



Queen Margaret University

EDINBURGH

Programme Specification

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

1	Awarding Institution	Queen Margaret University
2	Teaching Institution	Queen Margaret University
3	Professional body accreditation	Society and College of Radiographers
4	Final Award	MSc Diagnostic Radiography (Pre-registration)
	Subsidiary exit awards	MSc Applied Health Studies PgD Diagnostic Radiography (Pre-registration) PgD Applied Health Sciences PgC Applied Health Sciences
5	Programme Title	MSc Diagnostic Radiography (Pre-registration)
6	UCAS code (or other coding system if relevant)	
7	SCQF Level	11
8	Mode of delivery and duration	26 months full time
9	Date of validation/review	19 th April 2016

10. Educational Aims of the programme

The aims of this programme are to develop postgraduate Diagnostic Radiographers who:

- are skilled, creative and innovative, displaying a critical understanding of the principal theories and concepts of Diagnostic Radiography;
- are capable of responding effectively and sensitively to the needs and demands of individual patients and of the health care sector;
- will exercise appropriate judgements and make informed decisions in situations in the absence of complete or consistent clinical information;
- can demonstrate leadership and or initiative and make an identifiable contribution to change and development of practice and procedures;
- routinely apply critical reflection to inform clinical decisions, and influence own and others' roles and responsibilities;
- will critically review, consolidate and extend knowledge, skills, practices and thinking, with commitment to the pursuit of professional excellence in Diagnostic Radiography;
- can develop and apply the skills of research and enquiry to produce original work which contributes to the profession;
- engage in study which demands a professional approach, academic rigour, independence and self-direction.

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

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.

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

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>

12. Learning Outcomes of the Programme

In terms of **knowledge and understanding**, students will be able to:

- explore and apply relevant intellectual approaches and practical skills, including those acquired in the taught components, to the chosen topic;

In terms of **intellectual skills**, students will be able to:

- critically evaluate and reflect on their own professional practice and develop independent thinking and action in critically evaluating the impact of theory and research on clinical practice;

In terms of **practical skills**, students will be able to:

- demonstrate independent clinical skills consistent with those of a proficient and reflective practitioner;

In terms of **transferable skills**, students will be able to:

- critically analyse published papers in relation to clinical practice and demonstrate an understanding of the meaning and interpretation of data.

13. Teaching and learning methods and strategies

In accordance with the University QELTA strategy, postgraduate study will be learner-centred with the analysis and synthesis of knowledge being of paramount importance.

A number of different approaches facilitate student learning. The programme modules identify a variety of teaching and learning methods that will encourage students to participate actively in their own learning. The teaching and learning strategies are designed to enable independent progress within a supportive framework. The student is placed at the centre of the learning process and is expected to take overall responsibility for her/his learning. Independent study is an essential component and comprises a major element of the programme. These strategies will emphasise the development of critical, innovative and creative ways of thinking. Students will be encouraged to be interactive, to develop ways of thinking and to acquire investigative learning skills. A holistic approach to problem-solving will be adopted by encouraging interchange between students. This will acknowledge, and seek to focus and extend, the experience and understanding brought by mature experienced learners to postgraduate education.

Students joining this programme will bring with them an extensive range of skills and experiences obtained from undergraduate education and will be able to draw on this prior experience of knowledge. To ensure that current issues are analysed and debated, participants will have a wide range of learning resources available to them. This includes highly qualified personnel who will bring academic knowledge, research and professional expertise, and specialist lecturers who will bring expertise in the delivery of the Diagnostic Radiography programme. The wealth of experience in the practice placements will be invaluable to the student. Clinical education will be guided and developed within the clinical environment by clinical supervisors and clinical assessors with tutorial support from the programme team. By sharing in this breadth of expertise, students will be able to enhance their status as reflective practitioners and to develop their personal, academic and professional skills to Master's level.

The Hub is a QMU's virtual learning environment (Blackboard), accessible to all students, which provides additional support to the programme. Following induction to the Hub, guidance material is provided so that students entering the programme, regardless of their level of computer literacy, are able to navigate the medium. Recent and relevant internet based materials along with useful weblinks are available to the student to provide a means through which they can further develop their knowledge and skills. The Hub provides a facility where students and tutors can post discussions and initiate debate regarding any aspect of the programme. Through student discussion, ownership of learning is encouraged and a reflective approach to learning adopted.

