



AECC
University College
*Transforming lives
through Health Sciences*

BSc (Hons) Radiography (Diagnostic Imaging) Course Specification

Version 1.0

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Record of Modifications

Description of Modification	Date approved	Cohort(s) to which modification applies

This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

Courses, major changes to courses and modifications to courses are approved following consideration through the University College's Course Approval and Review processes or Course and Unit Modification policy, as appropriate. It is, however, expected that courses change over time, for example as a result of changes to professional accreditation requirements, in response to feedback from academic staff and students, and through annual review processes. Any such changes will be discussed with and communicated to students in an appropriate and timely manner.

Basic Course Information

Awarding Institution	AECC University College
Teaching Institution	AECC University College
Final award, title and credits	BSc (Hons) Radiography (Diagnostic Imaging) (360 CATS)
Course Code(s)	BSRDIF
Interim exit awards, titles and credits	Cert HE Radiographic Sciences (120 credits (60 ECTS) at Level 4) Dip HE Radiographic Sciences (120 credits (60 ECTS) at Level 4 and 120 credits (60 ECTS) at Level 5)
FHEQ level of final award	Level 6
Mode of study	Full-time
Accreditation details	Health and Care Professions Council (HCPC) accreditation of the course and final exit qualification enables graduates to apply for registration as a radiographer in the United Kingdom. Health and Care Professions Council (HCPC) approved 20/08/2020 Applying for Society and College of Radiographers (SCoR) approval.
Standard length of course	3 years for BSc students entering in year 1 (Full-time).
Minimum and maximum periods of study	Minimum - 3 years Maximum - 5 years
Language of delivery	English
Place of delivery	AECC University College
UCAS code (where applicable)	B821
HECOS Code(s) per course/pathway	100129
Date Course initially validated	12 August 2020
Date of first intake	September 2020
Version number of this Course Specification	Version 1.0
Date this version approved/intake to which this applies	12 August 2020
Author(s)	Phil Hume, Matthew Southam

Course Overview

1. Admissions regulations and entry requirements

The regulations for this Course are the University College's Standard Admission Regulations which may be found from the [Latest Policies webpage](#). These regulations include the general entry requirements and specific requirements regarding English language.

The detailed entry requirements for the course may be found from the relevant course page on the University College website. Successful applicants will also hold a current enhanced Disclosure and Barring Service (DBS) check.

Recognition of Prior Learning (RPL)

AECC University College has a Recognition of Prior Learning Policy which can be found from the [Latest Policies webpage](#)

2. Aims of the course

The aims of the course are to:

- Develop the relevant skills, knowledge and professionalism to meet the standards of proficiency and education laid out by the Health and Care Professions Council, and the Society and College of Radiographers to be eligible for registration as a radiographer.
- Guide Students through a progressive learning experience to develop from a scholar to an autonomous, reflective and critical lifelong learner.
- Prepare the student for a career as a healthcare professional through gaining relevant professionalism, empathy and communication skills to work as part of a team to deliver clinical provision as part of a wider healthcare system.
- Enhance the clinical, academic, social and transferable skills of the learner to thrive in an ever-changing healthcare workforce to remain highly employable.
- Equip students to understand and apply sound scientific, research and technological principles to ensure the delivery of safe practice.
- Equip students to understand and implement clinical guidelines, legislation and professional/statutory regulations to evidence best practice within the delivery of diagnostic radiography and imaging services.

