Programme Specification

Diagnostic Radiography [Glenside]

Version: 2026-27, v2.0, Validated

Contents

Section 1: Key Programme Details

Part A: Programme Information

Programme title: Diagnostic Radiography [Glenside]

Highest award: BSc (Hons) Diagnostic Radiography

Default award: BSc (Hons) Health and Social Studies

Interim award: BSc Health and Social Studies

Interim award: DipHE Health and Social Studies

Interim award: CertHE Health and Social Studies

Awarding institution: UWE Bristol

Teaching institutions: UWE Bristol

Study abroad: Yes

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:

Health and Care Professions Council (HCPC)

Society and College of Radiographers (CoR)

Modes of delivery: Full-time

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

For implementation from: 01 September 2026

Programme code: B8AG13

Section 2: Programme Overview, Aims and Learning Outcomes

Part A: Programme Overview, Aims and Learning Outcomes

Overview: This programme aims to develop competent, confident, and adaptable Diagnostic Radiographers who are equipped to meet the evolving demands of the contemporary health and technological landscape. The curriculum integrates core radiographic knowledge with emerging imaging technologies and artificial intelligence, ensuring graduates are prepared for the future direction of the profession.

Students benefit from extensive technology-enhanced learning opportunities, including hands-on practical sessions within fully functional X-ray and Computed Tomography (CT) facilities, specialist radiographic software applications, and wider university simulation resources. These experiences support the integration of theory with safe, authentic, practice-based learning and has consistently contributed to strong graduate outcomes and enhanced readiness for clinical practice.

The programme is delivered through a diverse range of teaching and learning methods, drawing on the expertise of clinical practitioners, online and blended learning approaches, and contemporary technology-enhanced tools. An andragogic, student-centred philosophy underpins the curriculum, fostering independent learning and encouraging students to take active responsibility for their academic and professional development.

Clinical placements are embedded across all three years, offering exposure to a broad spectrum of imaging environments. Strong partnerships with NHS and independent sector providers enable students to experience varied clinical settings, including extended hours, helping them acclimatise to the realities of graduate radiographic practice.

In addition to placement learning, UWE serves as a reference site for a Siemens CT

scanner, providing opportunities to utilise state-of-the-art equipment for teaching, research, and experiential learning. Given the rapid expansion of CT across diagnostic pathways, access to this technology further enhances graduate competence and confidence.

The Diagnostic Radiography programme at UWE blends real-world clinical experience with high-quality simulation and contemporary academic delivery. This approach supports the development of flexible, adaptable practitioners who are well-prepared for the dynamic workplace of the future.

Features of the programme: The programme prides itself on a diverse and contemporary range of teaching, learning, and assessment strategies. Academic content is delivered through expert clinical practitioners, service users, standardised patients, online and blended learning approaches, and technology-enhanced teaching tools. Innovative and authentic assessment methods are used throughout to support the development of clinical reasoning, professional decision-making, and applied radiographic skills. An andragogic, student-centred ethos underpins the programme, encouraging learners to take increasing responsibility for their academic progress and professional development.

Distinctive features include:

Active and collaborative learning via research-informed enquiry, exploration, teamwork, and regular formative feedback, integrated across all levels of study to promote critical thinking and reflective practice.

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 and alignment with HCPC expectations.

Peer Assisted Learning (PAL) is embedded from levels 4–6, enabling students to learn from and support one another, enhancing confidence, academic skills, and professional socialisation.

Student-centred learning during clinical placements is guided by predetermined placement competencies, ensuring consistency, progression, and alignment with professional standards, maintained by a consistent clinical stakeholder partnership.

Collaborative learning experiences with therapeutic radiography students are incorporated at different levels of study, particularly through shared modules such as anatomy and physiology, research principles, and health psychology as well as a shared focus on developing vital emotional intelligence and strategies for mental health protection.

Educational Aims: The programme aims to:

Prepare graduates for professional registration by enabling students to meet the requirements necessary to apply for registration with the Health and Care Professions Council (HCPC) and for membership of the Society and College of Radiographers (SCoR), qualifying with the protected title of Diagnostic Radiographer.

Equip graduates to practise safely and effectively, adopting a reflective, evaluative, and evidence-informed approach to patient care. The programme promotes a professional value base that respects culture, equality, diversity, inclusion, and person-centred practice.

Foster autonomy, leadership and lifelong learning by supporting graduates in developing strong self-management skills, leadership potential, and the capacity to engage proactively in continuing professional development (CPD) throughout their careers.

Enable students to understand, interpret, and apply research and evidence to inform professional decision-making, appreciate the wider health and social care context, and develop the interpersonal, communication, and collaborative skills required to work effectively within multidisciplinary healthcare environments.

Programme Learning Outcomes:

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

Programme Learning Outcomes

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.

Assessment strategy: The Diagnostic Radiography programme adopts a coherent and integrated assessment strategy designed to support progressive learning across all levels of study. A diverse range of assessment methods is employed to promote engagement, inclusivity, and the development of applied professional skills. Assessments are intentionally authentic, mirroring real-world expectations through simulated learning activities and clinical practice experiences. This variety enables students to demonstrate their knowledge, skills, and professional behaviours across different contexts.

Each module incorporates a structured formative approach, ensuring students receive timely feed-forward and feedback to guide their development. Opportunities

for practice assessments, draft submissions, and formative tasks are embedded throughout the curriculum to build confidence and improve academic performance.

