

DEFINITIVE COURSE RECORD

Course Title	BSc (Hons) Diagnostic Radiography
Awarding Bodies	University of Suffolk
Level of Award ¹	FHEQ Level 6
Professional, Statutory and Regulatory Bodies Recognition	Society and College of Radiographers (SCoR)
Credit Structure ²	360 Credits Level 4: 120 Credits Level 5: 120 Credits Level 6: 120 Credits
Mode of Attendance	Full-time
Standard Length of Course ³	3 years full-time
Intended Award	BSc (Hons) Diagnostic Radiography
Named Exit Awards	None
Entry Requirements ⁴	Typical Offer: 120 UCAS tariff points or equivalent
Delivering Institution(s)	Ipswich
UCAS Code	B821 BSc/DgR

This definitive record sets out the essential features and characteristics of the BSc (Hons) Diagnostic Radiography course. The information provided is accurate for students entering level 4 in the 2017-18 academic year.⁵

Course Summary

Diagnostic imaging and the profession of radiography continues to undergo significant developments in response to social, economic and political influences. These developments have been steered by constant technological advancements and the increasing role that diagnostic imaging plays in many patient pathways. The developing role of the radiographer has not only been as a consequence of the fast evolving technology but also the continuing demand for radiographic services (Brown, 2004). This is reflected in the recent Workforce Plan for England (HEE, 2015) which recognises the growing need to expand the workforce and indicates that the commissioned numbers for diagnostic radiography will continue to increase over the next few years.

In the clinical environment, the work of a diagnostic radiographer is technically challenging, requiring fundamental knowledge and understanding of a wider range of procedures which are now undertaken in greater quantities, which brings with it more complexities during patient examinations. The setting of targets and new ways of working consistently challenges the resilience and commitment of diagnostic radiographers (Sholes,

¹ For an explanation of the levels of higher education study, see the [QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies \(2014\)](#)

² All academic credit awarded as a result of study at the University adheres to the [Higher education credit framework for England](#).

³ Where the course is delivered both full-time and part-time, the standard length of course is provided for the full-time mode of attendance only. The length of the part-time course is variable and dependent upon the intensity of study. Further information about mode of study and maximum registration periods can be found in the [Framework and Regulations for Undergraduate Awards](#).

⁴ Details of standard entry requirements can be found in the [Admissions Policy](#)

⁵ The University reserves the right to make changes to course content, structure, teaching and assessment as outlined in the [Admissions Policy](#).

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2008). Graduates are required to possess a much wider range of skills than ever before (Decker, 2009) and both the Higher Education Institution and the profession of radiography need to ensure they are effectively preparing radiography students at becoming competent healthcare practitioners.

The BSc (Hons) Diagnostic Radiography course is designed to develop practitioners who can rapidly respond to a challenging and diverse environment in which traditional health and social care roles are transforming in response to wider demographic, social, economic and political change. Diagnostic radiographers play a key role in the wider interprofessional team and as such interprofessional learning (IPL) is an essential part of the curriculum with three IPL modules embedded one at each level of the course. The IPL modules were validated in 2014 as part of University of Suffolk's continuing drive to support government and Department of Health (DH) policy towards interprofessional education (DH 2001). In addition to the IPL modules, there are diagnostic radiography specific practice modules and modules shared with the BSc (Hons) Radiotherapy and Oncology course. It is the intention that this combination of modules within the programme will prepare students to meet the needs of the modern National Health Service (NHS) and other healthcare providers. The requirements and recommendations of key stakeholders are recognised and have been embedded within the curriculum to ensure new graduates meet the standards of proficiency required of them and are fit for purpose, fit for their award and fit for the practice in diagnostic radiography.

The development of the curriculum has been informed by the following key documents: The Health and Care Professions Council (HCPC); HCPC Standards of Proficiency for Radiographers (2013); HCPC Standards of Education and Training (2014); the Quality Assurance Agency (QAA) Subject Benchmarks for Radiography (2001); the Society and College of Radiographers (SCoR) Scope of Practice (2013) and The Framework for Higher Education qualifications in England, Wales and Northern Ireland (2008). This will provide students with the contemporary knowledge, skills, understanding and attitudes needed to enable safe and effective practice across a range of clinical settings.