3. Intended Learning Outcomes

Successful completion of the course will allow the student to gain all of the outcomes listed. The following outcomes are achieved at the CertHE and DipHE levels:

For the Cert HE, course outcomes achieved at Level 4 are: A1, A2, A4, A6, A7, B1-3, C1, D1-2, D7

For the Dip HE course outcomes achieved at Level 5 are: A1-A7, B1-3, B5 C1, C3-4, D1-2, D4, D6-7

Subject Knowledge and Understanding

Having successfully completed this course students will be able to demonstrate knowledge and understanding of:

- A1 Principles of human anatomy and physiology
- A2 Histology and pathophysiology of disease processes
- A3 Radiographic practices in the application of diagnostic imaging
- A4 Understanding of radiation physics and radiobiology
- A5 Current advances of diagnostic imaging practices

3. Intended Learning Outcomes

- A6 Psychological principles and practices applicable in professional practice and patient care.
- A7 Underpinning principles of research practices, data collection and analysis, ethical considerations and governance in the healthcare sector
- A8 Healthcare policy and structure, and the integration and application of these in the wider health and social care setting

Intellectual Skills

Having successfully completed this course students will be able to:

- B1 Critically evaluate, interpret and integrate knowledge for academic study and development
- B2 Apply problem solving skills effectively, independently and to integrate as part of a team
- B3 Systematically search and evaluate literature to guide professional development
- B4 Appraise, interpret and critique data from a wide range of sources and literature
- B5 Synthesise knowledge and learning into practice for real world application

Practical Skills

Having successfully completed this course students will be able to:

- C1 Effectively communicate to both patients and colleagues in a variety of terminologies to ensure understanding on complex concepts and ideas.
- C2 Critically reflect upon decisions of clinical practice and to instigate change to adhere to practice guidelines
- C3 Undertake radiographic practices in a safe, effective and competent manner
- C4 Interpret and evaluate imaging procedures and reports in the execution of patient management
- C5 Monitor and review management interventions and be able to intervene and modify care in accordance to clinical guidelines

Transferable skills

Having successfully completed this course students will be able to:

- D1 Effectively communicate to service users, healthcare professionals and inter-agency groups
- D2 Demonstrate critical reflective practice around personal, professional and academic practices and development.
- D3 Optimise productivity through the use of effective time management skills.
- D4 Develop and undertake research and clinical audits for the further development of practice
- D5 Integrate as a productive member of a team, in a supportive and constructive manner
- D6 Deal with challenge and critique in a progressive manner to further benefit themselves and partners
- D7 Utilise information technology effectively to optimise productivity.

Course Structure

4. Outline of course content

The BSc (Hons) Radiography (Diagnostic Imaging) course will educate, train and develop students from school leavers to developing professionals ready to integrate into the wider healthcare professions and be eligible to register with the Health and Care Professions Council (HCPC) as a Radiographer. This course does not give automatic registration. The BSc (Hons) Radiography (Diagnostic Imaging) is designed to comply with the requirements for validation by the HCPC and the Society and College of Radiographers (SCoR).

The course incorporates and integrates knowledge from the underpinning sciences that is used and developed through their application. The application of this knowledge and understanding will then be demonstrated through the safe provision of radiographic services. As such the practical skills

4. Outline of course content

and competencies to be able to operate as a safe and proficient clinical professional will be taught, developed and assessed throughout the course combining theoretical learning, practical skill development and real-world experiences.

The three themes embedded throughout this course which are Professionalism, Radiography specific knowledge and techniques, and Research.

- The Professionalism theme has been developed through feedback and discussion with external stakeholders who feel current graduate radiographers would benefit from an additional level of professional clinical confidence.
- The Radiography specific knowledge and techniques theme is the core of the course, which will equip students to progress straight into their careers, to work as a functional part of a team of healthcare professionals.
- The Research theme will guide students through the process of developing, planning, analysing and executing research studies, and equip them to more proactively engage in using and undertaking clinical research.

5. Placements, work-based learning or other special features of the course

A key feature of this course will be the integration of experiential learning through mandatory attendance and engagement at placements. Placements will take place at diagnostic imaging and radiology departments at local hospital sites across the region. Placements will occur in blocks through all 3 years of the course.

Placements will allow the students to apply and integrate the knowledge gained through their taught components into the clinical setting with exposure to genuine patients and service users. Students will be issued with a placement handbook, which will be kept as a record of their interactions and experiences. This will also form part of their portfolio towards unit assessments by evidencing competency. Throughout the placement and through use of the portfolio within the practice placement handbook the student will build a series of reflections around their encounters, which will be utilised in the assessment of other units. The placements are not set up as separate units within the course structure, but are a learning environment and the interactions and competencies gained through the placement are embedded within units and successful completion is therefore compulsory for progression.

