



Programme Specification

Nuclear Medicine [Distance]

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Section 1: Key Programme Details

Part A: Programme Information

Programme title: Nuclear Medicine [Distance]

Highest award: MSc Nuclear Medicine

Interim award: PGCert Nuclear Medicine

Interim award: PGDip Nuclear Medicine

Awarding institution: UWE Bristol

Teaching institutions: UWE Bristol

Study abroad: No

Year abroad: No

Sandwich year: No

Credit recognition: No

School responsible for the programme: CHSS School of Health and Social Wellbeing, College of Health, Science & Society

Professional, statutory or regulatory bodies:

Society and College of Radiographers (SCoR)

Modes of delivery: Distance without attendance

Entry requirements:

For implementation from: 01 September 2018

Programme code: B80A42

Section 2: Programme Overview, Aims and Learning Outcomes

Part A: Programme Overview, Aims and Learning Outcomes

Overview: The MSc Nuclear Medicine programme has been designed to facilitate the educational needs of the workforce whilst recognising the current challenges associated with clinical release and limited financial resource. The development of ‘off campus’ learning environments which utilise models of Technology Enhanced Learning will promote educational flexibility and provide cost effective access to Nuclear Medicine education which will should appeal to both students and employers.

Features of the programme: The programme structure and delivery model has the potential to widen the access to Nuclear Medicine education as the ‘distance-based’ nature of the programme negates the traditional model of knowledge delivery within the University setting. This is an important point to consider in relation to the continuing massive technological developments that have impacted on the modality and in relation to the changing dynamics of the Nuclear Medicine workforce. It is hoped that such a change will not only further encourage ‘out of region’ UK based students to access the programme but also provide an opportunity for the programme to appeal to an international market.

The Nuclear Medicine programme also has access to a web-based ‘remote processing platform’ that provides the student cohort with a secure and safe environment to develop a number of professional skills. This platform which uses ‘real life’ clinical cases provides a realistic simulation of current clinical practice and hence allows the students to experiment with new ideas and new ways of working within a totally safe and patient free environment. Such a framework has also allowed previous student cohorts to consolidate their understanding of introductory concepts and through active participation has encouraged them to consider the values of various processing/reconstruction techniques.

The structure of the programme provides flexibility for the individual learner within the second year of study. Given the choice between optional modules entitled “Current Applications of Hybrid Imaging Practice” and “Reporting Skills in Nuclear Medicine” students are enabled to tailor their specific learning on the programme

depending on their own career aspirations within practice and/or the needs of their workplace.

Educational Aims: The educational aims of this programme are to produce a competent and autonomous Nuclear Medicine practitioner who can:

Develop core and advanced knowledge bases that inform and optimise clinical practice

Develop practical skills to undertake Nuclear Medicine procedures in a safe competent and professional manner

Appreciate the importance of interprofessional working and develop skills to work effectively within this field

Develop interpersonal skills that promote effective interaction with service users and professional colleagues

Understand the importance of practicing within ethical, legal and professional frameworks

Develop problem-solving skills and utilise these within both the clinical and educational domains

Consider and critically evaluate the role of Nuclear Medicine in relation to the overall management of the patient

Develop cognitive abilities commensurate with Masters level education

Develop a critical understanding of the educational and research foundations that underpin current Nuclear Medicine practice and where appropriate challenge these assumptions

Develop the requisite skills and understanding to contribute to the existing body of

knowledge in Nuclear Medicine through research and publication

Consider their future career aspirations in relation to the developing nature of Nuclear Medicine practice

Utilise the above skills in a reflective and critical manner so as to promote the optimisation of Nuclear Medicine services

Programme Learning Outcomes:

On successful completion of this programme graduates will achieve the following learning outcomes.

