



SECTION 1: KEY PROGRAMME DETAILS

PROGRAMME INFORMATION	
Final Award Title	BSc (Hons) Diagnostic Radiography
Default Award Title (Exit Award)	BSc (Hons) Health and Social Studies
Interim Award Titles (Exit Awards)	Certificate in Higher Education Health and Social Studies Diploma in Higher Education Health and Social Studies BSc Health and Social Studies
Awarding Institution	UWE Bristol
Teaching Institutions	UWE Bristol
Partner Institutions	None
Delivery Locations	UWE Bristol
Study Abroad / Exchange / Credit Recognition	N/A
Faculty Responsible For Programme	Health and Applied Sciences
Department Responsible For Programme	Allied Health Professions
Professional Statutory or Regulatory Body (PSRB) Links	Health and Care Professions Council Society and College of Radiographers
Apprenticeship	No
Mode of Delivery	FT (attendance)
Entry Requirements	Up to date entry requirements are available through the courses database .
For Implementation From	September 2021
Programme Codes	B98513

PART B: FOR STUDENT AND ACADEMIC SERVICES COMPLETION ONLY	
First UVP Approval Date	<i>Date of first UVP approval</i>

PART B: FOR STUDENT AND ACADEMIC SERVICES COMPLETION ONLY	
Date of Last Revalidation (through Programme Enhancement Review)	<i>Dates of subsequent PERs and revalidations</i>
Next Programme Enhancement Review Date	<i>Academic year in which next Programme Enhancement Review due (6 years from initial approval or last PER)</i>

SECTION 2: PROGRAMME OVERVIEW, AIMS and LEARNING OUTCOMES**PART A: PROGRAMME OVERVIEW, AIMS and LEARNING OUTCOMES****1. (Programme) Overview (c. 400 words)**

The aim of this programme is to develop competent graduate Diagnostic Radiographers to fulfil the demand of the workforce in an ever-evolving technical health and scientific landscape.

The programme has the innovative unique delivery of advanced clinical skills of image interpretation and physical assessment at the pre-registration level which has proven to enhance our graduate outcomes.

You will have access to a range of technology enhanced learning opportunities that include small group practical work in fully functional x-ray room and Computed Tomography (CT) scanner, radiographic software applications as well as university wide simulation technology.

The programme prides itself on the variety of methods used to deliver academic content that includes the use of expert practitioners, online facilitation and technology enhanced teaching tools with innovative assessment strategies. An androgogic and student-centred approach to learning is adopted, where you are encouraged and enabled to take responsibility for your own learning.

There are clinical placements in all 3 years which enable you to experience a range of clinical departments. There are excellent connections with the NHS and Private health providers where you can experience extended hours which prepare you for graduate practitioner work patterns.

In addition to the clinical placements, UWE is a reference site for an X Computed Tomography (CT) scanner which will provide opportunities to use 'state of the art' fully functional equipment for research and linking theory and practice. The significant increase in clinical uses of CT in recent years is indicative of the vital role that this modality will play in Diagnostic Radiography in the future, and possessing a fully functional scanner in the educational environment will enhance your skills to ensure you are ready and able graduate practitioners.

The Diagnostic Radiography programme at UWE is where "real life" meets simulation and education promotes flexibility and adaptability for the workplace of the future.

2. Educational Aims (c. 4-6 aims)

The programme aims to:

- Fulfil the requirements to be eligible to apply for registration with the Health and Care Professions Council (HCPC) and membership of the Society and College of Radiographers (SCoR) with the protected title of Therapeutic Radiographer.
- Develop safe and effective graduate practitioners who undertake a reflective and evaluative approach to their professional practice whilst promoting a value base that respects culture, equality and diversity
- Enable graduates to be effective in self-management approaches and develop leadership potential, proactively engage in the process of lifelong learning and continuing professional development (CPD)
- Understand and implement research-based and evidence-based practice to appreciate the broader context of health and social care activities and develop key interpersonal and professional skills to function effectively within the healthcare environment

PART A: PROGRAMME OVERVIEW, AIMS and LEARNING OUTCOMES**3. Programme Learning Outcomes (c. 6-8 outcomes)**

You will be able to:

Programme (Learning) Outcomes (POs)