Required learning and experiences will be gauged to the level of learning and development of the student. These will be clearly laid out in the handbook with stated pass criteria for each competency. The handbook will also be a record of discussions with tutors, practice educators and colleagues to guide reflective practice and future progression. Should it be required, additional remedial training and actions identified would be recorded here also.

Practice educators will be required to complete an annual review and development session.

6. Course structure, levels, units credit and award

The level of study, units and credits required for the course and for final and exit awards are set out in the **course diagram** provided as [Appendix 1](#).

The **learning outcomes mapping document** at [Appendix 2](#) shows the relationship between ILOs for units and the overarching ILOs of the course.

Learning, Teaching and Assessment

7. Learning and teaching strategies and methods

In a modern healthcare profession, it is vital that practitioners can demonstrate not only technical knowledge, but also a wide range of transferable skills including critical thinking, empathy, research skills, IT skills, communication skills and the ability to undertake continuing professional development.

Incorporating expectations from local healthcare trusts, professional standards, and the UK professional standards framework, we have produced a comprehensive set of outcomes that reflect the expected competencies not only of the School but also encompassing the requirements of the HCPC and the SCoR. As with medical education in the UK, we have separated the outcomes into three main themes representing the three main aspects of a healthcare professional, namely: professionalism, knowledge and technical competence and skills.

The teaching and learning strategies for this course provide a blended learning approach that encourages students to develop as independent learners and to contextualise their knowledge within the clinical setting. Blended-learning is now commonplace in higher education and in particular clinical and professional courses.

A mix of traditional and innovative learning and teaching methods, will be employed to ensure the student has every opportunity to progress through their development and to provide the best learning experience as is suited to each individual subject they study. These approaches will be complemented by clinical experiences through practice-based education. As well as integration of their learning with their technical skills, additional training, development and exposure to professional practice through placements at radiology departments. This will allow the student to truly integrate their knowledge and skills into exhibiting their level of competence. The clinical competency framework and placement handbooks will be supported with online learning resources developing students' further familiarity with online learning and their IT skills, which will prepare them for completing portfolios evidencing continuing professional development. which they will need for future career development

Early levels (level 4) of the course are more heavily weighted towards the acquisition of technical and factual knowledge in the informing disciplines whilst levels 5 and 6 are more focused on the further development of skills and the integration of knowledge and skill in the progression into an autonomous professional. The course is also designed to develop the students' confidence and professionalism through applying their knowledge and skill in the professional setting whilst integrating into a wider healthcare team.

Throughout the course students undertake a clinical placement training under the supervision, guidance and support of a qualified and experienced radiographers and other relevant healthcare professionals, where they continue their learning through experiential and reflective clinical practice. During the placements students are required to demonstrate progression and develop their skills to the point of competence evidenced through their competency framework. They are also required to reflect upon these encounters and use these encounters in accounts and assignments to support their development as into autonomous self-directed learners. In this way the students are continuously challenged to demonstrate a critical awareness of their beliefs and opinions, reflect on these in light of contemporary clinical research and communicate their conclusions concisely and coherently.

8. Assessment strategies and methods

Throughout the course the students will be exposed to a variety of assessments techniques to allow them to evidence their learning and development. This strategy has largely been developed through the application of Miller's pyramid (Miller, 1990) and Bloom's taxonomy (Furst, 2016).

