# University of the West of England, BRISTOL

## PROGRAMME SPECIFICATION

| Part 1: Basic Data | |
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| **Awarding Institution** | UWE |
| **Teaching Institution** | UWE |
| **Delivery Location** | UWE Glenside |
| **Faculty responsible for programme** | Health & Applied Sciences |
| **Department responsible for programme** | Allied Health Professions |
| **Modular Scheme Title** | Postgraduate Medical Ultrasound |
| **Professional Statutory or Regulatory Body Links** | Consortium for the Accreditation of Sonographic Education |
| **Highest Award Title** | MSc Medical Ultrasound |
| **Default Award Title** | N/A |
| **Fall-back Award Title** | MSc Specialist Practice |
| **Interim Award Titles** | Postgraduate Diploma in Medical Ultrasound<br>Postgraduate Certificate in Medical Ultrasound |
| **UWE Progression Route** | N/A |
| **Mode(s) of Delivery** | PT |
| **Codes** | **UCAS:**                       **JACS:**<br>**ISIS2:** B80042         **HESA:** |
| **Relevant QAA Subject Benchmark Statements** | Master's Degree Characteristics |
| **CAP Approval Date** | 9 July 2013 |
| **Valid from** | September 2014 |
| **Valid until Date** | September 2019 |
| **Version** | 6.1 |

| Part 2: Educational Aims of the Programme |
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The educational aims of this programme are to produce a competent autonomous ultrasound practitioner with the:-

- ability to assimilate complex theories so that an informed knowledge base can enlighten practice;
- proficient skills to practice medical ultrasound in a safe, competent, and professional manner;

- appropriate interpersonal skills to enable effective interaction with users and multi-professional groups;
- necessary skills to communicate the findings of the ultrasound examination, whilst working within an ethical, legal and professional framework;
- ability to integrate and evaluate a range of professional issues within a framework of effective, rational decision making;
- ability to critically evaluate the contribution of ultrasound to the overall management of the patient;
- opportunity to apply this knowledge in a reflective and critical manner to their practice, with consideration of technical, clinical and ethical issues;
- ability to actively challenge, and critically evaluate current practice as a result of a knowledge of the evidence that represents best practice;
- cognitive abilities commensurate with study at Masters level;
- investigative skills to underpin research or problem solving in ultrasound practice;
- ability to critically analyse their own contribution to the practice of ultrasound, including a consideration of personal career aspirations.

## Part 3: Learning Outcomes of the Programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

| Learning Outcomes: | UZYSPH-30-M GMUS | UZYSPJ-30-MObs | UZYSPQ-30-M U Tech | UZYSPK-30-M NegSpc 1 | UZYSPL-30-M NegSpc 2 | UZYSPM-15-M NegSpc3 | UZYSRX-15-M NegSpc 4 | UZYSPP-15-M NegSpc 5 | UZWSPX-15-M ResMeth | UZWSPY-45-M & UZWS4W-60-M Dissert |
|---|---|---|---|---|---|---|---|---|---|---|
| **A) Knowledge and understanding of:** | | | | | | | | | | |
| 1. The physical, clinical and life sciences which underpin the practice of ultrasound; | x | x | x | x | x | x | x | x | | |
| 2. The medico-legal, professional and ethical frameworks within which they practice | x | x | | x | x | x | x | x | | |
| 3. The implications of research-based evidence used to inform and guide practice | x | x | x | x | x | x | x | x | x | x |
| 4. The efficacy of various scanning protocols, techniques and equipment which may be utilised | x | x | x | x | x | x | x | x | | |
| **(B) Intellectual Skills** | | | | | | | | | | |
| 1. The capacity for enquiry, inductive and deductive reasoning and critical analysis | x | x | x | x | x | x | x | x | x | x |
| 2. The ability to demonstrate independent learning and contribute | x | x | x | x | x | x | x | x | x | x |