No.	PO Text
PO1	Practice competently within the standards of conduct, performance and ethics expected of HCPC registrants and members of the Society and College of Radiographers.
PO2	Apply current legislation and guidelines governing the safe and effective delivery of ionising and non-ionising radiation.
PO3	Integrate theory with practice using critical analysis, evaluation, reasoning and problem solving skills to enhance practice
PO4	Adopt a holistic approach to the delivery of Diagnostic Radiography, which is responsive to the needs of the individual and service.
PO5	Be flexible and adaptable to change and develop leadership abilities, taking responsibility for continuing personal and professional development.
PO6	Engage with research evidence for professional practice in Diagnostic Radiography.
PO7	Work within an interprofessional framework using autonomous judgement to support patient care pathways.
PO8	Utilise a range of communication strategies to ensure the effective support of the individual and service.

4. Programme (Learning) Outcomes (POs) Mapping

Programme Outcomes:	UZYKGE-30-1: Physical Sciences and Imaging Technology 1	UZY9L-15-1: Fundamentals of Human Anatomy and Physiology	UZYZGQ-30-1: Diagnostic Radiography Professional Practice 1	UZYZGP-15-1: Clinical Context and Applications of Diagnostic Radiography 1	UZYZGS-30-1: Principles of Radiographic Imaging Technique	UZYZGJ-15-2: Professional Behaviour and Health Psychology	UZYZA5-15-2: Informing Practice Through Research and Inquiry	UZYZGT-30-2: Clinical Context and Applications of Diagnostic Radiography 2	UZYZGV-30-2: Physical Sciences and Imaging Technology 2	UZYZGU-30-2: Diagnostic Radiography Professional Practice 2	UZYZ9Q-15-3: Healthy futures	UZYZAA-30-3: Research and Evidence in Practice	UZYZGW-15-3: Continuous Professional Development and Employability Skills	UZYZGY-30-3: Skills for Informing Practice	UZYZGX-30-3: Diagnostic Radiography Professional Practice 3
PO1: Practice competently within the standards of conduct, performance and ethics expected of HCPC registrants and members of the Society and College of Radiographers.		x	x							x					x
PO2 Apply current legislation and guidelines governing the safe and effective delivery of ionising and non-ionising radiation.	x		x		x			x	x	x				x	x
PO3: Be able to integrate theory with practice using critical analysis, evaluation, reasoning and problem solving skills to enhance practice	x		x	x	x	x		x	x	x		x		x	x
PO4: Adopt a holistic approach to the delivery of Diagnostic Radiography, which is responsive to the needs of the individual and service.		x	x			x				x		x			x
PO5: Be flexible and adaptable to change and develop leadership abilities, taking responsibility for continuing personal and professional development.							x				x		x	x	
PO6: To engage with research evidence for professional practice in Diagnostic Radiography.						x	x					x			
PO7: Work within an interprofessional framework using autonomous judgement to support patient care pathways.			x			x				x					x
PO8: Utilise a range of communication strategies to ensure the effective support of the individual and service.			x							x					x

PART B: PROGRAMME STRUCTURE

1. Structure (Full-time)

This structure diagram demonstrates the student journey from entry through to Graduation for a typical **full time student** including:

- level and credit requirements
- interim award titles
- compulsory and optional modules

The programme requires the student to complete a minimum of 1290 practice hours in total.

Normally, a student is expected to achieve a pass in the professional practice placement of a specific level in order to be allowed to commence any of the professional practice placements of the next level.

Year:1

Interim award: Certificate in Higher Education Health and Social Studies requires 120 credits at the appropriate level. Please refer to UWE Academic Regulations for details.

Compulsory modules

Module Code	Module Title	Level	Credit
UZYKGE-30-1	Physical Sciences and Imaging Technology 1	4	30
UZY9L-15-1	Fundamentals of Human Anatomy and Physiology	4	15
UZYKQ-30-1	Diagnostic Radiography Professional Practice 1	4	30
UZYGP-15-1	Clinical Context and Applications of Diagnostic Radiography 1	4	15
UZYGS-30-1	Principles of Radiographic Imaging Technique	4	30

Year 2

Interim award: Diploma in Higher Education Health and Social Studies requires 240 credits at the appropriate level. Please refer to UWE Academic Regulations for details.

