

Programme Specification: Undergraduate

Academic Year 2021/22

1. Course Summary

Names of programme and award title(s)	BSc (Hons) Radiography (Diagnostic Imaging)
Award type	Single Honours
Mode of study	Full-time
Framework of Higher Education Qualification (FHEQ) level of final award	Level 6
Normal length of the programme	3 years
Maximum period of registration	The normal length as specified above plus 3 years
Location of study	Keele Campus
Accreditation (if applicable)	This programme is accredited by the Society and College of Radiographers and approved by the Health and Care Professions Council (HCPC). For further details see the section on Accreditation.
Regulator	Office for Students (OfS)
Tuition Fees	<p>UK students:</p> <p>Fee for 2021/22 is £9,250*</p> <p>International/EU students:</p> <p>Fee for 2021/22 is £23,000**</p>

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 regulated by Government. We reserve the right to increase fees in subsequent years of study in response to changes in government policy and/or changes to the law. If permitted by such change in policy or law, we may increase your fees by an inflationary amount or such other measure as required by government policy or the law. Please refer to the accompanying Student Terms & Conditions. Further information on fees can be found at <http://www.keele.ac.uk/studentfunding/tuitionfees/>

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2. What is a Single Honours programme?

The Single Honours programme described in this document allows you to focus exclusively on this subject, Radiography (Diagnostic Imaging).

3. Overview of the Programme

As a student on the BSc (Hons) Radiography (Diagnostic Imaging) programme in the School of Allied Health Professions (SAHP), you will study undergraduate radiography alongside physiotherapy and rehabilitation and exercise science students. SAHP sits within the

Faculty of Medicine and Health Sciences and other professional groups represented within faculty include medicine, nursing and midwifery, and pharmacy. This gives you opportunities for inter-professional learning, which is a feature of the programme, in line with government guidelines[1].

Radiography (Diagnostic Imaging) has undergone, and continues to undergo, significant development due to the philosophical and political changes that have occurred in health and social care since the early 1990s. These developments have occurred against a backdrop of rapid and on-going changes in technology, changes in the Ionising Radiation Regulations[2], fundamental changes in healthcare practices and extension of responsibility for diagnostic radiographers[3].

The profession of Radiography, like many other health professions, should be evidence based, with an emphasis on patient care and service delivery, therefore the research element of the programme is consistent with the Society and College of Radiographers (SCoR) Research Strategy[4].

Radiographers, more than at any other time in the history of the profession, are key practitioners in the provision of diagnostic imaging services. In addition to ionising radiation based imaging, they are responsible for the operation of ultrasound, nuclear medicine and MRI facilities, providing health screening, diagnosing and monitoring disease processes and performing interventional procedures carried out under imaging control. The increased role of all allied health professionals in Public Health and Health Promotion means that for radiographers this will be a core part of their future role[5].

The clinical sites used to place students from this programme are already encouraging and supporting increasing numbers of radiography practitioners to provide verbal or written advice and guidance to medical and other healthcare workers regarding the interpretation of the clinical images they produce. The Audit Commission (2002) also found that 'many departments are using radiographers more flexibly to take on new roles and there is scope to extend this further'. The College of Radiographers stated, "as a vision for the profession, by 2010 clinical reporting (at least at initial image interpretation level) by radiographers, at the level of production of a written or verbal comment, should become a core competence". Therefore, the programme has a significant emphasis on initial image interpretation with the intention that all students are able to offer a written comment at their point of qualification, as this is a crucial part of practice and development of the profession.

The BSc (Hons) Radiography (Diagnostic Imaging) programme is intended to develop practitioners who can respond to a diverse and challenging service context in which traditional health and social service and associated professional roles are changing rapidly in response to broader political, social, economic and demographic change. These changes have highlighted a need for locally focused, clinically driven, evidence based, healthcare services which may widen opportunities for radiographers to step into positions of leadership within service. To ensure competence there is an obvious need to support these changes through imaginative and innovative education, such as inter-professional learning.

The opportunity for career progression in healthcare has made it increasingly important to ensure that newly qualified radiographers, and other health and social care professionals, have appropriate supervisory, communication, research and management skills to not only support student radiographers, but also assistant practitioners[6]. Many of these issues are explored within the collaborative elements of the programme but BSc (Hons) Radiography (Diagnostic Imaging) specific modules will address these issues where appropriate. The BSc (Hons) Radiography (Diagnostic Imaging) programme has been developed with specific reference to several additional key external documents including the Health and Care Professions Council Standards for Proficiency for Radiographers (2009), and the QAA Subject Benchmarks Statement - Diagnostic Radiography (2002).

The programme design is consistent with outcomes for autonomous practice and the indicative curriculum for Practitioners set out in Society and College of Radiographers: Education and Career Framework for the Radiography Workforce (2013)[7].

The profession is founded on a strong, evolving evidence base and scope of practice, clinical leadership and patient-centred professionalism. The Keele BSc (Hons) Radiography (Diagnostic Imaging) programme is designed to ensure that its content is current, reflecting contemporary radiography practice in the UK, and sufficiently flexible to accommodate the changing demands of health and social care and the future requirements of the profession, both in the UK and globally. The programme is committed to the development and provision of high quality multi- and inter-professional learning. The School of Allied Health Professions uses a range of high quality clinical bases to deliver the clinical component of their programmes.

The regular monitoring and evaluation of practice placements is the collaborative responsibility of education providers and placement providers, and are systematic and measurable as per SCoR guidelines.

The BSc (Hons) Radiography (Diagnostic Imaging) programme at Keele will enable you, through an environment of reflection and research awareness, to develop into an autonomous professional who can initiate and respond to change in a wide variety of settings. You will embrace a vision of patient-centred care within contemporary health and social care environments. You will develop the attributes of a competent practitioner underpinned by knowledge enabling you to become, and remain, fit for purpose, delivering high quality, safe, integrated and effective care. During the programme, you will develop responsibility for your own continuing professional development and will be confident to function in partnership and leadership roles.

Key features of the BSc (Hons) Radiography (Diagnostic Imaging) programme are:

- Collaborative partnerships with a range of clinical bases which are well recognised;
- Expert teaching through a range of highly skilled, appropriately qualified and knowledgeable staff;
- Practical placements in a variety of healthcare environments supported by professionally registered clinical/practice educators with extensive knowledge and experience in a range of clinical specialities;
- A state of the art pre-clinical Radiography suite to ensure high level vocational skills with a Digital Health Hub for image

- interpretation skills training;
- Inter-professional education embedded within the programme allowing students to learn alongside other health and social care students. This is designed to contribute to professional understanding and respect as students of various professions learn with, from and about each other for the benefit of patient care;
- Comprehensive range of student support mechanisms (See the Student Handbook).

[1] Learning Together - Working Together (DoH, 2001)

[2] The Ionising Radiation (Medical Exposure) Regulations (DoH, 2000)

[3] Radiography Skills Mix: A report on the four-tier service delivery model (DoH, 2004)

[4] 2016-2021 Society and College of Radiographers Research Strategy: Society and College of Radiographers (SCoR, 2015)

[5] Healthy Lives, Healthy People (DoH, 2010)

[6] Radiography Skills Mix: A report on the four-tier service delivery model (DoH, 2004)

[7] Education and Career Framework for the Radiography Workforce: Society and College of Radiographers (SCoR, 2013)

4. Aims of the programme

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

- Gain the knowledge, skills, attitudes and values to underpin contemporary radiography (diagnostic imaging) practice and develop your competence in applying clinical skills to the practice of radiography (diagnostic imaging). You will develop your clinical reasoning and decision-making skills to enable you to undertake best radiography (diagnostic imaging) practice. The programme will facilitate your development of the competencies required for autonomous practice.
- Develop your research awareness and research application to radiographic practice and the wider health and social care context, and equip you with the skills to adapt and respond positively to change. In doing this, you will develop key transferable skills to prepare for graduate employment.
- Enhance the development of your interpersonal skills along with effective team working and partnership skills. This promotes engagement in lifelong learning, a key feature of the development of an autonomous professional.
- Cultivate effective inter-professional working practices that will facilitate the development of leadership, management and entrepreneurial skills.
- Achieve the standards of education and training that is approved by the Health and Care Professions Council and the Society and College of Radiographers and prepare you for lifelong learning throughout your career.