In addition to professional issues, it is vital that the changes to Higher Education are also reflected. In response to the Brown Report (2010) and the subsequent 'White Paper', students remain at the Heart of the System (BIS, 2011). It is important the course team continue to work closely with students as partners and ensure they are involved in all aspects of curriculum redesign. This has resulted in changes to assessment, feedback and a number of joint publications.

The successful delivery of the BSc (Hons) Diagnostic Radiography relies on an effective partnership between University of Suffolk and NHS practice placement sites in the east of England region. The support of students during their placement experience is crucial to effective learning and it is recognised that partnership working results in increased ownership of and accountability for the quality of student learning experience across the partnership (QAA, 2015). There are strong and clear links with practice partners and each practice placement site is appointed a link lecturer to liaise directly with the practice educator at each placement.

In summary, this course prepares graduates to competently undertake the role of a band 5 diagnostic radiographer upon registration with the HCPC. Not only do the students leave University of Suffolk fully equipped with the knowledge and skills necessary to undertake this role, but they will also leave University of Suffolk with a wide range of skills needed to underpin lifelong learning. Throughout the course they will have been exposed to a range of scholarly activity, had involvement in the University of Suffolk Graduate Headstart which focusses on personal development and employability skills and also have undertaken a structured Continuing Professional Development programme. The employment of our

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graduates is approximately 95-98% in professional and managerial posts and this is testament to the quality of the course that is delivered and the passion and commitment of the course team.

Course Aims

The BSc (Hons) Diagnostic Radiography programme aims to provide learners with the:

1. knowledge, skills and understanding to achieve the level of competence essential for registration with the Health and Care Professions Council (HCPC) and the Society and College of Radiographers (SCoR) for professional practice as a radiographer
2. intellectual and practical skills for research and enquiry, to develop an analytical, evaluative and reflexive approach to professional practice which will engender a strong foundation for lifelong learning, continuous professional development (CPD) and preparation for postgraduate study
3. interpersonal and communication skills, in order to effectively engage as part of the interprofessional team across a range of contexts for the benefit of the diverse needs of the service user
4. knowledge, skills and understanding to supervise, develop and motivate others and to be responsible for themselves and others in their professional practice
5. underpinning principles to develop a set of core values and beliefs which embrace, reflect and promote the NHS constitution

Course Learning Outcomes

The following statements define what students graduating from the BSc (Hons) Diagnostic Radiography course will have been judged to have demonstrated in order to achieve the award. These statements, known as learning outcomes, have been formally approved as aligned with the generic qualification descriptor for level 4/5/6 awards as set out by the UK Quality Assurance Agency (QAA).⁶

Knowledge, understanding and cognitive skills

The student will be able to:

1. Analyse, synthesise and reflect in order to handle cognitive complexity
2. Critically apply knowledge and new skills in a range of new situations and evaluate subsequent outcomes
3. Analyse new, novel skills and techniques in their area of practice

Key/common skills

The student will be able to:

4. Critically analyse conceptual and theoretical issues demonstrated or applied to independent enquiry
5. Debate personal standpoint in the context of an understanding and show an appreciation for the views of others
6. Determine their personal development as a learner and develop an ethos of lifelong learning
7. Effectively utilise their initiative and embrace personal and professional responsibility

⁶ As set out in the [QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies \(2014\)](#)

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Subject-specific skills

The student will be able to:

8. Evidence competency in a wide range of radiographic skills accepting full accountability for the outcomes
9. Optimise creative solutions and approaches facilitating professional autonomy
10. Demonstrate the ability to meet all Health and Care Professions Council (HCPC) Standards of Proficiency (SoPs)

Course Design

The design of this course has been guided by the following QAA Benchmarks, Professional Standards and SCoR Competency Frameworks:

- The Health and Care Professions Council (HCPC)
- HCPC Standards of Proficiency for Radiographers (2013)
- HCPC Standards of Education and Training (2014)
- Quality Assurance Agency (QAA) Subject Benchmarks for Radiography (2001)
- Society and College of Radiographers (SCoR)
- Scope of Practice (2013)
- The Framework for Higher Education qualifications in England, Wales and Northern Ireland (2008)

Course Structure

The BSc (Hons) Diagnostic Radiography comprises modules at levels 4, 5 and 6.

