skills by maintaining a record of evidence and completing a personal development plan.</p>	<p>Transferable skills are assessed through a range of assignments built into the curriculum, including coursework reports, oral presentations and research exercises as well as assessment in the clinical setting.</p>

## D. Programme Structures, Features, Levels, Modules, and Credits

The programme is offered as a full-time (three year) programme only and leads to the award of:

- BSc (Hons) Diagnostic Radiography & Imaging

which provides eligibility to apply for registration as a diagnostic radiographer with the HCPC.

### Professional and Statutory Regulatory Bodies

Completion of all 3 years of study are required to be eligible to apply for Health and Care Professions Council registration and membership of the Society and College of Radiographers

### Work-Based Learning, including Sandwich Programmes

Work-based learning consists of clinical practice elements which are integral to the programme.

### Erasmus Exchange programme

The programme does not take Erasmus Exchange students due to structure and requirement of the Erasmus programme which has an impact on UK students achieving HCPC requirements.

### Programme Structure

The programme structure and progression information below (Table 1a and 1b) is provided for the Honours award. Any interim awards are identified in Table 1b. The Programme Learning Outcomes detailed above are developed and assessed through the constituent modules. Table 2 (in section 2) identifies where each learning outcome is assessed.

Table 1a Outline Programme Structure

**Mode of study** Full Time

**Entry point** September

Compulsory Modules Module Title	Module Code	Credit Points	Language of Delivery	% Examinati	% Coursewo	% Practical	Semester s
<b>Level 4</b>							
Preparation for Professional Practice	4HSK0040	15	English	50	50		A
An Introduction to Inter-professional Education	4HSK0013	15	English		100		A
Imaging Science Foundations	4HSK0039	30	English	100			AB
Diagnostic Imaging 1	4HSK0047	30	English	50		50	AB
Diagnostic Imaging 2	4HSK0049	30	English	50		50	AB

**Progression to level 5 normally requires a minimum of 120 credits and passes in all level 4 modules**

Compulsory Modules Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
<b>Level 5</b>							
Research Methods	5HSK0073	15	English	50	50		A
Developing Professional Practice	5HSK0068	30	English	50	50		AB
Imaging Science Principles	5HSK0070	30	English	100			AB
Diagnostic Imaging 3	5HSK0076	30	English	50		50	AB
Diagnostic Imaging 4	5HSK0074	15	English	50		50	B

**Progression to level 6 normally requires a minimum of 120 credits and passes in all level 5 modules**

## Compulsory Modules

### Module Title

Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
<b>Level 6</b>							
Research in Radiography	6HSK0134	30	English		100		AB
Enhancing Health and Social Care through Inter-Professional Education	6AHP1016	15	English		100		A
Advancing Professional Practice	6HSK0132	15	English	60		40	A
Preliminary Clinical Evaluation 1	6HSK0138	15	English			100	A
Preliminary Clinical Evaluation 2	6HSK0139	15	English			100	B
Clinical decision-making and diagnostic practice	6HSK0136	30	English	40		60	AB

The award of an Honours degree requires 360 credits with at least 120 credits at level 6.

### Programme landscape

Semester A	Semester B
An Introduction to Inter-Professional Education 15cr	
Preparation for Professional Practice 15cr	
Imaging Science Foundations 30cr	
Diagnostic Imaging 1 30cr	
Diagnostic Imaging 2 30cr	
Semester A	Semester B
Developing Professional Practice 30cr	
Imaging Science Principles 30cr	
Research Methods 15cr	
Diagnostic Imaging 3 30cr	
	Diagnostic Imaging 4 15cr
Semester A	Semester B
Advancing Professional Practice 15cr	
Enhancing Health and Social Care through Inter-professional Education 15cr	
Research in Radiography 30cr	
Preliminary Clinical Evaluation 1 15cr	
	Preliminary Clinical Evaluation 2 15cr
Clinical Decision-Making and Diagnostic Practice 30cr	

**Key:** Semester A modules  
Semester B modules  
Semester AB modules

### Honours classification

The University has approved structure and assessment regulations common to all programmes. Full details are provided in [UPR AS14](#), Section D.

