AECC University College
Transforming lives through Health Sciences

Course Specification Template

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 they take full advantage of the learning opportunities that are provided.

We undertake continuous review of our courses to ensure quality enhancement and professional relevance, in response to student and other stakeholder feedback and to manage our resources. As a result, this course may be revised during a student's period of registration. 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; Any changes will be balanced against our obligations to students as set out in our Student Agreement and will be discussed with and communicated to students in an appropriate and timely manner.

Basic Course Information

Final award and title	BSc (Hons) Radiography (Diagnostic Imaging)	**Course Code**	BSRDIF
FHEQ level and credit of final award	Level 6		
Intermediate awards titles	Cert HE Radiographic Sciences Dip HE Radiographic Sciences		
FHEQ level and credit of intermediate award	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)		
Awarding Institution	AECC University College		
Teaching Institution	N/A		
Professional, Statutory and, Regulatory Body (PSRB) accreditation/recognition	Health & Care Professions Council		
Duration of PSRB accreditation/ recognition where applicable)	There is ongoing accreditation with the Health & Care Professions Council (HCPC)		
Mode of study	Full-time		
Distance Learning course	No		
Standard length of course	3 years full-time for BSc students entering at L4 4 years full-time (with L3 Foundation Year)		
Language of delivery	English		
Place of delivery	AECC University College		
UCAS code (where applicable)	B821 (L4 Entry) B825 (L3- Foundation Year Entry)		

HECOS Code(s)	100129
Date Course initially approved	12 August 2020
Version number	2.1
Date this version approved	31 July 2024
Academic year from which this applies	2024 – 2025
Author	Kyle Cox

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.

Entry to the course is also available via the completion of the Integrated Foundation Year. The details of the Foundation Year are available in the standalone Course Specification. Entry Requirements are available on the Course Search area of the University Website.

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. Additional entry requirements

All applicants who meet the entry requirements will be interviewed in line with Health Education England's' Values Based Recruitment Framework, based on the NHS Constitution.

Successful applicants will require a current enhanced Disclosure and Barring Service (DBS) check, and Occupational Health clearance.

3. 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 specializing in diagnostic imaging.
- Guide students through a progressive learning experience to develop from a scholar to an autonomous, reflective, and critical lifelong learner who is committed to their continued development in diagnostic imaging.
- 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 student to thrive in an ever-changing healthcare workforce to remain highly employable.
- Develop graduates who can understand and apply sound scientific, research and technological principles to ensure the delivery of safe practice in diagnostic imaging.

3. Aims of the course

- 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.

4. Course Learning Outcomes – what students will be expected to achieve

This course provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:	**The methods used to enable outcomes to be achieved and demonstrated are as follows:**
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 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	**Teaching and Learning Methods** The foundational knowledge of theoretical principles and concepts and their practical application Diagnostic Imaging are developed through seminars, small group interactions and discussion groups supported by guided reading, independent study, practical skills, development sessions. Students learning is supported through use of the Anatomy Suite and Anatomage table, as well as access to imaging software and clinical image banks for applying academic knowledge to practice. **Assessment Methods** A1 & A2 are assessed by written examination and coursework, as well as practice assessment of fundamental clinical skills. Poster presentations and oral presentations are used as assessment methods for A3 & A6. A1 & A2 are covered in RAD4012 Anatomical Systems for Imaging & Radiotherapy & RAD5013 Anatomy for Diagnostic Imaging A3 & A6 – the three clinical units: RAD 4010 Professional Practice and Patient Care for Diagnostic Imaging, RAD5012 Professional Practice and Wellbeing for Diagnostic Imaging and, RAD6010 Professional Practice and Clinical Confidence for Diagnostic Imaging A4 – RAD4002 Radiation Physics, A5 - RAD6006 Advanced Practice in Diagnostic Imaging A7 - RAD4013 Introduction to Evidence Based Practice, RAD5015 Research Methodologies & RAD6011 Practice Based Project