Module Specifications for each of these modules are included within the course handbook, available to students on-line at the beginning of each academic year.

	Module	Credits	Module Type ⁷
Level 4			
	Diagnostic Imaging 0: Foundations of Radiographic Science	20	M
	Working in Healthcare	20	M
	Diagnostic Imaging 1: Imaging of the Appendicular Skeleton and Chest	20	M
	Diagnostic Imaging 2: Imaging of the Axial Skeleton and Abdomen	20	M
	Diagnostic Imaging 3: Image Acquisition and Manipulation	20	M
	Interprofessional Learning: Working With Others	20	M
Level 5			
	Diagnostic Imaging 4: Imaging of the Urinary,	20	M

⁷ Modules are designated as either mandatory (M), requisite (R) or optional (O). For definitions, see the [Framework and Regulations for Undergraduate Awards](#)

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	Reproductive, Endocrine, and Central Nervous Systems		
	Diagnostic Imaging 5: Clinical Imaging and Technology	20	M
	Diagnostic Imaging 6: Imaging of the Gastrointestinal, Hepatobiliary and Cardiovascular Systems	20	M
	Diagnostic Imaging 7: Trauma, Orthopaedic and Mobile Imaging	20	M
	Research Methods	20	M
	Diagnostic Imaging 8: The Service User	20	M
	IPL – The Service User	0	M
Level 6			
	Diagnostic Imaging 9: Advances in Diagnostic Imaging	20	O
	Diagnostic Imaging 10: Image Interpretation	20	M
	Diagnostic Imaging 11: Becoming the Practitioner	20	M
	Interprofessional Learning: The Professional in the Team	20	O
	Research Project	40	M
	Erasmus Module (Outgoing Module)	20 ECTS equating to 40 UK CATS	O
	Erasmus Module (Incoming Module) – Individually Negotiated Study	40	O

Awards

On successful completion of the course, students will be awarded a BSc (Hons) Diagnostic Radiography.

Course Delivery

The course is delivered at Ipswich. Students studying full-time on BSc (Hons) Diagnostic Radiography will have approximately 240 contact hours per year (40 hours per 20 credit module) for level 4, 240 contact hours per year for level 5 and 210 contact hours per year for level 6. The contact hours will be a mix of lectures, practical activities and image viewing sessions. Students will also be required to participate in 30 hours per week of work placement. Placements will be arranged by University of Suffolk. Students will normally be expected to undertake between 160-170 hours of independent study per 20 credit module but should be prepared for this to vary based on assignment deadlines and class exercises.

Course Assessment

A variety of assessments will be used on the course to enable students to experience and adapt to different assessment styles. The assessment methods used will be appropriate to assess each module’s intended learning outcomes. Assessment on the course overall will be mostly coursework (including essays, reports, presentations, group work, reflective learning journals and research projects), with 3 examinations and 3 practical assessments.

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Course Team

The BSc (Hons) Diagnostic Radiography course is offered within the Department of Health Sciences in the Faculty of Health, Science and Technology at the University of Suffolk. Profiles of the academic staff who deliver the course are available online.

Course Costs

Students undertaking the BSc (Hons) Diagnostic Radiography course will be charged tuition fees as detailed below.

Student Group	Tuition Fees
Full-time UK/EU	£9,250 per year
Part-time UK/EU	Not applicable
Full-time International	£14,580 per year
Part-time International	Not applicable

Payment of tuition fees is due at the time of enrolment and is managed in accordance with the Tuition Fee Policy.

Academic Framework and Regulations

This course is delivered according to the Framework and Regulations for Undergraduate Awards and other academic policies and procedures of the University and published on the [website](#).