5. 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

The programme is designed to meet the Health and Care Professions Council's [HCPC] Standards of Education and Training (2017), therefore as a successful graduate of this programme, you will be equipped to meet the:

- HCPC's Standards of Proficiency: Radiographer (2013)
- HCPC's Standards of Conduct, Performance and Ethics (2016)

Subject specific skills

Successful students will be able to:

1. Demonstrate a critical understanding of the theories, models, principles and concepts underpinning radiography (diagnostic imaging) within the public policy and organisational context for health and social care practice and service delivery;
2. Practise safely, competently and confidently in radiography (diagnostic imaging) within the boundaries of legal, ethical and professional frameworks and be eligible to apply for entry to the professional register;
3. Adhere to and, where appropriate, challenge the boundaries, constraints and obligations inherent in professional practice employing skills of critical self-reflection and a commitment to lifelong learning;
4. Critically analyse, reflect upon and evaluate research findings, utilising these where appropriate, to underpin an evidence based approach to practice;
5. Communicate and work collaboratively with patients, carers and fellow professionals in an appropriate and context specific way;

6. Exhibit the appropriate professional values, attitudes and behaviours expected of an integrated member of the inter-professional healthcare team.
7. Demonstrate burgeoning leadership and management skills.

These elements are taught, developed and assessed via individual modules, across the three years of the programme. Achievement of the outcomes for the BSc (Hons) Radiography (Diagnostic Imaging) demonstrates the HCPC Standards of Proficiency (Radiographers). The programme has been mapped to the following regulatory body outcomes, subject benchmark statements and the professional body outcomes:

- HCPC Standards of Proficiency for Radiographers
- HCPC Standards of Education and Training
- QAA subject benchmarks for radiography
- SCoR Outcomes for Autonomous Practice (Practitioners)

Key or transferable skills (including employability skills)

Successful students will be able to demonstrate:

- The ability to use information and communication technology effectively;
- The ability to engage with numerical data and calculations, and understand their significance;
- The ability to communicate effectively in writing, including the use of language that is appropriate for a variety of audiences;
- The ability to critically review their own work;
- The capability to communicate effectively orally and visually, including participation in group discussions, communicating ideas and presenting information to a variety of audiences;
- The competence to use mature interpersonal skills and awareness, including: a capacity to work in groups both as a team member and as a leader, to be sensitive to the views of others, to be able to negotiate, and to be aware of how one's actions are seen by others;
- The ability to solve problems, including the ability to generate a variety of strategies to address a problem and design, implement and evaluate a solution that addresses the problem;
- The ability to use information handling skills which enables the individual to locate, assess and evaluate information and synthesise and build upon existing information;
- The proficiency to identify and develop a research question/hypothesis within research skills and to be able to construct a range of strategies and methods for answering research questions or testing hypotheses;
- An aptitude to develop independent study skills, including the maturity and judgement to manage one's own personal development and a capacity for self-reflection, self-assessment and self-criticism;
- A readiness for lifelong learning and recognition of its necessity within the profession.

Keele Graduate attributes

Engagement with this programme will enable you to develop your intellectual, personal and professional capabilities. At Keele, we call these our ten Graduate Attributes and they include independent thinking, synthesizing information, creative problem solving, communicating clearly, and appreciating the social, environmental and global implications of your studies and activities. Our educational programme and learning environment is designed to help you to become a well-rounded graduate who is capable of making a positive and valued contribution in a complex and rapidly changing world, whichever spheres of life you engage in after your studies are completed.

6. How is the programme taught?

Learning and teaching methods used on the programme vary according to the subject matter and level of the module. The programme is structured around six key study themes that are introduced, developed and enhanced via individual modules over the three-year programme. In addition, study will include clinical practice throughout the three years. Each module has a clinical component, this is designed to ensure university learning and teaching integrates with the teaching and learning in clinical practice. Clinical/Practice training and education occurs in a range of health care provider organisations, including a large teaching hospital, district general hospitals and small private hospital providers. Most practice placements are currently within a 50-mile radius of the University.

Radiographic practical skills are taught initially in small groups in the university using simulation and role play, as are some other areas of the programme. The number of students within these groups is variable depending upon subject matter. In the clinical setting students work with designated clinical/practice educators and are also supported by visiting tutors from the School. This ensures integration of academic learning and clinical practice.

The University based elements of the programme are taught using a variety of blended learning approaches including:

- **Traditional lectures** where the lecturer provides students with a framework and context for further reading and independent study; some lectures may feature invited external speakers who are clinicians, active researchers, and academics in the field of radiography, radiation science and related health practice. These traditional lectures may be online either synchronously (lecturer-led) or asynchronously (student-led).
- **Interactive lectures** to engage the students in their learning, either in online fora or face-to-face (in-situ).

- **Practical work** allows students to observe the application of, or develop the acquisition of radiography (diagnostic imaging) practical skills under the supervision of academic staff.
- **Simulation and role play**, to allow the students to practice in a realistic, safe environment.
- **Learning in the clinical environment** (practice placements) where students develop their clinical and professional skills under the supervision of a designated practice educator(s).
- **Small group workshops** when students work together to, for example, critically appraise papers relating to some aspect of radiography (diagnostic imaging) practice.
- **Group workshops** which require students to work together over an extended period to develop a piece of work.
- **Individual and group presentations** where students research and present a topic with relevance to practice (for example specific approaches to communication or reasoning for particular approaches in radiography research) 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 theme to be discussed in depth within a small group; problem-solving scenarios and case studies may be used as a vehicle for such discussion.
- **Web-based learning** using the Keele Virtual Learning Environment (KLE): this is used by all modules and provides a platform for students to share online discussions and to access a wide range of learning resources. In addition, applications such as Microsoft Teams, web-based audience feedback systems (mentimeter) are used to support and monitor learning.
- **Independent study** will be required in each module; 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. This type of learning may be facilitated by use of various resources such as work packages and access to specific web based programmes. The development of a portfolio will also be used as a vehicle for learning. Independent study also forms an important part of the development of the final year research project, which is supported by a designated member of the academic staff.
- **Scenario-based learning** to create self-study notes from real-life patient scenarios.
- Students will engage in **inter-professional learning** in groups made up of a range of other health and social care students

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 Personal Tutors or module lecturers on a one-to-one basis.

These learning and teaching methods enable students to achieve the learning outcomes of the programme in a variety of ways. For example:

- Lectures and independent study enable students to broaden and deepen their existing professional knowledge and understanding of the core scientific principles and concepts of radiography (diagnostic imaging), and to transfer scientific knowledge from theory into practice.
- Practical work in both university and clinical environments enables students to develop, enhance and update their learning of new skills under the supervision of experts and to ensure safe and competent practice, and to integrate theoretical and practical knowledge.
- Focusing on identification of common pathologies demonstrated on the radiographic image, while demonstrating the transferability of these skills to identification of the existence of less common pathologies.
- Discussion on a one-to-one basis following clinical work (de-brief session) using for example, case studies, justification of exposure of the patient to ionising radiation, with evidence and reflection upon experiences to identify personal learning needs.
- Small group work, such as seminars, and workshops, provides opportunities for students to clarify and exchange ideas, and to question and challenge professional concepts.
- Guided independent study, tutorials and the use of portfolios will assist the student to explore in depth, and evaluate, aspects of professional practice.
- Seminars, tutorials and web-based activities encourage students to reflect upon their learning and to take responsibility for its development, and to collaborate with others to share, explore, and evaluate ideas in greater depth.
- Undertaking a research-based project, using the support of small group workshops (where relevant) and tutorial supervision, further develops the student's independent learning and research capability; it also enables them to plan, implement and document a piece of research with relevance to radiography (diagnostic imaging) in line with the aims of the 2016-2021 Society and College of Radiographers Research Strategy. This piece of work encourages competence with IT skills including use of software packages for data analysis.

