UNIVERSITY of BRADFORD

Faculty of Health Studies

Programme Specification

Programme title: BSc (Hons) Diagnostic Radiography

Academic Year:	2019/20
Degree Awarding Body:	University of Bradford
Partner(s), delivery organisation or support provider (if appropriate):	
Final and interim award(s):	**BSc (Honours) Diagnostic Radiography** [Framework for Higher Education Qualifications (FHEQ) level 6] **Diploma of Higher Education Medical Imaging** [Framework for Higher Education Qualifications (FHEQ) level 5] **Certificate of Higher Education Medical Imaging** [Framework for Higher Education Qualifications (FHEQ) level 4]
Programme accredited by (if appropriate):	College of Radiographers Health and Care Professions Council
Programme duration:	Full Time: 3 years (maximum 7 years)
UCAS code:	B821
QAA Subject benchmark statement(s):	Health Studies (2016)
Date last confirmed and/or minor modification approved by Faculty Board	April 2019

Please note: This programme specification has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but changes may occur given the interval between publishing and commencement of teaching. Any change which impacts the terms and conditions of an applicant's offer will be communicated to them. Upon commencement of the programme, students will receive further detail about their course and any minor changes will be discussed and/or communicated at this point.

Introduction

Diagnostic radiography is the practice of using various forms of radiation to produce high quality images of the human body which are used to aid in the diagnosis and subsequent treatment of injury or disease. It is therefore an essential component in modern health care.

To produce medical images, radiographers use a wide range of imaging modalities, such as conventional x-rays, computed tomography (CT), ultrasound, magnetic resonance imaging (MRI) and nuclear medicine.

During the programme, students will learn the principles of these imaging modalities and their application in patient centred care and will put this into practice during clinical practice placements which occur throughout the programme.

The BSc (Hons) Diagnostic Radiography is a research informed programme delivered within the Faculty of Health Studies by academic staff who are registered Radiographers, and other health professionals with specialist expertise.

This full-time programme is delivered over 36 weeks per academic year. Eighteen weeks per year will be practice placement-based learning designed to support the development of knowledge, understanding, skills, and the professional behaviours which are required to deliver a high-quality imaging service as part of a wider multi-professional healthcare team. Practice based learning is structured to ensure a wide range of experience and enables students to meet the module and programme learning outcomes and be eligible to apply for Health and Care Professions Council (HCPC) registration as a Diagnostic Radiographer. Placement learning includes working a variety of shifts (days, evenings, nights and weekends), reflecting the modern 24 hours a day, 7 days a week medical imaging service.

Students are required to complete 1500 hours of placement learning during the three years of the programme. Each week students will be required to complete 24-30 hours of placement learning as specified on their personal clinical timetable. At the beginning of each semester, students will be given a personal clinical timetable which is unique to the individual students and specifies where they will be placed each week and the specific times of the placement shifts.

The students Personal Academic Tutor and Clinical Supervisors at the placement site provide support, give feedback and assess development whilst attending placement.

The success of our programme is reflected in the employment rates after graduation, which approached 100% in 2014/15, and the consistently good National Student Survey (NSS) results indicating a high level of overall student satisfaction.

Applications for the programme are sought from individuals whose values align with the NHS England's Values as set out in the NHS Constitution (2015): *Respect and dignity; commitment to the quality of care; compassion; improving lives; working together for patients; everyone counts*.

Programme Aims

The programme has been written with reference to the Health and Care Professions Council (HCPC) Standards of Proficiency for Radiographers (HCPC, 2013), the Society and College of Radiographers Education and Career Framework for the Radiography Workforce (2013), QAAHE Benchmark Statement for Diagnostic Radiography and the Framework for Higher Education Qualifications and prepares students to meet the needs of the imaging service in the NHS and private sector.

