

## Programme Specification: Post Graduate Taught For Academic Year 2026/27

### 1. Course Summary

|  |   |
|--|---|
| <b>Names of programme and award title(s)</b>                                   | MSc Medical Imaging<br>MSc Medical Imaging (Musculoskeletal Ultrasound)<br>MSc Medical Imaging (Focused Assessment with Sonography for Trauma)<br>PgCert Medical Imaging (Musculoskeletal Ultrasound)<br><br>PgCert Medical Imaging (Focused Assessment with Sonography for Trauma) |
| <b>Award type</b>  | Taught Masters  |
| <b>Mode of study</b>   | Modular<br>Part-time  |
| <b>Framework of Higher Education Qualification (FHEQ) level of final award</b> | Level 7   |
| <b>Normal length of the programme</b>  | 3 years part time<br>Entry point: January   |
| <b>Maximum period of registration</b>  | The normal length as specified above plus 3 years   |
| <b>Location of study</b>   | Keele Campus  |
| <b>Accreditation (if applicable)</b>   | See section 10  |
| <b>Regulator</b>   | Office for Students (OfS)   |
| <b>Tuition Fees</b>  | <b>UK students:</b><br><br>Part-time fee for 2026/27 is £4,200 per year*  |

**How this information might change:** Please read the important information at <http://www.keele.ac.uk/student-agreement/>. This explains how and why we may need to make changes to the information provided in this document and to help you understand how we will communicate with you if this happens.

\* These fees are for new students. We reserve the right to increase fees in subsequent years of study by an inflationary amount. Please refer to the accompanying Student Terms & Conditions for full details. Further information on fees can be found at <http://www.keele.ac.uk/studentfunding/tuitionfees/>

### 2. Overview of the Programme

The MSc Medical Imaging at Keele provides flexible and clinically relevant education for healthcare professionals, with routes at PgCert, PgDip, and MSc level. The programme offers two distinct options: a **general medical imaging pathway**, designed to support wider professional development across imaging practice, and **specialist ultrasound pathways** in Musculoskeletal Ultrasound and Focused Assessment with Sonography for Trauma (FAST/POCUS).

All routes share the same overarching structure, progressing from core modules at certificate level to optional modules aligned to the four pillars of practice education, management, clinical, and research and culminating in the Master's dissertation. The ultrasound pathways additionally provide CASE-accredited training in practical sonography, while the general pathway offers a broader focus on medical imaging theory, practice, and service development. Together, these options ensure graduates are equipped to advance within their profession and to

meet evolving workforce and service needs.

### 3. Aims of the programme

The broad aims of the programme are to enable you to:

- Develop academically, personally, and professionally within an extended scope of medical imaging practice
- Enhance critical evaluative thinking, clinical reasoning, written and verbal communication
- Develop critical understanding of the key concepts underpinning advanced areas within medical imaging
- Acquire practical and evidence-based clinical imaging skills
- Enshrine the four pillars of practice (Clinical, Education, Research, Leadership/Management)
- Respond to workforce needs and enhance employability within the healthcare sector

### 4. What you will learn

The intended learning outcomes of the programme (what students should know, understand and be able to do at the end of the programme), can be described under the following headings:

- Subject knowledge and understanding
- Subject specific skills
- Key or transferable skills (including employability skills)

#### Subject knowledge and understanding

Successful students will be able to:

- Deep knowledge of the scientific principles and concepts underpinning medical imaging
- Applying advanced imaging procedures and techniques in clinical pathways
- Critically evaluating research literature and evidence to inform practice
- Questioning professional concepts and frameworks, challenging assumptions in imaging practice
- Transferring scientific knowledge into clinical practice and service development
- Legal, ethical, and professional frameworks of advanced practice

#### Subject specific skills

Successful students will be able to:

- Apply and reflect on the research process in clinical practice
- Integrate theoretical knowledge with clinical imaging practice
- Critically evaluate, modify, and develop imaging practice in chosen pathway
- Embed the four pillars of practice (clinical, research, education, management)

#### Key or transferable skills (including employability skills)

Successful students will be able to:

- Communicate effectively with patients, colleagues, and wider stakeholders
- Identify personal learning needs and engage in CPD
- Evaluate and reflect on own academic, professional, and healthcare practice
- Develop leadership, management, and service improvement skills
- Share and disseminate knowledge to colleagues and stakeholders
- Demonstrate advanced information management and digital literacy

#### [Keele Graduate Attributes](#)

The Keele Graduate Attributes are the qualities (skills, values and mindsets) which you will have the opportunity to develop during your time at Keele through both the formal curriculum and also through co- and extra-curricular activities (e.g., work experience, and engagement with the wider University community such as acting as ambassadors, volunteering, peer mentoring, student representation, membership and leadership of clubs and societies). Our Graduate Attributes consist of four themes: **academic expertise, professional skills, personal effectiveness, and social, environmental and ethical responsibility**. You will have opportunities to engage actively with the range of attributes throughout your time at Keele: through your academic studies, through self-assessing your own strengths, weaknesses, and development needs, and by setting personal development goals. You will have opportunities to discuss your progress in developing graduate attributes with, for example, Academic Mentors, to prepare for your future career and lives beyond Keele.

