

**CORPORATE AND ACADEMIC SERVICES**

**PROGRAMME SPECIFICATION**

<b>Part 1: Basic Data</b>		
<b>Awarding Institution</b>	University of the West of England	
<b>Teaching Institution</b>	University of the West of England	
<b>Delivery Location</b>	Glenside Campus	
<b>Faculty responsible for programme</b>	Health and Applied Sciences	
<b>Department responsible for programme</b>	Allied Health Professions	
<b>Modular Scheme Title</b>	Undergraduate	
<b>Professional Statutory or Regulatory Body Links</b>	Health and Care Professions Council Society and College of Radiographers	
<b>Highest Award Title</b>	BSc (Hons) Diagnostic Imaging	
<b>Default Award Title</b>	BSc (Hons) Health and Social Studies	
<b>Fall-back Award Title</b>	BSc (Hons) Health and Social Care Studies	
<b>Interim Award Titles</b>	Certificate in Higher Education Health and Social Studies Diploma in Higher Education Health and Social Studies BSc Health and Social Studies	
<b>UWE Progression Route</b>	N/A	
<b>Mode(s) of Delivery</b>	FT	
<b>Codes</b>	<b>UCAS:</b>	<b>JACS:</b>
	<b>ISIS2:</b>	<b>HESA:</b>
<b>Relevant QAA Subject Benchmark Statements</b>	Quality Assurance Agency (2001) Radiography Benchmark Statements QAA: London	
<b>CAP Approval Date</b>	30 April 2015, 15 November 2016 (v2)	
<b>Valid from</b>	Sept 2015, November 2016 (v2)	
<b>Valid until Date</b>	September 2021	
<b>Version</b>	2	

**Part 2: Educational Aims of the Programme**

The main aim of the BSc (Hons) Diagnostic Imaging programme is to ensure that radiographers qualifying from the University of the West of England, Bristol, are fit for practice and purpose by being reflective, competent practitioners and critical thinkers.

The programme aims to enable the student to embrace the role of the radiographer as a practitioner, a support, leader and an advocate to the patient.



performance and ethics expected of HCPC registrants and members of the Society and College of Radiographers, including legislation which governs the delivery of ionising and non-ionising radiations.															
The theoretical, practical and professional frameworks which underpin diagnostic imaging practice within a variety of inter-professional and multicultural contexts. These include health and social policies, relevant legislation and protocols.		X		X	X	X	X		X	X	X	X	X	X	X
The theoretical basis that underpins the delivery of safe, ethical and effective diagnostic imaging services	X	X	X	X	X	X	X		X	X	X	X	X	X	X
The implications of research evidence for professional practice in diagnostic imaging	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<b>(B) Intellectual Skills</b>															
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
The ability to debate and apply the legal and ethical issues, which underpins diagnostic imaging practice	X			X	X		X	X		X	X	X	X	X	
Promote equality to all individuals by adopting an ethical framework for practice, which respects the rights, beliefs and identity of others				X	X	X	X		X	X		X	X	X	X
<b>(C) Subject/Professional/Practical Skills</b>															
Promote the optimisation of health and well-being through education, advice and empowerment within the scope of diagnostic imaging practice.						X	X			X					X
Adopt a holistic approach to the delivery of diagnostic imaging, which is responsive to the needs of the individual and service.				X	X	X				X	X	X	X	X	
Utilise diagnostic imaging equipment appropriately and effectively in accordance with clinical governance.					X	X				X	X	X	X	X	
Work safely, competently and				X	X	X				X	X	X			X

autonomously within their scope of practice to maintain a safe working environment.																	
Assess the needs of the service user and provide care with respect and dignity.				X	X	X	X		X	X		X	X	X		X	
<b>(D) Transferable skills and other attributes</b>																	
Communicate effectively with service users, healthcare professionals and inter-agency groups.						X			X	X		X				X	X
Demonstrate effective personal management skills, including IT skills, time management, prioritisation of workload and ability to self-evaluate/reflect.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Take responsibility for continuing personal and professional development.						X				X				X	X	X	
Be flexible and adaptable to change and develop leadership abilities.										X			X		X	X	
Demonstrate reflective practice				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

At UWE, Bristol there is a policy for a minimum average requirement of 12 hours/week contact time over the course of the full undergraduate programme. This contact time encompasses a range of face: 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 demonstrated and achieved.