Table 1b Final and interim awards available

The programme provides the following final and interim awards:

Final Award	Award Title	Minimum requirements	Available at end of Level	Programme Learning Outcomes developed (see above)
BSc (Hons)	BSc (Hons) Diagnostic Radiography and Imaging	360 credit points including 240 at level 6/5 of which 120 must be at level 6	6	All programme learning outcomes (see Table 2)

  

Interim Award	Award Title	Minimum requirements	Available at end of Level	Programme Learning Outcomes developed (see above)
University Certificate	Untitled	45 credit points at level 4	4	See UPR AS11, section 13: <a href="http://sitem.herts.ac.uk/secreg/upr/AS11.htm">http://sitem.herts.ac.uk/secreg/upr/AS11.htm</a>
Certificate of Higher Education	Certificate of Higher Education in Radiation Science and Health Care	120 credit points at level 4	4, 5	A1-A9 B1, B2, B4 B7, B8 C1, C10 D1-D4, D6, D8
Diploma of Higher Education	Diploma of Higher Education in Radiation Science and Health Care	240 credit points including at least 120 at level 5	5, 6	As per the Certificate of Higher Education plus: A2-A7 B1, B2, B4, B5, B8 C1-C8, C10 D1-D7
BSc	BSc Imaging Science and Health Care	300 credit points including 180 at level 6/5 of which 60 must be at level 6	6	As per the Diploma of Higher Education plus: A1, A3, A4, A6-A10 B1-B8 C2, C5, C6-C8, C10 D1, D2, D4, D5, D7, D8

Students must successfully complete all three years of the programme in order to be eligible for registration, with the HCPC, as a diagnostic radiographer.

### Programme-specific assessment regulations

The programme complies with the University's academic regulations (in particular, [UPR AS11](#), [UPR AS12](#) and [UPR AS14](#)) with the exception of those listed below, which have been approved by the University:

- Final compensatory credit (exemption from UPR AS14 section D4.4) and/or intra-module compensation is not permitted.
- At each academic level, the student will normally be required to have passed 45 credits (at first attempt/referral) to be permitted a re-enrolment opportunity and hence repeat failed modules.
- Due to the alignment and structure of the modules at each level on the programme, students are not normally permitted to "trail" modules from one year to the next year (exemption from

UPR AS14, D3). Progression from one level to the next normally depends on meeting the pre-requisite requirement of achieving 120 credits at the preceding level of study; where, in exceptional circumstances, it is considered by the Exam Board that the student may progress with less than 120 credits, the student must have passed all modules with a clinical component.

- Length of student registration is a maximum of six years (exemption from UPR AS14, D3.9).
- Length of registration of international students studying under a Tier 4 visa have a maximum of five years.

Further programme-specific regulations (requiring School-level approval) are given below:

- Students are expected to attend all taught sessions of each module undertaken which is monitored through the Check-In system. The Board of Examiners' may take student attendance into account.
- In order to progress, students must normally complete 100% of clinical placement attendance for each level of study as specified by the programme year plan. Placement attendance is managed in accordance with the SCoR's Student Radiographer Attendance Management Guidelines (2011).
- Successful completion of the clinical logbook over the programme period, demonstrating competence in a range of diagnostic imaging examinations, is essential for receipt of award.
- Students are allowed two failures (including FREFC or a FREN), per level of study, in elements of clinical assessment involving patient examinations. If more than two failures (including FREFC or a FREN) are incurred by the student they are normally required to withdraw from the programme.
- Entry to the first clinical practice placement will be subject to Programme Leader recommendation.
- If a module with a clinical component has been failed, in repeating the module, the student should complete all of the clinical time specified by the year plan for the respective level of study. If the module(s) to be repeated has only academic content the student must normally complete a minimum of 50% of the total clinical time specified by the year plan. Furthermore, if a clinical competency based assessment, e.g. practice assessment has been failed at first attempt, the student must complete a minimum of 4 weeks additional clinical time where relevant in order to retake the assessment.
- Failure to fulfil the requirements for practice, including undertaking barring and enhanced disclosure checks, attending occupational health screening when referred and (where applicable) completing a statutory declaration, will normally lead to the student being withdrawn from the programme.
- The external examiner appointed to the programme must be appropriately experienced and qualified and be from the relevant part of the HCPC Register, in accordance with the HCPC Standards of Education & Training (SETs) 6.7. Where the programme has more than one external examiner, at least one must be from the relevant part of the HCPC Register.
- It is an expectation that all students continue their membership with the Society and College of Radiographers (SCoR) through the duration of their study on the programme.

Course Code	Course Instance	Award Title	Modules (child instance codes & title)	Must be included in classification algorithm?
HHRGI	RGI1F RGI2F RGI3F	BSc (Hons) Diagnostic Radiography and Imaging	There are currently no modules that have been granted an exception to programme specific assessment regulations	n/a

Further programme-specific regulations (requiring School-level approval) – all programme-specific regulations are stipulated above.