## 5. How is the programme taught?

Learning and teaching methods used on the programme vary according to the subject matter and level of the module. We will make every effort to ensure that the learning and teaching on each module is delivered in a manner conducive to learning, the teaching formats will differ for the optional modules, depending on which options students take. The RDI modules are aimed at mostly distance learning and learning which can be undertaken predominantly within the clinical departments of the student. In the first instance, candidates accepted on the programme must negotiate an area of enhanced/ advanced medical imaging study with their own clinical department. A practice educator/ clinical supervisor must be identified to guide the clinical learning.

Main method of learning and teaching for the core modules on this programme will include the following:

- Web-based learning using the university's virtual learning environment (KLE) is used by all modules and provides a platform for students to share online discussions, complete conditional released tasks, and access a wide range of learning resources and research tools
- A workbook will guide students through a specified number of milestones to be achieved in the clinical environment;
- A series of asynchronous lectures and sways will provide underpinning and evidence-based information and methods for the specific area of study;
- Discussion boards will engage students in discourse around particular and pertinent information for study;
- Seminar presentations where students research and present a topic of current clinical relevance, for example evidence for the effectiveness of a specific approach to the diagnosis and management of a patient, to the whole group with time allowed for interactive questions and discussion;
- In-situ study days for simulation practice, clinical practice discussions and small group tutorials
- Independent study will form a significant component of each module for all students studying at level 7; some study will be guided by tutors where necessary but will also be self-directed in relation to the various demands of each module and its assessment and may be facilitated by use of various resources such as study-packs; development of portfolios will also be used as a vehicle for learning.

The optional modules providing education in the four pillars of practice (namely education, research, clinical practice and management) will include:

- Web-based learning using the university's virtual learning environment (KLE) is used by all modules and provides a platform for students to share online discussions, complete conditional released tasks, and access a wide range of learning resources and research tools
- Traditional lectures delivered within modules requiring weekly or block attendance on campus, where the lecturer provides students with a framework and context for further reading and independent study; some lectures may feature guest speakers who are clinicians, active researchers, and academics
- Small group workshops when students work together to, for example, critically appraise papers relating to some aspect of medical ultrasound, then sharing of group summaries in a final plenary session within the modules requiring block attendance on campus
- Seminar presentations where students research and present a topic of current clinical relevance, for example evidence for the effectiveness of a specific approach to the diagnosis and management of a patient, to the whole group with time allowed for interactive questions and discussion
- Student and tutor-led tutorials which encourage topics of interest and relevance to a module to be discussed in depth within a small group; problem-solving scenarios and case studies
- Practical work in selected modules allows students to observe the application of, or develop the learning of new practical skills under close supervision of expert practitioners and academics
- Independent study will form a significant component of each module for all students studying at level 7; some study will be guided by tutors where necessary, but will also be self-directed in relation to the various demands of each module and its assessment, and may be facilitated by use of various resources such as study-packs; development of portfolios will also be used as a vehicle for learning

Apart from these formal activities, students are also provided with regular opportunities to talk through particular areas of difficulty, and any special learning needs they may have, with their Academic Mentors, module lecturers and practice educators on a one-to-one basis.

## 6. Teaching Staff

The permanent teaching staff on the programme consist of professors, senior lecturers and lecturers giving a staff student ratio of 1:15. The majority of members of staff have postgraduate qualifications (some master's and some doctoral) in disciplines related to healthcare, rehabilitation, bioengineering, management, law or education. Several members are involved in clinical practice. Additionally, all staff have professional qualifications and, where appropriate, are also registered with the Health and Care Professions Council. Most staff are active researchers, and research has led to publication in national and international journals. Most lecturers are fellows of the Higher Education Academy. The staff group all have extensive experience of teaching and examining at postgraduate level. Some staff are members of nationally and internationally recognised specialist groups within their professional bodies including The British Medical Ultrasound Society (BMUS) and Society and College of Radiographers (SCoR). Guest speakers, who are often leaders in their field, and have national and international

reputations, are frequently invited to contribute to a range of modules.

The University will attempt to minimise changes to our core teaching teams, however, delivery of the programme depends on having a sufficient number of staff with the relevant expertise to ensure that the programme is taught to the appropriate academic standard.