<table>
<tr><td></td><td>A8 - RAD4011 Professional Practice and Patient Care for Radiotherapy & RAD4013 Introduction to Evidence Based Practice</td></tr>
<tr><td rowspan="2">Cognitive 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</td><td>Teaching and Learning Methods
Core information is presented through a range of learning tasks in workshops, seminars in RAD4013 Introduction to Evidence Based Practice. Students can then engage with directed personal study time to strengthen this learning through enquiry-based learning.</td></tr>
<tr><td>Assessment Methods
All LO’s are assessed through a range of assessments types including reflective essays, practice skills assessments case study presentations and research outputs.</td></tr>
<tr><td rowspan="2">Practical Skills
Having successfully completed this course students will be able to:
C1 Communicate effectively with patients and colleagues using a variety of terminologies to ensure understanding of complex concepts and ideas.
C2 Critically reflect upon clinical practice decisions and to instigate change in order to adhere to practice guidelines
C3 Undertake radiographic procedures in a safe, effective and competent manner
C4 Interpret and evaluate these procedures to ensure effective patient management
C5 Monitor and review management interventions and be able to intervene and modify care in accordance with clinical guidelines</td><td>Teaching and Learning Methods

C1 – C5 will be developed throughout the course with learners participating in clinical experience activities under the supervision, guidance and support of qualified and experienced radiographers and other relevant healthcare professionals.

These experiences, usually gained in local radiotherapy and oncology departments is supported with campus-based simulation activities and online virtual placements within RAD4010 Professional Practice and Patient Care for Diagnostic Imaging (year 1), RAD5011 Professional Practice and Wellbeing for Diagnostic Imaging (year 2), RAD6009 Professional Practice and Clinical Confidence for Diagnostic Imaging (year 3).</td></tr>
<tr><td>Assessment Methods

Achievement of emerging and developing clinical skills, capabilities and action plans are monitored and assessed within a Practice Assessment Document which contains a combination of a framework of fundamental skills (C1, C3) case scenarios and reflections (C2, C4 and C5).</td></tr>
</table>

Transferable skills	Teaching and Learning Methods
Having successfully completed this course students will be able to: D1 Effectively communicate to service users, healthcare professionals and inter-agency groups D2 Undertake 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, service evaluations 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.	D1- D3 and D5-D6 are introduced via clinical placement preparation seminars in RAD 4010 Professional Practice and Patient Care for Diagnostic Imaging. Advanced communication skills required for those patients with additional needs (D1) forms part of the syllabus in RAD5011 Professional Practice and Wellbeing for Diagnostic Imaging. This learning and development is consolidated, connected and applied in the year 3 clinical unit, RAD6009 Professional Practice and Clinical Confidence for Diagnostic Imaging. D4 is introduced as a theme during RAD4013 Introduction to Evidence Based Practice seminars, followed up in RAD5015 Research Methodologies and applied in RAD 6011 Practice Based Project Information technology and digital platforms play an essential part in the planning and delivery of radiotherapy and patient record keeping; therefore, D7 is demonstrated and assessed through application in the three clinical units RAD 4010, 5011 & 609. Other IT skills such as searching electronic journal databases are developed and assessed primarily in the three research units (RAD4013, 5015 & 6011), Word processing skills and the construction of spreadsheets are developed across all units with written coursework assessments and the use of MS PowerPoint / Publisher & similar platforms is employed and assessed for example in RAD5011 Professional Practice and Wellbeing for Diagnostic Imaging (poster assessment) & RAD6009 Professional Practice and Clinical Confidence for Diagnostic Imaging (Case defense oral presentation).
	Assessment Methods D1- D3 and D5-D6 are assessed formatively through feedback on clinical performance provided by clinical supervisors during clinical placements and summatively via a framework of fundamental skills, part of the practice assessment document in RAD 4010 Professional Practice and Patient Care for Radiotherapy, RAD 5011 Professional Practice and Wellbeing for Diagnostic Imaging and RAD6009 Professional Practice and Clinical Confidence for Diagnostic Imaging.

