

Title of Programme: MSc Diagnostic Radiography & Imaging (Pre-registration)

Programme Code: HSRGIM

Programme Specification

This programme specification is relevant to students entering:
22 January 2024

Associate Dean of School (Academic Quality Assurance):
Jenny Lorimer



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

Date	Section	Amendment

If you have any queries regarding the changes please email AQO@herts.ac.uk

Programme Specification MSc Diagnostic Radiography & Imaging (Pre-registration)

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
Programme accredited by	HCPC and SCoR
Final Award (Qualification)	Master of Science
All Final Award titles (Qualification and Subject)	MSc Diagnostic Radiography & Imaging (Pre-registration)
FHEQ level of award	7

A. Programme Rationale

The overall aim for the Pre-registration MSc course is to produce competent and forward-thinking radiographers. The graduates from the programme will be evidence-based practitioners who will provide a high standard of diagnostic imaging and patient care.

Successful graduates will demonstrate the clinical and knowledge-based skills required to practice diagnostic radiography, fully equipped with critical thinking, decision making and research skills. This will enable them to work collaboratively and effectively in a dynamic and rapidly changing modern healthcare system, instigating and supporting change.

Graduates will be equipped with the skills, knowledge and competencies to be eligible to apply for registration as diagnostic radiographers with the Health & Care Professions Council and be eligible for membership of the Society and College of Radiographers (SCoR).

B. Educational Aims of the Programme

Diversity and Inclusion

Our programmes are purposefully designed to enable all students to engage meaningfully with the curriculum by being accessible and representative. We will support students to shape their learning experience, removing barriers and enabling them to succeed. The curriculum explicitly includes multiple and representative perspectives, valuing collective identities and individual diversity. Learning, teaching and assessment activities help students to understand how they can enhance outcomes both for themselves and for others. All students belong to a learning community, and during their studies we really want to hear their voices, encourage them to listen to others, and express themselves.

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, SCoR and QAA Benchmark Statements required for eligibility to apply for state registration and professional body membership.

Graduate Attributes

Our graduates will be capable and professional, creative and enterprising, and will build their social and global awareness throughout. In addition to their subject expertise and proficiency, as a University of Hertfordshire graduate, they will be:

- Professionally focused
- Globally minded
- Sustainability driven
- Digitally capable and confident
- Inclusive and collaborative
- Evidence based and ethical

C. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced 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/learning methods & strategies	Assessment
On completion of the programme the graduate radiographer will demonstrate a systematic and critical understanding of : A1-The role of the diagnostic radiographer in modern healthcare settings and in the inter-professional team. A2-Detailed normal structural & functional anatomy, physiology and pathology of the human body including development. A3-The behavioural and sociological sciences, and the promotion of social inclusion, that influence communication and respect for service users, and other professionals within the health care team.	Acquisition of knowledge and understanding is through Acquisition of knowledge and understanding of all programme outcomes (A1 – A9) 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. At all times the level of support reflects the level of study. Students at level seven are expected to demonstrate responsibility for their learning and utilise problem solving and critical evaluation skills in their approach to assignments. Throughout, the learner is encouraged to undertake independent study both to	Knowledge and understanding are assessed through combination of unseen examinations and assessed in-course assignments including essays, presentations, reports, and clinical practice-based assessments.

<p>A4-The physical principles of radiation generation, interaction, modification and protection.</p> <p>A5-The role of imaging and imaging procedures in the diagnosis and management of disease.</p> <p>A6-The risks & benefits of technological equipment used in diagnostic imaging so that equipment choices inform safe and efficient practice.</p> <p>A7-The use & applications of specialist imaging examinations and interventions. (To include an understanding of the use and administration of contrast agents and drugs).</p> <p>A8- The legislative and ethical frameworks that underpin and support practice. Including recognition of the autonomy and accountability of registration as a diagnostic radiographer.</p> <p>A9- The role of the health care professional in the promotion of health and health care education</p>	<p>supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.</p>	
Intellectual skills:	Teaching/learning methods & strategies	Assessment
<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 judgements.</p> <p>B2-Apply & evaluate scientific and ethical principles to the practice of diagnostic radiography.</p> <p>B3-Evaluate the role of the diagnostic radiographer in the modern healthcare environment and in the overall care of the service user.</p> <p>B4-Demonstrate a clear understanding of the role</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 developed through tutorial work, laboratory work, participatory learning in multi-professional groups and in-course exercises.</p> <p>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 intellectual skills by independent study</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.</p>