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## E. Management of Programme & Support for student learning.

### Management

The programme is managed by;

- A Programme Leader who has day to day responsibility for managing the programme in liaison with Heads of Department
- A Professional Lead who advises on issues pertinent to the programme
- A Clinical Practice Lead who has responsibility for managing clinical placement requirements
- Year Tutors who are responsible for a specific cohort of the programme
- An Admissions Tutor who has specific responsibility for managing the admissions and recruitment process
- A designated Administrator to deal with day to day administration associated with the programme
- Module Leaders who are responsible for co-ordination and management of individual modules
- A programme committee, the membership of which includes academic and clinical staff, service managers, service users and student representatives

### Support

Students are supported by:

- Programme Leader and Year tutors to help students understand the programme structure
- Personal Tutors to provide academic and pastoral support
- A designated programme administrator
- An induction week for each level of study at the beginning of the new academic session
- An extensive Learning Resources Centre, providing a modern study environment
- Canvas/StudyNet, a versatile online interactive intranet and managed learning environment
- Access to extensive digital and print collections of information resources
- A substantial Student Centre that provides advice on issues such as finance, University regulations, legal matters, accommodation, international student support etc.
- Office of the Dean of Students, incorporating Chaplaincy, Counselling and nursery
- Medical Centre
- A Mathematics Drop-in Centre
- A University based Disability Support Student Co-ordinator
- An Equality Unit
- The Students' Union
- A clinical team responsible for monitoring and organising clinical placements
- Placement supervisors and mentors including a named clinical/practice co-ordinator/educator
- Student representation on programme committee meetings
- Guided student-centred learning through the use of the VLE
- A Careers service for all current students and graduates

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## F. Other sources of information

In addition to this Programme Specification, the University publishes guidance to registered students on the programme and its constituent modules:

- A Programme (or Student) Handbook;
- A Definitive Module Document (DMD) for each constituent module;
- A Module Guide for each constituent module.
- University of Hertfordshire Course website:  
<http://www.herts.ac.uk/courses/>
- QAA Benchmark Statement website:  
<http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements>
- Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014)

[The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies](#)

- SEEC Credit Level Descriptors for Further and Higher Education 2010:  
<http://www.seec.org.uk/wp-content/uploads/2013/seec-files/SEEC%20Level%20Descriptors%202010.pdf>
- External Quality Review report website:  
[http://www.qaa.ac.uk/reviews-and-reports/provider?UKPRN=10007147#.VCFXlha\\_hSU](http://www.qaa.ac.uk/reviews-and-reports/provider?UKPRN=10007147#.VCFXlha_hSU)
- Fitness to Practise (UPR SA15) and other School policies [here](#)
- UNISTATS website:  
<http://www.unistats.com/>
- University of Hertfordshire Academic Quality website:  
(StudyNet → Staff → Department Lists → Academic Quality Office)
- Structure & Assessment Regulations - Undergraduate & Taught Postgraduate Programmes, UPR AS14:  
<http://sitem.herts.ac.uk/secreg/upr/AS14.htm>
- Learning and Teaching Policy and Graduate Attributes, UPR TL03:  
<http://sitem.herts.ac.uk/secreg/upr/TL03.htm>
- Admissions - Undergraduate & Taught Postgraduate Students, UPR SA03:  
<http://sitem.herts.ac.uk/secreg/upr/SA03.htm>
- Academic Quality, UPR AS17:  
<http://sitem.herts.ac.uk/secreg/upr/AS17.htm>
- Index of UPRs for students:  
[http://sitem.herts.ac.uk/secreg/upr\\_azlist\\_info.htm](http://sitem.herts.ac.uk/secreg/upr_azlist_info.htm)
- Information on Programme and Module External Examiners  
<http://www.studynet1.herts.ac.uk/ptl/common/studentcentre.nsf/Teaching+Documents/184A221E5EECA6B780257A5C00250BA9?OpenDocument>
- QAA Benchmark Statement Academic Standards Health Care Programmes – Radiography  
[www.qaa.ac.uk](http://www.qaa.ac.uk)
- The Code of Practice Section 9 – Placement Learning [www.qaa.ac.uk](http://www.qaa.ac.uk)
- The Ionising Radiations Regulations 1999 (IRR'99) and IR(ME)R 2000 Regulations accessible via [www.sor.org](http://www.sor.org)
- The Society of Radiographers [www.sor.org](http://www.sor.org)
- The Education and Career Framework for the Radiography Workforce [www.sor.org](http://www.sor.org)
- The NHS Constitution for England- Principles and Values that Guide the NHS  
<https://www.gov.uk/government/publications/the-nhs-constitution-for-england/the-nhs-constitution-for-england#principles-that-guide-the-nhs>
- The Society of Radiographers Quality Standards for Practice Placements [www.sor.org](http://www.sor.org)
- The Society of Radiographers 2016-2021 Research Strategy [www.sor.org](http://www.sor.org)
- The Society of Radiographers Scope of Practice [www.sor.org](http://www.sor.org)
- The Society of Radiographers Code of Professional Conduct [www.sor.org](http://www.sor.org)
- The Society of Radiographers Education and Professional Development Strategy: New Directions  
[www.sor.org](http://www.sor.org)
- The Society of Radiographers Student Radiographer Attendance Management Guidelines.  
[www.sor.org](http://www.sor.org)
- Health Professions Council Standards of Education and Training [www.hpc-uk.org](http://www.hpc-uk.org)
- Health Professions Council Standards of Proficiency – Radiography [www.hpc-uk.org](http://www.hpc-uk.org)
- Health Professions Council Standards of Conduct, Performance and Ethics [www.hpc-uk.org](http://www.hpc-uk.org)
- School Specific Policies and Regulations (Fitness to Practice, DBS, Confidentiality, Practice Complaints, Fraudulent Access to NHS Sponsored Courses)  
<http://sitem.herts.ac.uk/secreg/School-specific%20HSK%20Policies%20and%20Regs.htm>
- UK Core Skills Training Framework – Skills for Health  
<http://www.skillsforhealth.org.uk/services/item/146-core-skills-training-framework>
- The Basic Safety Standards <https://ec.europa.eu/energy/en/topics/nuclear-energy/radiation-protection>
- European Federation of Radiographer Societies. European Qualifications Framework Level 6 Benchmarks for Radiographers

