PROGRAMME SPECIFICATION

1. Key Information

Programme Title:	BSc (Hons) Diagnostic Radiography
Awarding Institution:	Buckinghamshire New University
Teaching Institution(s):	Buckinghamshire New University
Subject Cluster:	Allied Health & Advanced Practice
Award Title (including separate Pathway Award Titles where offered):	BSc (Hons) Diagnostic Radiography
Pathways (if applicable)	N/A
FHEQ level of final award:	6
Other award titles available (exit qualifications):	● Certificate of Higher Education in Health Care Studies (CertHE) – (Not eligible to apply for HCPC registration) ● Diploma of Higher Education in Health Care Studies (DipHE) (Not eligible to apply for HCPC registration) ● Bachelor of Science Health Care Studies (Not eligible to apply for HCPC registration)
Accreditation details:	Health and Care Professions Council (HCPC) approval College of Radiographers (CoR) accreditation
Length of programme:	3 years
Mode(s) of Study:	Full time
Mode of Delivery:	In person (on-site) delivery
Language of study:	English
QAA Subject Benchmark(s):	N/A
Other external reference points (e.g. Apprenticeship Standard):	HCPC Standards of Education (2017) HCPC Standards of Proficiency Radiography (2022) The College of Radiographers' Education and Career Framework for Practitioners (Fourth Edition, 2022) The College of Radiographers' Education and Career Framework for Assistant Practitioners (Fourth Edition, 2022)
Course Code(s):	BSDIAGFT
UCAS Code(s):	
Approval date:	November 2024
Date of last update:	

2. Programme Summary

The BSc (Hons) Diagnostic Radiography programme is a three-year, full time undergraduate degree offering a route into the diagnostic radiography profession. The programme has been

designed to align with the skills, requirements, and standards set out by the regulator, the Health and Care Professions Council (HCPC) and the College of Radiographers (COR).

Diagnostic radiographers are the primary health care professionals that use advanced technology within the patient pathway to assist in the diagnosis, treatment, and management of a variety of pathologies while providing high quality patient centred care in a dynamic multidisciplinary environment.

The 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 will 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 contemporary and innovative education.

The programme uses a modern and innovative integrated learning approach using technology to support face-to-face teaching, requiring university attendance, virtual access and attendance at clinical practice placement. There is a dedicated space on the Virtual Learning Platform to facilitate communication between the learners and the programme team. This approach to learning supports digital literacy development, essential for working in the current and future health and social care environments.

Professional competence and clinical skills will be addressed during the programme through practical skills sessions, simulated practice in the on-campus radiography suite, workshops, problem-based learning, and practice placements within the local NHS Trusts. The clinical practice placements will provide real experience into the role of the diagnostic radiographer and the range of their scope of professional practice.

Graduates will have the personal and professional confidence, qualities and attributes and technical competencies required to build a fulfilling career as a clinical diagnostic radiographer and have the opportunity to continue studying to the doctoral level within Diagnostic Radiography and the wider medical imaging field. They will have a high level of professional knowledge and the skills to be able to think critically, make informed decisions, innovate practice, lead change and work in partnership with patients, service users and the wider healthcare workforce.

3. Programme Aims and Learning Outcomes

Programme Aims to:

1. Produce graduates that fulfil the requirements to be eligible to apply for registration with the Health and Care Professions Council (HCPC) as diagnostic radiographers.
2. Provide a stimulating, and academically sound education, enabling graduates to practice within a complex environment effectively, flexibly, and responsively as a competent diagnostic radiographer.
3. Develop the skills of critical thinking, clinical reasoning and a research informed evidence-based approach to the application of high-quality contemporary diagnostic radiography practice.
4. Produce graduates who are resilient and have the skills of accountability, leadership, entrepreneurship, enterprise and innovation to drive the profession and healthcare forward.

5. Enable graduates to reflect on their practice and exercise professional autonomy following legislation, policies, procedures, and best practice.

Programme Learning Outcomes

Knowledge and Understanding (K)

On successful completion of the programme you will be able to:

ID	Learning Outcome
K1	Demonstrate proficiency in the skills required for safe and effective diagnostic imaging practice, considering the legal, ethical and professional dimensions of practice.
K2	Demonstrate a sound understanding of health, disease, disorder and dysfunction relevant to the practise of diagnostic radiography.
K3	Critically evaluate the role of the radiographer in the promotion of health and health education in relation to healthy living and health screening for disease detection.
K4	Demonstrate coherent and detailed knowledge of the quality assurance, quality control and audit processes in place within diagnostic imaging.
K5	Critically discuss the technical capability, applications and range of different imaging modalities and techniques used for diagnostic imaging.