Staff turnover, for example where key members of staff leave, fall ill or go on research leave, may result in changes to the programme's content. The University will endeavour to ensure that any impact on students is limited if such changes occur.

## **7. What is the structure of the programme?**

The academic year runs from January to December and is divided into three semesters. The number of weeks of teaching will vary from course to course, but you can generally expect to attend scheduled teaching sessions between January and October.

The programme is structured into 15 and 30 credit modules, with 1 credit equating to 10 hours of student learning. Students may exit with a PgCert, PgDip, or MSc award depending on the number of credits achieved.

### **Module Structure by Award**

*PgCert (60 credits):*

General

- Transition into Advanced Practice (RDI-40023, 15 credits)
- Transition into applications for Advanced Practice (RDI-40025, 15 credits)
- Clinical and Developmental Portfolio (Medical Imaging) (RDI-40027, 30 credits)

Musculoskeletal Ultrasound pathway

- Physics and Technology of Medical Ultrasound (RDI-40021, 15 credits)
- Application of diagnostic ultrasound: musculoskeletal examination, evaluation and reporting (RDI-40017, 15 credits)
- Clinical Application of Diagnostic Ultrasound to Practice (RDI-40015, 30 credits)

Focused Assessment with Sonography for Trauma pathway

- Physics and Technology of Medical Ultrasound (RDI-40021, 15 credits)
- Application of diagnostic ultrasound: FAST scan examination, evaluation and reporting (RDI-40019, 15 credits)
- Clinical Application of Diagnostic Ultrasound to Practice (RDI-40015, 30 credits)

*PgDip (120 credits):*

PgCert modules plus:

- Research Methods in Health (HLT-40001, 15 credits)
- Optional modules in the four pillars of practice (Education, Research, Clinical, Management).

*MSc (180 credits):*

PgDip modules plus:

- Master's Dissertation in Faculty of Health (PTY-40044, 60 credits)

An outline of the structure of the programme is provided in the tables below.

There are two types of module delivered as part of your programme. They are:

- Compulsory modules - a module that you are required to study on this course;
- Optional modules - these allow you some limited choice of what to study from a list of modules.

A summary of the credit requirements is as follows.

| Year            | Compulsory | Optional |
|-----------------|------------|----------|
| Level 7: PGCert | 60         | 0        |
| Level 7: PGDip  | 75         | 45       |
| Level 7: MSc    | 135        | 45       |

## Module Lists

| Compulsory modules                                     | Module Code | Credits    | Period          |
|--|-------------|------------|-----------------|
| Transition into Advanced Practice                      | RDI-40023   | 15 credits | Year 1: Sem 2   |
| Transition into applications for Advanced Practice     | RDI-40025   | 15 credits | Year 1: Sem 3   |
| Clinical and Developmental Portfolio (Medical Imaging) | RDI-40027   | 30 credits | Year 1: Sem 3   |
| Research Methods in Health                             | HLT-40001   | 15 credits | Year 2: Sem 2   |
| Master's Dissertation in Faculty of Health             | PTY-40044   | 60 credits | Year 3: Sem 1-3 |

| Optional modules   | Module Code | Credits    | Period                           |
|--|-------------|------------|----------------------------------|
| Quality Improvement in Healthcare Settings                           | CLM-40164   | 15 credits | Online - year 2                  |
| Resource Management in Healthcare                                    | CLM-40160   | 15 credits | Online - year 2                  |
| The Role of Digital Technologies and Innovation within Public Health | CLM-40170   | 15 credits | Online - year 2                  |
| Introduction to Global Public Health & Healthcare                    | CLM-40152   | 15 credits | Online - year 2                  |
| Legal and ethical issues in healthcare                               | NUR-40122   | 15 credits | Online - year 2                  |
| Life, Death and the Human Body                                       | ETH-40040   | 30 credits | Block delivery - year 2/3: Sem 1 |
| Principles of Medical Law  | ETH-40045   | 30 credits | Block delivery - year 2/3: Sem 1 |
| Healthcare, Justice and Society                                      | ETH-40042   | 30 credits | Block delivery - year 2: Sem 2   |
| Moral Theory and Medical Ethics                                      | ETH-40044   | 30 credits | Block delivery - year 2: Sem 2   |

## PgCert Medical Imaging (MSK Ultrasound pathway)

| Compulsory modules  | Module Code | Credits    | Period  |
|---|-------------|------------|---------|
| Physics and technology of medical ultrasound  | RDI-40021   | 15 credits | Sem 2   |
| Application of diagnostic ultrasound: musculoskeletal examination, evaluation and reporting | RDI-40017   | 15 credits | Sem 2-3 |
| Clinical application of diagnostic ultrasound to practice                                   | RDI-40015   | 30 credits | Sem 3-1 |