| Part 2: Educational Aims of the Programme | | | | | | | | | | |
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| to peer learning and support | | | | | | | | | | |
| 3. A creative approach to learning and begin to contribute to new developments in theory and practice | x | x | x | x | x | x | x | x | x | x |
| 4. The ability to evaluate a wide range of research strategies that are appropriate to the field of medical ultrasound | x | x | x | x | x | x | x | x | x | x |
| 5. The ability to synthesise information from a number of sources in order to gain a coherent understanding of theory and practice | x | x | x | x | x | x | x | x | x | x |
| 6. The ability to disseminate and communicate ideas and findings | x | x | x | x | x | x | x | x | x | x |
| **(C) Subject/Professional/Practical Skills** | | | | | | | | | | |
| 1. Undertake skilled competent, safe, evaluative and reflective medical ultrasound within a legal and ethical context | x | x | x | x | x | x | x | x | | |
| 2. Optimise, manipulate and evaluate diagnostic images, or data, in a critical manner | x | x | x | x | x | x | x | x | | |
| 3. Communicate effectively with both users, interprofessional groups and the general public establishing professional and ethical relationships | x | x | x | x | x | x | x | x | | |
| 4. Utilise appropriate strategies in order to solve problems that may be complex in nature | x | x | x | x | x | x | x | x | x | x |
| 5. Make evaluative judgements on the outcomes of an ultrasound examination and report the findings accordingly | x | x | | x | x | x | x | x | | |
| 6. Recognise and take appropriate action in situations where the limits of their skill or knowledge are being approached (cognisance). | x | x | x | x | x | x | x | x | x | |
| **(D) Transferable skills and other attributes** | | | | | | | | | | |
| 1. Extract, evaluate, synthesise and present information gained from primary and secondary sources (critical thinking) | x | x | x | x | x | x | x | x | x | x |
| 2. Manage change effectively and respond to changing demands | x | x | x | x | x | x | x | x | x | x |
| 3. Manage and resolve complex issues in a variety of theoretical and practical situations | x | x | x | x | x | x | x | x | x | x |
| 4. Reflect and evaluate their own academic, professional and clinical performance | x | x | x | x | x | x | x | x | x | x |

## Part 2: Educational Aims of the Programme

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| 5. Manage time and prioritise workloads, and recognise and manage personal emotions and stress | x | x | x | x | x | x | x | x | x | x |
| 6. Exercise autonomy in the management of their learning and Continuing Professional Development | x | x | x | x | x | x | x | x | x | x |
| 7. Use Information Technology competently and effectively to support both academic studies and ultrasound practice. | x | x | x | x | x | x | x | x | x | x |

## Part 4: Student Learning and Student Support

**Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated**

The contact time encompasses a range of face to face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

All students new to the programme attend an Induction day where the programme team introduce students to the structure of the programme and modules, as well as providing a hands-on demonstration of Library and Information Technology facilities.

Students with disabilities and additional needs are contacted by the student support unit prior to beginning the course, to be provided with guidance and information on the support available for them.

On the Medical Ultrasound programme teaching is a mix of scheduled, independent and placement learning.

**Scheduled learning** includes lectures, seminars, tutorials, project supervision, demonstration, practical scanning classes and workshops using ultrasound simulator and scanning equipment; ; external visits to museums and alternative clinical departments; clinical department work based learning;. Scheduled sessions may vary slightly depending on the module choices made.

**Independent learning** includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. Scheduled sessions may vary slightly depending on the module choices made.

**Placement learning**:  all students must have a practice placement with an identified clinical placement supervisor.

Learning is based on an androgogic/student-centred approach, where the students are encouraged and empowered to take responsibility for their own learning. Active research, exploration, feedback and teamwork, case study presentations are expected in all aspects of the programme, and will develop skills such as critical analysis, autonomy, communication, problem solving and reflection.

**Part 4: Student Learning and Student Support**

Key lectures from experts within specialities in ultrasound are incorporated to encourage the student to consider innovative approaches in clinical practice, and keep abreast of current research.

There is strong inter-professional interaction, with sharing of ideas and experiences to resolve practice and person related health and social care situations. This approach should ultimately enhance responsiveness to the 'service user' perspective and promote the best possible care.

The use of action learning sets will promote group dynamics and team building (theories of collaboration), interprofessional working and problem solving and decision making.

Through self directed learning and the formative use of the unique clinical assessment scheme, learning contracts and negotiated action plans, the student will develop intellectual, professional, practical and report writing skills. The clinical portfolio of evidence during their clinical learning will promote the student to reflect on their clinical learning experiences and develop a culture of reflective practice and life-long learning.

Models for e-learning, e-portfolios and e-OSCEs have been developed for integration into most modules. This reflects the e-learning strategy of the Faculty.

Student support will be offered in a number of ways:
- Through personal tutorials from the programme team – each student will be assigned a personal tutor.
- Through the support of a suitably experienced and trained appraiser, for facilitation, supervision and monitoring of the student's clinical learning.
- Through negotiation of learning contracts and action plans with the appraiser.
- Through clinical liaison (link) lecturer visits for student and appraiser support.
- Student Union membership.
- An induction programme for all students.
- Provision of web-based University information.
- Programme and Module handbooks.
- Through Module Leaders and Programme Manager.
- Access to Faculty student support systems.
- The provision of on-demand workshops on literature searching skills.