Analysis and Criticality (C)

On successful completion of the programme you will be able to:

ID	Learning Outcome
C1	Critically evaluate data in a range of forms for the purposes of enhancing clinical practice.
C2	Critically appraise radiographic appearances of the appendicular and axial skeleton, chest and abdomen from a range of imaging examinations of the human body using a variety of imaging methods.
C3	Critically apply clinical decision making and reasoning and leadership in the context of contemporary diagnostic radiography practice.
C4	Make evaluative judgements on the technical outcomes from imaging procedures and report the findings accordingly.
C5	Effectively and safely apply key skills to the management of service users, with continual analysis and evaluation of outcome and appropriate modification of interventions.

Application and Practice (P)

On successful completion of the programme you will be able to:

ID	Learning Outcome
P1	Demonstrate a holistic approach to the delivery of high-quality person-centred care and innovative service delivery.
P2	Apply critical thinking and leadership skills to support diagnostic radiography practice, encourage self-development and to promote service improvement.

P3	Communicate in a professional and effective manner with service users, colleagues, and others in accordance with professional standards.
P4	Critically evaluate the hazards of ionising radiation and apply the ALARP principle (Ionising Radiation Regulations (IRR) 1999, Ionising Radiation (Medical Exposure) Regulations to minimise radiation dose to the service user during imaging procedures.
P5	Demonstrate awareness of the impact of culture, equality, and diversity on practice, demonstrating non-discriminatory behaviour in their own practice.

Transferable skills and other attributes (T)

On successful completion of the programme you will be able to:

ID	Learning Outcome
T1	Evaluate your own learning needs, identifying clear pathways for your own continuing professional development.
T2	Demonstrate effective collaborative working with a range of healthcare professionals as part of effective multi-disciplinary teamworking.
T3	Utilise information and communication technologies appropriate to professional practice.
T4	Demonstrate problem solving skills, critical thinking skills and clinical judgement in routine and complex, unpredictable and challenging situations.
T5	Practice as a critically reflective and evidence-based diagnostic radiographer.

Graduate Attributes

The BNU Graduate Attributes of: Knowledge and its application; Creativity; Social and ethical awareness and responsibility; and Leadership and self-development focus on the development of innovative leaders in professional and creative capacities, who are equipped to operate in the 21st Century labour market and make a positive impact as global citizens.

On this programme, face-to-face teaching will utilise specialist teaching equipment and spaces as required, to support clinical skills learning within the context of ethical responsibility. Professional competence and clinical skills will be addressed during the programme through practical skills sessions, simulated practice, workshops, and problem-based learning with multimedia resources to support reflection. Service users are integral to the programme and will be invited to give their perspectives on the clinical environment. This will be further supported by online content and 1000 practice placement hours (approximately 32 weeks). Through project work the attributes of leadership and creativity are fostered and an innovative approach to problem-solving is acquired.

4. Entry Requirements

Academic and non-academic entry criteria apply to this course.

Academic requirements

The University's general entry requirements will apply to admission to this programme with the following additions / exceptions:

- Five GCSE's including Maths, English and a Science at grade 4 / C or above or Level 2 equivalent

  and

- 120 -136 UCAS tariff points (e.g. 3 A Levels at grades BBB or above from a science or related science subject such as Maths, Biology, Chemistry, Physics, Psychology or Sociology)

  or

- BTEC Level 3 extended diploma DMM in a Science or health and social care related subject

  or

- T level qualification equivalent to 120-136 points in a Science or health and social care related subject
- International Baccalaureate (30 points)

  or

- Access diploma to Higher Education course in Science, Health, Social Care or similar (A minimum of 45 credits at Level 3, comprising at least 24 credits at distinction grade and 21 at merit grade).
- Practical experience relating to diagnostic radiography, such as shadowing, work, access to virtual placements or healthcare work experience. It is recognised that it may be difficult for the prospective learner to gain access to appropriate practice experience.
- For learners, whose first language is not English, there is a requirement to achieve an IELTS tariff of 7 with no individual component below 6.5. This falls in line with the recommendations of the HCPC.
- Satisfactory completion of an Enhanced Disclosure from the Disclosure Barring Service (DBS).