Compulsory modules

Module Code	Module Title	Level	Credit
UZYKJ-15-2	Professional Behaviour and Health Psychology	5	15
UZYA5-15-2	Informing Practice through Research and Inquiry	5	15
UZYGT-30-2	Clinical Context and Applications of Diagnostic Radiography 2	5	30
UZYGV-30-2	Physical Sciences and Imaging Technology 2	5	30
UZYGU-30-2	Diagnostic Radiography Professional Practice 2	5	30

Year 3

Interim award: BSc Health and Social Studies requires 300 credits at the appropriate level. Please refer to UWE Academic Regulations for details.

Final award: BSc (Hons) Diagnostic Radiography requires 360 credits at the appropriate level. Please refer to UWE Academic Regulations for details.

Compulsory modules			
Module Code	Module Title	Level	Credit
UZY9Q-15-3	Healthy Futures	6	15
UZYAA-30-3	Research and Evidence in Practice	6	30
UZYKGW-15-3	Continuous Professional Development and Employability Skills	6	15
UZYKGY-30-3	Skills for Informing Practice	6	30
UZYKGX-30-3	Diagnostic Radiography Professional Practice 3	6	30

PART C: HIGHER EDUCATION ACHIEVEMENT RECORD (HEAR) SYNOPSIS

Diagnostic Radiography graduates will demonstrate knowledge, skills and attributes necessary to provide effective and holistic care for patients.

Graduates will be able to integrate theory with practice using critical analysis, reasoning and autonomous judgment. They will undertake multi-professional team working and communicate effectively with service users, carers and the wider healthcare team. They will be competent, reflective practitioners with an understanding of clinical and key performance indicators with the ability to critique and review research evidence to inform practice.

Diagnostic Radiography graduates will adhere to professional codes of conduct and ethics and upon qualification be fit to practice as entry-level diagnostic radiographers.

PART D: EXTERNAL REFERENCE POINTS AND BENCHMARKS

The programme reflects the philosophy, core values and skills and knowledge base as described in a range of profession specific drivers. At its core, the programme's learning outcomes are built on the Health and Care Professions Council's Standards of Proficiency for Radiographers; Standards of Education and Training, Guidance on Student Conduct and Ethics. This is further supported by the Standard of education and practice requirements-indicative curriculum- set by the Society and College of Radiographers which comprehensively outlines the requirements for the education and training of radiographers in the UK.

The UWE strategic framework is embedded at all levels of study with particular reference to providing a strong student focus, ensuring the best experience both academically and socially; to ensuring open and responsive communications and showing full commitment to equity, fairness and inclusivity with a "can do approach".

PART D: EXTERNAL REFERENCE POINTS AND BENCHMARKS

The design of the BSc (Hons) Diagnostic Radiography programme at all levels is based on the reference points and benchmarks set out by the:

College of Radiographers (2013) Education and Career Framework CoR: London
 College of Radiographers (2017) Research Strategy. CoR: London
 Health and Care Professions Council (2014) Standards of Education and Training. HCPC: London
 Health and Care Professions Council (2012) Guidance on Conduct and Ethics for Students. HCPC: London
 Health and Care Professions Council (2013) Standards of Proficiency: Radiographers HCPC: London
 Society and College of Radiographers (2009) Approval and accreditation board handbook SCoR: London
 Society and College of Radiographers (2012) Quality Standards for Practice Placements SCoR: London
 Society and College of Radiographers (2013) Code of conduct and ethics SCoR: London
 Society and College of Radiographers (2013) Scope of Practice SCoR: London
 Society and College of Radiographers (2004) The Approval and Accreditation of Education Programmes and Professional Practice in Radiography: Guidance on Implementation of Policy and Principles SCoR: London
 The Ionising Radiations Regulations (2017)
 The Ionising Radiation (Medical Exposure) (Amendment) Regulations 2018
 The Ionising Radiations (Medical Exposure) Regulations 2000 Local rules.
 University of the West of England, Bristol (2014) Sustainability Plan 2013 – 2020. UWE, Bristol. [Online] Available at:
<http://www1.uwe.ac.uk/aboutus/visionandmission/sustainability/sustainabilityaction/sustainabilitydocuments.aspx>
 UWE 2030 Strategy.