7. Teaching Staff

The permanent academic staff contributing to the programme are drawn from the University's School of Allied Health Professions along with contributions from specialist experts when appropriate. The School Team includes: professors, senior lecturers, lecturers, teaching fellows and academic related staff giving a current staff student ratio for the programme of 1:15. All permanent academic staff are currently members of, or are working towards, membership of the Higher Education Academy. All permanent academic staff hold (or are working towards) academic qualifications to at least Masters Level. All staff who are recognised healthcare professionals, such as radiographers, physiotherapists or nurses are registered with the relevant body e.g. HCPC or NMC, and have had experience working in the NHS and other areas of healthcare. The academic staff group currently includes staff from different professions such as Radiographers, Physiotherapists, an Exercise Physiologist and a Biomedical Scientist. The staff group has extensive experience of teaching at undergraduate and postgraduate level and includes individuals with expertise in learning and teaching and research. The work of research active staff has been widely published and shared via conference presentations.

Several staff are active members of clinical specialist interest groups and in various research groups.

The clinical component of the programme is delivered and assessed by a range of Practice Educators. These are suitably qualified clinicians and professionally registered working across a broad range of clinical environments who will undertake the SAHP Practice

Educators training course (which includes regular updates). This will enable them to achieve the learning outcomes required to participate in the College of Radiographers Practice Educators Accreditation Scheme[1].

[1] Practice Educator Accreditation Scheme; The Approval and Accreditation of Educational Programmes and Professional Practice; Society and College of Radiographers 2006.

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.

8. What is the structure of the Programme?

The programme is studied full-time over three years and the teaching is delivered via individual modules relating to six themes across each year. Each year is arranged into two units called semesters (Autumn and Spring) which vary in length. In each academic year, blocks of time are spent in both the university and clinical settings - Table 1. (The structure of the academic year is available in the Student Handbook).

N.B. Practice experience equates to a minimum of 1,200 hours over the course of the programme.

Table 1. Academic and Clinical Learning (illustrative)

	YEAR 1 / FHEQ LEVEL 4	YEAR 2 / FHEQ LEVEL 5	YEAR 3 / FHEQ LEVEL 6
Total weeks in education / annum	33	31 + elective period	31
Total weeks in University / annum	23	20	20
Academic teaching weeks / annum	14	13	13
Percentage time for academic study	50.20%	45.90%	45.90%
Clinical teaching weeks / annum	10	11	11
Hours available for clinical study / annum (7.5 hours x 5 days = 37.5 hours / week @ FTE)	375	413	413
Percentage time for clinical practice	49.80%	54.10%	54.10%

The course is structured around six themes each of which have an academic and clinical component. One relates to inter-professional learning (Collaborative Practice), one relates to research (Professional Development), and four relate to the key areas of Radiographic Practice:

- Radiographic Practice
- Radiographic Science
- The Human Body
- Image Interpretation

Each of these themes are introduced, developed and enhanced via individual modules over the three-year programme, each year carries 120 credits. Adopting a spiral curriculum approach[1] allows each theme to be revisited in subsequent years adding depth and breadth of knowledge. The curriculum also facilitates the progression from novice to advanced beginner to competent practitioner[2].

[1] Harden and Stamper (1999), General Teaching Council for England (2006)

[2] Benner (2001) and Benner (2009)

The academic year runs from September to June and is divided into two semesters. The degree course is organised into modules; all modules are compulsory modules (a module that you are required to study on this course).

The credit requirements per year is as follows: a minimum of 120 subject credits are required for each year/ level of study.

For further information on the content of modules currently offered, including the list of elective modules, please visit:

<https://www.keele.ac.uk/recordsandexams/modulecatalogue/>

Year	Compulsory	Optional		Electives	
		Min	Max	Min	Max
Level 4	120	0	0	0	0
Level 5	120	0	0	0	0
Level 6	120	0	0	0	0

Module Lists

Level 4

Compulsory modules	Module Code	Credits	Period
Introduction to the Human Body	RDI-10001	20	Semester 1-2
Collaborative Practice 1: Professionalism & Effective Communication	RDI-10002	20	Semester 1-2
Foundations of Radiographic Science	RDI-10003	20	Semester 1-2
Image Interpretation 1	RDI-10004	20	Semester 1-2
Professional Development 1: Principles of Measurement & Research	RDI-10005	20	Semester 1-2
Introduction to Radiographic Practice	RDI-10006	20	Semester 1-2

Level 5

Compulsory modules	Module Code	Credits	Period
Collaborative Practice 2: Interprofessional Learning	RDI-20001	20	Semester 1-2
The Human Body 2	RDI-20002	20	Semester 1-2
Image Interpretation 2	RDI-20003	20	Semester 1-2
Professional Development 2: Evidence Based Diagnostic Imaging	RDI-20004	20	Semester 1-2
Exploring Radiation Protection	RDI-20005	20	Semester 1-2
Radiographic Practice 2	RDI-20006	20	Semester 1-2

Level 6

Compulsory modules	Module Code	Credits	Period
Advanced Imaging Modalities	RDI-30001	20	Semester 1-2
Collaborative Practice 3: Professionalism, Collaboration & Leadership	RDI-30002	20	Semester 1-2
Professional Development 3: Research Project	RDI-30003	20	Semester 1-2
Radiographic Practice 3	RDI-30004	20	Semester 1-2
Initial Image Commenting	RDI-30005	20	Semester 1-2
Human Body 3: Applying Knowledge	RDI-30006	20	Semester 1-2

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.

Subject Knowledge and Understanding	
Learning Outcome	Module in which this is delivered
Demonstrate a critical understanding of the theories, models, principles and concepts underpinning Radiography (Diagnostic Imaging) within the public policy and organisational context for health and social care practice and service delivery	Advanced Imaging Modalities - RDI-30001 Radiographic Practice 3 - RDI-30004 Collaborative Practice 3: Professionalism, Collaboration & Leadership - RDI-30002
Adhere to and, where appropriate, challenge the boundaries, constraints and obligations inherent in professional practice employing skills of critical self-reflection and a commitment to lifelong learning	Collaborative Practice 2: Interprofessional Learning - RDI-20001 Collaborative Practice 3: Professionalism, Collaboration & Leadership - RDI-30002 Radiographic Practice 2 - RDI-20006
Analyse critically, reflect upon and evaluate research findings utilising these, where appropriate, to underpin an evidence based approach to practice	Professional Development 2: Evidence Based Diagnostic Imaging - RDI-20004 Professional Development 1: Principles of Measurement & Research - RDI-10005 Professional Development 3: Research Project - RDI-30003

Subject Specific Skills	
Learning Outcome	Module in which this is delivered
Practise safely, competently and confidently in Radiography (Diagnostic Imaging), within the boundaries of legal, ethical and professional frameworks and be eligible to apply for entry to the professional register	All modules with the exception of PD3 (Research Project)
Communicate and work collaboratively with patients, carers and fellow professionals in an appropriate and context specific way	All modules with the exception of PD3 (Research Project)
Exhibit the appropriate professional values, attitudes and behaviours expected of an integrated member of the inter-professional healthcare team	All modules with the exception of PD3 (Research Project)
Demonstrate leadership skills	All modules with the exception of PD3 (Research Project)

Key or Transferable Skills (graduate attributes)	
Learning Outcome	Module in which this is delivered