Non-academic requirements

As well as meeting the academic requirements, all applicants need to be able to demonstrate that they have researched diagnostic radiography as a career and are aware of the scope and expectations of the profession.

Learners with the potential to meet the academic requirements and who also provide a relevant and informed personal statement will be shortlisted for an interview. At the interview, applicants will be asked to demonstrate motivation and understanding of diagnostic radiography as a career and show that their values and behaviours align with the values in the NHS Constitution.

Applicants must attend a 2-day work experience in a radiology department following a successful interview. The course team will help arrange this.

All places on this course are subject to a satisfactory occupational health check, and a satisfactory enhanced Disclosure and Barring Service (DBS) check.

You must also submit a signed annual Declaration of Good Health and Character each year to confirm that no convictions or cautions have been made since your DBS certificate in Year 1. This form will be completed during induction in each successive year on the course.

Information about these non-academic conditions will be detailed in your offer and also sent to you via email before the course starts.

Applicants who do not fit the typical entry requirements will be considered on an individual basis. In this situation, evidence of recent study to A level standard (level 3) alongside a profile of longstanding relevant health or social care experience. Applicants with a previous degree will be considered on an individual basis.

Previous study, professional and/or vocational experiences may be recognised as the equivalent learning experience and permit exemption from studying certain modules in accordance with our accreditation of prior learning (APL) process.

Applicants with Disabilities

We take seriously our obligation to make reasonable adjustments to ensure that all learners with disabilities can successfully complete their studies. All applicants will be assessed based on the criteria outlined here, regardless of any disability. If you declare a disability, we will invite you to work with us to explore how best we can support your studies.

Pre-enrolment Checks

A satisfactory occupational health assessment will be required by all applicants prior to acceptance on the course. Candidates who fail the occupational health assessment will not be given entry onto the course. Please see further details in the applicant's guide on the University website.

Rehabilitation of Offenders Act 1974 (Exemption Orders 1975)

Admission to the diagnostic radiography degree programmes is subject to the Rehabilitation of Offenders Act (1994) section 4 (2) Exemption Order 1975 and DHSS HC 88 (9) guidelines regarding child protection and police checks. All applicants are required as a condition of acceptance to satisfactorily complete a criminal record disclaimer form and give their permission for us to obtain an enhanced police check with the Disclosure and Barring Screening Service (DBS). Each year after that learners are required to self-declare any Police cautions or convictions before each practice education module.

As this programme involves direct contact with people receiving health care, they are exempt from the provision of the above Act, and applicants are required to give details of all previous convictions, all cautions, warnings, binding-overs, or detentions by police, including any spent convictions. Failure to disclose is a serious breach of entry requirements. Progression prior to any year of study will be subject to a self-declaration form being completed by the learner relating to the above statement.

The DBS in the United Kingdom (UK) does not currently conduct overseas criminal record checks. Therefore, international applicants, those without British Citizenship and British Citizens with a significant period of overseas residency, require a criminal record check or certificate of good conduct from their home/overseas country prior to entry onto the course. International applicants need to obtain a recent criminal record certificate from their home country and ensure that this is still valid by the date of enrolment in addition to the DBS requirements detailed above. A list of admissible certificates can be found on the UK Government website: https://www.gov.uk/government/publications/criminal-records-checks-for-overseas-applicants. Where an equivalent check is provided, applicants are required to complete an enhanced police check with the DBS a year later.