Students are encouraged to attend undergraduate lectures if they wish. They are also invited to assist the Level 1 undergraduates with practical workshops. Deeper learning is achieved by disseminating knowledge to others.

14. Assessment strategies

The teaching and assessment strategies will enable learners to develop their full potential by recognising and building on prior knowledge and experience and by facilitating development of subject related and transferable skills. Strategies should develop and reward critical, evaluative and enquiry-based approaches to study. A variety of methods of assessment will be employed including self-appraisal which will reinforce the student centred approach to learning and maximise motivation.

Assessment at postgraduate level is concerned with advanced level skills that combine both theoretical and empirical knowledge and the application of that knowledge in the analysis and evaluation of current practice. Various forms of assessment, to include online examinations, Objective Structured Clinical Examinations (OSCEs), Objective Structured Pattern Recognition and Image Interpretation Examinations (OSPRIIEs), course work, ePortfolio, viva voce examinations and clinical assessment will be used to monitor the progress of students throughout the programme and will contribute to the award. By using forms of assessment which are perceived to be relevant to real work situations and which involve application of knowledge; the student is encouraged to take an active approach to learning.

Each module will be separately assessed to provide flexibility in the programme. The methods used will be appropriate to the assessment of the acquisition of particular knowledge and to the application of such knowledge into clinical practice. This will allow the student to demonstrate tangible evidence of clinical competence in the practice of diagnostic radiography. The proposed summative assessment schedule can be found in Table 4.

To ensure adequate feedback to students regarding their progress, formative assessment will be used where appropriate as part of the learning process. Video recording of practical sessions and student presentations is available for individual or group feedback purposes. Only summative assessments will contribute to the award.

The balance between theory and practice needs to reflect the reality of the workplace. The responsibility for clinical assessment and student support, therefore, will be shared between QMU and the practice placement providers. Practice educators are also involved in the academic discussions and viva voce examinations as part of the PBL assessments.

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

The MSc Diagnostic Radiography (Pre-registration) consists of six core modules at Masters level (SCQF 11) and four core practice based learning modules at Honours level (SCQF 10).

YEAR 1 (SCQF 11)

Introduction to Radiodiagnostic Imaging (30 credits)
Fundamentals of Diagnostic Radiography (30 credits)
Preparing for Practice as an Allied Health Professional (15 credits)
Research Methods for Health Professionals (15 credits)

YEAR 1 (SCQF 10)

Practice Based Learning 1 (20 credits with 6 weeks clinical placement)
Practice Based Learning 2 (40 credits with 11 weeks clinical placement)

YEAR 2 (SCQF 11)

Advanced Diagnostic Radiography (30 credits)
Research Project (60 credits)

YEAR 2 (SCQF 10)

Practice Based Learning 3 (20 credits with 5 weeks clinical placement)
Practice Based Learning 4 (40 credits with 16 weeks clinical placement)

16. Criteria for admission

Candidates will be required to meet the regulation for admission within QMU's Taught Postgraduate Framework. These can be found on the QMU Quality website at:
<http://www.qmu.ac.uk/quality/documents/Taught%20Postgraduate%20Framework%20July%202007.doc#entrance>

To enter the MSc Diagnostic Radiography (Pre-registration) applicants should normally hold at least a second class honours degree. Potential applicants would also have been expected to visit a diagnostic radiography department. An Enhanced Disclosure will be required from the Criminal Records Bureau, Disclosure Scotland or equivalent prior to any clinical placements.

Applicants whose first language is not English must provide evidence of proficiency in English language. Acceptable evidence is an overall IELTS score of 6.5, with no individual component scoring below 6.5.

All applicants will be made aware of the need to achieve IELTS 7.0 if they want to apply for HCPC registration on exiting the programme.

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.

These requirements must be read in conjunction with the QMU's general admissions regulations. These can be found on the QMU Quality website at: <http://www.qmu.ac.uk/quality/gr/default.htm>

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

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/>