Key or Transferable Skills (graduate attributes)	
Learning Outcome	Module in which this is delivered
An open and questioning approach to ideas, demonstrating curiosity, independence of thought and the ability to appreciate a range of perspectives on the natural and social worlds	Professional Development 3: Research Project - RDI-30003 Radiographic Practice 2 - RDI-20006 Introduction to Radiographic Practice - RDI-10006 Professional Development 1: Principles of Measurement & Research - RDI-10005 Collaborative Practice 3: Professionalism, Collaboration & Leadership - RDI-30002 Collaborative Practice 1: Professionalism & Effective Communication - RDI-10002 Collaborative Practice 2: Interprofessional Learning - RDI-20001 Radiographic Practice 3 - RDI-30004 Professional Development 2: Evidence Based Diagnostic Imaging - RDI-20004
An appreciation of the development and value of chosen subjects of study, awareness of their contexts, the links between them, and awareness of the provisional and dynamic nature of knowledge	Radiographic Practice 2 - RDI-20006 Image Interpretation 1 - RDI-10004 Foundations of Radiographic Science - RDI-10003 Radiographic Practice 3 - RDI-30004 Exploring Radiation Protection - RDI-20005 Advanced Imaging Modalities - RDI-30001 Introduction to the Human Body - RDI-10001 Initial Image Commenting - RDI-30005 Introduction to Radiographic Practice - RDI-10006 Image Interpretation 2 - RDI-20003
Information literacy: the ability to locate, evaluate and synthesise large amounts of frequently conflicting information, ideas and data	Professional Development 1: Principles of Measurement & Research - RDI-10005 Introduction to Radiographic Practice - RDI-10006 Professional Development 2: Evidence Based Diagnostic Imaging - RDI-20004 Collaborative Practice 1: Professionalism & Effective Communication - RDI-10002 Collaborative Practice 3: Professionalism, Collaboration & Leadership - RDI-30002 Radiographic Practice 3 - RDI-30004 Radiographic Practice 2 - RDI-20006 Professional Development 3: Research Project - RDI-30003 Collaborative Practice 2: Interprofessional Learning - RDI-20001
The creative ability to solve problems using a range of different approaches and techniques, and to determine which techniques are appropriate for the issue at hand	Image Interpretation 2 - RDI-20003 Radiographic Practice 2 - RDI-20006 Image Interpretation 1 - RDI-10004 Foundations of Radiographic Science - RDI-10003 Radiographic Practice 3 - RDI-30004 Exploring Radiation Protection - RDI-20005 Introduction to Radiographic Practice - RDI-10006 Initial Image Commenting - RDI-30005 Advanced Imaging Modalities - RDI-30001
An appreciation of the social, environmental and global implications of the programme content and other activities, including recognition of any ethical implications	Professional Development 3: Research Project - RDI-30003 Collaborative Practice 2: Interprofessional Learning - RDI-20001 Collaborative Practice 1: Professionalism & Effective Communication - RDI-10002 Professional Development 2: Evidence Based Diagnostic Imaging - RDI-20004 Professional Development 1: Principles of Measurement & Research - RDI-10005 Collaborative Practice 3: Professionalism, Collaboration & Leadership - RDI-30002
The ability to communicate clearly and effectively in written and verbal forms for different purposes and to a variety of audiences	All modules

Key or Transferable Skills (graduate attributes)	
Learning Outcome	Module in which this is delivered
The knowledge, skills, self-confidence and self-awareness actively to pursue their future goals	Professional Development 1: Principles of Measurement & Research - RDI-10005 Professional Development 2: Evidence Based Diagnostic Imaging - RDI-20004 Collaborative Practice 1: Professionalism & Effective Communication - RDI-10002 Collaborative Practice 2: Interprofessional Learning - RDI-20001 Collaborative Practice 3: Professionalism, Collaboration & Leadership - RDI-30002
The ability and motivation to participate responsibly and collaboratively as an active citizen in the communities in which they live and work	All modules
A professional and reflective approach, including qualities of leadership, responsibility, personal integrity, empathy, care and respect for others, accountability and self-regulation	All modules
The flexibility to thrive in rapidly changing and uncertain external environments and to update skills and knowledge as circumstances require	All modules

9. Final and intermediate awards

The programme is designed to educate Radiography (Diagnostic Imaging) practitioners. Consequently, the expectation is that students will complete the full programme of study obtaining 360 credits and so be awarded BSc (Hons) Radiography (Diagnostic Imaging). Students usually accumulate 120 credits per academic year. If a student leaves the programme before completing 360 credits they may be eligible for an alternative award. Radiographers must complete an approved programme of study (minimum 360 credits) in order to use the title 'radiographer'. Any alternative award will not contain the term 'radiography' or "radiographer".

Whilst it is expected that students will complete the full programme, including the all of the academic and clinical components, it is possible for students to leave the BSc (Hons) Radiography (Diagnostic Imaging) programme with one of four final awards:

Honours Degree in Radiography (Diagnostic Imaging)	360 credits	You will require at least 120 credits at levels 4, 5 and 6. You must also have passed all clinical assessments. Graduates are eligible to apply for registration with the HCPC and on successful registration will be entitled to practice as a Diagnostic Radiographer in the UK.
Honours Degree in Imaging Studies	360 credits	You will require 120 credits at FHEQ Level 4 (Year 1) and 120 credits at FHEQ Level 5 (Year 2). If you are unable to achieve 120 credits within the BSc (Hons) Radiography (Diagnostic Imaging) programme but achieve a minimum of 100 credits (equivalent) at FHEQ Level 6 (Year 3), you will be offered an opportunity to study alternative elective module(s) to achieve the required minimum 120 credits at level 6, as advised by the relevant Programme Lead in the School. Upon successful completion in such circumstances and providing 360 credits have been achieved, the title of the award will be BSc (Hons) Imaging Studies. Graduates with this award will not be eligible for registration with the HCPC and will not be entitled to practice Radiography.
Diploma in Higher Education	240 credits	You will require at least 120 credits at level 4 or higher and at least 120 credits at level 5 or higher. This award does not confer eligibility to apply for registration with the HCPC or to practice as a radiographer.
Certificate in Higher Education	120 credits	You will require at least 120 credits at level 4 or higher. This award does not confer eligibility to apply for registration with the HCPC or to practice as a radiographer.

10. 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:

- **Written work/assignments** test the quality and application of subject knowledge. In addition, they allow students to demonstrate their ability to carry out basic literature searches, communicate their ideas effectively in writing and support their arguments with appropriate referencing. Written pieces vary in their length depending upon the module.
- **Written Examinations** in different formats test students' knowledge and (as appropriate), their ability to apply that knowledge appropriately to professional practice. Examinations may consist of essay, short answer and/or multiple-choice questions.
- **Reflective assignments** enable the student to develop their skills of reflective learning and practice; these are fundamental skills used by all healthcare professionals as part of their continuing professional development
- **Oral presentations** assess students' subject knowledge and understanding. They also test their ability to work effectively as members of a team, to communicate what they know orally and visually, and to reflect on these processes as part of their own personal development.
- **Practical Examinations** - these occur in modules that involve the teaching and learning of practical clinical skills. These examinations enable students to demonstrate the safe and effective application of practical clinical skills, and to justify their choice
- **Research project** is a student led piece of independent research. Nominated supervisors support the student throughout the process, which includes gaining ethical approval from the Student Project Ethics Committee (SPEC) within the School of Allied Health Professions or other appropriate ethics committee. This assessment develops the student's capacity as an independent learner and their ability to engage in the research process. It also develops the student's IT skills in use of various software for presentation and data analysis (e.g. Word, Excel, SPSS)
- **Clinical assessment** is undertaken during clinical practice using the Practice Education Portfolio (PEP). This is concluded with an oral assessment undertaken by the academic team to enable the students to demonstrate the safe and effective application of the academic learning in professional practice.