Knowledge and Understanding

- A1. A range of anatomical structures and physiological systems commonly seen/imaged within the Nuclear Medicine environment
- A2. The appearance of normal and abnormal clinical conditions with consideration as to their potential impact on patient management
- A3. The clinical and scientific principles of Nuclear Medicine practice with reference to the optimal imaging of patients
- A4. Current guidance related to the most effective use of imaging protocols, imaging techniques and imaging equipment (both hardware and software)
- A5. Radiation protection methods designed to optimise safe working practice
- A6. The developing nature of Nuclear Medicine practice and the implication of this in relation to the patient, the workforce and the imaging modality
- A7. The implications of research based evidence used to inform and shape current and future Nuclear Medicine practice

Intellectual Skills

- B1. An understanding of analytical skills including their importance in relation to a range of clinical situations, clinical competencies and professional practice
- B2. Develop the ability to critically evaluate information from a range of sources in order to inform current and future Nuclear Medicine practice

- B3. Develop a critical awareness of current issues / problems that have the potential to impact on the future development/provision of the modality
- B4. Demonstrate the ability to engage with models of independent learning, peer assisted learning and knowledge exchange
- B5. Demonstrate a creative approach to learning with awareness of possible areas for professional/personal development
- B6. Demonstrate the ability to articulate/disseminate findings with reference to Master's Level descriptors

Subject/Professional Practice Skills

- C1. Competently undertake a range of Nuclear Medicine procedures in a skilled, safe and professional manner and in relation to legal and ethical frameworks
- C2. Make evaluative judgments on the outcomes of Nuclear Medicine procedures and articulate these findings accordingly
- C3. Develop communication skills that promote effective interaction with a range of service users, professional colleagues and the general public
- C4. Critically reflect upon the multidisciplinary nature of modern healthcare environments with consideration as to how this might influence the future role of the Nuclear Medicine practitioner
- C5. Demonstrate an awareness of the emerging aspects of Nuclear Medicine practice and consider the implications of these in relation to the patient, the workforce and the imaging modality
- C6. Justify the role of Nuclear Medicine in relation to the overall management of the patient

Transferable Skills and other attributes

- D1. Demonstrate an ability to adapt effectively to new or unusual situations
- D2. Demonstrate appropriate problem solving abilities in order to deal with complex situations in a systematic and creative manner
- D3. Exhibit autonomous practice within the field of Nuclear Medicine and actively develop new skills in line with technological/professional change
- D4. Reflect and evaluate on their own academic, professional and clinical performance

- D5. Manage time and workload in accordance with the requirements of the programme
- D6. Exercise autonomy and develop a range of learning skills that promote 'life-long learning'
- D7. Use Information Technology competently and effectively within both the academic and clinical domains

Assessment strategy: The assessment strategy has been developed to ensure it assesses the learning outcomes of the modules whilst supporting the 'distance-learning' nature of the programme. A 'portfolio' style assessment constructed from evidence provided by the student throughout the module learning events has been developed for several of the new modules. Experience from other programmes using this type of 'patchwork' submission indicates the potential for valuable discussion relating to the module content and helps ensure continued student engagement throughout the duration of the programme. Formative assessment will be achieved by the module team providing regular feedback on set learning activities. This feedback will indicate where good understanding has been achieved or where there is scope for further exploration and development.

Additional assessment modes include 'traditional' written assignments, the production of online presentations and the creation of conference style posters.

Student support: Support for students in clinical practice is ensured via the nomination of a designated clinical mentor. All clinical mentors will be provided with a suite of supporting materials where updates in relation to course developments and assessment criteria are discussed. Such measures help ensure consistency between the clinical departments and provide a medium where scenarios and clinical experiences can be highlighted.

The module leaders also maintain close links with the clinical departments and encourage the clinical mentors to identify student issues as soon as possible. This provides the opportunity for members of the academic team to visit the clinical department in order to provide appropriate support and advice. This close

collaboration between the clinical department and the University is seen as being crucial to the successful development of the student and for ensuring the ongoing success of the programme.

Continued development of the programme is facilitated by the maintenance of close links with clinical and industrial stakeholders and with a range of previous students. This is important as such interaction provides a clear overview of the current status of Nuclear Medicine practice and ensures that educational content meets with the current expectations of the Nuclear Medicine workforce. Such interaction has also resulted in the completion of a number of research activities that have been presented at National and International level. This is again seen as being really important to the future development of the programme and further collaborations with professional, clinical and industrial partners are already planned.