The form of assessment has been chosen to best evidence that the learning objectives have been met. Assessments include, but are not limited to:

- Examinations

8. Assessment strategies and methods

- Practical OSCEs
- Coursework submissions – Critical Analyses
- Coursework submissions – Reflective Accounts
- Reflective and professional discussions
- Poster presentation
- Presentation
- Portfolio compilation

As a course designed to progress a student from a developing learner through to a clinical professional embarking on a career of lifelong learning, the assessment techniques will challenge the learning as evidenced by Miller's pyramid of clinical confidence (Norcini, 2003). As evidenced through the RePAIR strategy, radiography students lack clinical confidence and so the modified Miller's pyramid has been used to focus the end goal of the graduating student feeling they are a valued professional (Cruess, Cruess, & Steinert, 2016). This additional level of development, although being at the highest level of progression of the autonomous clinician, is an expectation within the profession and by the patients. This level of being the professional, whilst it must be accepted that there is additional training and progression to be gained through the early years of work in the profession, the individual themselves should also feel confident in their knowledge, skills and competence to integrate fully into a functioning team.

A variety of assessment methods will be used through each level of the course with knowledge gained earlier in the course predominantly assessed through examinations and practical OSCEs, and also evidenced through coursework assignments. Practical skills will be assessed throughout the course through practical OSCEs and also evidenced through the competency framework and portfolio. Intellectual skills will be evidenced through various methods as the student uses them in the application of their knowledge and skills, although they will primarily be evidenced through the coursework assignments, presentations and portfolio. The transferable skills through their very nature will be assessed and utilised throughout the course and evidenced through all methodologies.

The students will evidence achieving their professional competencies through a series of portfolios. These collectively will combine to demonstrate the students' progression to the point of competence. Dividing the competencies between different academic units will help the students to apply their theoretical learning and integrate it into their practical placement encounters. Their evidence will be built from portfolios in the following units:

- RAD401 Professional Practice and Patient Care
- RAD408 Equipment of Diagnostic Radiography
- RAD409 Diagnostic Positioning and Practices I
- RAD501 Professional Practice and Wellbeing
- RAD506 Multidisciplinary Working, Healthcare Policy and Quality Management
- RAD509 Diagnostic Positioning and Practices II
- RAD510 Interventional Radiography
- RAD601 Professional Practice and Clinical Confidence
- RAD606 Advanced Practice in Diagnostic Imaging
- RAD607 Cross-Sectional Imaging Principles and CT Interpretation
- RAD608 Image Interpretation

The assessments that occur during placements and contribute to the portfolios are designed to be smaller specific assessments that can take place during routine patient encounters and so should minimise stress on the student, and minimise impact on the placement encounter. These have all been combined into the practice placement handbook to help consolidate the portfolios and also to manage student expectations from the outset.

Feedback provided by academics, clinicians and peers on formative and summative assessments throughout the programme is designed to stimulate reflection and enhance personal development planning.

8. Assessment strategies and methods

Cruess, R. L., Cruess, S. R., & Steinert, Y. (2016). Amending Miller's Pyramid to Include Professional Identity Formation. *Acad Med*, 91(2), 180-185. doi:10.1097/ACM.0000000000000913

Furst, Edward J. (2016). Bloom's Taxonomy of Educational Objectives for the Cognitive Domain: Philosophical and Educational Issues. *Review of Educational Research*, 51(4), 441-453. doi:10.3102/00346543051004441

Miller, G. E. (1990). The assessment of clinical skills/competence/performance. *Acad Med*, 65(9 Suppl), S63-67. doi:10.1097/00001888-199009000-00045

Norcini, J. J. (2003). Work based assessment. *BMJ*, 326(7392), 753-755. doi:10.1136/bmj.326.7392.753

9. Learning hours

AECC University College courses are composed of units of study, which are assigned a credit value indicating the amount of learning undertaken. The minimum credit value of a unit is normally 20 credits, but half-units are permitted. 20 credits is the equivalent of 200 student study hours, including lectures, seminars, assessment and independent study. 20 University credits are equivalent to 10 European Credit Transfer System (ECTS) credits.

Radiography students engage in learning in multiple ways including lectures and practical tutorials. Learning at a placement sites through local clinical providers is also classified as scheduled learning, this is due to this learning environment being a guided supervised interaction. This additional learning requires a large amount of time and as such, those units that are supported through this environment, appear to have a much larger amount of contact hours.