## PgCert Medical Imaging (FAST pathway)

| <b>Compulsory modules</b>   | <b>Module Code</b> | <b>Credits</b> | <b>Period</b> |
|---|--------------------|----------------|---------------|
| Physics and technology of medical ultrasound  | RDI-40021          | 15 credits     | Sem 2         |
| Application of diagnostic ultrasound: FAST scan examination, evaluation and reporting | RDI-40019          | 15 credits     | Sem 2-3       |
| Clinical application of diagnostic ultrasound to practice                             | RDI-40015          | 30 credits     | Sem 3-1       |

### Module Rules

For the bracketed pathways, RDI-40021 must be completed before either RDI-40017 or RDI-40019. RDI-40015 is studied last.

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### Learning Outcomes

The table below sets out what students learn in the programme and the modules in which that learning takes place. Details of how learning outcomes are assessed through these modules can be found in module specifications.

### **Level 7**

The table below sets out what students learn in the programme and the modules in which that learning takes place. Details of how learning outcomes are assessed through these modules can be found in module specifications.

| <b>Subject Knowledge and Understanding</b>  |   |
|---|---|
| <b>Learning Outcome</b>   | <b>Module in which this is delivered</b>  |
| Demonstrate deep knowledge of the scientific principles and concepts underpinning medical imaging | RDI-40023 Transition into Advanced Practice; RDI-40021 Physics & Technology of Medical Ultrasound; RDI-40017 MSK Ultrasound OR RDI-40019 FAST Ultrasound; RDI-40027 Clinical & Developmental Portfolio  |
| Apply advanced imaging procedures and techniques in clinical pathways                             | RDI-40025 Transition into Applications for Advanced Practice; RDI-40015 Clinical Application of Diagnostic Ultrasound to Practice; RDI-40017 MSK Ultrasound OR RDI-40019 FAST Ultrasound; RDI-40027 Clinical & Developmental Portfolio            |
| Critically evaluate research literature and evidence to inform practice                           | RDI-40023 Transition into Advanced Practice; HLT-40001 Research Methods in Health; PTY-40044 Master's Dissertation  |
| Question professional concepts and frameworks, challenging assumptions in imaging practice        | RDI-40025 Transition into Applications for Advanced Practice; RDI-40017 MSK Ultrasound OR RDI-40019 FAST Ultrasound; RDI-40027 Clinical & Developmental Portfolio; ETH-40045 Principles of Medical Law; ETH-40044 Moral Theory and Medical Ethics |
| Transfer scientific knowledge into clinical practice and service development                      | RDI-40015 Clinical Application of Diagnostic Ultrasound to Practice; RDI-40027 Clinical & Developmental Portfolio; CLM-40164 Quality Improvement in Healthcare Settings; PTY-40044 Master's Dissertation  |
| Understand legal, ethical, and professional frameworks of advanced practice                       | NUR-40122 Legal & Ethical Issues in Healthcare; ETH-40045 Principles of Medical Law; ETH-40042 Healthcare, Justice and Society; ETH-40040 Life, Death and the Human Body  |

| <b>Subject Specific Skills</b>   |  |
|--|--|
| <b>Learning Outcome</b>  | <b>Module in which this is delivered</b>   |
| Apply and reflect on the research process in clinical practice                 | HLT-40001 Research Methods in Health; PTY-40044 Master's Dissertation; RDI-40027 Clinical & Developmental Portfolio  |
| Integrate theoretical knowledge with clinical imaging practice                 | RDI-40025 Transition into Applications for Advanced Practice; RDI-40015 Clinical Application of Diagnostic Ultrasound to Practice; RDI-40017 MSK Ultrasound OR RDI-40019 FAST Ultrasound; RDI-40027 Clinical & Developmental Portfolio   |
| Critically evaluate, modify, and develop imaging practice in chosen pathway    | RDI-40017 MSK Ultrasound OR RDI-40019 FAST Ultrasound; RDI-40015 Clinical Application of Diagnostic Ultrasound to Practice; CLM-40164 Quality Improvement in Healthcare Settings   |
| Embed the four pillars of practice (clinical, research, education, management) | RDI-40023 Transition into Advanced Practice; RDI-40025 Transition into Applications for Advanced Practice; RDI-40027 Clinical & Developmental Portfolio; CLM-40160 Resource Management in Healthcare; ETH-40042 Healthcare, Justice and Society; PTY-40044 Master's Dissertation |