Our networks with service providers, are part of this outstanding learning experience, as are our many supportive service users who come in to teach, interview applicants for the programme and help with curriculum development.

Education for Sustainable Development UWE is committed to ensuring that its students and future graduates, are equipped with the skills knowledge and attributes that will enable them to thrive in the challenging environment of the 21st century. As part of this commitment the university has developed a comprehensive approach to embedding Education for Sustainable Development (ESD) within the curricula of the University (UWE, 2014). The programme team maintains strong links with the Society and College of Radiographers (SCoR) with several being members of national fora. Some members of the team retain a clinical work load, whilst others are research active – this contributes to the student learning experience, and ensures the teams' awareness of current developments and issues within the profession.

There are bi-annual stakeholder meetings for practice educators to feed into programme developments, practice placement design and practice assessment. Quarterly meetings with clinical service managers from the region allows for discussions and collaboration on programme delivery, design and enhancement strategies. A yearly monitoring form is completed for SCoR. All of these mechanisms allow for evaluation, reflection, feedback and changes to the programme to enhance quality and ensure a programme is designed to be, engaging, innovative and fit for purpose.

PART E: REGULATIONS

A: Approved to [University Regulations and Procedures](#)



SECTION 3: PROGRAMME DESIGN and PHILOSOPHY

How Will My Knowledge, Understanding & Skills Develop?

This Section provides information about the nature of the learning students can expect to engage with on this programme and the pedagogic considerations underpinning these. Please write this section in the first person, addressing your (prospective) students.

Part A: Enhancement Framework

1. Learning and Teaching Methods

i. Learning and Teaching Approach (c. 300 words)

The BSc (Hons) Diagnostic Radiography programme has developed its modules to ensure it delivers a holistic programme of study. In order to consider the disciplinary and practice-based principles on which Radiography is built it is necessary to include a variety of learner psychologies including behaviourist, cognitivist and humanistic. The programme links 'ways of thinking and practising' which are forged together, linking practice placement and academic delivery with the use of simulation and 'real life experience'.

The practice placement modules have taught components in UWE and you will go out into practice to experience both the behaviourist and cognitivist approaches of learning through "stimulus" and "active involvement" in the "real life" environment. This is important so that you are "ready and able" to practice as autonomous band 5 practitioners on completion of the degree.

The theory modules within the programme address the profession specific and inter-professional learning requirements of the indicative curriculum and occupational standards through the provision of a stimulating and attractive learning environment encompassing simulation, lectures, small group working, and "flipped classroom". The humanistic approach of providing a facilitator as a guide and flexible resource enables peer learning and supports widening participation.

Within our wide use of simulation activities throughout the modules, we encourage the use of clinical staff, service users and standardised patients as part of learning activities. The addition of a fully functional CT scanner to the practical facilities enables individual/small groups of students' access to scanning and patient care scenarios in a safe, "modelled" environment.

i. Content, Progression and Coherence (c.300 words)

The programme content is designed to be transformative and progressive in nature, enabling you to reach your full potential. You will begin to develop your knowledge and understanding at level 4 progressing to evaluating and critiquing the evidence base at level 5 to a more enquiry based learning and inquisitive self-directed approach at level 6. It is important to embed core theories and concepts early on to enable you to develop an enquiring mind and to reflect and

Part A: Enhancement Framework

question evidence-based practice. This progressive approach allows you to connect knowledge with research and practice. Utilising a discipline and practice-based pedagogic approach allows you to understand the “real world” of diagnostic radiography practice which ultimately will enable you to become ready and able, future facing and enterprising in terms of service enhancement. To do this, the assessments are designed to reflect the progressive nature of the learning activities. Examination based assessments at level 4 allow you to demonstrate knowledge of the core competencies and evidence base whilst written assignments introduce you to searching for evidence, academic writing skills and transfer of knowledge.