<p>of continuing professional development and be able to reflect critically upon their performance and practice.</p> <p>B5-Participate in audit, evaluate research evidence and synthesise knowledge to support practice in diagnostic imaging</p> <p>B6-Demonstrate their ability to make informed, sensitive and ethically sound professional judgments in relation to radiographic practice.</p> <p>B7-Appraise and critique the factors involved in the delivery of care within the inter-professional team.</p> <p>B8-Assess patients' needs by justifying requests for examination or treatment according to IR(ME)R 2017, IR(ME) Amendment Regulations 2018, IRR 2017 and BSS requirements.</p>		
Practical skills:	Teaching/learning methods & strategies	Assessment
<p>On completion of the programme the graduate radiographer will be able to:</p> <p>C1-Manipulate equipment safely & appropriately and undertake quality control/assurance to identify problems.</p> <p>C2-Demonstrate ability in holistically managing a patients diagnostic imaging journey from consent to imaging procedure and through to aftercare.</p> <p>C3-Utilise imaging and accessory equipment appropriately and effectively.</p> <p>C4-Generate, manipulate and evaluate images in relation to quality and identify normal/abnormal pathology, formulating appropriate plans of escalation when pathology is identified.</p>	<p>Practical skills are developed through scenario simulation and practical lab work within the university and through clinical placement learning within the NHS and other healthcare settings working alongside clinical staff and patients.</p>	<p>Practical skills are assessed through a combination of a record of clinical experience in which the student is expected to reflect and evaluate their performance within the clinical environment, Simulated scenario learning will also be utilised in the record of experience. Summative clinical assessments and objective structured clinical and/or practical examinations.</p>

<p>C5-Adapt working practices (where appropriate) to meet the needs of individual patients and situations.</p> <p>C6-Undertake the role of the operator and practitioner in accordance with IR(ME)R 2017 and IR(ME) Amendment Regulations 2018.</p> <p>C7-Demonstrate professional skills and competencies necessary for practice to include moving & handling and first aid skills in order to protect the patient, self and others.</p> <p>C8-Apply the principles of infection control to working practices</p>		
Transferable skills:	Teaching/learning methods & strategies	Assessment
<p>On completion of the programme the graduate radiographer will be able to:</p> <p>D1-Demonstrate effective communication with colleagues, carers and patients, acknowledging their diverse needs. Engages appropriately 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 relevant sources and use methods of enquiry to collect and interpret data.</p> <p>D5-Demonstrate supervision and mentorship skills.</p> <p>D6-Demonstrate spatial awareness.</p> <p>D7-Demonstrate effective time management.</p> <p>D8-Recognise their own limitations and work within their scope of practice as a diagnostic radiographer,</p>	<p>Transferable skills D1 – D8 are developed through the programme by a combination of lectures, tutorials, seminars, small group work and practical work and simulation in laboratories.</p> <p>Supervised clinical experience and practice-based assessments are undertaken in the clinical placement environment.</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 including coursework reports, oral presentations and research exercises as well as assessment in the clinical setting.</p>

acknowledging their role in patient centred care and working with vulnerable patient groups.

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

The programme is offered as a full time, two year, pre- registration programme and leads to the award of MSc Diagnostic Radiography & Imaging.

Entry is normally at Level 7 with a previous degree in a science related subject. Intake will normally be in Semester B.

