

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

Programme Code: HHRGI

Programme Specification

This programme specification is relevant to students entering:
25 September 2023

Associate Dean of School (Academic Quality Assurance):
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Signature



A programme specification is a collection of key information about a programme of study (or course). It identifies the aims and learning outcomes of the programme, lists the modules that make up each stage (or year) of the programme, and the teaching, learning and assessment methods used by teaching staff. It also describes the structure of the programme, its progression requirements and any programme-specific regulations. This information is therefore useful to potential students to help them choose the right programme of study, to current students on the programme, and to staff teaching and administering the programme.

Summary of amendments to the programme:

Section	Amendment

If you have any queries regarding the changes please email 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 Module Guides.

Section 1

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

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) (2018), and the need for continuing professional development. The development of the programme was informed by the now obsolete QAA Benchmark Statements for Health Care Programmes- Radiography, the Society & College of Radiographer's Education and Career Framework for the Radiography Workforce (2013), the HCPC Standards of Education & Training (2017), HCPC Standards of Proficiency (2018) in addition to the QAA Framework for Higher Education Qualifications (2014).

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.

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](#).

Additionally this programme aims 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.
- ensure that graduates possess the knowledge, skills and competencies as set out in the HCPC and SCoR required for eligibility to apply for state registration and professional body membership.

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 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 (2021) 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>A1- The concepts that underpin the education and training of health care professionals</p> <p>A2- The structure and function of the human body in health and disease.</p> <p>A3- The behavioural and sociological sciences, and the promotion of social inclusion, that influence communication and respect for clients, patients, carers, and other professionals within the health care team.</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. Students at level four are 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</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>A4- The role of imaging and imaging procedures in the diagnosis and management of disease.</p> <p>A5- The physical principles of radiation generation, interaction, modification and protection.</p> <p>A6- The range of technological equipment used in diagnostic imaging so that equipment choices inform safe and efficient practice.</p> <p>A7- Specialist imaging examinations and interventions.</p> <p>A8- Contemporary practice and the role of the diagnostic radiographer in the inter-professional team.</p> <p>A9- The legislative and ethical frameworks that underpin and support.</p> <p>A10- The role of the health care professional in the promotion of health and health care education.</p>	<p>skills in their approach to assignments.</p> <p>Additional support is provided by drop-in sessions and tutorials. Students are advised that queries should 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.</p>	
<p>Intellectual skills</p>	<p>Teaching and learning methods</p>	<p>Assessment strategy</p>
<p>On completion of the programme the graduate radiographer will be able to:</p> <p>B1- Analyse and solve problems using appropriate guidelines and research evidence to draw reasoned conclusions and sustained judgements.</p> <p>B2- Apply scientific and ethical principles to the practice of diagnostic radiography.</p> <p>B3- Assess the role of the diagnostic radiographer in the overall care of the patient/client.</p> <p>B4- Reflect critically upon</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>Level 4 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 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>their performance and practice.</p> <p>B5- participate in audit, evaluate research evidence and synthesise knowledge to support practice in diagnostic imaging departments and other clinical areas.</p> <p>B6- Demonstrate their ability to make informed, sensitive and ethically sound professional judgments in relation to diagnosis and treatment.</p> <p>B7- Appraise the factors impinging on the delivery of continuity of care within the inter-professional team.</p> <p>B8- Assess patients' needs by justifying the request for examination or treatment according to IR(ME)R (2018) and BSS (2018) requirements.</p>	<p>intellectual skills further 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>C1- Manipulate equipment appropriately and undertake quality control/assurance to identify and rectify problems.</p> <p>C2- Maintain confidentiality and obtain informed consent.</p> <p>C3- Prepare, position patients/clients for examination or treatment accurately, safely and sensitively.</p> <p>C4- Utilise imaging and accessory equipment appropriately and effectively.</p> <p>C5- Generate, manipulate and evaluate images in relation to quality and identify normal/abnormal pathology.</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, skills are assessed through a combination of unseen written examinations related to practice and clinical decision-making scenarios. 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>C6- Adapt working practices (where appropriate) to meet the needs of individual patients and situations.</p> <p>C7- Undertake the role of the operator and practitioner in accordance with IR(ME)R</p> <p>C8- Apply appropriate manual handling skills in order to protect the patient, self and others.</p> <p>C9- Apply appropriate first aid procedures when necessary.</p> <p>C10- 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>D1- Demonstrate effective communication with patients, colleagues and carers, and engagement with information and communication technology.</p> <p>D2- Perform as an effective member of an inter-professional team.</p> <p>D3- Demonstrate confidence in understanding, manipulating, interpreting and presenting numerical data.</p> <p>D4- Gather information from a wide range of sources and use methods of enquiry to collect and interpret data.</p> <p>D5- Supervise and mentor students and other staff.</p> <p>D6- Demonstrate spatial awareness.</p> <p>D7- Demonstrate effective time management.</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>

D8- Recognise and work within the limitations of their own personal and professional skills.

