



Queen Margaret University

EDINBURGH

# Programme Specification

Where appropriate outcome statements have be referenced to the appropriate Benchmarking Statement (**BS**)

1	<b>Awarding Institution</b>	Queen Margaret University
2	<b>Teaching Institution</b>	Queen Margaret University
3	<b>Professional body accreditation</b>	Society and College of Radiographers
4	<b>Final Award</b>	BSc (Hons) Diagnostic Radiography
	<b>Subsidiary exit awards</b>	BSc Applied Health Sciences
5	<b>Programme Title</b>	BSc (Hons) Diagnostic Radiography
6	<b>UCAS code</b> (or other coding system if relevant)	B821 BSc/Drad
7	<b>SCQF Level</b>	10
8	<b>Mode of delivery and duration</b>	Full time/4 years
9	<b>Date of validation/review</b>	30 <sup>th</sup> March 2015

## 10. Educational Aims of the programme

To develop graduate radiographers who:

- (a) are skilled, creative and innovative, displaying an ethos of enquiry and capable of responding effectively and sensitively to the needs and demands of individual patients and of the health care sector;
- (b) can deal with complex issues and make informed judgments in situations in the absence of complete or consistent clinical information;
- (c) demonstrate leadership and or initiative and make an identifiable contribution to change and development of practices and procedures;
- (d) routinely apply critical reflection to inform clinical decisions, and influence own and others' roles and responsibilities;
- (e) demonstrate an independent attitude towards continuing education, with commitment to the pursuit of professional excellence in diagnostic radiography.

## 11. Benchmark statements/professional and statutory body requirements covered by the programme

QUALITY ASSURANCE AGENCY FOR HIGHER EDUCATION., 2001. *Benchmark Statement: Radiography*. Gloucester: Quality Assurance Agency for Higher Education.

HEALTH AND CARE PROFESSIONS COUNCIL., 2012. *Standards of Education and Training*. London: Health and Care Professions Council.

HEALTH AND CARE PROFESSIONS COUNCIL., 2013. *Standards of Proficiency: Radiographers*. London: Health and Care Professions Council.

SOCIETY AND COLLEGE OF RADIOGRAPHERS., 2013. *Education and Career Framework for the Radiography Workforce*. [online] Available from:

<https://www.sor.org/learning/document-library/education-and-career-framework-radiography-workforce>.

SOCIETY AND COLLEGE OF RADIOGRAPHERS. 2013. *The Scope of Practice*. London: College of Radiographers.

## 12. Learning Outcomes of the Programme

### A. Knowledge and understanding

- Appraise critically all aspects of the role of the radiographer and the environment in which the profession of radiography is practiced;
- Recognise the roles of all professions within the health care team to enable effective communication and interaction;
- Demonstrate theoretical and practical knowledge of and the ability to respond to the rapidly changing scientific and technical advances in radiography as a basis for continuing professional development;
- Demonstrate an understanding of the principles of research and indicate how new knowledge can be applied to diagnostic radiography;
- Demonstrate a critical understanding of the economic, social and political importance of health care provision.

### B. Intellectual (thinking) skills

- Operate as an autonomous practitioner, co-operating as a valued team member delivering the highest quality of health care;
- Critically evaluate problems in current imaging modalities and formulate solutions by analytical research;
- Identify and evaluate the significance of hazards presented by ionising radiation and apply the ALARP principle (Ionising Radiation Regulations (IRR) 1999, Ionising Radiation(Medical Exposure) Regulations (IR(ME)R) 2000) such that the radiation dose to the service user is minimised during imaging procedures;
- Demonstrate academic rigour and a high level of independent learning;

### C. Practical skills

- Apply effective communication skills in the management of patients, clients, relatives and carers and demonstrate an understanding of the consequences of illness;
- Demonstrate professional competence in diagnostic procedures through the integration of communication, clinical and problem-solving skills with theoretical studies.

### D. Transferable skills

- Develop the potential to progress to senior clinical, managerial and research positions within the profession;
- Initiate and evaluate a research project;
- Engage in self-appraisal of professional and personal development and demonstrate by liaison with staff and peers the ability to negotiate, debate and communicate independent decisions.

### 13. Teaching and learning methods and strategies

A variety of teaching and learning approaches are used which are tailored to the level of study, the specific learning outcomes and content of the modules, i.e. lectures, seminars, workshops, tutorials, web-based learning, lab work, independent learning, practice-based learning.