| <b>Key or Transferable Skills (graduate attributes)</b>                     |   |
|---|---|
| <b>Learning Outcome</b>   | <b>Module in which this is delivered</b>  |
| Communicate effectively with patients, colleagues, and wider stakeholders   | RDI-40015 Clinical Application of Diagnostic Ultrasound to Practice; RDI-40017 MSK Ultrasound OR RDI-40019 FAST Ultrasound; RDI-40027 Clinical & Developmental Portfolio        |
| Identify personal learning needs and engage in CPD                          | RDI-40023 Transition into Advanced Practice; RDI-40027 Clinical & Developmental Portfolio   |
| Evaluate and reflect on own academic, professional, and healthcare practice | RDI-40025 Transition into Applications for Advanced Practice; RDI-40015 Clinical Application of Diagnostic Ultrasound to Practice; RDI-40027 Clinical & Developmental Portfolio |
| Develop leadership, management, and service improvement skills              | CLM-40160 Resource Management in Healthcare; CLM-40164 Quality Improvement in Healthcare Settings; RDI-40027 Clinical & Developmental Portfolio                                 |
| Share and disseminate knowledge to colleagues and stakeholders              | RDI-40025 Transition into Applications for Advanced Practice; RDI-40027 Clinical & Developmental Portfolio; ETH-40040 Life, Death and the Human Body                            |
| Demonstrate advanced information management and digital literacy            | CLM-40170 Role of Digital Technologies in Public Health; HLT-40001 Research Methods in Health; PTY-40044 Master's Dissertation  |

## 8. Final and intermediate awards

|                                 |             |  |
|---------------------------------|-------------|--|
| <b>MSc Medical Imaging</b>      | 180 credits | You will require at least 150 credits at Level 7 |
| <b>Postgraduate Diploma</b>     | 120 credits | You will require at least 90 credits at Level 7  |
| <b>Postgraduate Certificate</b> | 60 credits  | You will require at least 45 credits at Level 7  |

Students on either the Musculoskeletal Ultrasound or Focused Assessment with Sonography for Trauma routes will receive a bracketed degree.

## 9. How is the Programme Assessed?

- The wide variety of assessment methods used on this programme at Keele reflects the broad range of knowledge and skills that are developed as you progress through the degree programme. Teaching staff pay particular attention to specifying clear assessment criteria and providing timely, regular and constructive feedback that helps to clarify things you did not understand and helps you to improve your performance. The following list is representative of the variety of assessment methods used on your programme:
- Essays - these vary, depending upon the module, but are between 2,500 words and 5,000 words dependent on the number of credits for the module. There may be student choice from several questions, or the student may choose to centre the essay on a particular topic. Alternatively, the essay may be based upon a case study. All essays will test the student's ability to support their discussion with relevant literature, which is critically appraised, and to integrate and synthesise arguments in relation to the essay question.
- Reflective assignments - These are mainly reflections on progress and an assessment of the student's professional interest or area of focus. Some reflections will be in the portfolio and therefore focus particularly on performance while others may focus particularly on a reflective case study or series of cases. These assignments enable the student to develop skills of reflective learning and reflective practice; these are fundamental skills used by all health care professionals as part of their continuing professional development.

- Portfolios - routinely include a requirement that students provide some evidence of critical reflection of the development of their own learning and their own clinical practice, typically accompanied by a range of different pieces of work. The student will compile the required sequence of material to demonstrate the intended learning outcomes of the module, in negotiation with a tutor. This material may include experiential learning, critical incidents, reflective practice etc. all in relation to an area of the student's professional and personal interest.
- Practical Examinations - these occur in modules which involve the teaching and learning of practical clinical skills. These examinations enable students to demonstrate the safe and effective application of practical clinical skills, to justify their clinical reasoning, decision-making, and reporting.
- Workbooks - these contain both learning and assessment features with a set of milestones that should be reached in your learning journey. The workbooks may contain embedded journal reading, sways, PowerPoints and instructional videos that should be undertaken for each milestone. These may also require you to undertake a reflection, report or commentary within the learning journey. The workbook may also contain particular formative assessments that will aid you with the final summative assessment(s).

Marks are awarded for summative assessments designed to assess your achievement of learning outcomes. You will also be assessed formatively to enable you to monitor your own progress and to assist staff in identifying and addressing any specific learning needs. Feedback, including guidance on how you can improve the quality of your work, is also provided on all summative assessments within three working weeks of submission, unless there are compelling circumstances that make this impossible, and more informally in the course of tutorial and seminar discussions.

## 10. Accreditation

The generic pathway does not currently carry external accreditation. An application has been made with the Consortium for the Accreditation of Sonographic Education (CASE) surrounding the Musculoskeletal Ultrasound or Focused Assessment with Sonography for Trauma routes. An Application has also been made with Focused Acute Medicine Ultrasound (FAMUS) for the Focused Assessment with Sonography for Trauma route.

