



Queen Margaret University

EDINBURGH

# Programme Specification

Where appropriate outcome statements have been 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 (or other coding system if relevant)</b>	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>	March 2010

## 10. Educational Aims of the programme

To develop graduate radiographers who:

- are skilled, creative and innovative, displaying an ethos of enquiry and capable of responding effectively and sensitively to the needs and demands of individual service users and of the health care sector;
- deal with complex issues and make informed judgments in situations in the absence of complete or consistent clinical information;
- demonstrate leadership and or initiative and make an identifiable contribution to change and development of practices and procedures;
- routinely apply critical reflection to inform clinical decisions, and influence own and others' roles and responsibilities;
- 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

QAA (2001) *Benchmark Statement: Radiography* Quality Assurance Agency for Higher Education Gloucester

CoR (2003) *Curriculum Framework for Radiography Education* CoR London.

HPC (2009) *Standards of Proficiency: Radiographers* HPC London.

HPC (2009) *Standards of Education and Training* HPC London.

## 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 diagnostic 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 1999, 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 service users, 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, 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 Professions Council registration.

### **14. Assessment strategies**

Assessment strategies 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 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)**

BSc (Hons) Diagnostic Radiography. 48 Modules (480 Undergraduate credit points) as follows:

#### Level One SCQF Level 7

Introduction to the Human Body (10 credits) - core  
Science and Technology (20 credits) - core  
Professional Practice (30 credits) – core including 2 weeks placement  
Diagnostic Practice 1 (40 credits) - core  
Inter-professional Education 1 (20 credits) - supporting

#### Level Two SCQF Level 8

Introduction to Research (10 credits) - core  
Diagnostic Practice 2 (40 credits) - core  
Radiodiagnostic Physics and Equipment (10 credits) - core  
Clinical Practice in Diagnostic Imaging 2 (60 credits) – core including 13 weeks placement

#### Level Three SCQF Level 9

Research Principles (20 credits) - core  
Diagnostic Practice 3 (30 credits) - core  
Clinical Practice in Diagnostic Imaging 3 (60 credits) - core including 13 weeks placement  
Inter-professional Education 3 (10 credits) - supporting

#### Level Four SCQF Level 10

Research Project (40 credits) - core  
Clinical Practice in Diagnostic Imaging 4 (60 credits) - core including 13 weeks placement  
Inter-professional Education 4 (20 credits) – supporting

Leading to application for Registration with the Health Professions Council

## 16. Criteria for admission to the programme

### Typical entry:

Students entering onto the programme will normally have two 'A' levels (B, C), three Highers (B, B, B) or Irish Leaving Cert (B, B, B).

### Additional requirements:

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

Admission to the programme is dependant on a satisfactory criminal records check and health screen.

### 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.

Over and above these requirements, the standard precepts of the University Admissions Regulations apply (<http://www.qmu.ac.uk/quality/documents/Admission%20July%202007.doc>). Section 7 makes specific mention of the institutional regulations regarding admission of disabled applicants.

## 17. Support for students and their learning

QMU programmes normally provide the following student support:

- a. Personal Academic Tutor;
- b. Personal Development Portfolios;
- c. Student Handbooks;
- d. Virtual Learning Environment (VLE);
- e. Student Learning Services, Learning Resource Centre (LRC) and IT support;
- f. Student Services: careers, counselling, disability advice;
- g. representation through Student-Staff Committees;
- h. 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/>