

## **Programme Specification**

### **BSc (Hons) Diagnostic Radiography**

**NOTE:** This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes advantage of the learning opportunities that are provided. More detail on the specific learning outcomes, indicative content and the teaching, learning and assessment methods of each module can be found (1) at [Faculty web site address], (2) in the Module Specifications and (3) in the Student Handbook.

The accuracy of the information contained in this document is reviewed by the University and may be checked within independent review processes undertaken by the Quality Assurance Agency.

<b>Awarding Institution / Body:</b>	<b>Birmingham City University</b>
<b>Teaching Institution:</b>	<b>Birmingham City University</b>
<b>Interim Awards and Final Award:</b>	<b>120 Credits at Level 4: Certificate in Higher Education (Studies in Health Care)</b> <b>240 Credits with a minimum of 120 credits at Level 5: Diploma in Higher Education (Studies in Health Care)</b> <b>300 Credits: BSc Studies in Health Care</b> <b>360 Credits with a minimum of 120 credits at Level 6: BSc (Hons) Diagnostic Radiography</b> <b>BSc (Hons) Diagnostic Radiography</b>
<b>Programme Title:</b>	<b>BSc (Hons) Diagnostic Radiography</b>
<b>Main fields of Study:</b>	<b>Diagnostic Radiography</b>
<b>Modes of Study:</b>	<b>Full and Part Time</b>
<b>Language of Study:</b>	<b>English</b>
<b>UCAS Code:</b>	<b>B821</b>
<b>JACS Code:</b>	<b>B821 – Medical Technology</b>

#### **Professional Status of the programme (if applicable):**

Successful completion of this programme confers eligibility for students to apply for registration with the Health and Care Professions Council as a Diagnostic Radiographer.

**Relevant subject benchmark statements and other external reference points used to inform programme outcomes:**

The Health and Care Professions Council Standards of Proficiency for Radiographers

The Health and Care Professions Council Standards for Education and Training.

QAA Benchmark statements for Diagnostic Imaging and Radiotherapy and Oncology.

College of Radiographers Education and Career Framework for the Radiography Workforce 2013.

**Programme philosophy and aims**

To develop competent and autonomous diagnostic radiographers eligible to apply for HCPC registration, by providing students with a variety of teaching and learning approaches using skills and simulation facilities within a learning environment that is responsive to, and supportive of individual student needs.

Substantial and wide ranging clinical placement opportunities exist within this programme to foster a patient focussed and compassionate approach to diagnostic radiography practice.

**Explain the overall approach adopted by the programme and how it leads to the aims shown below**

The programme philosophy is shared by both Diagnostic and Radiotherapy Programmes as it has been derived from the core values of professionalism and commitment to lifelong learning espoused by the Professional Statutory and Regulatory Bodies.

Whilst the core curriculum for the two disciplines (radiotherapy and diagnostic) differs there exists common shared values and professional requirements beneath the 'radiography' umbrella and the programme team feel it appropriate that both programmes should share the same programme philosophy.

This commitment to the long term employability of our graduates leads to the overarching programme aims and learning outcomes detailed below.

**The aims of the programme are to:**

- Provide suitably qualified radiography graduates who are capable of

competent and autonomous practice and eligible to apply for registration with the Health and Care Professions Council.

- Provide the student with the support and environment to develop personally and professionally in order that they are able to foster a patient focussed and compassionate approach to diagnostic radiography practice.

**Intended learning outcomes and the means by which they are achieved and demonstrated:**

**Learning Outcomes<sup>1</sup> on completion of the programme the successful student will be able to**

1. Apply the appropriate knowledge and skills to professional practice in order to demonstrate an appropriate level of competence as demanded by both the Health and Care Professions Council and the College of Radiographers
2. Demonstrate appropriate interpersonal and communicational skills, confidence and managerial competence required in order to establish a career within their field of practice.
3. Utilise intellectual and practical skills which provide the basis for adoption of additional responsibilities, professional development and advanced practice throughout the continuum of professional practice.
4. Produce a portfolio of evidence that demonstrates evidence of suitable competency and reflective practice appropriate to that of a newly qualified diagnostic radiography practitioner.