[https://www.efrs.eu/publications/see/2016.11\\_EFRS\\_EQF\\_level\\_7\\_Benchmark\\_\(Master\)?file=1083](https://www.efrs.eu/publications/see/2016.11_EFRS_EQF_level_7_Benchmark_(Master)?file=1083)

The [Herts Handbook](#) is an introduction to the academic, social, cultural and sporting services and opportunities available at the University of Hertfordshire, and includes the Student Charter and Student Code of Conduct.

As a condition of registration, all students of the University of Hertfordshire are required to comply with the University's rules, regulations and procedures. These are published in a series of documents called 'University Policies and Regulations' (UPRs). The University requires that all students consult these documents which are available on-line, on the UPR web site, at: <http://www.herts.ac.uk/secreg/upr/>. In particular, [UPR SA07](#) 'Regulations and Advice for Students' Particular Attention - Index' provides information on the UPRs that contain the academic regulations of particular relevance for undergraduate and taught postgraduate students.

The UK Quality Assurance Agency for Higher Education (QAA) has confirmed the quality and standards of provision at the University of Hertfordshire. A key part of QAA's role is to review and report on how universities maintain their academic standards and quality, to inform students and the wider public. The team of QAA reviewers visited the University of Hertfordshire in 2015/16 and judged that its academic standards, the quality and enhancement of its students' learning experience, and the quality of information about this learning experience all meet UK expectations. In other words, the University meets national requirements for standards and quality. The QAA's report can be accessed at: <http://www.qaa.ac.uk/reviews-and-reports/provider?UKPRN=10007147#.V-KHajXy0nE>

## G. Entry requirements

The normal entry requirements for the programme are as follows:

Entry is normally at level 4 with suitable A-level or equivalent qualifications, but may be possible at level 5 with suitable similar level 4 qualifications. Students entering the programme must be medically fit to undertake the programme and will therefore require a satisfactory health assessment. In order to comply with the 'Rehabilitation of Offenders Act' 1974 and 'Rehabilitation of Offenders Act 1974 (exceptions) order' 1975, students require a satisfactory enhanced Disclosure and Barring Service check. Admission to the programme is therefore subject to satisfactory health clearance and DBS (Disclosure and Barring Service) clearance.

Intake is normally in Semester A (September) of the academic year. All students are required to attend an interview at university as a component of the admissions process.