At level 5 and 6 you will develop your enquiry based research by undertaking a range of assessments including presentations, research projects and reflective writing designed to be meaningful and integral to “real world” experiences of health care practice. Competency based practical skills assessments throughout all three years allow you to link theory to practice. To support your progress in clinical practice, you will produce a coherent and meaningful portfolio of evidence that can be taken forward into professional practice, beginning the process of continued professional development and life-long learning.

ii. Scholarly and Enquiry-based (c.300 words)

The UWE 2030 Strategy is very pertinent to the diagnostic radiography programme design and has the following values: Ambitious, inclusive, innovative, collaborative, and enterprising. These are imbedded into the curriculum at all levels. In particular the programme prides itself on its research informed teaching approach and the inclusion of enquiry and problem-based learning at all levels. Recognised as a valuable tool in health care education, enquiry based/problem-based learning enables students to identify a “real world” problem within the subject framework and with facilitation supports you to research and critically reflect on what you have learnt.

A number of modules utilise this approach in the programme in individual teaching sessions with the aim of arousing curiosity and empowering students to learn. The utilisation of “flipped classrooms” enables you to identify and research areas of interest and then present these to the cohort for discussion and evaluation. You will be introduced to the notion of research methodologies and encouraged to develop an enquiring mind when it comes to understanding the evidence and its applicability to diagnostic radiography practice. Beginning at level 4, you will use problem-based learning to explore a given topic area with a clearly defined focus to present their findings to the rest of the cohort. In level 5, you will be supported to research your own topic area within a given framework and offer opinion and evaluation of the evidence. At level 6 you will use your initiative to develop your own learning in the form of a dissertation and identify, select and use investigative strategies and techniques to undertake a critical analysis, evaluating the outcomes.

iii. Inclusive and International (c. 300 words)

The diagnostic radiography programme recognises the importance of inclusivity and fairness to all of its students. The programme has been designed to embrace the diversity of students by encouraging you to access your personal tutor at regular intervals throughout the programme in order to identify any specific support needs. Working closely with the disability and student support services allows you to confidently adapt your working practice to enable successful completion of academic modules and practice placements. Encouraging you to anticipate any challenges allows for a transparent dialogue and action plan to be developed enhancing the

Part A: Enhancement Framework

student experience and enabling student progression. Academic assessment strategies are designed to ensure that a range of different assessment methods are used throughout the programme so that you are able learn and develop different ways of demonstrating your knowledge and skills gained. Support is embedded within the programme on academic skills and can be individually tailored.

International and intercultural dimensions are embedded into the curriculum and have been further enhanced within the programme and module learning outcomes. Assessments recognise that you may draw upon international data to help support your discussions, and teaching strategies encourage you to explore global literature and its relevance to UK practice. Students investigate global health care practices and diagnostic radiography practices outside of the UK enabling them to compare and contrast to UK practice. You are encouraged to reflect critically on what you are learning in relation to your own and others' cultural identity to enable a better understanding of respect, values and beliefs. The Diagnostic Radiography team work closely with university support groups to ensure that information and advice can be disseminated to clinical practice and students.

iv. Graduate Attribute Enabling (c. 300 words)

The academic personal tutor system is the start of the development of graduate attributes. You are encouraged to develop your resilience, ask questions and identify development needs. These skills are embedded throughout the curriculum in modules that address personal and professional health and wellbeing to combined modules exploring healthy futures and technology for the future. You will be encouraged to become enterprising in your approach to learning by developing an enquiring mind. At qualification, you will have gained skills that will enable you to be proactive, reflective and curious to find out more.

Resilience is a key feature of the programme and enables you to embrace challenges and explore innovative solutions to support your own personal and professional development. Collaborative and partnership working with Diagnostic radiography service providers in the region enables the team to continuously explore innovative ways of delivering education and training. The encouragement of engagement with Peer Assisted Learning schemes starts the process of co-operative learning between levels. This future facing initiative will enable you to be confident in teaching and supporting learners in practice after qualification- a requirement of the code of conduct, performance and ethics and meeting many graduate attributes.

You will be encouraged to apply for the student ambassador role. This role enables students to further develop their graduate attribute skills by enabling them to demonstrate initiative, being future facing and self-reliant and connected. In possessing these key skills, knowledge and dispositions students will be enabled to go beyond the confines of familiar knowledge bases, to apply themselves productively to whatever they encounter in the dynamic and uncertain world beyond education.