Professional and Statutory Regulatory Bodies

Successful completion of the programme provides eligibility to apply for Health and Care Professions Council registration as a diagnostic radiographer and membership of the Society and College of Radiographers

Work-Based Learning, including Sandwich Programmes

Clinical based placements are an integral part of completion of the programme.

Programme Structure

The programme structure and progression information below (Table 1a and 1b) is provided for the 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 B

	Module Code	Credit Points	%Test	% Examination	% Coursework	% Practical	Semesters
Compulsory Modules – year 1							
Module Title							
Commencing Professional Practice	7HSK2070	30	50	0	50	*P/F	BC
Science for Imaging Professionals 1	7HSK2071	15	50	0	50	0	B
Imaging Practice 1	6HSK2013	30	0	0	0	100	BCA
Anatomy, physiology, and pathology for Imaging Professionals 1	6HSK2045	15	100	0	0	*P/F 0	B
Anatomy, physiology, and pathology for Imaging Professionals 2	7HSK2105	30	50	0	0	50	CA
Compulsory Modules – year 2							
Leadership, Management & Advancing Professional Practice	7HSK2023	15	0	0	100	0	BC
Imaging Practice 2	7HSK2073	30	0	0	0	100	BCA
Science for Imaging Professionals 2	7HSK2074	15	100	0	0	0	B
Preliminary Clinical Evaluation 1	7HSK2106	15	100	0	0	0	C
Independent Research	7HSK2025	30	0	0	100	0	CA
Preliminary Clinical Evaluation 2	7HSK2107	15	100	0	0	0	A

The award of the MSc requires 240 credit points, 195 of which must be passed at level 7, including the Masters project.

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 (normally):	Programme Learning Outcomes developed (see above)
Masters	Diagnostic Radiography & Imaging (Pre-registration)	240 credit points including at least 195 at level 7	6 Semesters	All programme learning outcomes (see Table 2)

Interim Award	Award Title	Minimum requirements	Available at end of Level	Programme Learning Outcomes developed (see above)
Postgraduate Diploma	Diagnostic Imaging Science	120 credit points, including at least 90 at level 7	5 Semesters	As per those listed for PG certificate in Diagnostic Imaging Science Plus A8, A9, B4, C6, D6,
Postgraduate Certificate	Diagnostic Imaging Science	60 credit points, including at least 45 at level 7	2 Semesters	A1- A6, A8 B2-3, B8, C1,C3,C4, C6, C8, D1-4, D6-7 <i>For untitled awards:</i> See UPR AS11, section 13: http://sitem.herts.ac.uk/secreg/upr/AS11.htm

Please note that interim awards do not allow entry onto the HCPC register as a Diagnostic Radiographer.

Masters and Diploma awards can be made "with Distinction" or "with Commendation" where criteria as described in [UPR AS14](#), Section D and the students' handbook are met.

Programme-specific assessment regulations

The programme is compliant with the University's academic regulations (in particular, [UPR AS11](#), [UPR AS12/UPR AS13](#) (*delete as applicable*) and [UPR AS14](#)) with the exception of those listed below, which have been specifically approved by the University:

- Final compensatory credit (exemption from UPR AS14 section D4.4) and/or intra-module compensation is not permitted. As per PSRB requirements.
- 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.
- Students are not normally permitted to "trail" modules from one year to the next year (exemption from UPR AS14, D3). Progression from one year to the next normally depends on meeting the prerequisite requirement of achieving 90 credits in the preceding year of study; where, in exceptional circumstances, it is considered by the Exam Board that the student may progress with less than 90 credits, the student must have passed all modules with a clinical component.

Further points of clarification and interpretation relevant to this specific programme are given below:

- Length of student registration is a maximum of four years (exemption from UPR AS14, D3.9). Length of registration of international students studying under a Tier 4 visa have a maximum of four years.
- Students are normally expected to attend all taught sessions of each module undertaken.