## 11. University Regulations

The University Regulations form the framework for learning, teaching and assessment and other aspects of the student experience. Further information about the University Regulations can be found at: <http://www.keele.ac.uk/student-agreement/>

If this programme has any exemptions, variations or additions to the University Regulations these will be detailed in an Annex at the end of this document titled 'Programme-specific regulations'.

## 12. What are the typical admission requirements for the Programme?

See the relevant course page on the website for the admission requirements relevant to this programme: <https://www.keele.ac.uk/study/>

This Master's level programme is aimed at healthcare professionals who are currently practising. A letter of support from the student's manager and a clinical mentor will be required on application. Candidates should normally have a first- or second-class honours degree in a relevant subject and/or a recognised professional qualification. You must have up to date registration with the appropriate UK body (e.g. HCPC) and have up to date registration with the appropriate professional body with personal indemnity insurance.

Applicants will need to include the following:

1. Letter detailing an area of study that has been deemed as essential to the development of a medical imaging healthcare pathway for the department
2. Managers letter of support to undertake the area of study
3. Practice Educator or Clinical Supervisor/Mentor's Letter of support in providing clinical supervision
4. Completed application form
5. Proof of qualifications
6. Academic reference(s) using the Reference Form (the template MUST be used)
7. Proof of up-to-date registration with the relevant practitioner's registration body (such as HCPC, GMC, NMC)
8. Proof of up-to-date personal indemnity insurance (such as CSP, RCN, GMC)

Any student who is not undertaking the practical components of this programme in their own place of work will be required to produce current evidence of all mandatory training within their own organisation including but not limited to cardio-pulmonary resuscitation/basic life support, infection control, manual handling, fire training and health and safety training. Additionally, they will be required to sign and abide by an honorary contract.

International candidates should have an English Language qualification, in written and or spoken English. Normally IELTS 6.5 score with no less than 6 in any sub test, or an equivalent qualification, is required.

**Recognition of Prior Learning (RPL)** enables students to gain credit for prior certificated learning (RPCL) or prior experiential learning (RPEL) that is demonstrably equivalent to modules within the MSc Medical Imaging (Ultrasound) programme. All RPL is considered in accordance with Keele University regulations and in alignment with the expectations of the Consortium for the Accreditation of Sonographic Education.

The University's guidelines on this can be found here:

<https://www.keele.ac.uk/qa/programmesandmodules/recognitionofpriorlearning/>

Recognition of Prior Certificated Learning (RPCL) may be granted where a student has successfully completed a postgraduate-level module prior to enrolment that is equivalent in content, level, and learning outcomes to a module within the programme. Such learning must normally have been completed within the previous five years, unless there is clear evidence that the knowledge and skills remain current. The module offered for RPCL must carry a credit value equal to or greater than that of the Keele module against which it is claimed; however, the credit awarded will not exceed the value of the corresponding Keele module.

Recognition of Prior Experiential Learning (RPEL) may be considered where applicants can demonstrate, through a structured portfolio of evidence, that their professional experience and workplace learning meet the intended learning outcomes of a module. This will typically require mapping against module learning outcomes, supported by appropriate documentation such as continuing professional development records, clinical logs, and verification from a clinical supervisor. RPEL will not normally be permitted for modules that require formal assessment of clinical competence, unless explicitly approved.

The maximum amount of RPL permitted within the programme is 30 credits for a Postgraduate Certificate and 60 credits for a Postgraduate Diploma or MSc. RPL is not permitted for the MSc dissertation stage. Where a student has previously completed Keele modules that are specified within the programme, these will normally be recognised in addition to the RPL limits and will not count towards the maximum permissible RPL.

In order to meet the requirements of the Consortium for the Accreditation of Sonographic Education, a minimum of 50% of programme credits must be undertaken through CASE-accredited modules, and students must complete core clinical modules and the final clinical competency assessment within the accredited programme. Prior learning achieved through CASE-accredited programmes may be recognised up to the maximum RPL limits, subject to equivalence. Recognition of prior learning from non-CASE accredited programmes will normally be limited to a maximum of 30 credits and will not be permitted to replace core clinical competency modules; such learning must demonstrate robust equivalence in both academic and clinical outcomes.

All RPL applications are reviewed by the Programme Director and relevant members of the programme team and are subject to formal mapping against module learning outcomes and institutional quality assurance processes. Applicants may be required to undertake a challenge assessment or complete supplementary learning where only partial equivalence is demonstrated.