The module leaders liaise closely with clinical departments and clinical supervisors to identify any problems with students as they arise. This may result in a visit to the clinical department to observe student progress, advice given to students and supervisors, or individual tutorials for those students identified as requiring additional support. All students are encouraged to keep in contact with the module leader via email or telephone, during the periods between attendances at the University. All students are offered additional tutorials when required to ensure their learning progresses satisfactorily. This close collaboration between student, clinical placement and university is seen as being crucial to the successful development of the student and for the future of the programme.

The programme team liaises with students and their employers to determine the choice of dissertation module and the topic.

The Programme Team work closely with the students and their clinical placement supervisors to ensure a positive learning experience. All clinical placement supervisors attend an annual workshop at the university. This enables the university to ensure all supervisors are familiar

| Part 4: Student Learning and Student Support |
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with the UWE assessment system and that they're working to analagous standards. In addition it enables the supervisors to feedback their experiences with teaching students and share these with other supervisors in a discussion forum.

The recent acquisition of an ultrasound simulator has provided access to a unique learning tool for the students. This enables students to master the practical skills of transvaginal and transabdominal scanning in a safe classroom setting, rather than practising on real patients. The simulator utilises a haptic device to replicate the sensation of real scanning and students find it a useful tool to master the techniques of scanning. In addition, the simulator has the facility for students to observe and work through a number of pathology cases in order to increase their exposure to different types of ultrasound appearance examples.

| Part 5: Assessment |
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Approved to [University Regulations and Procedures](#)

**Assessment Strategy**

The assessment strategy is designed to test the students to ensure the learning outcomes have been achieved and demonstrated.  Within the clinical modules, formative assessments are undertaken by each student's clinical supervisor in the clinical workplace. A portfolio of evidence of progression of learning is provided by the student throughout each clinical module to demonstrate the process of knowledge and skills acquisition.

Students studying on the clinical practice modules undertake a practical clinical assessment within their workplace, plus a viva by an external assessor.

Additional assessment modes include written assignments, and a written examination for the Technology module.

**Assessment Map**

The programme encompasses a range of **assessment methods** including: written assignments, written examinations, clinical reflective portfolios, practical clinical examination and viva voce.  These are detailed in the following assessment map:

**Assessment Map for Medical Ultrasound Programme**

| | | Type of Assessment* | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| | | Unseen Written Exam | Practical Skills & Viva Assessment | Written Assignment | Report / Project | Dissertation |
| **Compulsory** | UZYSPQ-30-M | 50% (A) | | 50%  (B) | | |

## Part 5: Assessment

| Modules | | | | | | |
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| **Modules** | UZWSPX-15-M | | | 100% (A) | | |
| | UZWSUL-45-M | | | | 100% (A) | 100% (A) |
| | UZWS4W-60-M | | | | 100% (A) | 100% (A) |
| **Optional modules** | UZYSPH-30-M | | 50% (A) | 50% (B) | | |
| | UZYSPJ-30-M | | 50% (A) | 50% (B) | | |
| | UZYSPK-30-M | | 50% (A) | 50% (B) | | |
| | UZYSPL-30-M | | 50% (A) | 50% (B) | | |
| | UZYSPM-15-M | | 50% (A) | 50% (B) | | |
| | UZYSRX-15-M | | 50% (A) | 50% (B) | | |
| | UZYSPP-15-M | | 50% (A) | 50% (B) | | |

*Assessment should be shown in terms of either  Written Exams, Practical exams, or Coursework as indicated by the colour coding above.

## Part 6: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **part time student**, including: level and credit requirements, interim award requirements, module diet, including compulsory and optional modules

*Students can select from any of the optional modules, and choose to study them in any sequence. There is therefore no prescribed student yearly pathway, apart from an expectation that the compulsory Ultrasound Technology module will be studied in year 1.*