The programme is intended to:

A1 develop a health care professional who is capable of practising diagnostic radiography competently, effectively, safely, ethically and autonomously, within a multi-professional team environment, to sustainably meet service and service user needs

A2 provide a framework to meet eligibility to apply to the Health and Care Professions Council for registration to practice as a Diagnostic Radiographer; and to apply for full membership of the Society and College of Radiographers

A3 develop critical thinking, clinical reasoning and research informed evidence-based radiography practice

A4 develop skills in self-assessment, reflective practice, autonomous self-directed learning and action planning, for self-development and lifelong learning

A5 develop skills and confidence to identify, challenge, and evaluate current practices in radiography in order to ensure and contribute to high-quality person-centred care and innovative service delivery

Programme Learning Outcomes

To be eligible for the award of **Certificate of Higher Education, Medical Imaging** at FHEQ level 4, students will be able to:

LO1 demonstrate the ability to become an autonomous learner through independent study, self-evaluation, critical reflection on learning and clinical skills

LO2 demonstrate competence in undertaking a limited range of radiographic examinations, providing safe and effective care in a variety of environments, utilising appropriate technology, and demonstrating effective professional communication in a range of formats

LO3 identify the evidence base to critically inform professional practice, evaluate, interpret and present research data and new information in a variety of formats

LO4 apply knowledge and understanding of human anatomy, physiology and pathology to justify the planning and production of diagnostic images and their subsequent evaluation

Additionally, to be eligible for the award of **Diploma of Higher Education, Medical Imaging** at FHEQ level 5, students will be able to:

LO5 identify, evaluate, analyse and interpret a wide range of relevant information and research through the reasoned selection of appropriate methods and techniques

LO6 demonstrate competence in understanding and undertaking a wide range of radiographic examinations, whilst providing safe and effective care in a variety of environments and for a diverse population with a range of care needs

LO7 apply knowledge of pathophysiology, imaging systems, radiation protection principles and legislation to the optimisation of dose and image quality

LO8 evaluate the issues and legislation relating to sustainability, ethical accountable and safe interprofessional practice, equality and diversity and apply these to professional practice

Additionally, to be eligible for the award of **Ordinary Degree of Bachelor** at FHEQ level 6, students will be able to:

LO9 think logically, systematically and conceptually in order to demonstrate evidence-based approaches, arguments and problem solving to professional practice

LO10 communicate complex information effectively to health care staff and members of the public

Additionally, to be eligible for the award of **Honours Degree of Bachelor** at FHEQ level 6, students will be able to:

LO11 critically evaluate and articulate the role and suitability of medical imaging investigations in health and wellbeing and collaborative patient centred care

LO12 practice diagnostic radiography safely, autonomously, competently and effectively in a multi-professional environment with due regard for service users, carers and professional colleagues

LO13 critically evaluate the role of lifelong learning in maintaining autonomous and competent professional practice

Curriculum

Graduates from the programme will have successfully achieved a standard of education and clinical competence which will allow them to work safely and effectively to the level required by the Health and Care Professions Council (HCPC) as stated in the Standards of Proficiency for Radiographers (HCPC, 2013) and therefore be eligible to apply for HCPC registration. During the programme, students will be required to demonstrate that they can undertake the duties of someone registered with the HCPC, as stated in the HCPC Standards of Conduct, Performance and Ethics (HCPC, 2016) which applies to everyone registered with the HCPC and the values set out in the NHS Constitution (2015): Respect and dignity; commitment to the quality of care; compassion; improving lives; working together for patients; everyone counts.

The content of the programme is also guided by the radiographers' professional body the Society and College of Radiographers. Thus, the programme aligns with the requirements of the College of Radiographers Approval and Accreditation Framework (2014) and the Education and Career Framework for the Radiography Workforce (2013).

Provision is mapped against the HCPC Standards of Education and Training (2017) and Standards of Proficiency (HCPC, 2013), the Quality Assurance Agency for Higher Education Subject Benchmark Statement for Health Studies (2016) and the Framework for Higher Education Qualifications (QAAHE, 2001, 2008),

It has also been developed with reference to the HCPC Standards of Conduct, Performance and Ethics (2016) and the accompanying Guidance on Conduct and Ethics for Students (2016) which will apply to the student's conduct whilst being a student on the programme.

On successful completion of the three-year, full time programme, graduates are eligible to apply for Registration with the HCPC and can apply for full membership of The Society and College of Radiographers.

In each stage of the programme, students will study the equivalent of 120 credits across a range of modules. A distinctive feature of the BSc (Hons) Diagnostic Radiography programme is the way it integrates theory and practice. The programme does not have separate clinical practice modules, instead most modules that students will study have integrated academic and clinical practice components.