2. Assessment Strategy (c. 400 words)

The Diagnostic Radiography programme has a coherent assessment strategy which plays out across the programme and integrates the learning taking place at each level. A range of assessment strategies are employed throughout the programme to aid your engagement and

Part A: Enhancement Framework

enhance the inclusivity of the learning experience. Assessments are designed to be meaningful, relate to real world situations in both simulated and real life clinical environments. The different range of assessment methods used provides the opportunity to analyse your ability within different contexts and environments.

Within each module, you are guided through the assessment strategy by ensuring that a formative feed forward/feedback approach is adopted. Practice assessments and draft submissions are encouraged. With presentations, you will undertake step-by-step exposure to carrying out this type of task: firstly by using low stakes opportunities for you to work and present in small groups at regular opportunities before having to present as a summative assessment. Wherever possible, formative assessment opportunities will enable you to gain an understanding of the process.

3. Student Support and Special Features of the Programme

Whilst on the BSc (Hons) Diagnostic Radiography programme you can access a range of support and library facilities, including the UWE Glenside Library; one of the best Libraries for Health and Social Care in the South West of England.

During the programme you have access to a range of technology enhanced learning opportunities that including the fully functional plain imaging room, CT scanner and radiographic software as well as university wide simulation technology. Collaborative partnerships with external stakeholders allows you to gain experiences of advancing modalities.

The programme prides itself on the variety of methods used to deliver academic content that includes the use of expert practitioners, service users, standardised patients, online facilitation and technology enhanced teaching tools with innovative assessment strategies. An andragogic and student-centred approach to learning is adopted where you are encouraged and enabled to take responsibility for your own learning.

Other distinct features include:

- Active research, exploration, feedback and teamwork, is expected in all aspects of the programme.
- Student ownership of continuing personal and professional development is facilitated by the use of a professional practice portfolio. This provides the basis for a personal CPD file which facilitates lifelong learning.
- PALS. Peer assisted learning is effectively utilised throughout levels 4-6 of the programme to help support students in their learning and development.
- Student-centred learning in professional practice settings is facilitated by the use of pre-determined placement competencies

There are opportunities at all levels for collaborative learning with students from other health and social care professions within a number of core modules including anatomy and physiology, research principles and an innovative level 6 health informatics based module.

Part B: Assessment Map			
Module number: Short name	Brief outline of assessment type(s) to create a map of assessments across the programme and where relevant indicate using (T) if they require timetabling and invigilation by CETTS.	Assessment weighting %	UWE Week
Certificate Stage/Level 4			
UZYKGE-30-1: Physical Sciences and Technology 1	Evaluative Account Exam (T)	50 50	35 26
UZY9L-15-1: Fundamentals of Human Anatomy and Physiology	Exam (T)	100	26
UZYKQG-30-1: Diagnostic Radiography Professional Practice 1	E-portfolio Written case study	Pass/Fail 100	1
UZYKGP-15-1: Clinical Context and Applications of Diagnostic Radiography 1	Exam- image viewing OSCE (T)	100	33
UZYKGS-30-1: Principles of Radiographic Imaging Technique	Exam (T) Exam (T)	50 50	26 33
Diploma Stage/Level 5			
UZYKJ-15-2: Professional Behaviour and Health Psychology	Reflective essay	100	26
UZYA5-15-2: Informing Practice through Research and Inquiry	Written assignment	100	26
UZYKGT-30-2: Clinical Context and Applications of Diagnostic Radiography 2	Patient pathway essay E-OSCE (T)	50 50	40 42-45
UZYKGV-30-2 Physical Sciences and Imaging Technology 2	Exam (T) Quality assurance report	50 50	42-45 26
UZYKGU-30-2: Diagnostic Radiography Professional Practice 2	E portfolio Reflective presentation	Pass/Fail 100	40 dependent on Easter holiday period.
Honours Stage/Level 6			

UZY9Q-15-3: Healthy Futures	Individual contribution to wiki Written reflection on learning	50 50	25-26
UZYAA-30-3: Research and Evidence in Practice	Dissertation	100	41
UZYKGW-15-3: Continuous Professional Development and Employability	Presentation	100	26
UZYKGY-30-3: Skills for informing Practice	E-portfolio OSPRIIE/SOPE	Pass/Fail 100	41 42-45
UZYKGX-30-3: Diagnostic Radiography Professional Practice 3	E-portfolio Written self-audit	Pass/Fail 100	23 25