## **13. How are students supported on the programme?**

### **Mechanisms of Student Support in the School of Allied Health Professions and Pharmacy for Postgraduate Students**

*(in addition to University systems in place for student support such as the Language Centre, Student Support Service, Counselling Service, International Student Support, Library support from the Health Librarian, Chaplains and other religious leaders, etc.)*

All support for all students on the programme is available either face-to-face during an individual meeting, or can be undertaken virtually via MS Teams, telephone or e-mail. Students are fully informed about available support during the induction for all programmes, and at the start of each module.

#### **Academic Mentor System (academic and pastoral advice)**

All students are allocated an academic mentor who will maintain regular contact with the student. The academic mentor acts as the first point of contact for students on any issues which might affect their learning. The academic mentor can refer the student on to a wide range of specialist health, welfare, and financial services coordinated by University Student Support and Services. Students may request a change of academic mentor if they wish.

#### **Academic Staff provide academic advice and signposting to pastoral support**

Programme Directors and Module Leaders frequently provide advice to students about module choices, progress issues, and often are the first point of contact for pastoral concerns.

- All members of the postgraduate team provide ongoing tutorial support for all students when requested, to support learning, to give individual feedback on assessments, and will work alongside Student Support and Services for pastoral issues.
- Programme Directors, Module Leaders and the Director of Education will give advice about choosing option

modules for this programme.

- Formal academic progress review is available for any students who wish to undertake a review or who are specifically identified by the course team as requiring an individual meeting with tutors.

### **Other mechanisms for support in the clinical area**

Students will be supported in the workplace by a clinical mentor who has signed an agreement letter being fully cognizant of their requirements as outlined in the mentors' handbook.

### **Support for students with a disability**

The Disability Inclusion Tutor for the School of Allied Health Professions and Pharmacy is also available to support students with any specific disability issues.

## **14. Learning Resources**

The programmes are taught mainly online or in the student's clinical placement, although when on campus students will find modern teaching rooms on the Keele campus, all of which are equipped with computers, internet access, electronic whiteboards and/or projection equipment. Rooms are designed to be flexible and can be used for small groups working together as well as larger group teaching.

Simulation equipment is housed in the Darwin Simulation Building and in Simulation Houses around the Keele campus. These have a variety of simulation equipment and have cameras to facilitate recording and group learning within the control room areas.

Keele University has an anatomy suite with cadaver specimens that may be appropriate for some areas of study. Should this type of anatomy study be suitable for students area of study, then sessions in the Keele Anatomy Suite will be organised.

The learning resources available to students on the programme include:

- An extensive collection of materials relevant to postgraduate study held in both the main University Library on Keele campus, and in the Health Library on the campus of the Royal Stoke Hospital site (University Hospital of North Midlands). A number of relevant journals are also accessible online to all registered students, using your university username and password
- The Keele Learning Environment (KLE) and MS Teams provide easy access to a wide range of learning resources including lecture notes and presentations, discussion boards and blogs enabling students and tutors to discuss topics, all information about the programme and all modules, and other materials designed specifically for particular modules
- The School of Allied Health Professions and Pharmacy has an extensive range of relevant teaching materials available to all courses including anatomical models, access to specialist websites related to anatomical, physiological, pathological and pharmacological information
- Specialist clinical equipment is available for use in specific postgraduate programmes to support practical skills teaching and practice simulation
- Computers for student use are situated in both the main Campus Library and the Health Library.

## **15. Other Learning Opportunities**

During all modules in the programme, students have the opportunity to hear from and talk to a range of guest speakers, many of whom are experts in their field at national and international level. During practical classes, and at clinical sites for some modules, students are taught and mentored by highly experienced tutors and practitioners.

## **16. Additional Costs**

| <b>Activity</b>  | <b>Estimated Cost</b>                       |
|--|---|
| Memory USB for storage of lectures, workbooks, assessments | £17   |
| Travel and subsistence (if required)                       | Cannot be estimated as varies for students. |

These costs have been forecast by the University as accurately as possible but may be subject to change as a result of factors outside of our control (for example, increase in costs for external services). Forecast costs are reviewed on an annual basis to ensure they remain representative. Where additional costs are in direct control of the University we will ensure increases do not exceed 5%.

As to be expected there will be additional costs for inter-library loans and potential overdue library fines, print and graduation. We do not anticipate any further costs for this programme.

## 17. Quality management and enhancement

The quality and standards of learning in this programme are subject to a continuous process of monitoring, review and enhancement.

- The School Education Committee is responsible for reviewing and monitoring quality management and enhancement procedures and activities across the School.
- Individual modules and the programme as a whole are reviewed and enhanced every year in the annual programme review which takes place at the end of the academic year.
- The programmes are run in accordance with the University's Quality Assurance procedures and are subject to periodic reviews under the Revalidation process.