10. Staff delivering the course

Students will be taught by AECC University College academic staff and qualified professional practitioners with relevant expertise.

All radiography placement-based staff and all those involved in clinical competency assessments will be registered radiographers in good standing with the HCPC. Placement staff will attend the practice educator training day prior to placement commencing. The first cohort of students will be on placement from early November as so, following validation, a training day will be set for September, and then the course leaders/link tutors will facilitate additional sessions as required at the placement sites to ensure all educators a suitably informed and prepared for placement.

11. Progression and assessment regulations

The regulations for this course are the University College's Standard Assessment Regulations which may be found from the [Latest Policies webpage](#).

12. Additional costs

Additional costs are mandatory or optional costs which students will need to meet in order to fully participate in and complete their course. Students will need to budget for these costs separately as they are not included in the overall Tuition Fee they are charged. Information about additional costs applying to students on this course can be found in the document **Important information to take into account when choosing your course** available from the [Latest Policies webpage](#)

- Students will be provided with their initial uniform for learning whilst on placements, however, they may choose to supplement these with additional items
- Travel and accommodation costs to outreach or off-campus placements
- A limited contribution to costs involved in the Dissertation unit is provided by AECC University College, subject to approval, however, you may be required to make up any shortfall.

13. Methods for evaluating the quality of learning and teaching

Students have the opportunity to engage in the quality assurance and enhancement of their courses in a number of ways, which may include:

- Completing student surveys annually to give feedback on individual units and on the course as a whole
- Completing the National Student Survey in the final year of the course
- Taking part in focus groups as arranged
- Seeking nomination as a Student Union representative OR engaging with these elected student representatives
- Serving as a student representative on Course Consideration panels for course approval/review
- Taking part in course consideration or professional body meetings by joining a group of students to meet with the panel
- Taking part in meetings with the external examiner(s) for the course (such meetings may take place virtually where courses are part-time)

The ways in which the quality of the University College's courses are monitored and assured checked, both inside and outside the institution, are:

- Annual monitoring of units and courses
- Periodic Course review, at least every six years
- External examiners, who produce an annual report
- Oversight by Academic Development and Quality Committee (which includes student representation), reporting to Academic Board
- Professional body accreditation and annual reports to these bodies
- External Quality Assurance Reviews and annual monitoring

14. Inclusivity statement

AECC University College is committed to being an institution where students and staff from all backgrounds can flourish. AECC University College recognises the importance of equality of opportunity and promoting diversity, in accordance with our Dignity Diversity and Equality Policy. We are committed to a working and learning environment that is free from physical, verbal and non-verbal harassment and bullying of individuals on any grounds, and where everyone is treated with dignity and respect, within a positive and satisfying learning and working environment.

AECC University College seeks to ensure that all students admitted to our courses have the opportunity to fulfil their educational potential. The interests of students with protected characteristics will be taken into consideration and reasonable adjustments will be made provided that these do not compromise academic or professional standards as expressed through the learning outcomes.

15. Reference points including QAA Benchmark statements

The following reference points were used to inform the development of this programme:

- The UK Quality Code for Higher Education, Part A: Setting and Maintaining Academic Standards. The Framework for Higher Education Qualifications of UK Degree-Awarding Bodies (2014)

15. Reference points including QAA Benchmark statements

- There are no current specific subject benchmark statement for radiography as a healthcare profession. To guide the development of the course, QAA subject benchmark statements for comparable/allied professions (Nursing, Health Studies, Biomedical Science and Medicine) have been used.