5. Programme Structure

Level	Modules (Code, Title and Credits)	Exit Awards
Level 4	**Core modules:** ALL4040 Professional Practice (20) ALL4041 Radiation Imaging and Science (20) ALL4042 Imaging Practice 1 – Appendicular (20) ALL4043 Imaging Practice 2 – Axial (20) ALL4044 Imaging Practice 3 – Chest and Thorax (20) ALL4045 Imaging Practice 4 – Abdomen (20) ALL4046 Clinical Practice 1 (0)	**Certificate of Higher Education**, awarded on achievement of 120 credits at Level 4
Level 5	**Core modules:** ALL5045 Evidence Based Practice (20) ALL5042 Medical Imaging Modalities (20) ALL5043 Medical Imaging and Patient Pathways 1 (20) ALL5046 Medical Imaging and Patient Pathways 2 (20) ALL5047 Managing Complexity in Practice (20) ALL5044 Clinical Practice 2 (20)	**Diploma of Higher Education**, awarded on achievement of 240 credits, including a minimum of 120 credits at Level 5
Level 6	**Core modules:** ALL6039 Independent Evidence Based Practice (Dissertation) (40) ALL6043 Becoming an Autonomous Practitioner (20) ALL6040 Clinical Judgement and Decision Making 1 (20) ALL6042 Clinical Judgement and Decision Making 2 (20) ALL6041 Clinical Practice 3 (20)	**Ordinary Degree**, awarded on achievement of 300 credits, including 60 credits at Level 6 and 120 credits at each of Levels 4 and 5 Bachelor of Science Health Care Studies (not eligible to apply for HCPC registration)

6. Learning, Teaching and Assessment

Learning and teaching

This programme adopts a progressive model of learning and teaching which will support the learner to develop autonomy, so that by the end of their studies they will be adept, independent learners with the capacity to think critically, adapt to new situations and work effectively both alone and in teams. As the learner progresses through the programme they will be required to take more responsibility for their learning.

The development of learning materials and activities that scaffold learning across the different learning environments will enable the learners to focus on individual or complementary aspects of the curriculum. Our approach to learning aims to be continuously relevant to practice by utilising experienced service users, registered diagnostic radiographers and other healthcare professionals. This will give learners access to a breath of expertise across a wide variety of professional specialisms throughout the programme.

An in-person (face-to-face) learning approach is adopted throughout the programme for knowledge and skills acquisition and development. A range of different teaching and learning strategies are used to meet the needs of learners.

This includes face-to-face contact made up of practical workshops, simulated practice in the radiography suite, seminars, tutorials, and problem-based learning in small groups. As well as face-to-face contact, some of the theoretical components will be delivered online via different mediums including webinars, videos and discussion forums.

A virtual learning environment (VLE) will support the learners with online learning content, resources and contemporary technologies enhancing traditional face-to-face teaching. Independent study will be expected under the guidance of the module leader. This will include wider reading, preparation for lectures and reading and planning to prepare for assignment submission.

Clinical skills are key aspects of this professional course and are developed through clinical observations, seminars, tutorials, practical classes, e-learning resources and clinical practice placements. The links between academic and clinical modules are consistently emphasised to enable learners to develop and transfer their knowledge and skills across all aspects of the programme.

Learners will be given the opportunity through structured practice placements to develop their knowledge, understanding and skills within the practice setting. This experience will also allow links to be made between theory and practice based on the content of the modules. To ensure learners gain the experience required to become competent diagnostic radiographers practice placements will take place across the NHS Trusts within Buckinghamshire, Oxfordshire, Berkshire and North West London regions. The emphasis is on learners learning *through* practice and not learning *to* practise. Learners will be encouraged to accept responsibility for their own learning and practice within the confines of governance.

Throughout the programme, every learner will be allocated a personal tutor for their pastoral and academic needs in accordance with the University's personal tutor policy. The tutor will be available to meet with the learner when they are on campus. Also, telephone and online support will be available for every learner.

Content and Structure

Learners on this programme will be taught alongside the learners enrolled on the BSc (Hons) Diagnostic Radiography (Integrated Degree) programme. Learners enrolled on both programmes will benefit from peer-to-peer learning and the sharing of their differing personal and professional experiences.

Clinical Education

Placements and practical simulation are a central feature of this programme, and learners must achieve 1000 hours of practice placement and practical simulation attendance hours to successfully achieve their learning outcomes and pass the course.

There are clinical placement blocks structured in each year of the programme. Each clinical week normally consists of 31.5 hours of clinical placement attendance time. In Year 1, learners will attend 10 weeks of placement focused on orientation to practice and professional practice skills development. In Years 2 and 3, learners will attend 11 weeks of placement each. There is also the opportunity for learners to attend an elective placement in Year 2 if they wish.

Virtual and practical simulation will form a vital part of preparation for placement and practice as indicated in Table 1 below. The simulation training will focus on radiographic positioning, radiographic image evaluation and interpretation, communication and interprofessional working.