To ensure students meet the HCPC Standards of Proficiency for Radiographers (HCPC, 2013), during each academic year 18 of the 36 weeks of the programme will be timetabled for clinical learning at placements in health care and medical imaging facilities across Yorkshire. During this time, students will develop practical skills related to the learning outcomes for the programme. Clinical proficiency and competence are assessed throughout the programme. As these proficiencies and competence are linked to the learning outcomes for the modules being studied, **failure, or not undertaking for any reason, clinical assessment of competence will result in students not being eligible to pass related modules; progress to the next stage of the programme; or obtain a BSc (Hons) Diagnostic Radiography**. Students will be eligible for academic credit for all successfully completed modules. See the Clinical Education section below for further essential information.

An induction programme which begins before students commence the programme and continues throughout the first year will enable individuals to adapt to becoming a student studying at university for an Honours degree. A range of learning and teaching methods will encourage students to become a learner capable of independent enquiry, thought and action and thus become an autonomous practitioner who is capable of working collaboratively for the benefit of service users and carers.

Throughout the three years of the programme, students will have the opportunity to study a range of subject areas including: health, wellbeing and person-centred care; pathophysiology; imaging techniques; technology; patient pathways; research, evidenced based practice and service improvement, which will enable them to prepare to contribute to collaborative and innovative service delivery.

The programme has a spiral curriculum design. This means that in the first-year students are introduced to underpinning knowledge and concepts of anatomy and physiology, imaging techniques, equipment, radiation safety, and ethical professional practice. In the second year, students will develop a critical understanding of their knowledge of radiography and apply this to new contexts within imaging, technology and imaging modalities; effective use of imaging techniques; diversity and complex needs of service users; critical enquiry; research methods and evidenced based health care practice. In the third year of the programme, students will gain a systematic understanding and coherent detailed knowledge of radiography, including the complexities of imaging pathways and decision making, national policy and guidance, healthcare challenges; as well as image interpretation, supervision and leadership, innovative collaborative practice. Students will be able to devise and sustain arguments using current research and use these skills to identify and solve problems and contribute to care and service improvement. Holders of the BSc (Hons) Diagnostic Radiography degree will have the qualities needed for employment which requires the exercise of personal responsibility and decision making in complex and unpredictable situations.

Throughout the programme, there is optionality of topics and mode of assessment: this is particularly evident in the e-portfolio which allows students to choose how to demonstrate achievement of learning outcomes through a variety of evidence (for example, but not limited to, video blogs, audio clips, PowerPoint slides, reflective writing). This is further explained in the assessment strategy.

There is a substantial amount of choice in the third year including: in the module Medical Imaging Option, students can choose an imaging modality to study in more depth; in the module Clinical Supervision and Leadership students will design and deliver a teaching session to students from another year group; the module Imaging in Context gives students the opportunity to write a case study related to an area of clinical health care and also research the role of a health care professional of their choice. Also, there are a range of independent study modules to choose from for the final year project.

Clinical Education

The clinical element of the programme has been designed with imaging service providers to reflect the modern 24/7 nature of health care and give students the best possible clinical education. Clinical learning and assessment are structured to support, complement and combine with the learning undertaken in all the modules studied throughout the three years of the programme. This will ensure students develop the underpinning knowledge, skills and critical thinking to inform their clinical practice. Students will be expected to continue to maintain their academic study to support their learning during weeks allocated for placement. Students are required to undertake a total of 1500 hours clinical practice to complete the BSc (Hons) Diagnostic Radiography programme.

During each academic year, 18 weeks are timetabled for placement learning. Students will undertake a planned range of activities allowing them to gain a wide range experience relevant to their studies. Each week students will be required to complete 24-30 hours (see below) of placement learning at specified imaging departments and other health care settings.

The actual days students will be required to attend their placements and the precise length of time spent at placement each day, will depend on a number of factors including: the service being provided by the host imaging department; provision of safe levels of supervision; and the individual learning needs. Placement shifts will include evenings, weekends, night shifts and some ‘long working days’, which reflects the employment requirements and service provision of a modern imaging service.