On the BSc (Hons) Diagnostic Imaging programme, teaching is a mix of scheduled, independent and placement learning with a high level of contact time.

These include:-

**Scheduled learning** includes lectures, seminars, tutorials, practical classes including demonstration of skills and simulation within a fully functioning X-ray suite, Shaderware workshops, Virtual learning platforms, project supervision, online learning and web based activities, external visits; placement based learning.

**Independent learning** includes hours engaged with essential reading, case study preparation, poster preparation, reflection, assignment preparation and completion, presentation practice etc.

## Part 4: Student Learning and Student Support

**Placement learning** forms an indispensable and integral part of the learning process. Learning gained in practice settings is vital to the student's educational and professional development and to the fulfilment of the elements of practice. Students are therefore required to undertake 14 week practice placement each year within the practice environment. Students are expected to attend a desirable minimum of 90% of clinical practice time and an absolute minimum of 80% of clinical practice time as stipulated by The Society and College of Radiographers in order to meet professional requirements satisfactorily. Attendance is monitored within the placement documentation. Students falling below the minimum 80% are referred in the module, regardless of whether they have extenuating circumstances. These students would then be granted a retrieval opportunity to achieve 80% at the discretion of the award board.

Clinical placements are primarily within the NHS but also include independent sector providers. The placement areas provide the student with opportunities to develop their clinical practice. During placements, learning is facilitated by appropriately qualified Diagnostic Imaging Practice Placement Educators. These individuals will assess the student both formatively and summatively against the placement learning outcomes. The academic team supports both the student and Practice educators.

**Support for students** Individual student's needs are taken into account at the time of application (if disclosed) in the form of a pre-entry meeting where specific needs and support requirements are discussed. At the point of entry if specific needs are identified then an access plan meeting is convened between disability service, academics, student and clinical practice to explore student requirements and any additional support needs as appropriate.

**Academic personal tutor.** Each student will have an Academic Personal Tutor (APT). The APT will facilitate students to manage the transition into the first year at UWE and as students' progress from one stage/level to the next.

Students will be introduced to their APT during Induction week where they are informed of their tutor's contact details and how tutorials can be arranged. Subsequent meetings form part of the APT scheme. Whenever possible, students stay with the same APT for the whole programme. This allows for continuity and the APT monitors the students' academic and personal progress year on year.

### Peer Assisted Learning

Peer assisted learning is an academic support scheme where students trained in facilitation and coaching techniques plan and deliver study support sessions for other students. Some academic sessions may be delivered by PALS leaders. Students will also have the opportunity to become a PAL's leader at the end of their first year of study if they can demonstrate a competent performance in their studies, good communication, listening and interpersonal skills. For information on the Pal's scheme access the following link:

<http://www1.uwe.ac.uk/students/studysupport/peerassistedlearning/becomeapalleader.aspx>

### Description of any Distinctive Features

In the BSc (Hons) Diagnostic Imaging programme students have exclusive access to a range of technology enhanced learning opportunities that include small group practical work in fully

#### Part 4: Student Learning and Student Support

functional x-ray room, 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 the students are encouraged and enabled to take responsibility for their 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 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 level 2 for collaborative learning with students from other health and social care professions within the inter-professional module.
- The academic study is underpinned on placement at level 1 through the completion of a series of summative case studies that allow the students to explore key areas of practice and to develop and enhance their knowledge and skills gained within both the practice and academic settings. This approach on professional practice placement is further developed at levels 2 & 3 through the students' use of their Practice Placement Portfolio that includes reflective weekly statements and a summative presentation with supporting evidence. This enables students to explore pertinent areas of professional practice underpinned with supporting academic content and relevant literature to demonstrate the breadth and depth of knowledge required to practice safely and competently as a therapeutic radiographer.
- Students' learn verbal and written reasoning skills within the programme and the assessment strategy is designed to support this – it includes opportunities for demonstration of both forms of communication.