	D4 is assessed via a written assignment in RAD4013 Introduction to Evidence Based Practice, production of a research proposal in RAD5015 Research Methodologies and research output in RAD6011 Practice Based Project
Professional competencies (Behaviours & Values) Having successfully completed this course students will be able to E1 Apply ethical and professional values and codes of conduct to personal and/or group decisions, actions, responsibilities and outcomes within complex and inter-related contexts. E2 Take responsibility for the critical evaluation of own capabilities and development using established criteria in familiar and unfamiliar contexts.	**Teaching and Learning Method** Professional competencies are developed through clinical placement experience, reflection, and case discussions in RAD 6009 Professional Practice and Clinical Confidence for Diagnostic Imaging **Assessment Methods** Practice Assessment Document and Case Discussion in RAD 6009 Professional Practice and Clinical Confidence for Diagnostic Imaging (E1, E2)

Intermediate exit award outcomes

Certificate in Higher Education

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

A4 Understanding of radiation physics and radiobiology

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

Cognitive 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

Practical Skills

Having successfully completed this course students will be able to:

C1 Communicate effectively with patients and colleagues using a variety of terminologies to ensure understanding of complex concepts and ideas.

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 Undertake reflective practice around personal, professional and academic practices and development

D7 Utilise information technology effectively to optimise productivity.

Diploma in Higher Education

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

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

Cognitive 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

B5 Synthesise knowledge and learning into practice for real world application

Practical Skills

Having successfully completed this course students will be able to:

C1 Communicate effectively with patients and colleagues using a variety of terminologies to ensure understanding of complex concepts and ideas.

C3 Undertake radiographic procedures in a safe, effective and competent manner

C4 Interpret and evaluate these procedures to ensure effective patient management

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 Undertake reflective practice around personal, professional and academic practices and development

D4 Develop and undertake research, service evaluations and clinical audits for the further development of practice

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

5. Outline of course content

The BSc (Hons) Radiography (Diagnostic Imaging) has been designed to comply with the HCPC Standards of education and training and aligns to the 4th edition of the College of Radiographers Education and Career Framework for the Radiography Practitioner Workforce (pp. 60 – 79, 2022). As such the course will develop students' knowledge and understanding of the field of Diagnostic Imaging so that they can actively apply their clinical skills in line with the HCPC Standards of Proficiency (2023) and be eligible to apply for registration with the Health and Care Professions Council (HCPC) as a Radiographer.

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 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 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.
- Radiotherapy specific knowledge is the core of the course, which will equip students to progress straight into their careers, and to be able to work as a functional part of a team of healthcare professionals.
- The Research will guide students through the process of planning developing, analysing and executing research studies, and equip them to proactively engage in clinical research.

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

A key feature of this course is the integration of experiential learning through mandatory attendance and engagement at placements. Placements 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 allow the student 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

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

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 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.

7. 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.

The **Course summary document** at Appendix 3 shows the structure of each unit in terms of summative assessment and gives an indication of learning hours/student workload for each unit.

8. Learning hours/student workload

AECC University College courses are made up of units of study, which are given a credit value indicating the notional amount of learning undertaken. One credit equates to ten student study hours, including student contact time, tutor guided learning time, and independent study (including assessment). 10 University credits are equivalent to five European Credit Transfer System (ECTS) credits.

Student contact time is a broad term, referring to the amount of time students can expect to engage with University College staff in relation to teaching and learning. It includes scheduled teaching sessions (sessions on a student and/or staff timetable), specific academic guidance (i.e. not broader pastoral support/guidance) and feedback. Contact time can take a wide variety of forms depending on the subject and the mode of study. It can include engagement both face-to face (in person) through on-campus seminars, labs, studios and workshops - and online, for example through Teams seminars, online discussion forums, webinars, e-mail or live chat. Online contact time can be synchronous or asynchronous. Online contact time is always characterised by personalised tutor presence and input within a specified time-frame.

Opportunities for one-to-one interaction with members of staff, during which students can receive individual help or personalised feedback on their progress, may not always present themselves as formal scheduled sessions. ‘Office hours’ for example are a frequent feature where members of staff are available for one-to-one sessions at set times. Interactions via email for e.g., is another example of contact time.