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

The programme is offered in full-time (three year) modes, and leads to the award of a BSc (Hons) Diagnostic Radiography & Imaging which provides eligibility to apply for registration as a diagnostic radiographer with the HCPC. Intake is normally Semester A (September).

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. All students can gain 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.

Study Abroad

N/A

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 identifies where each learning outcome is assessed.

Table 1a Outline Programme Structure

Mode of study Full Time

Entry point Semester A

Level 4

	Module Code	Credit Points	% Examination	% Coursework	% Practical	Semesters
Compulsory Modules						
Module Title						
Preparation for Professional Practice	4HSK2016	30	0	100	0	AB
Imaging Science Foundations	4HSK0039	30	0	100	0	AB
Diagnostic Imaging 1	4HSK0047	30	0	100	P/F*	AB
Diagnostic Imaging 2	4HSK0049	30	0	100	P/F*	AB

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

Mode of study Full Time
Entry point Semester A
Level 5

Module Title	Module Code	Credit Points	% Examination	% Coursework	% Practical	Semesters
Compulsory Modules						
Research Methods	5HSK2022	15	0	100	0	A
Developing Professional Practice	5HSK2021	30	0	100	0	AB
Imaging Science Principles	5HSK0070	30	0	100	0	AB
Diagnostic Imaging 3	5HSK0076	30	0	100	P/F*	AB
Diagnostic Imaging 4	5HSK0074	15	0	100	P/F*	B

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

Mode of study Full Time
Entry point Semester A
Level 6

Module Title	Module Code	Credit Points	% Examination	% Coursework	% Practical	Semesters
Compulsory Modules						
Research in Radiography	6HSK0134	30	0	100	0	AB
Enhancing Health and Social Care through Inter-Professional Education	6AHP1016	15	0	100	0	A
Advancing Professional Practice	6HSK0132	15	0	100	0	A
Preliminary Clinical Evaluation 1	6HSK0138	15	0	0	100	A
Preliminary Clinical Evaluation 2	6HSK0139	15	0	0	100	B
Clinical Decision-Making and Diagnostic Practice	6HSK0136	30	0	100	P/F*	AB

* This Pass/Fail element of assessment must be successfully completed to pass the module, however it will not contribute to the overall numeric grade awarded. For further information regarding the assessment for each module please refer to the Definitive Module Document.

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

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		45 credit points at level 4	4	See UPR AS11, section 13: http://sitem.herts.ac.uk/secreg/upr/AS11.htm
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: B5 C1-C8, D5, 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: A10

Students must successfully complete all 360 credits 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/UPR AS13](#) 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). The Board of Examiners will consider permitting students to trail up to 30 credits from one level to another in cases where i) where a module has more than one element of assessment and a student has an FREN for one of those elements only, and ii) where a student has an FREN in the following modules: 4HSK2016, 5HSK2021 & 5HSK0070.

- 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 record of clinical experience (ROCE) 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.
- Students may be withdrawn from the programme if they fail to fulfil the requirements for university study and clinical practice, including undertaking barring and enhanced disclosure checks, attending occupational health screening when referred and completing a statutory declaration (as appropriate). In addition, students will not be permitted to attend clinical placement until they have attended the mandatory Cardiopulmonary Resuscitation and Moving and Handling training sessions.
- 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.
- We will use every reasonable effort to provide your educational and other related services in the manner and to the standards set out in our prospectuses, on our website, and in our other published materials. At times there may be circumstances outside our reasonable control which have a detrimental effect on how we provide our services to you. If circumstances such as these arise, we cannot make an absolute commitment that your studies will not be disrupted, but we will use every reasonable effort to minimise any disruption to you.
- Due to the nature of certain programmes of study, we advise applicants who will be under 18 years of age on or after the date of registration that this may mean there are financial implications and/or an impact on the structure, timing and trajectory of their studies, since the legislative requirements for safeguarding students under the age of 18 may present challenges in securing an appropriate range and scope of practice placements. If you have any concerns, we would be pleased to discuss the issues outlined above with any potential applicants.

Course Code	Course Instance	Award Title	Modules (child instance codes & title)	Must be included in classification algorithm?
HHRGI	RG11F RG12F RG13F	BSc (Hons) Diagnostic Radiography and Imaging	There are currently no modules that have been granted an exception to programme specific assessment regulations	n/a

E. Management of Programme & Support for student learning.

Management

The programme is managed and administered through:

- 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 team of Administrators 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
- You will have a Personal Tutor who will be an important point of contact, able to help you gain a good understanding of the School and programme you are studying
- A team of programme administrators
- An induction week for each level of study at the beginning of the new academic session
- Attractive modern study environments in 2 Learning Resources Centre
- 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 Dean of Students, Student Wellbeing (incorporating Counselling, Mental Health and Disability Support), Chaplaincy and Day Nursery
- Medical Centre
- Student Success Hubs, which include a Mathematics Drop-in Centre
- An Equality Unit
- Hertfordshire 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 on Canvas module sites
- Careers and Employment