Table 1: BSc (Hons) Diagnostic Radiography - Practice Weeks and Hours

Year	Credits	Practice Weeks	Practice Hours	Virtual and Practical Simulation
Year 1	0	10	315	120
Year 2	20	11	347	54
Year 3	20	11	347	42
Total hours			1009	216
Overall Total Hours				**1225**

The clinical placements are an integral part of the programme. The clinical practice study blocks undertaken by the learners are in a variety of clinical areas within the NHS Trusts. The placements are organised in liaison with a placement coordinator and practice educator. We work with local providers to provide placements for our students including:

- Buckinghamshire Healthcare NHS Trust
- Frimley Health NHS Foundation Trust
- Berkshire Healthcare Foundation Trust
- Oxford Health NHS Foundation Trust
- University College London Hospitals NHS Foundation Trust

A dedicated Placement Administrator will do all placement related administration. The Clinical Lead will act as a Placement Co-ordinator to oversee the administrative process, ensure that practice educators are up to date with relevant practice educator training, allocate Link Tutors (also known as link lecturers) to learners before they go out on placement, and oversee learners support while they are on placement. The Clinical Lead will also lead the pre-and post-clinical lectures. Throughout the placement, Link Tutors will maintain regular contact with the Practice Educators, and they will visit the learners at least twice in each placement. This

will enable an effective line of communication for feedback regarding learner performance and ensure the smooth running and coordination of placements for the learners.

As diagnostic radiography learners are studying on a professional programme, they are required to sign a Student Practice Placement Agreement. This degree allows learners to acquire the essential skills, knowledge and clinical competencies needed to work as a diagnostic radiographer. To gain these, and for BNU to be able to facilitate the acquisition of them, a working agreement, rules, and regulations that outline the roles and responsibilities need to be agreed upon.

Pre-clinical Immunisations: Learners must have completed all relevant immunisations as requested by the Practice Placement Co-ordinator. Failure to complete the required Occupational Health requirements will result in a delay in attending practice placement which may impact on your progression on the programme. Continued failure to meet the requirement for immunisations may lead to the learner being referred to the Fitness-to-Practice panel which may ultimately withdraw the learner from the programme.

Pre-clinical Training: Mandatory clinical training consisting of moving and handling, basic life support and infection control will be delivered in preparation for practice placement attendance. Where a learner fails to attend the required training, their placement would be deferred and usually this will result in an extension of their programme duration except in cases of extenuating circumstances.

Attendance requirements on the Programme

The University strongly believes that consistently good attendance and engagement are linked to good academic performance and are areas the University and programme consider essential for learner success. It is evidenced that a good attendance record has a positive impact on performance, and as a programme team, we are keen to support learners to enable them to maximise their potential. By contrast, poor attendance can be an indicator that learners are experiencing personal problems that are affecting their studies.

The University operates an attendance monitoring system for both in-person and online (in-attendance) timetabled teaching sessions. Attendance is monitored and managed according to the university Attendance and Engagement policy. Learners are expected to attend all of their timetabled sessions for all modules, including clinical practice placements. Clinical practice placement attendance is monitored and also recorded within the Clinical Portfolio documents. Learners need to successfully pass 100% of all clinical practice assessments.

We will take appropriate steps to monitor attendance and will contact learners if their level of attendance starts to cause concern. By monitoring attendance, we hope to be able to identify those learners who might need support. We can then discuss with them the range of support services available within the University and make an appropriate referral if required. For further information please read the *Attendance and Engagement Policy*.

The University has several policies aimed at ensuring that learners are treated in a fair and appropriate manner and are not disadvantaged because of disability or a health and well-being issue; these include:

1. Attendance and Engagement Policy
2. Fitness to Practice procedure
3. Pregnancy and Maternity Policy (Learners)

4. Interruption, Withdrawal External Transfer or Internal Transfer of Studies
5. Support to Study Procedure

In addition, the programme has implemented a process for supporting learners who may present with challenging circumstances especially prior to attending clinical placement - 'Process flowchart for managing early indications of challenges that you may be facing'.

Assessment

The Assessment and Examination webpages provide further information on how assignments are marked and moderated, including a description of assessment activities. These also include further information about how feedback on assessed work is provided to learners, including our commitment to ensure this is provided to learners within 15 working days (the 'three-week turnaround').

A variety of assessment approaches will be used to balance the assessment methods and to promote different knowledge, skills and understanding whilst reflecting the content of the module. The mixed diet of assessments that address practical, intellectual and problem-solving challenges ensures that all learners can be successful in this learning environment.