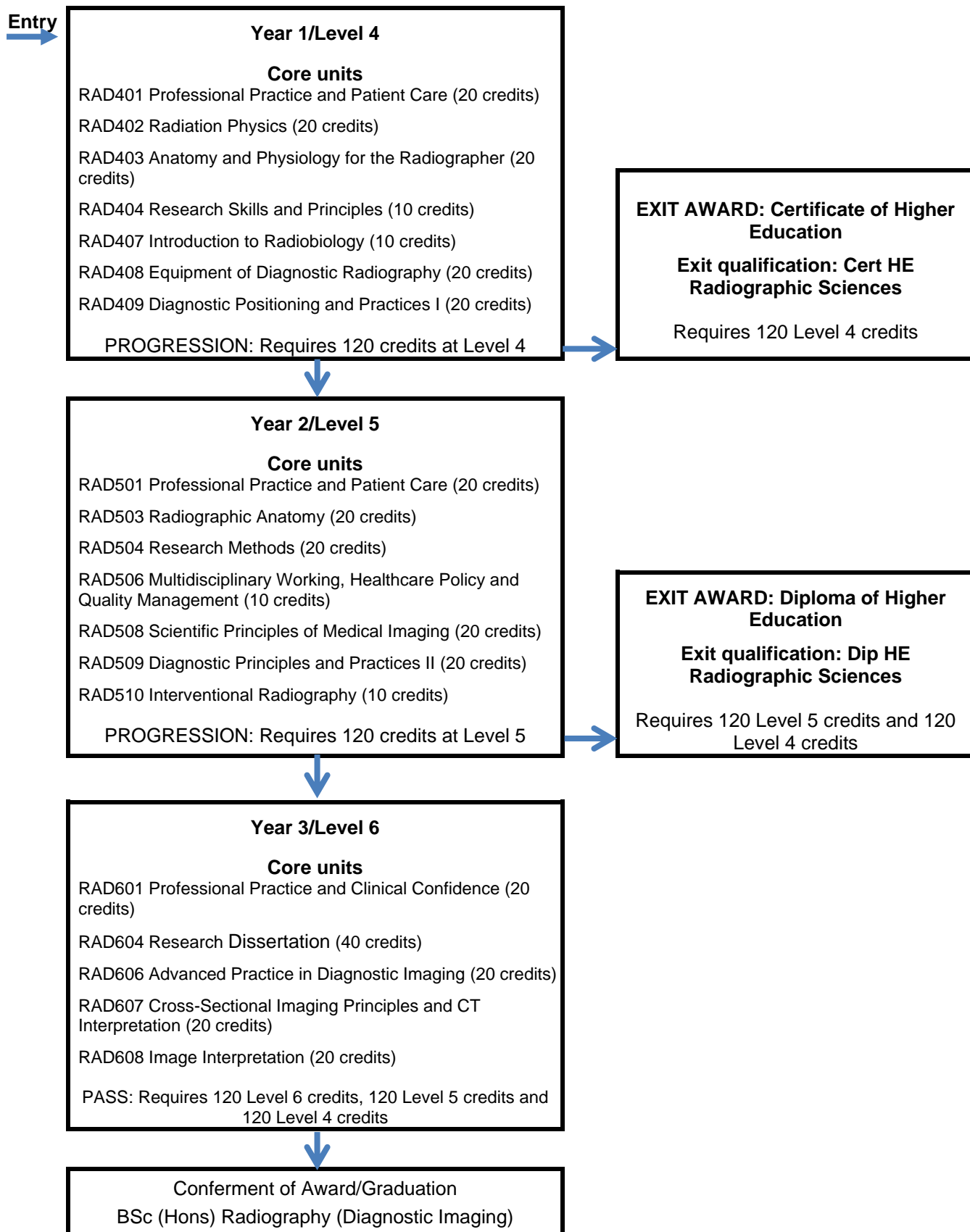
The course is also designed to comply with the following professional standards frameworks:

- Standards of Education and Training (SETs) of the HCPC
- Standards of Proficiency (SOP) of the HCPC for a Radiographer
- CoR Education and Career Framework (2013) – all programmes
- Radiation protection regulations
 - Ionising Radiation Regulations Great Britain (GB) 2017
 - Ionising Radiation Regulation Northern Ireland (NI) 2017
 - Ionising Radiation (Medical Exposure) Regulations GB 2017
 - Ionising Radiation (Medical Exposure) Regulations NI 2018
- CoR Quality Standards for Practice Placements (2012) – all programmes where there is a practice placement requirement
- CoR Research Strategy (2017) – Pre-registration and above
- CoR Scope of Practice (2013) – Pre-registration and above
- CoR Scope of Practice of Assistant Practitioners (2012) – AP programmes
- CoR Practice Educator Accreditation Scheme learning outcomes – PEAS programmes

16. Regulatory & policy framework

The course conforms fully with the University College's Academic Regulations and Policies for Taught Courses.