The programme will have at least one external examiner appointed who is appropriately experienced and qualified and is from the relevant part of the HCPC register.

#### Part 5: Assessment

Approved to [University Regulations and Procedures](#)

##### Assessment Strategy

The Diagnostic Imaging programme has a coherent assessment strategy which plays out across the three levels and ties into principles of those levels

- Level 1 lays down the **foundations** of the key concepts of the knowledge base and practical skills relevant to diagnostic Imaging as well as what it means to be a student in an academic and health care setting.
- Level 2 builds upon the foundations of key concepts, exploring more of the complex areas of diagnostic imaging practice. It develops **clinical reasoning skills** and the **application of evidence**

## Part 5: Assessment

to diagnostic imaging practice and what it means to be a health and social care professional.

- level 3 focusses on progressive diagnostic imaging practice and **evaluation and appraisal** of the role of diagnostic imaging within the changing landscape of health and social care, thereby developing a professional stance and understanding of the skill set of the profession.

A range of assessment methods are used throughout the programme to enable students to demonstrate achievement of learning outcomes in both academic and practice settings. The link between theory and practice is also explored at all levels within the programme. The team recognises that students have preferred learning styles and try to ensure that a variety of teaching and assessment methods are utilised throughout the course delivery. The diagnostic imaging programme at all times aims to develop self-directed and reflective practitioners.

### Level 1:

At level 1 students begin to develop their academic study skills and literature searching skills. Modules are designed to deliver content within key topic areas such as radiation physics and ionising/non ionising radiation, anatomy and physiology, the application of imaging within clinical practice and fundamentals of diagnostic imaging practice. The modules are delivered at appropriate times throughout the year to enable students to gain the building blocks of knowledge required before moving on and exploring this in greater detail. With this in mind 'Radiation Physics' (UZYSXS-15-1) and 'Anatomy and Physiology for Radiographers' (UZYSXH-15-1) are delivered in the first semester. This allows students to learn and demonstrate the underpinning physics and anatomical knowledge required before undertaking 'Applied Sciences for Radiography' (UZYSXJ-15-1) module in Semester 2 which builds upon the academic content of these modules. 'Foundations of Radiographic Imaging' (UZYS1M-30-1) and 'Care of the Patient in Clinical Imaging' (UZYS1L-15-1) run throughout semester 1 and 2 allowing students to integrate the theory learnt from other modules into the professional aspects of diagnostic imaging. Professional practice 'Diagnostic Imaging Clinical Practice 1' (UZYSXK-30-1) is scheduled for the third term allowing students to fully integrate the theoretical aspects learnt at level 1 into their practice placement experience.

Written examinations seek a breadth and depth of comprehension, integration and application appropriate for students who have not yet experienced professional practice; 'Radiation Physics' (UZYSXS-15-1), 'Anatomy and Physiology for Radiographers' (UZYSXH-15-1), 'Applied Sciences for Radiography' (UZYSXJ-15-1), 'Foundations of Radiographic Imaging' (UZYS1M-30-1). Due to the timing of the clinical practice placements some assessments will fall outside of the normal assessment period.

Formative assessment opportunities are provided within all modules. These include mock practical exams, peer review feedback, and sample exam questions. Formative clinical assessments in university encourage students to develop clinical reasoning skills and develop appropriate professional communication skills and achieve practical skills which are underpinned by sound knowledge, e.g. 'Foundations of Radiographic Imaging' (UZYS1M-30-1) and 'Care of the Patient in Clinical Imaging' (UZYS1L-15-1).

Practice Placement is assessed via formative and summative assessment competencies and a reflective diary. The summative mark is pass/fail. In addition, students are given formative feedback by the practice educator on progress against a range of criteria. This facilitates student understanding of their competence. A reflective weekly diary will be assessed and used to feedback and feedforward on the personal and professional SWOBs (Strengths, Weaknesses, Opportunities and Barriers). This is

## Part 5: Assessment

in preparation for level 2 when they will be presenting their progress.