### **Radiography Admissions Criteria applicable from 2017 entry**

#### **Level 2 qualifications:**

Applicants must have at least 5x GCSEs which includes:

- English Language Grade C (or 5)
- Maths Grade C (or 5)
- Two Sciences Grade C (or 5). This can be obtained from either Double Award Science or Single Science and Additional Science or any two from Biology, Chemistry or Physics

Functional Skills Level 2 in English is acceptable

Functional Skills Level 2 in Maths is acceptable

#### **Level 3 qualifications:**

A levels:

- Applicants must have 3 A levels
- 120 UCAS points from GCE A2/AS levels to include 96 points from A2 subjects and should include grade C or above from a Science subject or Mathematics
- 300 UCAS points 80 points from Pure Science (Maths, Biology, Chemistry or Physics)
- Need to have pure science- Maths, Chemistry, Biology or Physics

BTEC:

- BTEC Extended Diploma in Applied Science with Distinction Distinction Merit (DDM) profile; or

- BTEC Extended Diploma in Health and Social Care with DDM profile plus grade C or above from a GCE A2 Science subject or Mathematics; or
- Must be the Extended Diploma in Applied Science
- Predicted DDM

Access:

- Must be studying a minimum of 45 credits at level 3
  - 24 credits are Distinction including 9 credits from a Science subject
  - 12 credits are Merit
- Must have either Distinction or Merit - no Pass grades can be accepted

Foundation Science degree:

- Average profile of 60% or higher

Irish Leaving Certificate:

- 120 points from 5 Higher level subjects to include B1 from a Science

Degree:

- Honours degree at 2:2 classification or above in a Science or Health subject

International Baccalaureate:

- 120 points from 1 Higher Level (HL) subject at Grade 5 or above and 1 HL subject at Grade 4 or above to include a life science or maths subject.

Can combine A levels and BTEC qualifications = 300 or 120 points and above. Requirement to have Science 80 points (previous A levels) or 120 UCAS GCE A2/AS levels.

**For all applicants where English is not their first language, IELTS at level 7 (with no less than 6.5 achieved in any one band) is required.**

They must also satisfy the University's standard entrance qualifications and comply with statutory requirements so that they are eligible for registration as a radiographer upon qualification.

The programme is subject to the University's Principles, Policies and Regulations for the Admission of Students to Undergraduate and Taught Postgraduate Programmes (in [UPR SA03](#)), along with associated procedures. These will take account of University policy and guidelines for assessing accredited prior certificated learning (APCL) and accredited prior experiential learning (APEL).

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If you would like this information in an alternative format please contact:  
Aarthi Ramlaul - Programme Leader ([a.ramlaul@herts.ac.uk](mailto:a.ramlaul@herts.ac.uk))

If you wish to receive a copy of the latest Programme Annual Monitoring and Evaluation Report (AMER) and/or the External Examiner's Report for the programme, please email a request to [aqo@herts.ac.uk](mailto:aqo@herts.ac.uk)

## BSc (Hons) Diagnostic Radiography & Imaging

Table 2: Development of Intended Programme Learning Outcomes in the Constituent Modules

This map identifies where the programme learning outcomes are assessed in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the programme aims (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses.

		Programme Learning Outcomes (as identified in Section 1 and on the following page)																																					
		Knowledge & Understanding										Intellectual Skills								Practical Skills								Transferable Skills											
Module Title	Module Code	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	D1	D2	D3	D4	D5	D6	D7	D8		
Level 4	Preparation for Professional Practice	4HSK0040								X		X	X		X						X						X	X	X				X				X		
	An Introduction to Inter-professional Education	4HSK0013	X		X					X					X			X			X									X									
	Imaging Science Foundations	4HSK0039				X	X	X												X			X	X		X					X								
	Diagnostic Imaging 1	4HSK0047		X		X			X										X	X	X	X	X	X	X				X	X					X				
	Diagnostic Imaging 2	4HSK0049		X		X			X										X				X													X			
Level 5	Developing Professional Practice	5HSK0068			X								X		X									X		X													
	Imaging Science Principles	5HSK0070				X	X	X												X			X	X	X						X								
	Diagnostic Imaging 3	5HSK0076		X		X			X				X						X	X	X	X	X	X	X				X	X					X				
	Diagnostic Imaging 4	5HSK0074		X		X			X				X						X				X													X			
	Research Methods	5HSK0073											X			X															X	X							
Level 6	Advancing Professional Practice	6HSK0132									X	X		X										X		X								X		X			
	Enhancing Health & Social Care through Inter-professional Education	6AHP1016	X		X				X									X												X									
	Preliminary Clinical Evaluation 1	6HSK0138								X	X						X						X							X								X	
	Preliminary Clinical Evaluation 2	6HSK0139				X				X	X						X							X							X								X
	Clinical Decision-Making and Diagnostic Practice	6HSK0136				X		X	X		X		X	X	X	X	X	X	X		X				X	X				X								X	
	Research in Radiography	6HSK0134											X				X		X																X			X	