Student evaluation of, and feedback on, the quality of learning on every module takes place every year using a variety of different methods:

- The results of student evaluations of all modules are reported to module leaders and reviewed by the Programme Committee as part of annual programme review.
- Findings related to the programme from the annual Postgraduate Taught Experience Survey (PTES), and from regular surveys of the student experience conducted by the University, are subjected to careful analysis and a planned response at programme and School level.
- Feedback received from representatives of students on the programme is considered and acted on at regular meetings of the Student Staff Voice Committee.

The University appoints senior members of academic staff from other universities to act as external examiners on all programmes. They are responsible for:

- Approving examination questions
- Confirming all marks which contribute to a student's degree
- Reviewing and giving advice on the structure and content of the programme and assessment procedures

Information about current external examiner(s) can be found here:

<http://www.keele.ac.uk/qa/externalexaminers/currentexternalexaminers/>

## 18. The principles of programme design

The programme described in this document has been drawn up with reference to, and in accordance with the guidance set out in, the following documents:

**a.** UK Quality Code for Higher Education, Quality Assurance Agency for Higher Education:

<http://www.qaa.ac.uk/quality-code>

**b.** QAA Subject Benchmark Statement: [Subject Benchmark Statements \(qaa.ac.uk\)](http://www.qaa.ac.uk/subject-benchmark-statements)

**c.** Keele University Regulations and Guidance for Students and Staff: <http://www.keele.ac.uk/regulations>

**d.** Consortium for the Accreditation of Sonographic Education <https://www.case-uk.org/>

**e.** The British Medical Ultrasound Society: Promoting Ultrasound For Healthcare Professionals

<https://www.bmus.org/>

**f.** Register of Clinical Technologists (the RCT) <http://therct.org.uk/>

**g.** Health and Care Professions Council <https://www.hcpc-uk.org/>

**h.** The Society of Radiographers <https://www.sor.org/>

**i.** Chartered Society of Physiotherapy <https://www.csp.org.uk/>

**j.** Nursing and Midwifery Council <https://www.nmc.org.uk/>

**k.** General Chiropractic Council <https://www.gcc-uk.org/>

**l.** National Occupational Standards (NOS) <https://www.ukstandards.org.uk/en>

## 19. Annex - Programme-specific regulations

### Programme Regulations: MSc Medical Imaging

|                                     |   |
|-------------------------------------|---|
| <b>Final Award and Award Titles</b> | MSc Medical Imaging   |
| <b>Intermediate Award(s)</b>        | Postgraduate Certificate<br>Postgraduate Diploma  |
| <b>Last modified</b>                | n/a   |
| <b>Programme Specification</b>      | <a href="https://www.keele.ac.uk/ga/programmespecifications">https://www.keele.ac.uk/ga/programmespecifications</a> |

The University's Academic Regulations which can be found on the Keele University website (<https://www.keele.ac.uk/regulations/>)[1] apply to and regulate the programme, other than in instances where the specific programme regulations listed below over-ride them. These programme regulations list:

- *Exemptions* which are characterised by the omission of the relevant regulation.
- *Variations* which are characterised by the replacement of part of the regulation with alternative wording.
- *Additional Requirements* which set out what additional rules that apply to students in relation to this programme.

The following **exemptions, variations** and **additional requirements** to the University regulations have been checked by Academic Services and have been approved by the Faculty Education Committee.

## A) EXEMPTIONS

The clause(s) listed below describe where an exemption from the University's Academic Regulations exists:

For the whole duration of their studies, students on this Programme are exempt from the following regulations:

- **No exemptions apply.**

## B) VARIATIONS

The clause(s) listed below describe where a variation from the University's Academic Regulations exists:

### Variation 1: Module assessment

In order to progress, students are normally required to pass the required assessment for all modules. The following statements relating to assessment practice:

- Condonement of failure is not normally permitted.
- Condonement or compensation of failure is not permitted in the practice experience modules of the programme.
- Condonement or compensation of failure is not permitted within any academic modules, which are related to practical skills.

### Variation 2: Progression

In order to progress students are normally required to pass the required assessment for all modules.

## Additional Requirements

There are no additional requirements

[1] References to University Regulations in this document apply to the content of the University's Regulatory

Framework as set out on the University website here <https://www.keele.ac.uk/regulations/>.

## Version History

### This document

**Date Approved:** 10 June 2026

### Previous documents

| Version No | Year    | Owner       | Date Approved | Summary of and rationale for changes |
|------------|---------|-------------|---------------|--------------------------------------|
| 1          | 2025/26 | KYLE FOSTER | 12 March 2026 |                                      |