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. Clinical competence is assessed as pass/fail within each of the modules. All clinical assessments must be passed to enable successful completion of the programme.

11. Contact Time and Expected Workload

This contact time measure is intended to provide you with an indication of the type of activity you are likely to undertake during this programme. The data is compiled based on module choices and learning patterns of students on similar programmes in previous years. Every effort is made to ensure this data are a realistic representation of what you are likely to experience, but changes to programmes, teaching methods and assessment methods mean this data are representative and not specific.

In this undergraduate course at Keele, students will experience a mix of contact time and assessment types dependent on the module. The figures below are an example of activities that a student may expect, by year (stage) of study. Contact time includes scheduled activities such as: lectures, seminars, tutorials, project supervision, demonstrations, practical classes and labs, supervised time in labs, and clinical placements. The figures are based on 1,200 hours of student effort each year for full-time students.

Activity

	Scheduled learning and teaching activities	Guided independent Study	Placements
Year 1 (Level 4)	28%	41%	31%
Year 2 (Level 5)	29%	36%	35%
Year 3 (Level 6)	25%	40%	35%

Students on the BSc(Hons) Radiography (Diagnostic Imaging) programme are required to attend 100% of academic and clinical hours for all years (stages) of study. These hours are reflected in the academic year calendar and in the online CELCAT timetable.

12. Accreditation

This programme is accredited by the Society and College of Radiographers and approved by the Health and Care Professions Council (HCPC).

Please note: Graduates of the programme are eligible to apply for registration with the Health and Care Professions Council (HCPC). In order to use the title 'radiographer' a practitioner must be registered with the HCPC. HCPC registration is a prerequisite for employment as a radiographer in the NHS. The programme is designed to meet the requirements of the HCPC Standards of Education and Training (2017) and HCPC Standards of Proficiency (Radiographers) and the Society and College of Radiographers (SCoR) Education and Career Framework for the Radiography Workforce (2013)

The programme design is consistent with outcomes for autonomous practice and guidance set out in the 'Indicative Curriculum for Practitioners' by the SCoR.

13. 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'.

14. 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/>

All offers are normally conditional upon the applicant having a satisfactory Occupational Health assessment, and an enhanced clearance by the Disclosure and Barring Service (DBS). It is a mandatory requirement that students become student members of the Society and College of Radiographers (SCoR). Student membership of the SCoR provides access to a range of useful resources and also provides insurance for clinical placements. Further information can be found at the SCoR website www.sor.org.

Applicants who are not currently undertaking any formal study or who have been out of formal education for more than 3 years and are not qualified to A-level or BTEC standard may be offered entry to the University's Foundation Year Programme.

Applicants for whom English is not a first language must provide evidence of a recognised qualification in English language. The minimum score for entry to the Programme is Academic IELTS 7.0 or equivalent, with no sub-test below 6.5.

Please note: All non-native English speaking students are required to undertake a diagnostic English language assessment on arrival at Keele, to determine whether English language support may help them succeed with their studies. An English language module may be compulsory for some students during their first year at Keele.

Recognition of Prior Learning (RPL) is considered on a case-by-case basis and those interested should contact the Programme Director. The University's guidelines on this can be found here: <http://www.keele.ac.uk/qa/accreditationofpriorlearning/>

15. How are students supported on the programme?

The School provides a comprehensive range of support for student learning on the Programme in addition to that provided by the University. Key to the success of this support are the following:

- Each student is allocated to a personal tutor who is responsible for reviewing and advising on students' academic and clinical progress. Personal tutors also offer pastoral support, acting as a first point of contact for students on non-academic issues which may affect their learning. Personal Tutors can refer students on to a range of specialist health, welfare and financial services coordinated by the University's Student Services.
- Module Leaders provide support for learning on the modules and the related assessments. They ensure that appropriate, tutorial support is available via the module team and that the team provides feedback in a timely manner. Module leaders also ensure that individual feedback on in-course assessments is available to all students.
- Disability Liaison Officer provides support for students with disabilities (including specific learning difficulties) and works closely with wider university student support staff.
- First year students are offered a student mentor.
- Practice Educators who provide supervision whilst students are on clinical placement.
- Visiting Tutors who liaise between the School and Clinical Bases and provide support to students during clinical placements.

Throughout the year members of academic staff operate an 'open door' policy during normal working hours. All members of academic staff are available to see students on an individual basis outside normal working hours via a flexible appointments system.

16. Learning Resources

The programme is delivered teaching rooms in the School of Allied Health Professions and throughout the university, all of which are equipped with a computer, internet access and projection equipment. Rooms are designed to be flexible and can be used for larger groups, also more informally for small groups working together. The learning resources available to students on the programme include:

- An extensive collection of materials relevant to undergraduate study held in both the main University Library on Keele campus, and in the Health Library on the campus of the University Hospital of North Midlands NHS Trust. A number of relevant journals are also accessible online to all registered students, and are accessible from anywhere in the world with a University username and password.
- The Keele Virtual Learning Environment (KLE) provides easy access to a wide range of learning resources including lecture notes, presentations and discussion boards enabling students and tutors to discuss topics, all information about the programme and all modules and other materials designed specifically for particular modules. It can also be used to develop reusable learning

objects (RLOs) and integrate learning with assessment.

- The School of Allied Health Professions has a wide range of relevant teaching materials available including a large selection of anatomical models, video and DVD materials and ALS Patient Simulator. There is a dedicated Radiography (Diagnostic Imaging) simulated environment within the University and a computer suite for simulated Radiography (Diagnostic Imaging) learning.
- Computers for student use are situated in both the Main Library and in the Health Library. Specialised image evaluation is available in a dedicated Digital Hub.

17. Other Learning Opportunities

Some students may have the opportunity to present their 3rd year project work via poster or presentation at conferences. A contribution from the School towards the costs incurred by the student in these ventures may be available and will be considered on an individual basis.

Students will be encouraged to submit their research work for publication in Synergy: Imaging and Therapy Practice, to gain experience in writing for publication.

Such opportunities occur outside the normal timetabled programme thus a commitment of time will be required from the student.

18. Additional Costs

Activity	Estimated Cost
Total estimated additional costs	£240 in the first year, £88 in the second and third year. Uniform purchase is an extra cost in 2nd and 3rd year.

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.

19. 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 Internal Quality Audit (IQA) 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 National Student Survey (NSS), 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 in all three years of 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/>

20. 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:

- Benner P (2001) From novice to expert: Excellence and power in clinical nursing practice. Prentice Hall NJ
- Benner P (2009) Expertise in nursing practice: caring, clinical judgment and ethics. Springer Pub Co New York
- College of Radiographers 2004: The Approval and Accreditation of Education Programmes and Professional Practice in Radiography:
- College of Radiographers 2013: Education and Career Framework for the Radiography Workforce; <https://www.sor.org/learning/document-library/education-and-career-framework-radiography-workforce>
- College of Radiographers, 2012: Quality Standards for Practice Placement;
- College of Radiographers, 2015: Research Strategy;
- College of Radiographers, 2013: Scope of Practice;
- College of Radiographers, 2013: Education and Career Framework for the Radiography Workforce;
- Department of Health 2008: High Quality Care for All: NHS Next Stage Review Final Report
- Department of Health: Ionising Radiation (Medical Exposure) Regulations 2000; (last update January 2017)
- Department of Health 2008: Modernising Allied Health Professional (AHP) Careers; a competence-based career framework;
- Department of Health 2009: NHS 2010-2015: from good to great. Preventative, people-centred, productive;
- General Teaching Council for England (2006) Research for Teachers: Jerome Bruner's constructivist model and the spiral curriculum for teaching and learning. <http://www.ntrp.org.uk/sites/all/documents/Jerome%20Bruner's%20constructivist%20model%20and%20the.pdf> accessed on line 09.02.17
- Harden RM and Stamper N (1999) What is a spiral curriculum? Medical Teacher Vol 21 No 2
- Health and Care Professions Council 2007: A Disabled Persons Guide to becoming a Health Professional;
- Health and Care Professions Council 2016: Standards of Conduct, Performance and Ethics;
- Health and Care Professions Council 2017: Standards of Education and Training.
- Health and Care Professions Council 2013: Standards of Proficiency- Radiographers
- Health and Care Professions Council 2012: Guidance on Conduct and Ethics for Students;
- Keele University Regulations and Guidance for Students and Staff: <http://www.keele.ac.uk/regulations>
- Keele University Learning and Teaching Strategy to 2020: <https://www.keele.ac.uk/aboutus/strategicplan/learningandteachingstrategy/>
- Quality Assurance Agency for Higher Education, Subject Benchmark Statement: Radiography (2001)
- Skills for Health 2010: Career Framework for Health Descriptors; <http://www.skillsforhealth.org.uk/career-framework/?sec=cf>
- UK Government Statutory Instrument: Ionising Radiation Regulations 1999; The Stationery Office Ltd
- UK Government: The Equality Act 2010; The Stationery Office Ltd
- UK Quality Code for Higher Education, Quality Assurance Agency for Higher Education: <http://www.qaa.ac.uk/quality-code>