| ENTRY | Compulsory Modules | Optional Modules | Interim Awards |
|---|---|---|---|
| | *UZYSPQ-30-M* Ultrasound Technology<br><br>*UZWSPX-15-M* Health and Social Care Research: Methods and Methodologies<br><br>*UZWSUL-45-M* Masters Dissertation<br><br>**or**<br><br>*UZWS4W-60-M* Dissertation | *Students may select modules from the following list of options:*<br><br>*UZYSPH-30-M* General Medical Ultrasound in Practice<br><br>*UZYSPJ-30-M* Obstetric Ultrasound in Practice<br><br>*UZYSPK-30-M* Negotiated Specialist Ultrasound Practice 1<br><br>*UZYSPL-30-M* Negotiated Specialist Ultrasound Practice 2<br><br>*UZYSPM-15-M* Negotiated Specialist Ultrasound Practice 3<br><br>*UZYSRX-15-M* Negotiated Specialist Ultrasound Practice 4 | **PG Certificate Medical Ultrasound**<br><br>• Credit requirements<br><br>**60 at level M** *(Ultrasound Technology module is a compulsory component of this award)*<br><br><br>**PG Diploma Medical Ultrasound**<br><br>• Credit requirements<br><br>**120 credits at level M** *(Ultrasound Technology module is a compulsory component of this award)*<br><br><br>**MSc Medical Ultrasound**<br><br>• Credit requirements<br><br>**180 credits at  level M** |

| | | UZYSPP-15-M<br>Negotiated Specialist<br>Ultrasound Practice 5 | *(Ultrasound Technology, HSC Research:Methods & Methodologies and one of the dissertation modules are compulsory components of this award)* |
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## Part 7: Entry Requirements

The normal entry requirement is a first degree from a recognised institution of higher education or its equivalent in a relevant subject area.  This will constitute standard entry into the programme.

We also welcome applicants from a diverse range of backgrounds who do not have the entry requirements outlined above. The University will consider applicants on the basis of evidence of personal, professional and educational experience which indicates an applicant's ability to meet the demands of a postgraduate degree programme.

Applicants with non-standard entry criteria will also be considered on an individual basis.  This will take the form of an interview and submission of written evidence.  Students whose health and/or social care role requires them to undertake Masters level study must demonstrate sufficient ability to achieve M level academic criteria.

Applicants should be eligible for registration by their respective UK regulatory body eg HCPC, GMC, NMC.

Course requirements:

• Access to an appropriate clinical area in order to fulfil the practice requirements of this programme.
• Commitment from manager to support clinical learning
• An appropriately qualified individual who will act as clinical appraiser (supervisor and assessor)

Desirable:

• Previous ultrasound experience is highly desirable

## Part 8: Reference Points and Benchmarks

Description of *how* the following reference points and benchmarks have been used in the design of the programme:

QAA UK Quality Code for HE
National qualification framework
Subject benchmark statements
University strategies and policies
Staff research projects
Any relevant PSRB requirements
Any occupational standards

The Programme Team members ensure that they are aware of current academic regulations and procedures, and any changes as they occur. This is to enable the Ultrasound Programme to comply with areas such as assuring the quality of the student learning opportunity, and promoting continuous improvement throughout the Programme, in order to ensure that the

**Part 8: Reference Points and Benchmarks**

academic standards of the University are upheld. The Programme Manager is the AHP representative on the Faculty Academic Standards and Quality Committee, which provides access to oversight of the implementation of the relevant procedures, such as internal monitoring, evaluation and renewal of taught provision. This also enables examples of best practice relating to the student experience, to be disseminated to the Programme Team. Areas such as embedding staff research into the course, have informed the design of the Programme, together with feedback from student representatives on the regular Student Representative Staff Forum (SRSF).

The Programme Team individuals are all members of a number of external professional bodies, which ensures their awareness of current issues and developments within the field. They consult widely with relevant professional bodies and individuals to enable integration of developments elsewhere to be incorporated into the programme. The Annual monitoring form from the Consortium for the Accreditation of Sonographic Education (CASE) enables the Team to benchmark their progress against national norms and other HEI provision.

QAA Master's Degree Characteristics

What methods have been used in the development of this programme to evaluate and improve the quality and standards of learning? This could include consideration of stakeholder feedback from, for example current students, graduates and employers.

Regular meetings with clinical department staff and supervisors, provide the team with feedback on the quality and standards of the students' learning. The annual supervisors' workshop also provides a useful forum for discussion about the Programme.This feedback is normally extremely positive, but where problems arise or suggestions are profferred, these are acted on immediately.

Student evaluation forms are made available on Blackboard at the end of each module and students encouraged to complete them and this enables the team to obtain feedback from the students' perspective. Students are encouraged to meet with the programme manager or module leader if they have any concerns or problems during the programme, to enable prompt action to be undertaken.

A student representative is elected from each module to act as the point of reference for staff and students to explore any areas of concern. These representatives attend three staff-student forums a year to enable any points of concern or commendation to be highlighted and explored.

These mechanisms have all provided information for the Programme Team to incorporate in the development of this programme over the years.

This specification provides a concise summary of the main features of the programme and the 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 learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications, available on the University's website.