For presentation-based assessments, students are introduced to the required skills gradually through low-stakes, small-group activities that familiarise them with presenting in supportive environments before completing the summative component. Wherever possible, formative opportunities enable students to understand the expectations, process, and criteria associated with each assessment type, enhancing readiness and promoting success.

Student support: Students on the BSc (Hons) Diagnostic Radiography programme have access to a comprehensive range of academic, pastoral, and technical support services designed to enhance learning, wellbeing, and professional development. The UWE Glenside Library, recognised as one of the leading Health and Social Care libraries in the South West, provides extensive print and digital resources, specialist support, and dedicated study spaces to facilitate effective learning. Learners also receive learning and placement support through success coaches and the Practice Placement Office.

Throughout the programme, students benefit from a wide range of technology-enhanced learning opportunities. These include access to a fully functional conventional radiography room, a state-of-the-art CT scanner, immersive and virtual reality suites, radiographic image manipulation and visualisation software, and university-wide simulation facilities. These resources support the development of clinical proficiency by enabling safe, realistic, and experiential learning.

Strong collaborative partnerships with external stakeholders, including NHS and independent sector providers, further enrich the student experience. These relationships provide opportunities to engage with advancing imaging modalities and contemporary clinical practices, supporting the development of the knowledge, skills, and confidence required for modern radiographic practice.

Part B: Programme Structure

Year 1

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.

The programme requires the student to complete a minimum of practice hours as defined by the PSRB.

Year 1 Compulsory Modules

The student must take 120 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
UZYYWJ-30-1	Medical Imaging Physics for Diagnostic Radiography 2026-27	30
UZYYWK-30-1	Anatomy, Physiology and Pathology 2026-27	30
UZYYWL-30-1	Patient Centred Care for Diagnostic Radiography 2026-27	30
UZYYWN-30-1	Diagnostic Radiography Clinical Placement 1 2026-27	30

Year 2

The student must take 120 credits from the modules in Year 2.

Year 2 Compulsory Modules

The student must take 120 credits from the modules in Compulsory Modules .

Module Code	Module Title	Credit
UZYYXX-15-2	Principles of Research for Radiographers 2027-28	15
UZYYXY-15-2	Reflective and Professional Practice in Radiography 2027-28	15

UZYYWP-30-2	Medical Imaging Physics for Diagnostic Radiography 2 2027-28	30
UZYYWQ-30-2	Multimodality Imaging of Body Systems 2027-28	30
UZYYWR-30-2	Diagnostic Radiography Clinical Placement 2 2027-28	30

Year 3
The student must take 120 credits from the modules in Year 3.

Year 3 Compulsory Modules
The student must take 120 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
UZYYWS-15-3	Emerging Imaging Technology 2028-29	15
UZYYWT-15-3	Employability, Professional Development and Leadership 2028-29	15
UZYYWU-30-3	Diagnostic Radiography Clinical Placement 3 2028-29	30
UZYYWV-30-3	Research Writing for Publication 2028-29	30
UZYYWW-30-3	Diagnostic Image Interpretation 2028-29	30

Part C: Higher Education Achievement Record (HEAR) Synopsis

Diagnostic Radiography graduates will demonstrate the knowledge, skills, and professional attributes required to deliver safe, effective, and holistic care to patients across a range of clinical settings. They will integrate theoretical understanding with practical competence, applying critical analysis, clinical reasoning, and autonomous professional judgement to inform imaging practice.

Graduates will work effectively within multi-professional teams, 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 and key performance indicators 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 eligible to practise as entry-level Diagnostic Radiographers, demonstrating readiness for registration with the Health and Care Professions Council (HCPC).

Part D: External Reference Points and Benchmarks

The programme is underpinned by a range of external reference points that define the philosophy, core values, and professional expectations of contemporary Diagnostic Radiography practice. The programme learning outcomes are aligned explicitly with the Health and Care Professions Council (HCPC) Standards of Proficiency for Radiographers, Standards of Education and Training, and the Guidance on Student Conduct and Ethics. These benchmarks ensure that graduates meet the regulatory requirements necessary for safe and effective professional practice.

Further guidance is provided by the Society and College of Radiographers (SCoR) Education and Career Framework which outlines the comprehensive knowledge, skills, and professional behaviours expected of radiographers practising within the UK. These documents inform both curriculum structure and the integration of emerging imaging technologies and digital competencies across the programme.

The programme is also informed by the UWE Bristol Strategic Framework, which is embedded throughout all levels of study. This includes a commitment to delivering an excellent student experience, fostering a supportive and inclusive learning environment, promoting responsive and transparent communication, and encouraging a positive, solution-focused approach to learning and professional development.

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

Health and Care Professions Council (2017) Standards of Education and Training. HCPC: London

Health and Care Professions Council (2024) Guidance on Conduct and Ethics for Students. HCPC: London

Health and Care Professions Council (2023) Standards of Proficiency: Radiographers HCPC: London

Society and College of Radiographers (2022) Education and Careers Framework (4th Edition) SCoR: 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 (2025) Code of Professional Conduct SCoR: London

Society and College of Radiographers (2025) Scope of Practice SCoR: London

Society and College of Radiographers (2021) Research Strategy 2021-2026 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

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.

Available here: https://www.uwe.ac.uk/about/values-vision-strategy/strategy-2030

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. 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 workload, 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
Approved to University Regulations and Procedures.