Independent study incorporates student-led activities (without the guidance of a member of teaching staff), such as preparation for scheduled sessions, reflecting on feedback received and planning for future tasks, follow-up work, wider reading (including reading beyond set topics), or practice, revision, ad completion of assessment tasks.

Independent study helps students learn to manage their own learning as preparation for the expectations of a professional life that emphasises continuing professional development and life-long learning.

8. Learning hours/student workload

Tutor-guided learning covers specific learning activities that students are asked to undertake by a tutor, such as directed reading, review of learning materials on the Virtual Learning Environment (VLE) in advance of scheduled 'flipped classroom' sessions.

A typical campus-based week will normally have around 10 -12 hours of contact time, which may include seminars, discussion groups, tutorials, and practical workshops. Students will have around 18 hours of tutor guided time, that may include directed reading, review of seminar presentations on the VLE in advance of scheduled 'flipped classroom' sessions.

In addition to contact time and guided non-contact hours, students are expected to undertake around 12 hours of independent study per week. This includes time for revisions/preparation for assessments., as well as activities such as private reading and researching.

While on clinical placements, students are expected to work a similar shift pattern as the clinical teams that they are working with and amounts to 37.5 hours per week.

More detail about student workload is provided in unit specifications.

9. Staff delivering the course

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

All placement-based clinical staff and all those involved in assessment of clinical capability will be registered radiographers in good standing with the HCPC. Placement staff will participate in practice educator training sessions prior to placement commencing. The academic team will also facilitate additional sessions as required at the placement sites to ensure all educators a suitably informed and prepared for placement.

10. Progression and assessment regulations

The regulations for this course are the University College's Assessment Regulations which may be found from the Latest Policies webpage.

11. Employment progression routes

The integration of clinical placement experience in Diagnostic Imaging departments throughout the course introduces learners to the radiotherapy pathway and multidisciplinary radiotherapy team so that they can develop and apply their professional and technical skills and values. The course is designed to meet the requirements of the HCPC Standards of Proficiency for Diagnostic Radiographers. As such, successful graduates are eligible to apply for HCPC registration and to gain employment as a Band 5/6 radiographer.

12. Additional costs and special or unusual conditions which apply to this course

There are no special or unusual conditions attendant on the course. Information regarding additional costs are identified at: https://www.aecc.ac.uk/media/11192/ug-radiography-important-information-and-additional-costs.pdf "

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)

The ways in which the quality of the University College's courses is monitored and assured, 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 Standards and Quality Committee (which includes student representation), reporting to Academic Board
- Professional body accreditation and annual reports to these bodies

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 Equality, Diversity and Inclusion 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. External reference points

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)

- There are no current specific subject benchmark statements 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:

- HCPC Standards of Education and Training (2017)
- HCPC Standards of Proficiency for Radiographers (2023)
- SEEC Credit Level Descriptors for Higher Education (2021)
- College of Radiographers Education and Career Framework (2022)
- College of Radiographers Quality Standards for Practice Placements (2012)

15. External reference points

- College of Radiographers Research Strategy 2021-26
- 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

16. Internal reference points and policy frameworks

AECC University College Strategic Plan

AECC University College Course Design Framework

AECC University College Feedback on Assessments policy

AECC University College Placement Learning Policy

The course conforms fully with the University College's academic policies and procedures applicable to Taught Courses.