- In order to progress, students must normally complete 100% of clinical placement attendance for each year 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 minimum requirements of the clinical experience record over the programme period, demonstrating competence in a range of diagnostic imaging examinations, is essential for receipt of award.
- If a module with a clinical component has been failed, in repeating the module, the student should normally complete all of the clinical time specified by the year plan for the respective year 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. If a clinical 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 Cardio-Pulmonary 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.
- 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.

E. Management of Programme & Support for student learning

Management

The programme is managed and administered through:

- A Professional Lead who advises on issues pertinent to the programme and line manages staff on the programme
- A Programme Leader (from the appropriate section of the HCPC register) who has day to day responsibility for managing the programme in liaison with the Professional Lead & Head of Department
- 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
- An Administration team 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.
- A designated administrative team to deal with day-to-day administration associated with the modules within the programme

Support

Students are supported by:

- An induction week at the beginning of each new academic session.
- Overseas Orientation
- Attractive modern study environments in 2 Learning Resources Centres
- Student Success Hubs, which include a Mathematics Drop-in Centre
- Dedicated programme site
- Programme Leader and Year tutors to help students understand the programme structure
- Personal Tutors to provide academic and pastoral support
- An extensive Learning Resources Centre, providing a modern study environment
- Canvas, 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 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 through the use of the VLE
- A Careers service for all current students and graduates

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 dedicated programme site
- A Definitive Module Document (DMD) for each constituent module;

The [Ask Herts](#) 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

The normal entry requirements for the programme are:

UK & International applicants should normally have achieved a 2:1 in an honour's degree in a science or health related subject and have studied at level 6 or above within the last five years.

Applicants must have GCSE or equivalent qualifications which includes:

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

Accreditation of prior learning and experience via the APEL process can be considered for applicants to this programme.

International applicants must have IELTS 7.0 with a minimal score of 6.5 in all sections or Test of English as a Foreign Language (TOEFL). This is a requirement of the Health Care Professions Council (HCPC), the statutory regulator for diagnostic radiography registrants and other professions allied to health.

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.

Applicants who are successful at shortlisting will be invited to attend an Interview. In addition, candidates must normally have completed a placement visit to a diagnostic radiography department.

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 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 Louise Hadley. Programme Lead L.hadley@herts.ac.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

MSc Diagnostic Radiography & Imaging Pre-registration

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	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7	D8	
Commencing Professional Practice	7HSK2070	X		X					X				X	X											X								X		
Science for Imaging Professionals 1	7HSK2071				X	X	X					X																		X	X				
Imaging Practice 1	6HSK2013																	X	X		X	X		X		X	X	X				X			
Anatomy, physiology, and pathology for Imaging Professionals 1	6HSK2045		X																																
Anatomy, physiology, and pathology for Imaging Professionals 2	7HSK2105		X																																
Preliminary Clinical Evaluation 1	7HSK2106					X										X						X												X	
Preliminary Clinical Evaluation 2	7HSK2107					X										X						X													
Leadership, Management & Advancing Professional Practice	7HSK2023	X		X					X	X		X	X	X			X														X			X	
Imaging Practice 2	7HSK2073					X	X	X					X			X		X	X	X	X	X	X	X		X	X	X				X		X	
Science for Imaging Professionals 2	7HSK2074						X	X																											
Independent Research	7HSK2025										X				X														X	X				X	

KEY TO PROGRAMME LEARNING OUTCOMES

Knowledge and Understanding

- A1. The role of the diagnostic radiographer in modern healthcare settings and in the inter-professional team.
- A2. Detailed normal structural & functional anatomy, physiology and pathology of the human body including development.
- A3. The behavioural and sociological sciences, and the promotion of social inclusion, that influence communication and respect for service users, and other professionals within the health care team.
- A4. The physical principles of radiation generation, interaction, modification and protection.
- A5. The role of imaging and imaging procedures in the diagnosis and management of disease.
- A6. The risks & benefits of technological equipment used in diagnostic imaging so that equipment choices inform safe and efficient practice.
- A7. The use & applications of specialist imaging examinations and interventions. (To include an understanding of the use and administration of contrast agents and drugs).
- A8. The legislative and ethical frameworks that underpin and support practice. Including recognition of the autonomy and accountability of registration as a diagnostic radiographer.
- A9. 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 judgements
- B2. Apply & evaluate scientific and ethical principles to the practice of diagnostic radiography.
- B3. Evaluate the role of the diagnostic radiographer in the modern healthcare environment and in the overall care of the service user.
- B4. Demonstrate a clear understanding of the role of continuing professional development and be able to reflect critically upon their performance and practice.