Transferable skills are developed through written and verbal communication, IT, presentation, research and dissemination, electronic portfolio management and reflective practice.

Students also undertake shared learning across programmes within the subject area and interdisciplinary learning across subject areas.

All approaches aim to meet the criteria outlined in the standards of proficiency for eligibility for Health and Care Professions Council registration.

### 14. Assessment strategies

A variety of methods of assessment are employed throughout all levels, including self appraisal which will reinforce the student-centred approach to learning, maximise motivation and promote a mature attitude towards evaluation.

Assessment strategies cater for different styles of learning by offering a range of assessments. They are designed to be fair, valid, reliable, useful and transparent. These strategies include objective structured pattern recognition and interpretation examinations (OSPRIIEs), written coursework, written exams, seen exams, oral exams, verbal presentations, poster presentations, case studies, reflective writing, scientific research writing, electronic portfolio and competency based assessments in the clinical setting.

### 15. Programme structures and features, curriculum units (modules), credits and award requirements (including any periods of placement)

#### Level One SCQF Level 7

Introduction to the Human Body	10 credits	core
Science and Technology	10 credits	core
Radiodiagnostic Physics & Equipment 1	10 credits	core
Professional Practice 1	30 credits	core including 2 weeks placement
Diagnostic Practice 1	40 credits	core
Interprofessional Education 1	20 credits	supporting

#### Level Two SCQF Level 8

Radiodiagnostic Physics & Equipment 2	10 credits	core
Diagnostic Practice 2	40 credits	core
Introduction of Clinical Practice in Diagnostic Imaging	20 credits	core
Clinical Practice in Diagnostic Imaging 2*	40 credits	core
Introduction to Research	10 credits	core

#### Level Three SCQF Level 9

Research Principles	20 credits	core
Diagnostic Practice 3	30 credits	core
Clinical Practice in Diagnostic Imaging 3*	40 credits	core
Professional Practice 3	10 credits	core
Interprofessional Education 3	20 credits	supporting

## **Level Four      SCQF Level 10**

Research Project	40 credits	core
Clinical Practice in Diagnostic Imaging 4*	40 credits	core
Professional Practice 4	20 credits	core
Interprofessional Education 4	20 credits	supporting

\*Clinical Practice consists of 13 weeks placement.

### **16.      Criteria for admission**

#### **Typical entry**

Students entering onto the programme will normally have 240/245 UCAS Tariff points comprising:

A levels (C, C, C);

Highers (B, B, B, C);

Irish Leaving Cert (B, B, B, C)

#### **Special academic requirements**

English and two science subjects at S level, Intermediate 2 or GCSE are required.

At least one science subject is required at Higher or A Level.

#### **Additional requirements**

Students must be 17 years of age at the start of the programme.

We expect all applicants to have visited an appropriate Diagnostic Imaging department to provide an insight into the chosen profession. All candidates offered a conditional place are invited for a final, individual and standardised selection interview.

#### **Criminal conviction checks**

Admission to the programmes is dependent on a satisfactory formal Protection of Vulnerable Groups check at the enhanced level. These are conducted via Disclosure Scotland, the Criminal Records Bureau in England and Wales, or the Police Service of Northern Ireland. A Certificate of Good Conduct from an Embassy, Consulate or National Police Force of other countries will be required.

#### **FE and Access students:**

Applications are welcomed from mature students from science based Access or Vocational Courses. Each application is assessed on its individual merits and prospective students are encouraged to call the Admission Tutor to discuss options.

#### **English language requirements:**

Applicants must be able to communicate in English to the standard equivalent to level 6.0 of the International English Language Testing System (IELTS), with no element below 6.0.

#### **Health status:**

The University has an obligation to ensure that graduates from its pre-registration healthcare programmes are fit to practise. This means we need to consider whether students have a long-term health condition or disability which could prevent them from practising safely without supervision. An occupational health check is a requirement of the university entrance induction. A self-declaration of health status is required to determine any support required in the clinical environment.

## **17. Support for students and their learning**

QMU programmes normally provide the following student support:

- Personal Academic Tutors;
- Personal Development Portfolios;
- Student Handbooks;
- Access to Student Learning Services, Learning Resource Centre and IT support;
- Access to Student Services: careers, counselling, disability advice;
- Representation through Student-Staff Committees;
- Virtual Learning Environment;
- Supervisors within the clinical setting.

## **18. Quality Assurance arrangements**

This programme is governed by QMU's quality assurance procedures. See the QMU website for more detail: <http://www.qmu.ac.uk/quality/>