Record of Modifications

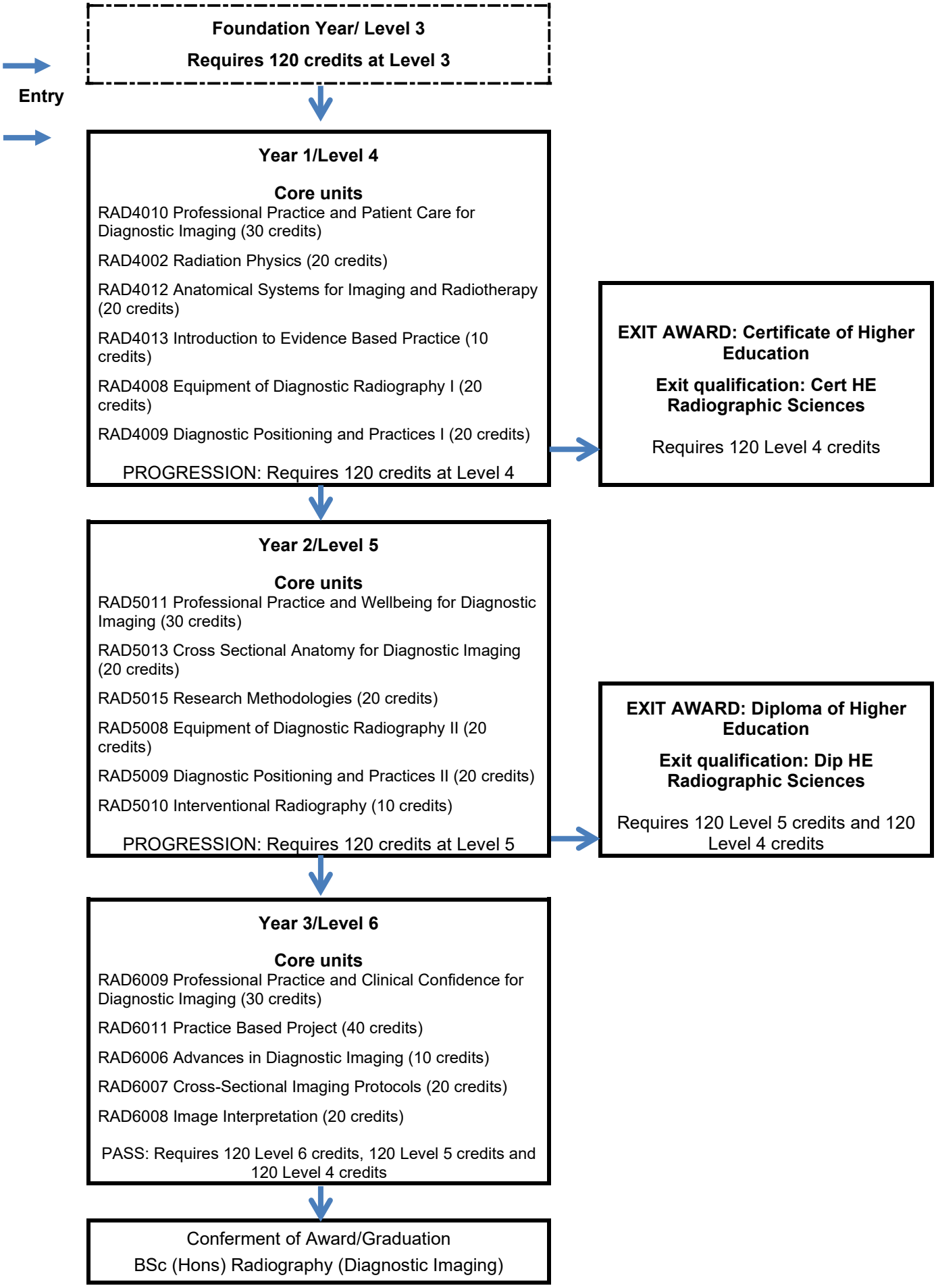
Course level

Description of Modification	Date approved	Intake to which modification applies
Course structure changes, some unit title changes, curriculum content amendments/additions (including amendment to ILOs) and assessment changes	**ASQC- 31/07/2024**	**September 2024 and all future cohorts**
Editorial Correction applied September 2024 following Periodic Review of Foundation Year	**August 2024**	**September 2024 and all future cohorts**

Unit level

Unit code and title	Nature of modification	Date of approval/ approving body	Intake to which modification applies

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



Appendix 2: BSc (Hons) Radiography (Diagnostic Imaging) Learning outcomes mapping document template

This table shows where a learning outcome referenced in the course specification may be taught (T), developed (D) and/or assessed (A) within a unit. The numbers A1 A2 B1 B2 etc. refer back to the learning outcomes listed under Subject Knowledge and Understanding, Intellectual Skills, Practical Skills and Transferable skills in this course specification template (Course Intended Learning Outcomes).