Appendix 1: Course Diagram [BSc (Hons) Radiography (Diagnostic Imaging)]



Appendix 2: Learning outcomes mapping document template

This table shows where a learning outcome referenced in the course specification may be demonstrated by successful completion of a unit.

T = Taught D = Developed / Applied A = Assessed

Unit Code	Subject Knowledge and Understanding								Intellectual Skills					Practical Skills					Transferable skills						
	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	D6	D7
RAD401 Professional Practice and Patient Care			D			T A		T D	T A					T A	T D				T A	T A			T A	T	
RAD402 Radiation Physics			D	T A				D																	
RAD403 Anatomy and Physiology for the Radiographer	T A	T A																							
RAD404 Research Skills and Principles							T A		T A	T A	T A	T A	T		T D					T D	T D	T D			T A
RAD407 Introduction to Radiobiology	D	D	D	T A																					
RAD408 Equipment of Radiography				T A	T A			D					T D A			T A	T D						D		
RAD409 Diagnostic Positioning and Practices I	D		T A	D	T A								T D A			T A	T D	T D			D		T D		
RAD501 Professional Practice and Wellbeing						T D A	D	T D	T A	T A	T A			T A	D				T D A	T D A			T D A	T D	
RAD503 Radiographic Anatomy	D			D																					
RAD504 Research Methods					D		T D A		T A			T		D							DA	DA	DA		T D A

Unit Code	Subject Knowledge and Understanding								Intellectual Skills					Practical Skills					Transferable skills							
	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	D6	D7	
RAD506 Multidisciplinary Working, Healthcare Policy and Quality Management					D	D	D	T D A		T A				T A	D A		D	D	D					T D A	D	
RAD508 Scientific Principles of Medical Imaging			D	D	D									D A			D	D								
RAD509 Diagnostic Principles and Practices II	D		T A	D	T A									D A		T A	T D A	T D A			D		D			
RAD510 Interventional Radiography	D		T A	D	T A											T A										
RAD601 Professional Practice and Clinical Confidence						T D A	D	D		T A				T A	D A		D	D		T D A			T D A	D A		
RAD604 Research Dissertation					D		D A				T A															D A
RAD606 Advanced Practice in Diagnostic Imaging			T A	D	T A									D A		T A	D A	D A						D		
RAD607 Cross-Sectional Imaging Principles and CT Interpretation	D		D	D	D									D A		T A	D	D								
RAD608 Image Interpretation	D		D	D										D A			D	D								

Course summary

Course title:

Unit details			Core/ Option	Pre/ co requisite units	No of credits (level in brackets)	Assessment Element Weightings (%) [*]						Estimated learning hours		
Number	Title	Version no.				Exam 1	Exam 2	Cwk 1	Cwk 2	Prac 1	Prac 2	Scheduled contact	Directed non- contact	Self- directed
RAD401	Professional Practice and Patient Care	1.0	Core		20 Credits (Level 4)			100%	Portfolio P / F			30 + (120)	10	40
RAD402	Radiation Physics	1.0	Core		20 Credits (Level 4)	50%		50%				30	90	80
RAD403	Anatomy and Physiology for the Radiographer	1.0	Core		20 Credits (Level 4)	100%						30	100	70
RAD404	Research Skills and Principles	1.0	Core		10 Credits (Level 4)			100%				15	45	40
RAD407	Introduction to Radiobiology	1.0	Core		10 Credits (Level 4)	100%						15	45	40
RAD408	Equipment of Diagnostic Radiography	1.0	Core		20 Credits (Level 4)			100%	Portfolio P / F			30 + (120)	30	20
RAD409	Diagnostic Positioning and Practices I	1.0	Core		20 Credits (Level 4)	100%			Portfolio P / F			30 + (120)	30	20
<p>Progression requirements: Requires 120 credits at Level 4</p> <p>Exit qualification: Cert HE Radiographic Sciences - (requires 120 credits at Level 4)</p>														