The clinical placement timetable is the personal timetable for each student, which is unique and designed to ensure each student gains the required experience to achieve the learning outcomes of the programme and allow them to develop the skills and competencies required of a registered diagnostic radiographer. Students

will be given details of their placement and shifts before the commencement of each semester.

As each clinical education is planned to ensure students gain the experience appropriate to their studies, students must attend their placement for the full length of time specified on their personal rota. This equates to 100% attendance and students will be required to make good any missed placement, for any reason to achieve the required 100% attendance. Students are required to undertake a total of 1500 hours clinical practice before the award of BSc (Hons) Diagnostic Radiography can be made. Each clinical placement week is based on a 37½-hour week of clinical related learning. The remaining 7.5 to 13.5 hours per week will be used to undertake other clinical related activities and personal study. This includes completion of activities stated in each students Professional Development Portfolio (which comprises a paper based clinical portfolio and on-line portfolio), such as writing reflective diaries and producing evidence of achievement of competencies that form part of the assessment of clinical practice.

The paper based Clinical Portfolio directs learning at placement and contains a number of assessments of clinical competence. Students cannot progress to the next stage of the programme, or be awarded the BSc (Hons) Diagnostic Radiography until these competencies are passed. It is therefore an expectation that students follow their personal clinical rota.

Absence should be made good as soon as possible, however it is very important to note that additional placements can only be arranged where the host imaging department is willing to provide a suitable placement and they can provide a safe level of supervision.

Stage 1

FHEQ Level	Module Title	Core/ Option	Credit	Semester(s)	Module Code
4	Safe and Professional Radiographic Practice	C	30	ACYR	RAD4008-C
4	Radiography of the Appendicular Skeleton	C	30	1	RAD4006-C
4	Radiography of the Axial Skeleton	C	30	2	RAD4003-C
4	Chest and Abdominal Imaging	C	30	ACYR	RAD4007-C
Semester 'ACYR' describes a module that is taught over semesters one and two. 100% attendance at practice placement must be achieved to pass Stage 1					

At the end of stage 1, students will be eligible to exit with the award of Certificate of Higher Education Medical Imaging if they have successfully completed at least 120 credits and achieved the award learning outcomes and fully completed clinical practice attendance.

[THIS AWARD DOES **NOT** CONFER ELIGIBILITY TO APPLY FOR REGISTRATION WITH THE HEALTH AND CARE PROFESSIONS COUNCIL]

Stage 2

FHEQ Level	Module Title	Core/ Option	Credit	Semester (s)	Module Code
5	Imaging Modalities in Practice	C	40	ACYR	RAD5005-D
5	Practicing Radiography in a Diverse Society	C	40	ACYR	RAD5006-D
5	Research Methods in Health and Sport	O	20	ACYR	PAR5011-B
5	Introduction to Image Interpretation	O	20	ACYR	RAD5007-B
Semester 'ACYR' describes a module that is taught over semesters one and two. 100% attendance at practice placement must be achieved to pass Stage 2					

At the end of stage 2, students will be eligible to exit with the award of Diploma of Higher Education Medical imaging if they have successfully completed at least 240 credits and achieved the award learning outcomes and fully completed clinical practice attendance.

[THIS AWARD DOES **NOT** CONFER ELIGIBILITY TO APPLY FOR REGISTRATION WITH THE HEALTH AND CARE PROFESSIONS COUNCIL]

Stage 3

FHEQ Level	Module Title	Core/ Option	Credit	Semester (s)	Module Code
6	Clinical Supervision and Leadership	C	20	ACYR	RAD6002-B
6	Clinical Image Interpretation	C	20	ACYR	RAD6006-B
6	Medical Imaging Option	C	30	ACYR	RAD6007-C
6	Imaging in Context	C	30	ACYR	RAD6004-C
6	Aspirational Research Proposal	O*	20	ACYR	RES6003-B
6	Evaluating Service Delivery	O*	20	ACYR	PAR6008-B
6	Primary Research Project	O*	20	ACYR	PAR6011-B
6	Literature Review	O*	20	ACYR	RES6004-B
Semester 'ACYR' describes a module that is taught over semesters one and two. 100% attendance at practice placement must be achieved to gain award					

*Only one of these modules may be studied.