Part B: Programme Structure

Year 1

The student must take 60 credits from the modules in Year 1.

Year 1 Compulsory Modules

The student must take 60 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
UZYSQ9-15-M	Cross-Sectional Anatomy for the Nuclear Medicine Practitioner 2023-24	15
UZYSQ3-30-M	Fundamental Clinical Skills in Nuclear Medicine Practice 2023-24	30
UZYSQ4-15-M	Science and Instrumentation in Current Nuclear Medicine Practice 2023-24	15

Year 2

The student must take 60 credits from the modules in Year 2.

Year 2 Compulsory Modules

The student must take 45 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
UZYSQ5-30-M	Enhancing Nuclear Medicine Practice 2024-25	30
UZYSQ7-15-M	Evidencing Work Based Learning 2024-25	15

Year 2 Optional Modules

The student must take 15 credits from the modules in Optional Modules.

Module Code	Module Title	Credit
UZYSQ6-15-M	Current Applications of Hybrid Imaging Practice 2024-25	15
UZYSRM-15-M	Reporting Skills in Nuclear Medicine 2024-25	15

Year 3

The student must take 60 credits from the modules in Year 3.

Year 3 Compulsory Modules

The student must take 60 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
UZWYRE-15-M	Health and Social Care Research: Methods and Methodology (Distance Learning) 2025-26	15
UZWSUL-45-M	Masters Dissertation 2025-26	45

Part C: Higher Education Achievement Record (HEAR) Synopsis

Part D: External 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

QAA subject benchmark statements:

The programme has been developed in accordance with QAA statements on postgraduate qualifications, and in relation to QAA Masters Level descriptors (2010). The programme team have been made aware of the QAA position statement on postgraduate qualifications and have devised modules accordingly. This applies to both the subject specific development of the student (e.g. an awareness of the role of Nuclear Medicine within modern healthcare environments) and via more general skills development such as critical evaluation, analytical thinking and peer assisted learning.

University strategies and policies:

In line with the University teaching and learning policies, this programme takes a student-centred approach to education with students being encouraged to take control of their learning needs. In order to promote this the programme has

developed a learning environment that stimulates active engagement and participation. The programme has also attempted to create environments that remove the traditional didactic methods of teaching and instead promote peer assisted learning, enquiry and critical evaluation. Such developments have been constructed in line with the University's current Technology Enhanced Learning strategy. In these environments it is envisaged that the academic staff will simply act as facilitators to help focus the overall student journey.

Professional Body Interaction:

Professional validation of the Nuclear Medicine Programme is granted by the 'Approvals and Accreditation Board' (AAB) which sits within the remit of the Society of Radiographers. The aim of this consortium is to evaluate current educational curriculums in order to ensure that only the most relevant training packages are endorsed for Nuclear Medicine Practice. This course was successfully revalidated in 2008, 2013, and will be reviewed again in 2018.

Employer/clinical stakeholder interaction and feedback:

Regular interaction with clinical stakeholders has reinforced the successes of the programme and would appear to indicate that the educational content of the award remains 'fit for purpose'. Importantly comments related to the diversity of teaching styles and the availability of visiting lecturers have been well received by students and external examiners.

Feedback received from clinical staff/clinical mentors has also detailed a range of favourable student developments that have become apparent during the completion of the programme. Such feedback would seem to be especially important given the massive technological changes that are currently influencing Nuclear Medicine practice.

Student feedback is obtained via module evaluation forms that are made available on BlackBoard at the end of each module and now via the Postgraduate Taught Experience Survey (PTES). Students are encouraged to complete these evaluations

and surveys in a full and honest manner in order to highlight both positive experiences and areas where further development may be possible. These comments are scrutinised by the programme team and help shape the future direction of the programme.

A student representative is also elected from each academic cohort to help articulate the feelings of the students at regular student rep/staff forum (SRSF) meetings. Importantly such events provide the opportunity, in a formal environment, to discuss a range of programme topics and to consider how future developments might benefit both the award and the student experience. Importantly these meetings are now held as 'virtual' on-line events in order to maximise student engagement.

Part E: Regulations

Approved to University Regulations and Procedures.