21. Annex - Programme-specific regulations

These regulations supplement the relevant University Academic Regulations, which are available on the University website and in the University Calendar. In the event of a contradiction or other discrepancy between these regulations and University Academic Regulations, the University Academic Regulations shall be authoritative, unless approval has been given by Senate for a variation from the University Academic Regulations.

The University's regulations are subject to periodic change, users should therefore consult the University's definitive set of regulations, which can be found at: <https://www.keele.ac.uk/regulations/>

Course specific regulations are subject to periodic change, users should therefore also consult the definitive set of course specific regulations, which can be found on the Radiography Noticeboard on the KLE.

Undergraduates must satisfy Course Specific Regulations relating to all aspects of the undergraduate programme.

Programme Regulations: BSc (Hons) Radiography (Diagnostic Imaging)

Final Award and Award Titles	BSc (Hons) Radiography (Diagnostic Imaging)
Intermediate Award(s)	Cert in Imaging Studies, Dip in Imaging studies (No HCPC registration status)
Last modified	n/a
Programme Specification	https://www.keele.ac.uk/qa/programmespecifications

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

No variations apply - deviations apply as approved by Senate:

Approved deviations from Keele University Academic Regulations are in place for the programme with regard to the following:

- Attendance.
- Students are required to pass the required coursework for all programme modules. Condonement and compensation of failure in any year is not permitted.
- Marks awarded at re-assessment.
- Number of re-assessment attempts.
- Progression.
- Awards.

Additional Requirements

The programme requirements listed below are in addition to the University's Academic Regulations:

Programmes Covered by The Regulations: These regulations apply to the following undergraduate programme: BSc (Hons) Radiography (Diagnostic Imaging) - full time route cohort entrants 2017 onward

Additional requirement 1: Fitness to Practise:

Students registered on the programme are subject to the University Fitness to Practise regulation (Keele University Regulation B5) <https://www.keele.ac.uk/regulations/regulationb5/>

Guidance: A student whose behaviour gives cause for concern regarding professional conduct or suitability will in the first instance, be advised of the implications of their behaviour and offered the opportunity to address the concerns raised. They will be advised that should there be no change in their behaviour, they will be referred to the School Health and Conduct Committee.

Where behaviour that gives cause for concern regarding professional conduct or suitability is repeated, the student may be issued with a School written warning and may then be referred to the School Health and Conduct Committee.

Where student behaviour gives cause for grave concern regarding professional conduct or suitability the student will be referred directly to the School Health and Conduct Committee.

The School of Allied Health Professions has a duty to ensure that students registered on the programme are fit to practise, in order to protect present or future patients, clients or service users and to comply with the requirements of professional / regulatory bodies.

Students registered on the programme must comply with the requirements of the Society and College of Radiographers (SCoR) and the Health and Care Professions Council (HCPC).

Students must make known at the first opportunity, any issues which impact upon their ability to study effectively.

Guidance: It is the student's obligation to disclose any circumstances that may affect either their capacity to study effectively or their professional conduct and / or suitability. Failure to make such a declaration may constitute an issue of fitness to practise and may limit the grounds a student may invoke to support an appeal. Examples of the types of issues that it may be appropriate to disclose include temporary or permanent changes in health status, adverse personal circumstances or changes in Disclosure and Barring Service (DBS) status (these examples are not exhaustive). Where a student may be unsure as to whether disclosure is appropriate they must seek advice from their personal tutor, year head or the programme director. Any such advisory discussions will be treated in confidence and it will then be the student's responsibility to disclose information should they be so advised.

The School Health and Conduct Committee will monitor issues regarding student health and conduct that cause concern regarding a student's fitness to practise in line with the Faculty of Health Fitness to Practise policy and Keele University Fitness to Practise Regulation B5. See: <https://www.keele.ac.uk/regulations/regulationb5/>

Additional requirement 2: Entry Requirements

- Entrance to the programme with advanced standing is not normally permitted.
- Acceptance on the programme is dependent on satisfactory medical screening.
- Acceptance on the programme is dependent on satisfactory review of any criminal convictions via the Disclosure and Barring Service (DBS) enhanced disclosure.

On commencement of the programme all undergraduates must complete consent and disclosure documentation. These must then be updated annually or sooner if there are changes to an individual student status.

Guidance: Any undergraduate who is found to have an undisclosed health condition, which may prejudice their ability to perform radiography effectively, may be required to leave the programme. <https://www.keele.ac.uk/students/supportingyou/>. Similarly, any student who is found to have an undisclosed criminal conviction may be asked to leave the programme, even though the conviction is considered to be "spent".

On commencement of the programme, all BSc (Hons) Radiography (Diagnostic Imaging) students are required to register with the Society and College of Radiographers (SCoR) [hereafter referred to as the Society of Radiographers (SoR)]. Radiography undergraduates are, for the duration of their programme, student members of the Society of Radiographers.

Guidance: As Student Members of the Society of Radiographers, students have the benefit of professional liability insurance cover for practice experience in the UK and other countries (except North America and Canada), provided they are appropriately supervised. It is the responsibility of each student to ensure the validity of this insurance outside the UK.

Failure to register with the SoR will impact upon the student's professional liability status and will preclude the student from undertaking the practice experience modules of the programme. Such action will preclude completion of the programme. In these circumstances the student will be required to withdraw from the programme.

All undergraduate radiography students are obliged to comply with the Society of Radiographers (2013) Code of Professional Conduct, <https://www.sor.org/learning/document-library/code-professional-conduct>

Students must also comply with the Health and Care Professions Council's Guidance on conduct and ethics for students (2016) and work towards graduate attributes described in the Health and Care Professions Council Standards of Proficiency(2013). <https://www.hcpc-uk.org/standards/standards-of-proficiency/>.

Students must also comply with any supplementary guidance documents produced by regulatory and / or professional bodies. Failure to abide by SoR and / or HCPC rules and guidance may, following an investigation (see previous section), result in the student being required to withdraw from the programme.

Guidance: As Student Members of the SoR, students have responsibilities with regard to their conduct and behaviour. A copy of current documents, and / or electronic access to them, will be provided to each student on commencement of the programme.

All students must comply with the School requirements with regard to immunisation. Failure to comply with this regulation will preclude the student from undertaking the practice experience modules of the programme. Such action will preclude satisfactory completion of the programme. In these circumstances, the student will be required to withdraw from the programme.

All students must comply with School requirements in respect of ethical procedures and approval for activities related to the research project. Failure to comply with this regulation may constitute an issue of fitness to practise.