Students will be eligible to exit with the award of Ordinary Degree of Bachelor Medical imaging if they have successfully completed at least 300 credits and achieved the award learning outcomes [THIS AWARD DOES **NOT** CONFER ELIGIBILITY TO APPLY FOR REGISTRATION WITH THE HEALTH AND CARE PROFESSIONS COUNCIL].

Where an Aegrotat award is permitted, THIS AWARD DOES **NOT** CONFER ELIGIBILITY TO APPLY FOR REGISTRATION WITH THE HEALTH AND CARE PROFESSIONS COUNCIL.

Students will be eligible for the award of Honours Degree of Bachelor if they have successfully completed at least 360 credits and achieved the award learning outcomes and fully completed clinical practice attendance and passed all clinical competencies. **The Award of BSc Honours Diagnostic Radiography confers eligibility to apply for registration with the Health and Care Professions Council and apply for full membership of the Society and College of Radiographers.**

Placement

This programme uses a number of NHS and private medical imaging departments and other healthcare environments across Yorkshire and beyond into other areas within the UK. To ensure students have the range of experience needed to meet the programme learning outcomes, their placement experience will be gained at more than one department.

Clinical placements occur mainly in blocks during each semester, alternating with block weeks at University. This allows students to fully integrate theory and practice. For a full explanation of placement attendance see the 'Curriculum' section above, specifically 'Clinical Education'. Full details for students can be found in the Clinical Portfolio for each semester of the programme. During placement weeks, students will be supervised by qualified HCPC registered Diagnostic Radiographers and other multi-professional staff who will contribute to their learning and development. During placement weeks, students will work a range of shift patterns including weekends and nights.

There are a number of Clinical Supervisors across the placement sites, these are clinical based radiographers who have responsibility to liaise with the University regarding each student's placement activities and progress. The Clinical Supervisors are trained and supported by the University to be a source of support and point of contact for students whilst they are on placement, undertaking formative assessments and relaying feedback regarding placement progress. Importantly, the clinical supervisors co-ordinate summative assessments, completing the assessed components of the paper based Clinical Portfolio.

Prior to attending placement in semester one of the first year of the programme, students will undergo health and safety training, and inoculations.

Learning and Teaching Strategy

The University of Bradford follows a research-informed curriculum which promotes the creation, dissemination and application of knowledge. To facilitate this the BSc (Hons) Diagnostic Radiography programme incorporates a range of learning and teaching activities to facilitate students to develop the range of knowledge and skills required to enable them to practice competently as a diagnostic radiographer in the workplace and as a lifelong learner. Academic blocks of university attendance are interspaced with blocks of placement to ensure an integrated approach to theory and practice.

Stimulating and engaging learning and teaching activities for the programme include research informed lectures, enquiry based activities, practical simulations in the x-ray room and using the picture archiving and communication system (PACS) suite to view medical images, peer discussions and debates, group work and presentations, interactive quizzes, viva voce, and technology assisted learning (such as use of a virtual learning environment, iPads used to support learning and in-class tests, online wikis and discussion boards are used to share ideas and new

knowledge with other students). These are designed to develop the student's skills as: an autonomous learner; independent and critical thinker; effective user of interpersonal skills for the benefit of people in their care; team-worker; as well as developing subject knowledge to underpin professional practice. It also provides opportunities for peer and lecturer formative feedback and self-evaluation, which promotes further development in their knowledge and skills.

The undertaking of medical imaging procedures under supervision and the interaction with service users, carers and healthcare professional means that clinical placement will provide students with an array of diverse learning opportunities. Clinical placement learning will be guided by directed activities and learning outcomes with support from multi-professional health care staff, Clinical Supervisors and Personal Academic Tutors. Learning will be informed by formative feedback from service users, Clinical Supervisors, HCPC registered radiographers, and other professional staff. The portfolio will support students in developing and demonstrating learning, and action planning to support continuous professional development. This will assist students to develop skills in problem solving; emotional intelligence and interpersonal skills; professional, ethical and collaborative practice skills; responsibility and accountability and attributes that improve work ethic.

As students progress through the programme, they will transform into a graduate who is capable of independent thought and action.