**Key:** Learning Outcome which is assessed as part of the module ☒

## Key to Programme Learning Outcomes

### Knowledge and Understanding

- A1. The concepts that underpin the education and training of health care professionals.
- A2. The structure and function of the human body in health & disease.
- A3. The behavioural and sociological sciences that influence communication and respect for clients, patients, their carers and other professionals within the health care team.
- A4. The role of imaging and imaging procedures in the diagnosis and management of disease.
- A5. The physical principles of radiation generation, interaction, modification and protection.
- A6. The range of technological equipment used in diagnostic imaging so that equipment choices inform safe and efficient practice.
- A7. Specialist imaging examinations and interventions.
  
- A8. Contemporary practice and the role of the diagnostic radiographer in the inter-professional team.
- A9. The legislative and ethical frameworks that underpin and support practice as a radiographer.
- A10. The role of the health care professional in the promotion of health and health care education.

### Intellectual Skills

- B1. Analyse and solve problems using appropriate guidelines and research evidence to draw reasoned conclusions and sustained judgements.
- B2. Apply scientific and ethical principles to the practice of diagnostic radiography.
- B3. Assess the role of the diagnostic radiographer in the overall care of the patient / client.
- B4. Reflect critically upon their performance and practice.
  
- B5. Synthesise knowledge and evaluate research evidence to support practice in diagnostic Imaging departments and other clinical areas.
- B6. Demonstrate their ability to make informed, sensitive and ethically sound professional judgments in relation to diagnosis and treatment.
- B7. Appraise the factors impinging on the delivery of continuity of care within the inter-professional team.
- B8. Assess patients' needs by justifying the request for examination or treatment according to IR(ME)R 2000 and IR(ME) Amendment Regulations 2006 & 2011

### Practical Skills

- C1. Manipulate equipment appropriately and undertake quality control / assurance to identify and rectify problems
- C2. Maintain confidentiality and obtain informed consent.
- C3. Prepare, position patients / clients for examination or treatment accurately, safely and sensitively
  
- C4. Utilise imaging and accessory equipment appropriately and effectively.
  
- C5. Generate, manipulate and evaluate images in relation to quality and identify normal/abnormal pathology.
- C6. Adapt working practices (where appropriate) to meet the needs of individual patients and situations.
- C7. Undertake the role of the operator and practitioner in accordance with IR(ME)R 2000 and IR(ME) Amendment Regulations 2006 & 2011
- C8. Apply appropriate manual handling skills in order to protect the patient, self and others.
- C9. Apply appropriate first aid procedures when necessary.
  
- C10. Apply the principles of infection control to working practices.

### Transferable Skills

- D1. Communicate effectively with patients, colleagues and carers, and engagement with information and communication technology
- D2. Perform as an effective member of an inter-professional team.
- D3. Demonstrate confidence in understanding, manipulating, interpreting and presenting numerical data.
- D4. Gather information from a wide range of sources and use methods of enquiry to collect and interpret data.
- D5. Supervise and mentor students and other staff.
  
- D6. Demonstrate spatial awareness.
  
- D7. Demonstrate effective time management.
  
- D8. Recognise and work within the limitations of their own personal and professional skills.

## Section 2

### Programme management

**Relevant QAA subject benchmarking statements**

**Type of programme**

**Date of validation/last periodic review**

**Date of production/ last revision of PS**

**Relevant to level/cohort**

**Administrative School**

Health Care Programmes Radiography

Undergraduate

October 17

April 18

Level 4 entering September 2018

School of Health and Social Work

Table 3 Course structure

Course details					
Course code		Course description		JACS	
HHRGI		BSc (Hons) Diagnostic Radiography and Imaging		B821	
Course Instances					
Instances code	Intake	Stream	Instances Year	Location :	Mode of study
RGI1F	A	Diagnostic Radiography and Imaging	1	Hatfield	Full-time
RGI2F	B	Diagnostic Radiography and Imaging	2	Hatfield	Full-time
RGI3F	A	Diagnostic Radiography and Imaging	3	Hatfield	Full-time