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/>
- External Quality Review report website: http://www.qaa.ac.uk/reviews-and-reports/provider?UKPRN=10007147#.VCFXlha_hSU
- Fitness to Practise (UPR SA15) and other School policies
- University of Hertfordshire Academic Quality website:
(Canvas → 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
- 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
- Information on Programme and Module External Examiners:
- QAA Benchmark Statement Academic Standards Health Care Programmes – Radiography
www.qaa.ac.uk
- The Code of Practice Section 9 – Placement Learning www.qaa.ac.uk
- The Ionising Radiations Regulations 2018 and IR(ME)R 2017 Regulations accessible via
<https://www.cqc.org.uk/guidance-providers/ionising-radiation/ionising-radiation-medical-exposure-regulations-irmer>
- The Society of Radiographers www.sor.org
- The Education and Career Framework for the Radiography Workforce 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
- The Society of Radiographers 2016-2021 Research Strategy www.sor.org
- The Society of Radiographers Scope of Practice www.sor.org
- The Society of Radiographers Code of Professional Conduct www.sor.org
- The Society of Radiographers Education and Professional Development Strategy: New Directions
www.sor.org
- The Society of Radiographers Student Radiographer Attendance Management Guidelines. www.sor.org
- Health Professions Council Standards of Education and Training www.hpc-uk.org
- Health Professions Council Standards of Proficiency – Radiography www.hpc-uk.org
- Health Professions Council Standards of Conduct, Performance and Ethics www.hpc-uk.org
- School Specific Policies and Regulations (Fitness to Practise, 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 [Ask Herts](http://www.herts.ac.uk) website provides information on a wide range of resources and services available at the University of Hertfordshire including academic support, accommodation, fees, funding, visas, wellbeing services and student societies.

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.

In accordance with section 4(5) of the Higher Education and Research Act 2017 (HERA), the UK Office for Students (OfS) has registered the University of Hertfordshire in the register of English higher education

providers. The Register can be viewed at: <https://www.officeforstudents.org.uk/advice-and-guidance/the-register/the-ofs-register/>.

G. Entry requirements

For current entry tariff point requirements, please refer to the relevant page for the Course on the University website or on the online prospectus.

The normal entry requirements for the programme are:

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 GCSE grade 4 or above:

- English Language Grade 4/C
- Maths Grade 4/C
- Science Grade 4/C

Functional Skills Level 2 in English is acceptable

Functional Skills Level 2 in Maths is acceptable

Level 3 qualifications:

A levels:

- Applicants should have 3 A levels
- 120 UCAS points. BBB- ABB- Should include B points or above from a Science based subject inc. Maths, Chemistry, Biology or Physics, Sociology, Psychology, PE or Electronics. Extended project qualification will be accepted in the points calculation

BTEC:

- Applicant should have DDM - Extended diploma in Applied Science with a minimum of DDM profile or Extended diploma in Health and Social Care with minimum of DDM profile to include a minimum of distinction grades in the following mandatory units: Anatomy and Physiology for Health and Social Care, Human Lifespan Development and Enquiries into Current Research in Health and Social Care

Access:

- Should be healthcare or science based.
- Must be studying a minimum of 45 credits at level 3
 - 24 credits are Distinction
 - 21 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:

- Previous Honours degree with a minimum 2:2 classification.

International Baccalaureate:

- 120-128 points where 2 subjects have been studied at higher level, 1 of which is a science at grade H5 or above.

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.

All offers will be subject to the applicants demonstration of the NHS constitution's "Values and Behaviours" and knowledge of the career during a selection presentation, occupational health screening and the Disclosure and Barring Services (DBS) checks.

All applicants from non-majority English speaking countries require proof of English language proficiency, equivalent to an overall IELTS score of 7.0 with no less than 6.5 in any one band.

Where appropriate, English language qualifications that are recognised by the University as equivalent to the specified IELTS bands may also be considered.

International applicants 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).

If you would like this information in an alternative format, please contact: icaq@herts.ac.uk or Z.McCarthy@herts.c.uk

If you wish to receive a copy of the latest External Examiner's Report for the programme, please email a request to 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 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	4HSK2016	X		X						X		X	X		X			X			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	5HSK2021			X									X		X								X		X		X										
	Imaging Science Principles	5HSK0070				X	X	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	5HSK2022											X				X														X	X						
Level 6	Advancing Professional Practice	6HSK0132									X	X		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 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.

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.

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.

D8. Recognise and work within the limitations of their own personal and professional skills.

Section 2

Programme management

Relevant QAA subject benchmarking statements	None
Type of programme	Undergraduate
Date of validation/last periodic review	October 17
Date of production/ last revision of PS	March 2021
Relevant to level/cohort	Level 4 entering September 2023
Administrative School	School of Health and Social Work
Language of Delivery	English

Table 4 Course structure

Course details			
Course Code	Course Description	HECOS	UCAS
HHRGI	BSc (Hons) Diagnostic Radiography and Imaging	100129	B821