### Level 2:

At level 2 there is still a good range of formative assessment and study skills support, but not to the same intensity as at level 1. Students are encouraged to become more autonomous in their learning and a greater degree of self-directed study is evident. Specific library skills session on literature searching and critiquing evidence are evidence within this level e.g., Research principles for radiography.

The summative assessments are designed to assess knowledge, understanding and clinical reasoning skills, and require students to demonstrate a depth of comprehension, integration and application appropriate to a student who has experienced professional practice. Critical appraisal skills and evaluation is more overt within the learning outcomes and assessment strategies. Students are given a greater level of autonomy in determining topic areas for the assessments for some modules (e.g. 'Professional Issues in Radiography' (UZYSXT-15-2) to enable them to explore an area of personal/professional interest within the boundaries of the assessment strategy. The professional practice modules build upon the content of the level 1 modules and focus on exploring more complex aspects of diagnostic imaging practice.

Clinical Practice is assessed by a portfolio of prescribed competencies and a reflective diary and presentation of progress. This provides an opportunity for the student to demonstrate clinical competence through formative and summative assessment. The portfolio is assessed in practice and marked as pass / fail as students need to meet a minimum requirement to practice safely at this level. The academic team will oversee and moderate the marking of the portfolio.

There is opportunity for students to demonstrate progression of competencies (where appropriate) and receive formative feedback throughout the placement. The presentation provides an opportunity for the student to critically reflect and evaluate their progress in clinical placement and how theoretical knowledge supports it to bridge the practice theory gap. A presentation of a reflective SWOB analysis supported by evidence from practice will help prepare the student for future presentations and interview technique. This enables an assessment of the intellectual skills of critical reflection, analysis, synthesis and evaluation.

### Level 3

At level 3, the summative assessments are designed to allow student to demonstrate an analytical and enquiring approach to their practice via clinical reasoning, problem solving, and the integration of theory/research/guidelines. The assessment strategy is designed to help students achieve autonomous practitioner status on completion of their degree. There are less formative assessments but students continue to receive study skills support from the library and academic personal tutor scheme, alongside their dissertation supervisor. There are a variety of different assessment methods each of which add to the overall graduate skills.

The professional practice theory modules encourage students to debate and evaluate the rationale for current diagnostic imaging strategies and also seek to explore innovative practice. Leadership skills are promoted along with the continued development of a CPD portfolio and lifelong learning philosophy. The clinical practice is assessed in a similar way to the previous level but also prepares them for critically reflective practice as a qualified Radiographer.

The production of a poster prepares for submissions to conference for Continuing Professional Development post-registration as well as enhancing research activity. It lends itself to the need for



## Part 5: Assessment

concise critical evaluation, analysis and synthesis of information gained in clinical placement linking practice to theory.

The use of an OSPRIIE (Objective Structured Pattern Recognition Image Interpretation Examination) replicates the required skills of image commenting in practice. The decision making scenarios assess the student's ability to justify the radiographic examination and the post image decision. The use of 2 types of controlled condition exam replicates the 2 strands of decision making in the requisition of the clinical examination, post image assessment plus the mirroring of image interpretation required in practice.

There is an oral presentation in the Professional Development and Employability module (UZYSXR-15-3) which enables the student to present and be questioned on their critical reflections on their progress in the degree and also their career and CPD aspirations. It is an excellent preparation for an interview and has been well evaluated by students as an enhancement to their employability.

The dissertation module allows students to undertake a piece of contemporary research in relation to an area of interest in their professional practice. The word count reflects the complexity of undertaking a research project and the critical process involved in writing and presenting a cohesive piece of work.

### Placement Learning and formative feedback

The role of the Practice Educators during students' professional practice is to assess students' performance against a range of competences suitable for the level of the programme they have reached. They assess if the student is competent or not, this is marked as pass or fail. Formative feedback is given at regular intervals throughout the clinical practice placement and overseen by a member of the academic team. All Practice educators have undertaken a recognised qualification in teaching and assessing and/or have completed the Society and College of Radiographers Practice Educator Accreditation Scheme. Assessment strategy to enable the learning outcomes to be achieved and demonstrated.