Unit details			Core/ Option	Pre/ co requisite units	No of credits (level in brackets)	Assessment Element Weightings (%)*						Estimated learning hours		
Number	Title	Version no.				Exam 1	Exam 2	Cwk 1	Cwk 2	Prac 1	Cwk 3	Scheduled contact	Directed non- contact	Self- directed
RAD501	Professional Practice and Wellbeing	1.0	Core		20 Credits (Level 5)			Portfolio P / F		Poster 100%		20 + (40)	80	60
RAD503	Radiographic Anatomy	1.0	Core		20 Credits (Level 5)	100%						35	90	75
RAD504	Research Methods	1.0	Core		20 Credits (Level 5)			100%				20	100	80
RAD506	Multidisciplinary Working, Healthcare Policy and Quality Management	1.0	Core		10 Credits (Level 5)			Portfolio P / F		100% Presentation		20 + (20)	40	20
RAD508	Scientific Principles of Medical Imaging	1.0	Core		20 Credits (Level 5)	100%		Portfolio P / F				30 + (120)	30	20
RAD509	Diagnostic Positioning and Practices II	1.0	Core		20 Credits (Level 5)	100%		Portfolio P / F				30 + (120)	30	20
RAD510	Interventional Radiography	1.0	Core		10 Credits (Level 5)			100%	Portfolio P / F			15 + (60)	15	10
Progression requirements: Requires 120 credits at Level 5														
Exit qualification: Dip HE Radiographic Sciences - (requires 120 Level 5 credits and 120 Level 4 credits)														

Unit details			Core/ Option	Pre/ co requisite units	No of credits (level in brackets)	Assessment Element Weightings (%)*						Estimated learning hours		
Number	Title	Version no.				Exam 1	Exam 2	Cwk 1	Cwk 2	Prac 1	Cwk 3	Scheduled contact	Directed non- contact	Self- directed
RAD601	Professional Practice and Clinical Confidence	1.0	Core		20 Credits (Level 6)			Portfolio P / F		Prese ntation 100%		30 + (120)	10	40
RAD604	Research Dissertation	1.0	Core		40 Credits (Level 6)			100%				20	180	200
RAD606	Advanced Practice in Diagnostic Imaging	1.0	Core		20 Credits (Level 6)			100%			Portfolio P / F	30 + (120)	10	40
RAD607	Cross-Sectional Imaging Principles and CT Interpretation	1.0	Core		20 Credits (Level 6)	100%			Portfolio P / F			40 + (60)	60	40
RAD608	Image Interpretation	1.0	Core		20 Credits (Level 6)	100%			Portfolio P / F			30 + (60)	60	50
Progression requirements: Requires 120 credits at Level 6														
Exit qualification: BSc (Hons) Radiography (Diagnostic Imaging) - (Requires 120 Level 6 credits, 120 Level 5 credits and 120 Level 4 credits)														

***This must be consistent with information provided in each unit specification**

For classifying assessment elements please use the following categorisations: **Exam** – written exam. **Coursework** - Written assignment, including essay, Report, Dissertation, Portfolio, Project. **Practical** - Oral assessment and presentation, Practical skills assessment. The total must add up to 100%. Please add additional columns if required

Scheduled Contact hours can include any elements listed below but it must be possible to show an audit trail to demonstrate that this is a scheduled activity (for example, session should be on a student or faculty timetable): Lecture, Seminar, Tutorial, Project supervision, Demonstration, Practical classes, Supervised time in studio/workshop, Fieldwork, External visits Total must add up to 200 hours for a 20 credit unit