During stage one of the programme, students will demonstrate their ability to become an autonomous critical learner. Students will apply their knowledge and understanding of human anatomy, physiology and pathology and become competent to undertake a range of radiographic examinations and provide safe and effective care utilising effective and professional communication.

In stage 2, students will apply their knowledge in learning about more complex imaging modalities such as computed tomography, ultrasound and magnetic resonance imaging, whilst providing safe and effective care in a variety of environments and for a diverse population with a range of care needs

In stage 3, students will think logically, systematically and conceptually, evaluating the role and suitability of medical imaging investigations in health and wellbeing and collaborative patient centred care. This will ensure that on graduation students will practice evidence based diagnostic radiography safely, autonomously, competently and effectively in a multi-professional environment with due regard for service users, carers and professional colleagues and are also prepared for lifelong learning

An important element to all aspects of learning during the programme is feedback to students on how well they are learning and developing. Therefore, students will receive formative feedback in many formats.

Examples of how students will receive feedback during the programme include:

- in the module Safe and Professional Radiographic Practice, in-class activities will allow feedback from academic staff and group activities will allow students the opportunity to work with other students in small groups to practice using the University learning resources whilst in a supportive environment and gain peer feedback;

- peer feedback is also incorporated in the module Research Methods in Health and Sport where students will present their finding to members of their cohort who will give students feedback to help inform their third-year independent study project;

- Radiography of the Appendicular Skeleton lectures use research informed teaching to deliver team-based learning activities.

- Students will have the opportunity for formative feedback prior to summative assessments and on-line comments on assignments after the submissions are marked.

These activities will explore the topics shown in the outline syllabus and provide students with opportunities for regular feedback on their progress towards achieving the module learning outcomes; whilst undertaking practice placement learning, formative feedback and formative assessments are essential in helping students develop their radiographic skills and become competent to practice before their summative assessments.

The programme also offers elements of choice so that particular areas of interest can be explored further in the context of addressing module learning outcomes.

For example, students have choices in studying an area of imaging practise in more depth, investigation in an area of health care practise other than radiography and the final year students choose from four optional independent enquiry research modules.

Throughout the programme, students will learn about the interdisciplinary nature of health care and the radiographer's role as part of a team delivering safe patient centred care. The Faculty of Health Studies Strategy for Inter-professional Education in the Curriculum is embedded in the following way: in Stage 1 of the programme students will start to develop and establish their own professional identity. At University and placement, students will also gain an understanding that radiography is one element of an integrated health and social care system. In Stage 2, there are collaborative interdisciplinary learning opportunities which will enable students to enhance their knowledge of the roles and responsibilities of other professions and explore their common knowledge. Students will consider how higher standards of patient safety can be achieved through effective inter-professional working and effective communication. In Stage 3, students will demonstrate effective inter-professional team working skills. Students will be able to critically evaluate how health care organisations work to provide integrated care for people across a range of settings and identify areas where safety of patients can be improved.

Assessment Strategy

The programme uses diverse assessment methods to allow students to demonstrate the array of knowledge and skills they have acquired. These include: assignments, patient case studies, presentations, teaching sessions to peers, research proposals and projects, objective structured clinical examinations (OSCE), multiple choice questions, patient assessments, clinical assessments, and professional development portfolio. A number of platforms are used to support these assessments such as e-portfolios, computer delivered and marked examinations and use of our Picture Archiving and Communication System (PACS).

Many modules allow options in assessment. Examples include: one of the assessments for the module Practicing Radiography in a Diverse Society allows students to create an e-portfolio demonstrating how they have achieved the learning outcomes for the module; Imaging in Context allows students to choose a patient pathway and write a case study to demonstrate how they have achieved the module learning outcomes; throughout the three years of their studies, students will complete a Clinical Portfolio indicating that they have achieved required competencies. Students can be creative in how they demonstrate that they have achieved these competencies.

In year 2, Students will study the module Research Methods in Health and Sport. Part of the assessment of this module is to write a proposal for a third-year independent study project. This will allow students to gain feedback on their proposal in advance and to choose from a range of third year independent study modules.