		Course Outcomes																	
		Subject Knowledge & Understanding								**Intellectual Skills**					**Practical Skills**				
Unit Code	**Level**	**A1**	**A2**	**A3**	**A4**	**A5**	**A6**	**A7**	**A8**	**B1**	**B2**	**B3**	**B4**	**B5**	**C1**	**C2**	**C3**	**C4**	**C5**
RAD4010 Professional Practice and Patient Care for Diagnostic Imaging	4			D, A			T, A		T, D, A	T, A					T, A	T, D	D	T	D
RAD4002 Radiation Physics	4			D	T, A				D										
RAD4012 Anatomical Systems for Imaging and Radiotherapy	4	T, A		T, A															
RAD4013 Introduction to Evidence Based Practice	4							T, A	D	T,A	T, A	T, A	T, A	T,	D	T, D			
RAD4008 Equipment of Diagnostic Radiography I	4			T, D A	T, A	T, A			D					T, D A					
RAD4009 Diagnostic Positioning and Practices I	4	D	T D A	T, A	D				T D A					T, D A				T, D	

RAD5011 Professional Practice and Wellbeing for Diagnostic Imaging	5			T D			T, D, A	D	T, D						T, A	D	T D		
RAD5013 Cross Sectional Anatomy for Diagnostic Imaging	5	D	T D A	T D A														T, D, A	
RAD5015 Research Methodologies	5					D		T, D, A		T,A			D, A	T, D, A					
RAD5008 Equipment of Diagnostic Radiography II	5			D	D	D			T D A										
RAD5009 Diagnostic Positioning and Practices II	5	D	T D A	T, A	D										D, A			T, D A	
RAD5010 Interventional Radiography		T, D, A	T, D, A	T, A	D	T, A											T, A		T, A
RAD6009 Professional Practice and Clinical Confidence for Diagnostic Imaging	6							D	D							D, A	T D A	D	
RAD6011 Practice Based Project	6				D	D				D,A		T, A	D	D, A	D, A				
RAD6006	6			T, A	D	T, A						D							

Advances in Diagnostic Imaging																				
RAD6007 Cross-Sectional Imaging Protocols	6	D	D A	D	D	D									D, A		T, A	D		
RAD6008 Image Interpretation	6	D	D A	D	D													D	D	

		Transferable Skills							**Values**	
Unit Code	**Level**	**D1**	**D2**	**D3**	**D4**	**D5**	**D6**	**D7**	**E1**	**E2**
RAD4010 Professional Practice and Patient Care for Diagnostic Imaging	4	T, A	T, A	D		T, A	T	T, D, A	D	D
RAD4002 Radiation Physics	4									
RAD4012 Anatomical Systems for Imaging and Radiography	4									
RAD4013 Introduction to Evidence Based Practice	4	D	T, D	T, D				T, A		
RAD4008 Equipment of Diagnostic Radiography I	4									
RAD4009 Diagnostic Positioning and Practices I	4									

RAD5011 Professional Practice and Wellbeing for Diagnostic Imaging	5	T, DA	T, DA	TD		T, DA	T, D		D	D
RAD5013 Cross Sectional Anatomy for Diagnostic Imaging	5									
RAD5015 Research Methodologies	5		D, A	D, A	T			TD		
RAD5008 Equipment of Diagnostic Radiography II	5									
RAD5009 Diagnostic Positioning and Practices II	5									
RAD5010 Interventional Radiography	5									
RAD6009 Professional Practice and Clinical Confidence for Diagnostic Imaging	6	T, DA				D, A	TDA	D	A	A
RAD6011 Practice Based Project	6			DA				DA		
RAD6006 Advanced Practice in Diagnostic Imaging	6									
RAD6007	6								D, A	