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.

## Part 6: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical full time student.

The award route is a full time course, divided into three levels that equate with three academic years. Level 1 of the programme is University based for terms one and two, and concludes with a period of 14 weeks professional practice for term three. Level 2 consists of an academic term one within the University followed by a period of 14 weeks professional practice for term two. This is followed by an academic term three. Level 3 consists of a period of 14 weeks professional practice for term one, followed by two terms of academic study. Although the levels build upon one another, progress through each module of the award is perceived to be dynamic; the various components being inter-related and inter-dependent.

The programme structure reflects the primacy of diagnostic imaging as a discipline but also reflects the interprofessional nature of professional practice and seeks to acknowledge other disciplines that inform and enhance radiography education. Emphasis is placed on integrating

theory and practice, clinical reasoning and problem solving in order to provide the best possible education for the student and optimal patient care.

The programme consists of a variety of module credit sizes to reflect the nature and scope of subject areas in line with SCoR and HCPC Standards of Education and Training (SETS) and Standards of Proficiency (SOPS). The rationale for this strategy is to ensure that the values and principles of the NHS constitution are incorporated alongside the technical scientific aspects of the profession in order for students to meet the required standards as stipulated by HCPC and SCoR. All professional clinical practice modules are 30 credits to recognise the importance of the clinical placement component of a student's training. The total amount of the module credits is significantly weighted to the importance of professional practice competencies. This is then supported by key modules relating to safeguarding and ethical practice, service improvement, research and innovation, health education and promotion and advanced imaging skills.

Borderline assessment marks will be considered for condonement on an individual basis and will take into account the student's assessment profile (as advised by SCoR).

No aegrotat award with registration is available.

ENTRY		Compulsory Modules	Interim Awards
	Year 1	UZYSXJ-15-1 Applied Sciences for Radiographers	Cert HE Health and Social Studies  Credit Requirements 120 credits at level 0 or above of which not less than 100 are at level 1 or above
		UZYSXS-15-1 Radiation Physics	
		UZYSXH-15-1 Anatomy and Physiology for radiographers	
		UZYS1L-15-1 Care of the Patient in Clinical Imaging	
		UZYS1M-30-1 Foundations of Radiographic Imaging	
		UZYSXK-30-1 Diagnostic Imaging Clinical Practice 1	
	Year 2	UZYS1P-30-2 Intermediate Diagnostic Imaging Theory	Dip HE Health and Social Studies  Credit requirements 240 credits at level 0 or above of which not less than 220 are at level 1 or above and not less than 100 are at level 2 or above
		UZYS1N-15-2 Science and Instrumentation in Diagnostic Imaging	
		UZYSXT-15-2 Professional Issues in Radiography	
		UZYSWX-15-2 Research Principles for Radiography	
		UZYSNA -15-2 Service Improvement - A Collaborative Approach	

	UZYSXL-30-2 Diagnostic Imaging Clinical Practice 2	
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		Compulsory Modules	Interim Awards
Year 3	UZYSXQ-30-3 Principles of Radiographic Interpretation and Patient Assessment		BSc Health and Social Studies <b>Credit requirements</b> 300 credits, at level 0 or above of which not less than 280 are at level 1 or above, not less than 100 are at level 2 or above and not less than 60 are at level 3 or above
	UZYSXR-15-3 Professional development and employability		<b>Target/Highest Award:</b> BSc (Hons) Diagnostic Imaging <b>Credit requirements</b> 360 credits at level 0 or above of which not less than 340 are at level 1 or above, not less than 200 are at level 2 or above and not less than 100 at level 3 or above.
	UZYSXM-30-3 Diagnostic Imaging Clinical Practice 3		
	UZYSXG-15-3 Advanced Imaging Studies		In order to be eligible to apply for HCPC Registration a student must graduate with a BSc (Hons) Diagnostic Imaging award.
	UZYSXU-30-3 Research Dissertation for Radiography		