Practical Skills

- C1. Manipulate equipment safely & appropriately and undertake quality control/assurance to identify problems.
- C2. Demonstrate ability in holistically managing a patient's diagnostic imaging journey from consent to imaging procedure and through to aftercare.
- C3. Utilise imaging and accessory equipment appropriately and effectively.
- C4. Generate, manipulate and evaluate images in relation to quality and identify normal/abnormal pathology. Formulating appropriate plans of escalation when pathology is identified.
- C5. Adapt working practices (where appropriate) to meet the needs of individual patients and situations.
- C6. Undertake the role of the operator and practitioner in accordance with IR(ME)R 2017 and IR(ME) Amendment Regulations 2018.
- C7. Demonstrate professional skills and competencies necessary for practice to include moving & handling and first aid skills in order to protect the patient, self and others.
- C8. Apply the principles of infection control to working practices.

Transferable Skills

- D1. Demonstrate effective communication with colleagues, carers and patients, acknowledging their diverse needs. Engages appropriately 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 relevant sources and use methods of enquiry to collect and interpret data.

- B5. Participate in audit, evaluate research evidence and synthesise knowledge to support practice in diagnostic imaging.
- B6. Demonstrate their ability to make informed, sensitive and ethically sound professional judgments in relation to radiographic practice.
- B7. Appraise and critique the factors involved in the delivery of care within the inter-professional team.
- B8. Assess patients' needs by justifying requests for examination or treatment according to IR(ME)R 2017, IR(ME) Amendment Regulations 2018, IRR 2017 and BSS requirements.

- D5. Demonstrate supervision and mentorship skills.
- D6. Demonstrate spatial awareness.
- D7. Demonstrate effective time management.
- D8. Recognise their own limitations and work within their scope of practice as a diagnostic radiographer acknowledging their role in patient centre care and working with vulnerable patient groups.

Table 3: Development of Graduate Attributes in the Constituent Modules

This map identifies where the Graduate Attributes are delivered in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the development of the Graduate Attributes (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own personal and professional development as the programme progresses. [Note that there is no requirement for the Graduate Attributes to be assessed through these modules]

D = Delivered

Module Title	Module Code	Professionally Focused	Globally Minded	Sustainability Driven	Digitally capable & confident	Inclusive and collaborative	Evidenced based and Ethical
Commencing Professional Practice	7HSK2070	D	D	D	D	D	D
Science for Imaging Professionals 1	7HSK2071	D			D		D
Imaging Practice 1	6HSK2013	D	D	D	D	D	D
Anatomy, physiology, and pathology for Imaging Professionals 1	6HSK2045	D					
Anatomy, physiology, and pathology for Imaging Professionals 2	7HSK2105	D			D		D
Preliminary Clinical Evaluation 1	7HSK2106	D					
Preliminary Clinical Evaluation 2	7HSK2107	D					
Leadership, Management & Advancing Professional Practice	7HSK2023	D	D	D	D	D	D
Imaging Practice 2	7HSK2073	D	D	D	D	D	D
Science for Imaging Professionals 2	7HSK2074	D			D		D
Independent Research	7HSK2025	D	D	D	D	D	D

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

Language of Delivery

Diagnostic Radiography

Taught Postgraduate

July 23

May 21

Level 7 entering January 2024

School of Health and Social Work

English

Table 4 Course structure

Course details			
Course Code	Course Description	HECOS	UCAS
HSRGIM	MSc Diagnostic Radiography & Imaging (Pre-registration)	100129	N/A