Additional requirement 3: Progression

Assessment exemptions are not normally [1] permitted.

Students must complete and sign consent and disclosure documentation at the beginning of each academic year in order to participate in the practical skills components of the programme. Students who do not complete this documentation will not be able to participate

in the practical skills components of the programme. This will preclude students from undertaking practice experience modules and will result in the student being required to withdraw from the programme.

Guidance: Students are advised that failure to disclose / update information in this consent and disclosure documentation will be considered a breach of professional responsibility. Consequently, disciplinary and / or Fitness to Practise procedures may be invoked and the student may be required to withdraw from the programme (see also additional requirement 1).

In order to progress, students are required to pass the required assessment for all modules, thus being awarded the full 120 credits per academic year. Condonement or compensation of failure in any year is not normally [1] permitted. Practice experience assessments cannot be condoned or compensated. Students must successfully complete all modules on the programme (360 credits) to achieve the award of BSc (Hons) Radiography (Diagnostic Imaging).

The student must normally [1] have passed the relevant campus-based module(s) for all practice experience underpinning each placement prior to the start of the placement.

Guidance: In the case of failure of an underpinning module, the Programme Director, Practice Education Lead and the Personal Tutor will consider each individual case and recommend an appropriate course of action to ensure, as far as possible, safe practice in the practice setting. This action may delay the student's progress on the programme and may result in a delay in graduation.

Students will normally [1] be allowed one reassessment attempt, following initial failure of an assessment, across all levels of the programme. Failure, on reassessment, normally [1] results in the student being required to withdraw from the programme.

Students who fail the practice experience assessment at the first attempt will be given the opportunity to repeat the assessment in the same location or in a different location in the same specialist area (following a period of remediation and induction), which will facilitate meeting of the learning outcomes.

All required practice experience (clinical placement) hours must be completed prior to assessment marks being finalised for each academic year; the course of action to be followed will be decided by academic staff and the clinical educator concerned.

In the event of failure of a practice experience assessment, the required time needed to successfully achieve the outstanding intended learning outcomes will be negotiated and agreed between the Practice Education Lead (or their appointed designate) and the practice educator.

Guidance Note: In the event of substantial levels of authorised absence from practice experience a review of the students' achievement of the module Intended Learning Outcomes (ILOs) and number of practice experience hours accrued will be undertaken by the Programme Director and / or Practice Education Lead. If the student has been unable to achieve all the module ILOs and / or there is a significant shortfall of accrued practice experience hours, appropriate remedial action will be recommended by the Programme Director and / or Practice Education Lead.

With regard to both campus and practice experience assessment, retrospective evidence will not normally [1] be considered in respect of any student appeal against an academic decision (see also additional requirement 3).

Submission of health-related extenuating circumstances for consideration at three or more consecutive examinations boards will normally [1] require the student to be referred for assessment to the Occupational Health Service.

Guidance: In these circumstances the school would recommend a referral to the Occupational Health Service in order for them to:

- *Explore with the student whether any underlying health issues exist and to provide guidance to the school about how these may be effectively managed.*
- *Determine what (if any) support measures and / or reasonable adjustments the school should put in place to maximise the student's academic performance.*

Students taking a leave of absence will not normally [1] be permitted to extend this leave of absence beyond one full academic year.

Guidance: This time limit is designed to ensure appropriate currency in student learning / professional competence thus supporting the maintenance of appropriate clinical standards and patient / colleague safety.

The maximum time frame for completion of studies will not normally [1] exceed 5 academic years.

Guidance: This time limit is designed to ensure appropriate currency in student learning / professional competence thus supporting the maintenance of appropriate clinical standards and patient / colleague safety.

Additional requirement 4: Awards

Programme awards are made under Keele University Regulation C3: <https://www.keele.ac.uk/regulations/regulationc3/>

Students who have successfully completed all assessments (including a minimum of one thousand two hundred [1,200] hours of practice experience) and so have obtained full credits for the programme, will be awarded a BSc (Hons) Radiography (Diagnostic Imaging). These graduates will then be eligible to apply to register with the Health and Care Professions Council, a pre-requisite for employment as a radiographer in the UK. Graduates will also be eligible for full membership of the Society of Radiographers.

Guidance: In order to achieve a BSc (Hons) Radiography (Diagnostic Imaging) and be eligible for registration with the Health and Care

Professions Council candidates **MUST** successfully complete all modules and achieve 360 credits. Should a candidate fail to accrue 360 credits they will be offered:

To revisit the failed assessment in line with current School and Keele University regulations. If successful, the candidate will be awarded a BSc (Hons) Radiography (Diagnostic Imaging) degree and thus be eligible to apply for Health and Care Professions Council registration.

An opportunity will be offered to study alternative elective module(s) to achieve the required minimum 120 credits at level 6, as advised by the relevant Programme Director in the School. Upon successful completion in such circumstances and providing 360 credits have been achieved, the title of the award will be BSc (Hons) Imaging Studies. Graduates will not be eligible for registration with the Health and Care Professions Council.

A candidate who fails to attain the standard required for the award of a Degree with Honours but is entitled to an intermediate award (Certificate or Diploma in Imaging Studies) will not be eligible for registration with the Health and Care Professions Council.

Where an award is made under Ordinance B6 (Aegrotat award) that award will be an unclassified degree in Imaging Studies. Aegrotat awards will not include the term 'Radiography'. Candidates who obtain an Aegrotat award will not be eligible for registration with the Health and Care Professions Council.

<https://www.keele.ac.uk/sas/academicsservices/legalgovernance/governance/aegrotatandposthumousawards/>

Additional requirement 5: Attendance

Attendance at ALL components of the BSc (Hons) Radiography (Diagnostic Imaging) undergraduate programme is mandated. Designated module leaders may issue permission in writing for attendance in specified cases to be waived; this will not be applicable for practice, practical and tutorial attendance. As radiography is a professional programme, and students are expected to demonstrate appropriately responsible behaviour at all times. Students who do not comply with this attendance regulation may be subject to University disciplinary procedures and / or Health and Conduct / Fitness to Practise procedures.

Guidance: Attendance will be monitored and students with a poor attendance record without good cause will normally [1] be subject to disciplinary procedures. Students with a poor attendance record may be required to withdraw from the programme. Absences may be authorised (at the discretion of the Programme Director) where students comply fully with the procedure for reporting sickness and non-attendance.

Students who fail to comply with this attendance regulation may be acting outside their scope of practice and so be in breach of the SoR Code of Professional Conduct (2013) <http://www.sor.org.uk> and the Health and Care Professions Council Standards on conduct, performance and ethics for students (2016) <http://www.hcpc-uk.org/assets/documents/10002C16Guidanceonconductandethicsforstudents.pdf>

In such circumstances, the School may implement University disciplinary procedures and / or Health and Conduct / Fitness to Practise procedures. The School may then be unable to recommend the student to apply for entry onto the register of the Health and Care Professions Council, thus they would be ineligible to practice as a radiographer.

Additional requirement 6: Practice Experience Placements

The School will provide comprehensive requirements and guidelines for practice experience placements to which students must adhere. Failure to comply with this regulation may result in disciplinary action including action under the University Fitness to Practise regulation.

Where a student's professional conduct and / or suitability is deemed not to meet professional standards, the Programme Team may deem it inappropriate / unacceptable for the student to participate in the practice experience placements. Subsequently, the student may be required to withdraw from the programme.

A student demonstrating unprofessional / dangerous / unsafe behaviour in the practice setting will be withdrawn from the practice experience placement and may, following an investigation, be required to withdraw from the programme (see Fitness to Practise Regulation information).

Guidance: Students are also referred to the BSc (Hons) Radiography (Diagnostic Imaging) Clinical Practice Placement handbook for further information.

On distant practice experience settings, it is the student's responsibility to book non-hospital accommodation.