**Learning teaching, and assessment methods used**

**Learning and Teaching Strategies:**

Key note lectures supplemented by small group teaching and workshops.

Clinical simulation that facilitates problem based learning.

Use of dedicated Computed Radiography Skills Suite

Picture Archiving and Communication System (PACs)

Workbooks

Virtual learning environment (MOODLE)

Clinical experience

**Assessments:**

A variety of assessment methods will be used to include the use of:

- Continuous Assessment
- Exams and Viva Voce
- Assignments/ Case Studies

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<sup>1</sup> Guidance on the specification of learning outcomes is available from the Centre for the Enhancement of Learning and Teaching.

- Poster
- Clinical Assessment/Competency grids

### **Programme structure and requirements, levels, modules, credits and awards**

The structure of the course, the modules, levels and credit values, and the awards which can be gained are shown in the diagram below.

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#### **Stage 1 Level 4**

<b>Module number</b>	<b>Module name</b>	<b>Credit</b>
<b>RAD4016</b>	Radiography Physics	15 credits
<b>RAD4018</b>	Imaging Technology	15 credits
<b>RAD4019</b>	Introduction to Skeletal Imaging	30 credits
<b>RAD4021</b>	Introduction to the Thoracic Region	15 credits
<b>RAD4020</b>	Introduction to the Abdominal Region	30 credits
<b>RAD4017</b>	Introduction to Professional Life	15 credits

**120 credits: Award Cert HE Studies in Healthcare**

#### **Stage 2 Level 5**

<b>Module number</b>	<b>Module name</b>	<b>Credit</b>
<b>RAD5019</b>	Evidence Based Practice	15 credits
<b>RAD5020</b>	Applied Imaging Technology	15 credits
<b>RAD5021</b>	Musculoskeletal System	30 credits
<b>RAD5022</b>	Cardiovascular Respiratory & Nervous Systems	30 credits
<b>RAD5023</b>	Digestive Endocrine & Reproductive System	30 credits

**240 credits: Award Dip HE Studies in Healthcare**

**Stage 3 Level 6**

<b>Module number</b>	<b>Module name</b>	<b>Credit</b>
<b>RAD6021</b>	Progressing to Practitioner	15 credits
<b>RAD6022</b>	Research in Radiography	30 credits
<b>RAD6024</b>	Diagnostic Image Specialisms	30 credits
<b>RAD6023</b>	Advancing skills for autonomous practice	30 credits
	And one of the following 15 credit modules*	
<b>RAD6028</b>	CT Study Option <b>or</b>	15 credits
<b>RAD6026</b>	US Study Option <b>or</b>	15 credits
<b>RAD6029</b>	MRI Study Option <b>or</b>	15 credits
<b>RAD6027</b>	Interventional Radiography Study Option <b>or</b>	15 credits
<b>RAD6025</b>	Functional Imaging Study Option	15 credits

\*Modules will run subject to a minimum student number

**300 credits: Award BSc Studies in Healthcare**

**360 credits: Award BSc (Hons) Diagnostic Radiography**

**N.B Only the award of BSc (Hons) Diagnostic Radiography confers eligibility to apply for registration with the HCPC**

### **Support for Learning including Personal Development Planning (PDP)**

Students are encouraged to identify and, with guidance, to reflect on their own learning needs and are offered the following support as appropriate to meet those needs:

The students will be allocated a clinical placement site early on commencement of their programme of study. The personal tutor responsible for that site will support them through the initial transition into Higher Education and offer pastoral care as required. The personal tutor will visit the student at regular intervals throughout placement blocks. This support is also strengthened by the provision of identified and trained Mentors who are qualified Radiographers.

Each student will be encouraged to document and reflect on their personal development throughout the programme in their Personal Development Portfolio.