## GRADUATION

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### Part 7: Entry Requirements

The University's Standard Entry Requirements apply

Tariff points as appropriate for the year of entry, which for the academic year 2014/15 would be 300. <http://courses.uwe.ac.uk/B821/2015#entry>

Students who do not meet the minimum academic entry requirements but have significant life and/or work experience will be considered on an individual basis. However, you still need to meet the GCSE English, Maths and Science requirements, and should have evidence of recent study in a science/health related subject area recognised as equivalent academic level by the University.

Applicants whose first language is not English must have a minimum IELTS score of 7 overall with a minimum of 6.5 in any section, (or equivalent).

The core values and principles of the NHS Constitution are embedded throughout the programme and within its recruitment process.

## Part 7: Entry Requirements

### Additional selection criteria:

Health Assessment/Declaration - applicants must be in good health. Those offered a place are required to complete a questionnaire and be prepared to undergo a medical examination if necessary.

Disclosure of Criminal Background - the Rehabilitation of Offenders Act 1974 does not apply and all convictions, including those which are spent, must be disclosed. This is in accordance with the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975. Applicants who are offered a place must undergo a Disclosure and Barring Service (DBS) check and will be required to complete a Disclosure Application Form. All information will be treated in confidence and only taken into account when absolutely necessary.

**Interview** - shortlisted applicants will be invited to attend an interview.

### Prior Certificated Learning

Students wishing to transfer from other institutions will be considered on an individual basis if they meet the course requirements and there is capacity available within the programme.

Students who have gained a relevant Foundation Degree in Health and Social Care Practice (Diagnostic Imaging pathway) at UWE are eligible to apply for direct entry into level 2 of the undergraduate BSc (Hons) Diagnostic Imaging degree programme.

## Part 8: 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 and The QAA Radiography benchmark statements. This is further supported by the Standard of education and practice requirements 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.

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

- 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

- Quality Assurance Agency (2001) Radiography Benchmark Statements QAA: London
- Society and College of Radiographers (2009) Approval and accreditation board handbook

## Part 8: Reference Points and Benchmarks

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

University of the West of England (2014) Strategic Framework.

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 2020 Strategy**

The UWE 2020 Strategy is very pertinent to the Diagnostic Imaging programme and two of the priorities (outstanding learning, and ready and able graduates) permeate the curriculum at all levels. As discussed in the assessment strategy and other sections within this specification, students' learning is supported in a specific stratified approach across the three years.

Academic study skills will be front loaded in level 1. Diagnostic imaging is a very practical based profession; this is reflected in the curriculum delivery. Evidence based practice is integral to the programme and Level 3 modules support consolidation and reflection on previous and current learning , along with development of specific employability skills and attributes. This approach gives the students an outstanding learning experience, helps them fulfill their potential and enables them to graduate as 'ready and able' radiographers. 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 21<sup>st</sup> 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.

Alongside the curriculum changes which are influenced by extrinsic factors, direct feedback from students, through Student Rep Staff Forum (SRSFs) and other mechanisms impacts upon the learning opportunities and experiences of future students – this feedback is an important and integral part of the day to day functioning of the programme and enriches the experience for staff as well as students.

The methods used to evaluate and improve the quality and standards of learning throughout the academic year include student feedback measures, standard university monitoring methods, reviews and consultation with external stakeholders and external examiners, Annual monitoring and reviews from SCoR and, leading up to the programme 5 yearly review, a series of strategic programme development meetings throughout the year to synthesize

## Part 8: Reference Points and Benchmarks

programme data and feedback and reshape the programme to continue to meet the needs of the students, the regulatory body and the profession.

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](#).

### FOR OFFICE USE ONLY

First CAP Approval Date	30 April 2015		
Revision CAP Approval Date	15 November 2016	Version	2 <a href="#">Link to RIA</a>
Next Periodic Curriculum Review due date	2021		
Date of last Periodic Curriculum Review			