



CORPORATE AND ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data		
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 Postgraduate Certificate in Medical Ultrasound	
UWE Progression Route	N/A	
Mode(s) of Delivery	PT	
Codes	UCAS:	JACS:
	ISIS2:	HESA:
Relevant QAA Subject Benchmark Statements	Master's Degree Characteristics	
CAP Approval Date	9 July 2013	
Valid from	September 2013	
Valid until Date	September 2019	
Version	6	

Part 2: Educational Aims of the Programme

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

Part 2: Educational Aims of the Programme

performance											
5. Manage time and prioritise workloads, and recognise and manage personal emotions and stress	x	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	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	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,

Part 4: Student Learning and Student Support

problem solving and reflection.

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

Part 4: Student Learning and Student Support

workshop at the university. This enables the university to ensure all supervisors are familiar with the UWE assessment system and that they're working to analogous 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

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.

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 Modules	UZYSQP-30-M	50% (A)		50% (B)		
	UZWSPX-15-M			100% (A)		
	UZWSPY-45-M				100% (A)	100% (A)
	UZWS4W-60-M				100% (A)	100% (A)
Optional modules	UZYSPPH-30-M		50% (A)	50% (B)		
	UZYSPPJ-30-M		50% (A)	50% (B)		
	UZYSPPK-30-M		50% (A)	50% (B)		

Part 5: Assessment

UZYSPL-30-M	50% (A)	50% (B)
UZYSMP-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
	<p><i>UZYSPL-30-M</i> Ultrasound Technology</p> <p><i>UZWSXP-15-M</i> Health and Social Care Research: Methods and Methodologies</p> <p><i>UZWSPY-45-M</i> Dissertation</p> <p>or</p> <p><i>UZWS4W-60-M</i> Dissertation</p>	<p><i>Students may select modules from the following list of options:</i></p> <p><i>UZYSPL-30-M</i> General Medical Ultrasound in Practice</p> <p><i>UZYSPP-15-M</i> Obstetric Ultrasound in Practice</p> <p><i>UZYSPL-30-M</i> Negotiated Specialist Ultrasound Practice 1</p> <p><i>UZYSPL-30-M</i> Negotiated Specialist Ultrasound Practice 2</p> <p><i>UZYSMP-15-M</i> Negotiated Specialist Ultrasound Practice 3</p> <p><i>UZYSRX-15-M</i> Negotiated Specialist Ultrasound Practice 4</p> <p><i>UZYSPP-15-M</i> Negotiated Specialist Ultrasound Practice 5</p>	<p>PG Certificate Medical Ultrasound</p> <ul style="list-style-type: none"> Credit requirements <p>60 at level M <i>(Ultrasound Technology module is a compulsory component of this award)</i></p> <p>PG Diploma Medical Ultrasound</p> <ul style="list-style-type: none"> Credit requirements <p>120 credits at level M <i>(Ultrasound Technology module is a compulsory component of this award)</i></p> <p>MSc Medical Ultrasound</p> <ul style="list-style-type: none"> Credit requirements <p>180 credits at level M <i>(Ultrasound Technology, HSC Research:Methods & Methodologies and one of the dissertation modules are compulsory components of this award)</i></p>

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 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,

Part 8: Reference Points and Benchmarks

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 proffered, 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](#).