Programme Specification

PET-CT

Version: 2026-27, v1.0, Validated

Contents

Section 1: Key Programme Details

Part A: Programme Information

Programme title: PET-CT

Highest award: PGCert PET-CT

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: Not applicable

Modes of delivery: Distance with attendance

Entry requirements: For current entry requirements, see the UWE public website.

For implementation from: 01 September 2026

Programme code: B81K62

Section 2: Programme Overview, Aims and Learning Outcomes

Part A: Programme Overview, Aims and Learning Outcomes

Overview: This PG Cert Positron Emission Tomography-Computed Tomography (PET-CT) programme has been designed to facilitate the educational needs of the workforce whilst recognising the challenges often associated with clinical release

and financial resource. The development of online learning environments which utilise models of Technology Enhanced Learning will promote educational flexibility and provide cost effective access to PET-CT education which should appeal to both students and employers.

Features of the programme: The ‘distance-based’ nature of the programme is designed to widen the access to PET-CT education, aligning to the continuing technological developments that have impacted on the modality and in relation to the changing dynamics of the PET-CT workforce. The programme is designed to appeal to both national and international markets.

Modules have been designed to be accessible to a range of healthcare practitioners working within PET-CT, including Radiographers, Clinical Technologists and Clinical Scientists. Students will be expected to be in current employment within a clinical PET-CT department and should spend at least 40% of their clinical time (equivalent to 2 days per week on a full-time contract) working within the PET-CT environment. This is imperative for the professional practice module which requires students to gain clinical experience and provides the student with the opportunity to consolidate/advance their understanding of PET-CT practice.

Educational Aims: The educational aims of this programme are to develop competent and autonomous PET-CT practitioners who possess:

core and advanced knowledge bases that inform and optimise clinical practice

the practical skills to undertake PET-CT procedures in a safe, competent and professional manner

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

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

an understanding of the importance of practicing within ethical, legal and professional frameworks as applied to their location of work

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

the ability to critically evaluate the role of PET-CT in relation to the overall management of the patient

a critical understanding of the educational and research foundations that underpin current PET-CT practice

the requisite skills and understanding to contribute to the existing body of knowledge in PET-CT

an awareness of their future career aspirations in relation to the developing nature of PET-CT practice

cognitive abilities commensurate with post graduate level education.

Programme Learning Outcomes:

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

Programme Learning Outcomes

PO1. Understand and apply the clinical and scientific principles of PET-CT practice with reference to the optimal imaging of patients and optimising safe working practice.

PO2. Analyse common normal and abnormal image appearances in PET-CT and understand their impact for a range of clinical conditions.

PO3. Explore the implications of research-based evidence used to inform and shape current and future PET-CT practice.

PO4. Critically evaluate and analyse information from a range of sources to inform current and future PET-CT practice.

PO5. Development of analytical skills including an understanding of their importance in relation to a range of clinical situations.

PO6. Demonstrate a creative approach and ability to engage with models of independent learning, peer assisted learning and knowledge exchange.

PO7. Develop communication skills that promote effective interaction with a range of service users, professional colleagues and the public.

PO8. Critically reflect upon the multidisciplinary nature of modern healthcare environments with consideration as to how this might influence the future role of the PET-CT practitioner.

PO9. Exhibit competent practice within the field of PET-CT and actively develop new skills in line with technological/professional change.

PO10. Demonstrate appropriate problem-solving abilities and an ability to adapt effectively, to deal with complex situations in a systematic and creative manner.

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 two of the modules, and reflects the common requirements of professional growth activities. Experience from other programmes using this type of 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 via discussion board fora and online tutorials. This feedback will indicate where good understanding has been achieved or where there is scope for further exploration and development.

Additional assessment modes include academic writing, presentation and professional discussions. These assessment approaches are authentic to practice, and allow learners to demonstrate a developed understanding of fundamental clinical skills relevant to their practice, in addition to developing relevant skills in practice as part of their professional role, for example report-writing.

Student support: Students will be supported by an allocated academic personal tutor (APT). The tutor will be an academic member of staff who will have access to information on students performance and profile, allowing them to effectively support their personal and academic development. APTs are available to discuss students progress and provide ongoing support, in addition to the tuition within academic modules. UWE Bristol subscribes to the National Union of Students Charter on personal tutoring, ensuring that students are supported throughout their journey.

Support for students in clinical practice will be ensured via the nomination of a designated clinical mentor. All clinical mentors will be provided with training via an online classroom and 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 via email and online meetings where appropriate and encourage clinical mentors to identify student issues as soon as possible. This provides the opportunity for members of the academic team to meet with staff to provide appropriate support and advice. This close collaboration between the clinical departments and the University is seen as being important to the successful development of the learner and for ensuring the ongoing success of the programme.

Continued development of the programme is facilitated by regular review in collaboration with clinical and industrial stakeholders. This is important as such interaction provides a clear overview of current PET-CT practice and ensures that educational content meets with the expectations of the PET-CT workforce.

Student voice: Student feedback is obtained via module evaluation forms that are made available at the end of each module after assessment feedback/results have been released. Students are encouraged to complete these evaluations and surveys in a full and honest manner to highlight both positive experiences and areas where further development may be possible. These comments will be scrutinised by the programme team to help shape the future direction of the programme.

A student representative will also be elected from each cohort to help articulate the feelings of the students at student rep/staff forum (SRSF) meetings. Importantly such events will 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. These meetings will generally be held as 'virtual' on-line events to maximise representative engagement.

Part B: Programme Structure

Year 1
Students must take 60 credits from the modules in Year 1.

Year 1 Compulsory Modules
Students must take 60 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
UZYRK5-30-M	Fundamental Clinical Skills in PET-CT 2026-27	30
UZYRKD-15-M	Science and Instrumentation in PET-CT 2026-27	15
UZYRKF-15-M	Cross-Sectional Anatomy for the PET-CT Practitioner 2026-27	15

Part C: Higher Education Achievement Record (HEAR) Synopsis

This Post Graduate Certificate award will evidence knowledge, skills, and professional attributes required to deliver safe, effective, and holistic care to patients within the PET-CT clinical setting. Graduates will integrate theoretical understanding with practical competence, applying critical analysis, clinical reasoning, and autonomous professional judgement to inform their practice.

Graduates will work effectively within a multi-professional team, demonstrating clear

and compassionate communication with service users, carers, and members of the wider healthcare workforce. They will be reflective and adaptable practitioners, able to interpret and apply clinical information and critically evaluate research evidence to support evidence-based decision-making.

Upon completion of the programme, graduates will adhere to relevant professional codes of conduct and ethics and will be well placed to develop imaging services and adapt to emerging trends.

Part D: External Reference Points and Benchmarks

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 (2020). 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 PET-CT 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. The programme design has also attempted to create environments that remove the traditional didactic methods of teaching and instead promote peer assisted learning, enquiry and critical evaluation. In these environments it is envisaged that the academic staff will act as facilitators to help focus the overall student journey.

Professional Body Interaction:

Professional validation of the PET-CT Programme will be sought via 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 to ensure that only the most relevant training packages are endorsed.

Employer/clinical stakeholder interaction and feedback:

Regular interaction with clinical stakeholders will reinforce the relevance of the programme and will ensure that the educational content of the award remains ‘fit for purpose’.

Feedback received from clinical staff/clinical mentors will detail a range of student developments that will become apparent during the completion of the programme. Such feedback will be especially important given the extensive technological and workforce changes that are currently influencing PET-CT practice.

Part E: Regulations

Approved to University Regulations and Procedures.