Assessment methods used on this programme include

- Written examinations
- Oral assessments
- Poster presentations
- Objective Structured Clinical Examination (OSCE)
- Written assignments
- Portfolios

All modules will include online activities for learners to engage in providing them with formative feedback on their work feeding forward into their summative assessments. Other forms of formative feedback include peer feedback, discussions, and in-class (face-to-face) interactions. Feedback from exams will be provided to learners and will follow the university policy.

Clinical Practice Assessment
Year 1

- Completion of placement orientation objectives
- Completion of Practice Placement portfolio

Year 2

- Seven competency based clinical practical assessments are used to assess the development of the learner's professional practice and clinical skills in the practice environment.
- Completion of the Practice Placement Portfolio.
- 20 minute clinical practice viva voce

Year 3

- Four competency based clinical practice assessments are used to assess the development of the learner's professional practice and clinical skills.
- To assess the learner's ability and readiness to work as a Band 5 diagnostic radiographer, learner will manage and lead the imaging of a range of patients examined consecutively in an A&E or general imaging room.
- Completion of the Practice Placement Portfolio.
- 20 minute clinical practice viva voce

7. Programme Regulations

This programme will be subject to the following assessment regulations:

- BNU Regulations for Taught Degree Programmes, accessible via this link https://www.bucks.ac.uk/sites/default/files/2023-10/Programme%20Regulations.pdf

Additional programme specific regulations:

- All modules are core modules and therefore, constitute essential components of the programme.
- Core modules are non-compensable, and all components must be passed.
- 100% attendance is expected at all scheduled theory and practical sessions.
- Learners are expected to attend 100% of practice placement attendance for each year of study. Placement attendance is managed in accordance with the SCoR's Student Radiographer Attendance Management Guidelines (2011).
- Learners who fail to meet the expectations may be subject to the Fitness to Practise process
- Practice partners may withdraw support from any student who does not demonstrate professional behaviour or adherence to the SCPEs. This would normally result in a suspension from practice learning, pending completion of an investigation by the University and/or practice partner.
- Learners will normally be expected to achieve the following practice learning hours (includes virtual and practice simulation) in each year:
    - Year 1 – Level 4 – 315 hours
    - Year 2 – Level 5 – 347 hours
    - Year 3 – Level 6 - 347 hours
- Learners on this programme will be expected to complete a minimum of **1000 hours** of practice-based learning across the three years of the programme, prior to completion of their studies.
- Learners are expected to successfully complete all the requirements and expectations of the Practice Placement Portfolio 1, 2 and 3 to be considered for the award of BSc (Hons) Diagnostic Radiography. Practice Portfolios 1, 2 and 3 are aligned to the Clinical Practice 1, 2 and 3 modules.
- Learners must successfully complete Clinical Practice 1 and Practice Placement Portfolio Year 1 before progressing to Year 2 of the programme, and Clinical Practice 2 and Practice Placement Portfolio Year 2 before progressing to Year 3 of the programme.

8. Support for learners

The following systems are in place to support you to be successful with your studies:

- The appointment of a personal tutor to support you through your programme
- A programme handbook and induction at the beginning of your studies

- Library resources, include access to books, journals and databases - many of which are available in electronic format – and support from trained library staff
- Access to Blackboard, our Virtual Learning Environment (VLE), which is accessible via PC, laptop, tablet or mobile device
- Access to the MyBNU portal where you can access all University systems, information and news, record your attendance at sessions, and access your personalised timetable
- Academic Registry staff providing general guidance on University regulations, exams, and other aspects of learners and course administration
- Central student services, including teams supporting academic skills development, career success, learner finance, accommodation, chaplaincy, disability and counselling
- Support from the Bucks Students' Union, including the Students' Union Advice Centre which offers free and confidential advice on University processes
- Information, Advice and Guidance will also be provided for career progression purposes

9. Programme monitoring and review

BNU has a number of ways for monitoring and reviewing the quality of learning and teaching on your programme. You will be able to comment on the content of their programme via the following feedback mechanisms:

- Formal feedback questionnaires and anonymous module 'check-ins'
- Participation in external surveys
- Programme Committees, via appointed student representatives
- Informal feedback to your programme leader

Quality and standards on each programme are assured via the following mechanisms:

- An initial event to approve the programme for delivery
- An annual report submitted by the External Examiner following a process of external moderation of work submitted for assessment
- The Annual Monitoring process, which is overseen by the University's Education Committee
- Review by the relevant PSRB(s)

10. Internal and external reference points

Design and development of this programme has been informed by the following internal and external reference points:

- AHP principles of practice-based learning (CSP, 2023)
- The Framework for Higher Education Qualifications (FHEQ)
- HCPC Standards of Education (2017)
- HCPC Standards of Proficiency Radiography (2022)
- HCPC Standards of Conduct, Performance and Ethics (2024) and the accompanying Guidance on Conduct and Ethics for Students (2024)
- College of Radiographers, The College of Radiographers' Education and Career
- Framework (Fourth Edition, 2022)
- College of Radiographers, Research Strategy (2021-2026)
- College of Radiographers, Quality Standards for Practice Placements (2012)
- College of Radiographers, Scope of Practice (2013)
- European Federation of Radiographer Societies EQF Level 6 (2018)
- European Federation of Radiographer Societies EQF Level 7 (2017)

- Public Health England (2016) Making Every Contact Count. Available [online] at https://www.england.nhs.uk/wp-content/uploads/2016/04/making-every-contact-count.pdf
- Society and College of Radiographer's Student Radiographer Attendance Management Guidelines (2011).
- The BNU Qualifications and Credit Framework
- The BNU Grading Descriptors
- The University Strategy - Thrive 28
- Quality Assurance Agency for Higher Education Subject Benchmark Statement for Health Studies (2019)

Mapping of Programme Learning Outcomes to Modules

Programme Learning Outcome	**Knowledge and understanding (K)**					**Analysis and Criticality (C)**					**Application and Practice (P)**					**Transferable skills and other attributes (T)**				
Module Code (Core)	**K1**	**K2**	**K3**	**K4**	**K5**	**C1**	**C2**	**C3**	**C4**	**C5**	**P1**	**P2**	**P3**	**P4**	**P5**	**T1**	**T2**	**T3**	**T4**	**T5**
Level 4																				
Professional Practice		x	x								x		x		x	x	x	x	x	x
Radiation Imaging and Science				x	x		x	x	x					x				x	x	x
Imaging Practice 1 - Appendicular	x	x	x		x		x	x		x	x		x	x				x	x	x
Imaging Practice 2 - Axial	x	x	x		x		x	x		x	x		x	x				x	x	x
Imaging Practice 3 - Chest and Thorax	x	x	x		x		x	x		x	x		x	x				x	x	x
Imaging Practice 4 - Abdomen	x	x	x		x		x	x		x	x		x	x				x	x	x
Clinical Practice 1	x												x							
Level 5																				
Evidence Based Practice						x							x		x			x		x
Medical Imaging Modalities	x			x	x			x	x					x				x		x
Medical Imaging and Patient Pathways 1	x	x	x	x	x		x	x	x	x	x	x	x	x	x		x	x	x	x

Programme Learning Outcome	**Knowledge and understanding (K)**					**Analysis and Criticality (C)**					**Application and Practice (P)**					**Transferable skills and other attributes (T)**				
Module Code (Core)	**K1**	**K2**	**K3**	**K4**	**K5**	**C1**	**C2**	**C3**	**C4**	**C5**	**P1**	**P2**	**P3**	**P4**	**P5**	**T1**	**T2**	**T3**	**T4**	**T5**
Medical Imaging and Patient Pathways 2		x	x				x	x	x	x	x	x	x	x	x		x	x	x	x
Managing Complexity in Practice	x	x	x				x	x			x	x	x		x			x	x	x
Clinical Practice 2	x												x			x				
Level 6																				
Independent Evidence Based Practice (Dissertation)	x			x		x		x				x	x		x	x	x	x		x
Becoming an Autonomous Practitioner					x	x		x		x	x	x	x		x		x	x	x	x
Clinical Judgement and Decision Making 1	x			x	x		x	x	x	x	x	x	x	x	x		x	x	x	x
Clinical Judgement and Decision Making 2	x			x	x		x	x	x	x	x	x	x	x	x		x	x	x	x
Clinical Practice 3	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

NB – Mapping of the module learning outcomes to the HCPC Standards of Proficiency can be found in the document entitled, 'HCPC SOPs mapping BSc Diagnostic Radiography'.