Cross-Sectional Imaging Protocols										
RAD6008 Image Interpretation	6						D A			

Appendix 3 Course summary

This must be consistent with information provided in each unit specification

Course title: BSc (Hons) Radiography (Diagnostic Imaging)

Unit details						Assessment Component Weightings (%)*						Prof. body requirement applies*	Estimated learning hours		
Code	**Title**	**Version**	**Credits**	**Core/ Option**	**Pre/ co requisites**	**Exam 1**	**Exam 2**	**Cwk 1**	**Cwk 2**	**Prac 1**	**Prac 2**		**Indicative Student contact time**	**Independent Study**	**Indicative Tutor-guided learning time**
RAD4010	Professional Practice and Patient Care for Diagnostic Imaging	1.0	30	C	None			100%	P/F			N	395	20	60
RAD4002	Radiation Physics	2.0	20	C	None	100%						N	35	75	90
RAD4012	Anatomical Systems for Imaging and Radiotherapy	2.1	20	C	None	100%						N	30	70	100
RAD4013	Introduction to Evidence Based Practice	1.0	10	C	None			100%				N	15	40	45
RAD4008	Equipment of Diagnostic Radiography I	2.1	20	C	None			100%				N	35	75	90
RAD4009	Diagnostic Positioning and Practices I	2.1	20	C	None	50%		50%				N	35	75	90
Progression requirements: Requires 120 credits at Level 4 **Exit qualification:** Cert HE Radiographic Sciences requires 120 Level 4 credits															

Unit details						Assessment Component Weightings (%)*						Prof. body requirement applies*	Estimated learning hours		
Code	**Title**	**Version**	**Credits**	**Core/ Option**	**Pre/ co requisites**	**Exam 1**	**Exam 2**	**Cwk 1**	**Cwk 2**	**Prac 1**	**Prac 2**		**Indicative Student contact time**	**Independent Study**	**Indicative Tutor-guided learning time**
RAD5011	Professional Practice and Wellbeing for Diagnostic Imaging	1.0	30	C	None			100%	P/F			N	395	20	60
RAD5013	Cross Sectional Anatomy for Diagnostic Imaging	1.1	20	C	None	100%						N	35	75	90
RAD5015	Research Methodologies	1.0	20	C	None			100%				N	20	80	100
RAD5008	Equipment of Diagnostic Radiography II	2.1	20	C	None	50%		50%				N	35	75	90
RAD5009	Diagnostic Positioning and Practices II	2.1	20	C	None	50%		50%				N	35	75	90
RAD5010	Interventional Radiography	1.1	10	C	None			100%				N	25	30	45

Progression requirements: Requires 120 credits at Level 5

Exit qualification: Dip HE Radiographic Sciences requires 120 Level 5 credits 120 Level 4 credits

Unit details						Assessment Component Weightings (%)*						Prof. body requirement applies*	Estimated learning hours		
Code	**Title**	**Version**	**Credits**	**Core/ Option**	**Pre/ co requisites**	**Exam 1**	**Exam 2**	**Cwk 1**	**Cwk 2**	**Prac 1**	**Prac 2**		**Indicative Student contact time**	**Independent Study**	**Indicative Tutor-guided learning time**
RAD6009	Professional Practice and Clinical Confidence for Diagnostic Imaging	2	30	C	None			100%	P/F			N	395	20	40
RAD6011	Practice Based Project	1	40	C	None			80%	20%			N	20	200	180
RAD6006	Advances in Diagnostic Imaging	2.1	10	C	None			100%				N	25	30	45
RAD6007	Cross-Sectional Imaging Protocols	1.1	20	C	None	100%						N	35	75	90
RAD6008	Image Interpretation	1.1	20	C	None	100%						N	40	80	80

Progression requirements: Requires 120 credits at Level 6

Exit Award: BSc (Hons) Radiography (Diagnostic Imaging) - 120 credits at Level 6, 120 credits at Level 5 and 120 credits at Level 4