Support for academic skills such as referencing, essay writing, critical analysis and mathematics is available from the Faculty's Academic Skills Centre; students will be made aware of this provision during the induction period and reminded at key points throughout the academic year via module teams. The Faculty is currently recognised by the British Dyslexia Association for the quality of its provision offered to dyslexic students and has been accredited.

The University's Student Services department provides assistance and support in the

following areas, learning skills, careers advice, financial advice, medical and disability services, crèche, counselling and chaplaincy. Students can self-refer, and their confidentiality will be maintained.

Appropriate Library provision is made for the radiography students at Mary Seacole library, located at City South campus where dedicated Faculty library staff are located; in addition students may access resources at Kenrick Library at City North Campus, as appropriate.

Students have access to academic and administrative staff including Head of Department, Programme Director & tutors.

Students will be part of a Student Peer Support Group, where students are supported by their peers in other years.

Course & Clinical handbooks detailing the University and Course policies and procedures are available to the students via the Virtual Learning Environment (MOODLE) which also hosts additional electronic materials to support self-directed study.

The Department of Radiography has an Onsite Skills Facility which boasts a Virtual Linear Accelerator (VERT), Planning Suite, Ultrasound simulator and Computed Radiography Diagnostic Imaging Room with associated Picture Archiving and Communication System (PACS), this will allow students to gain 'hands on' experience prior to the first clinical placement block and throughout the programme.

Support from the Students' Union for a range of services.

### **Criteria for admission**

Candidates must satisfy the general admission requirements of the programme.

The current admission requirements can be found under the 'Entry Requirements' tab of the web page for this course.

### **Methods for evaluation and enhancement of quality and standards including listening and responding to views of students**

The University, Faculty of Health and the programme team are committed to continuous evaluation, quality monitoring and enhancement of the programme of study. There are a number of strategies, policies, procedures and guidance that are in place within the Faculty of Health to ensure evaluation, enhancement of quality and standards including listening and responding to views of students. In addition where applicable professional statutory and regulatory body requirements are adhered to.

- Students' views can be expressed in Boards of Studies, module, placement and programme evaluations, the Associate Dean (Academic and Quality Enhancement) Forum, online discussion forums and surveys. Students are also invited to meet with External Examiners, attend programme Quality days and meet with external quality monitoring programme reviewers. This is further supported by the provision of a Student Representative Area hosted on the Department of Radiography MOODLE Site which enables students placed in distant clinical placement sites to contact the appropriate representative more easily.
- Department of Radiography staff meet regularly to ensure that issues arising at module, team and department level are discussed so that they are better placed to support individual students.
- There are a number of committees where the programme team and practice partners meet to ensure that the programme is current and responsive to local and national developments and policy. These include Healthcare (Strategic) Quality Group, Profession Specific-group, Curriculum working group, Clinical Placement Liaison Group and programme team meetings. Changes to the programme are reviewed and accepted by Faculty Academic Standards and Quality Enhancement Committee and can only be approved following consultation with students,

external examiners and practice partners.

- An exceptional reporting annual programme monitoring report is produced each academic year which includes feedback from students. The annual programme monitoring report is reviewed and approved by students, external examiners and practice partners. Action points are raised to be developed and reviewed for the following academic year. In addition the annual programme monitoring report is peer-reviewed. The annual report is a key document provided to professional bodies and external quality monitoring agencies.
- The programme utilises placements and undertakes audit and evaluation of students learning opportunities.
- Assessment procedures are updated by the Academic Quality Office to ensure that they are rigorous and fair. Bench marking statements are used to monitor achievement rates. Marking and moderating policies are in place to ensure that the procedures for assessment are transparent and students' work is reviewed by External Examiners, who also attend Programme Exam Boards, Quality Days and meet with students.
- There are committees in the Faculty of Health that contribute to the evaluation and on-going quality monitoring. The Executive committee and Faculty Board are the overarching committees in the Faculty of Health. Policies, procedures and guidance is scrutinised by the Faculty Academic Standards and Quality Enhancement Committee.