Assessment Regulations

This programme conforms to the standard University Assessment Regulations which are available at the link below

http://www.bradford.ac.uk/aqpo/ordinances-and-regulations/

However, there is 1 exception to these regulations as listed below:

To progress between stages and to receive the award of BSc (Hons) Diagnostic Radiography, students must achieve at least 40% in all components of module assessment.

Admission Requirements

The University welcomes applications from all potential students and most important in the decision to offer a place is our assessment of a candidate's potential to benefit from their studies and of their ability to succeed on this particular programme. Consideration of applications will be based on a combination of formal academic qualifications and other relevant experience.

As well as meeting the entry requirements below, all applicants need to be able to demonstrate that they have researched diagnostic radiography as a career and are aware of the scope and diversity of the profession. Applicants are advised to spend a minimum of one day in a radiography department to help them to ensure that they are making the correct career choice.

Students are expected to work within the values outlined by the University of Bradford and the NHS Constitution. These include working together, showing respect and maintaining dignity for service users, carers and colleagues, working inclusively so that everyone counts; showing commitment to their work and offering a high quality of care. These values also include being compassionate and working to improve the health and wellbeing of others. We are seeking students who can develop their communication skills, their competence in this field and show commitment to upholding these values during their education and into their future careers.

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

The University of Bradford has always welcomed applications from students with disabilities, and these will be considered on the same academic grounds as are applied to all applicants. If applicants have a disability or think they may have one, they may wish to contact the university before they apply.

A typical offer to someone seeking entry through the UCAS scheme would be:

- 5 GCSE passes at grade C or grade 4 or above which must include English and Mathematics or Physics.

- 128 UCAS tariff points to include 3 full A levels, at least one of the A levels should be in a science, maths or technology related subject. Alternatively, an overall grade of Distinction, Distinction, Merit in a health or science subject BTEC National Diploma or an achievement of an average grade of 70% or above in a university foundation year.

However, applications are welcome from those candidates studying non-standard qualifications, such as suitable Access courses in Health Professions or Science. Students studying on an Access course will be asked to obtain 128 UCAS tariff points.

Applicants who have already completed a degree are welcome to apply. An achievement of a first class or upper second class would normally be required if the subject was a non-science/health related subject.

On completion of a UCAS form you may be invited to the School for interview and maths and English assessment when you will have the opportunity to meet staff and view the facilities. Offers made to candidates who are studying non-standard qualifications will be bespoke to reflect the individual's program of study.

Candidates must be able to communicate in English to the standard equivalent to level 7.0 of the International English Language Testing System, with no element below 6.5.

All places offered on the course are also subject to the candidate's ability to meet non-academic requirements:

- Satisfactory occupational health screening. This will involve completing an on-line occupational health questionnaire and attendance, if required, at a medical appointment.

- Students on health care programmes must be able to meet the Health and Care Professions Council Standards of Proficiency (2013). Occupational health screening and assessment will consider the students' health and wellbeing and their fitness to study and practice. Progress on the course is dependent on continued fitness.

- This screening process complies with Public Health England requirements for protection of the public and students and staff working in health and social care (https://www.gov.uk/government/publications/immunisation-of-healthcare-and-laboratory-staff-the-green-book-chapter-12).

- All offers of places are made subject to satisfactory health clearance and an agreement to undergo appropriate blood tests and immunisations.

The University is obliged to make reasonable adjustments for students with disabilities to enable them to fulfil the required competencies of the programme. Candidates who are concerned about health issues are strongly advised to contact us prior to applying.

All places are also offered subject to a satisfactory enhanced Disclosure and Barring Service (DBS) (previously known as CRB check) disclosure. This is due to the fact that students may be required to work with children or vulnerable adults on their clinical placement, and will need to demonstrate that they can safely work with these groups upon HCPC registration.

Where issues are identified during application in the DBS or occupational health assessment the results will be notified to the applicant and/or candidate as well as the actions proposed by a multi-professional panel.

Recognition of Prior Learning

If applicants have prior certificated learning or professional experience which may be equivalent to parts of this programme, the University has procedures to evaluate and recognise this learning in order to provide applicants with exemptions from specified modules or parts of the programme.

Minor Modification Schedule

Version Number	Brief description of Modification	Date of Approval (Faculty Board)
1	Minor typographical errors. Updated links and references. Teaching availability of the modules.	April 2019