Students who are in practice experience setting accommodation must abide by the rules of the individual residences. Failure to do so may result in disciplinary action including action under the University Fitness to Practise regulation.

Payment of the practice experience setting accommodation invoices is the responsibility of the student.

Guidance: Where appropriate the cost of this second accommodation will be reimbursed.

Students who use their own transport to travel to and from practice experience settings must provide a copy of their insurance to the School in order to confirm their vehicles are covered for travel to and from their places of employment.

Guidance: Students are advised to check with their insurance companies if they are using their vehicle to travel between community

bases during a working day that they are covered to do so.

No responsibility can be accepted by the School / University for personal property in practice experience settings or in practice experience setting accommodation.

Additional requirement 7: Module Assessment

General Principles: For campus-based assessment, the pass mark for all work is 40%.

Practice experience assessment accounts for 50% of the Radiography programme's assessment schedule and these assessments are awarded either a pass or fail grade based on defined criteria (see below).

The practice experience portfolio that assesses a student's clinical practice competence comprises 5 components: A: Professional Competency, B: Radiographic Competency, C: Clinical Assessment Competency, D: Placement Reflection, E: Oral Examination.

Assessment	Criteria for failure
Professional Competency (A)	One or more fails
Radiographic Competency (B)	One or more fails
Clinical Assessment Competency (C)	Five or more fails or one technical fail (specific 'technical' criteria are identified within the practice experience documentation)
Placement Reflection (D)	Non-engagement
Oral Examination (E)	More than four fails in total

Further, for each module listed below, the module-specific criteria are clearly mapped to each relevant competency / examination within the Practice Experience Portfolio so that any failure in practice will result in failure of the associated module(s).

Calculation of Assessed Module Marks: This section includes details of specific module regulations relating to assessment practice.

Campus-Based Theory Single Assessment

Yr3: Professional Development 3

This assessment has only one part and the pass mark is 40%.

Reassessment: The student is reassessed; the pass mark is 40% thus re-assessed work is awarded a maximum of 40%.

Campus-Based Theory Single Assessment and 3 Practice Experience Portfolio Assessments

Yr1: Foundations of Radiographic Science, Image Interpretation 1, Professional Development 1, Introduction to the Human Body 1

Yr2: Human Body 2, Exploring Radiation Protection, Professional Development 2

Yr3: Human Body 3, Advanced Imaging Modalities, Initial Image Commenting

For the above modules, each campus-based assessment has only one part and the pass mark is 40%.

Reassessment: The student is reassessed; the pass mark is 40% thus re-assessed work is awarded a maximum of 40%.

For the above modules, 3 practice experience portfolio assessments make up the total relevant to each module (B: Radiographic Competency, C: Clinical assessment Competency, E: Oral Examination). Where a competency / examination is failed, the module(s) assigned the fail will be determined by the module-specific criteria 'fails'.

Reassessment: The student will be reassessed in the failed competency / examination.

Campus-Based Theory Single Assessment and 4 Practice Experience Portfolio Assessments:

Yr2: Image Interpretation 2, Radiographic Practice 2

For the above modules, each campus-based assessment has only one part and the pass mark is 40%.

Reassessment: The student is reassessed; the pass mark is 40% thus re-assessed work is awarded a maximum of 40%.

For the above modules, 4 practice experience portfolio assessments make up the total required for the module (A: Professional

Competency, B: Radiographic Competency, C: Clinical assessment Competency, E: Oral Examination). Where a competency / examination is failed, the module(s) assigned the fail will be determined by the module-specific criteria 'fails'.

Reassessment: The student will be reassessed in the failed competency / examination.

Campus-Based Theory Single Assessment and 5 Practice Experience Portfolio Assessments:

Yr1: Introduction to Radiographic Practice

Yr2: Collaborative Practice 2

Yr3: Radiographic Practice 3

For the above modules, each campus based assessment has only one part and the pass mark is 40%.

Reassessment: The student is reassessed; the pass mark is 40% thus re-assessed work is awarded a maximum of 40%.

For the above modules, 5 practice experience portfolio assessments make up the total required for the module (A: Professional Competency, B: Radiographic Competency, C: Clinical assessment Competency, D: Placement Reflection, E: Oral Examination). Where a competency / examination is failed, the module(s) assigned the fail will be determined by the module-specific criteria 'fails'.

Reassessment: The student will be reassessed in the failed competency / examination.

Campus-Based Theory Assessments with more than one part and 3 Practice Experience Portfolio Assessments:

Yr1: Collaborative Practice 1: Professionalism and Effective Communication

This assessment comprises two parts: Part 1 - a 1000-word reflective piece weighted at 80%; Part 2 - a Web PA Group Peer review weighted at 20%. The mark awarded is the mean of the two marks. The overall pass mark is 40%. The assessment is failed if the mean mark is below 40%.

Reassessment: The student will be reassessed in the failed part(s). The pass mark at reassessment is 40% and the re-assessed work will be awarded a maximum of 40%.

Reassessed module mark: This will be calculated as the mean of the final weighted marks obtained for each part of the assessment.

For the above module, 3 practice experience portfolio assessments make up the total required for the module (A: Professional Competency, D: Placement Reflection, E: Oral Examination). Where a competency / examination is failed, the module(s) assigned the fail will be determined by the module-specific criteria 'fails'.

Reassessment: The student will be reassessed in the failed competency / examination.

Campus-Based Theory Assessments with more than one part and 4 Practice Experience Portfolio Assessments:

Yr3: Collaborative Practice 3: Professionalism Collaboration and Leadership

This assessment comprises two parts: Part 1 - a 1000-word structured report weighted at 50%; Part 2 - a 1000-word reflection weighted at 50% with a minimum threshold pass mark of 30% for each part. The mark awarded is the mean of the two marks. The overall pass mark is 40%. The assessment is failed if the mark for Part 1 and / or Part 2 is below 30%, or the mean of the two marks is below 40%.

Reassessment: The student will be reassessed in the failed part(s). The pass mark at reassessment is 40% and the re-assessed work will be awarded a maximum of 40%.

Reassessed module mark: This will be calculated as the mean of the final weighted marks obtained for each part of the assessment

For the above module, 4 practice experience portfolio assessments make up the total required for the module (A: Professional Competency, B: Radiographic Competency, C: Clinical Assessment Competency, D: Placement Reflection). Where a competency / examination is failed, the module(s) assigned the fail will be determined by the module-specific criteria 'fails'.

Reassessment: The student will be reassessed in the failed competency / examination.

Additional requirement 8: Submission of Assessment

Students must comply with the submission requirements documented in the current BSc (Hons) Radiography (Diagnostic Imaging) student handbook.

Additional requirement 9: Miscellaneous

All students must comply with School Health and Safety Guidelines contained within the BSc (Hons) Radiography (Diagnostic Imaging) student handbook.

Students must comply with the dress code required by practice experience settings. These guidelines are intended to explain to students the rationale for the expectations placed upon them and clarify our expectations that students will adhere to the policies of

their host organisation. The Health and Care Professions Council (2016) expects healthcare students to behave and dress in a way that promotes a professional image and inspires public confidence.

Students must comply with the dress code required for practical classes. Jewellery may not be worn during practical classes or in practice experience settings except for a wedding ring (without raised gems) and one pair of stud earrings.

Guidance: If a student raises a faith-related issue with regard to clothing / jewellery regulations the School will contact a relevant religious authority for guidance.

It is the responsibility of each student to organise appropriate accommodation for teaching / practice experience / assessment periods outside the normal university semester dates.

Footnote on the word normally:

[1] Within professional practise scope and guidelines

Version History

This document

Date Approved: 11 February 2021

Previous documents

Version No	Year	Owner	Date Approved	Summary of and rationale for changes
1	2020/21	DESIREE O'LEARY	19 December 2019	
1	2019/20	DESIREE O'LEARY	19 December 2019	