UNIVERSITY of BRADFORD
Faculty of Health Studies

BSc (Hons) Diagnostic Radiography Programme Specification

https://www.bradford.ac.uk/courses/ug/diagnostic-radiography-bsc

Academic Year:	2021/22
Degree Awarding Body:	The University of Bradford
Programme Accrediting Bodies:	College of Radiographers; Health and Care Professions Council
Target FHEQ Level 6 Award:	Honours Degree of Bachelor of Science in Diagnostic Radiography
Exit FHEQ Level 6 Award:	Ordinary Degree of BSc in Medical Imaging
Interim FHEQ Level 5 Award:	Diploma of Higher Education in Medical Imaging
Interim FHEQ Level 4 Award:	Certificate of Higher Education in Medical Imaging
Programme Admissions:	September (UCAS code B821)
Programme Mode of Study:	3 years full-time, in Bradford and on clinical placement

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.

Minor Modifications Schedule

(v1) April 2019: Updated links and references. New availability for the modules

(v2) January 2021: Specification reformatted and made accessible

(v3) May 2021: Annual changes for 2021/22 relating to teaching, learning and assessment in practice. Module credit ratings corrected

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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. An emphasis on is put on 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 services.

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

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 Health Studies (2019) 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

Graduates from the Honours Degree of Bachelor in Diagnostic Radiography 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.

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

P1 demonstrate the ability to become an autonomous learner through independent study, self-evaluation, critical reflection on learning and clinical skills

P2 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

P3 identify the evidence base to critically inform professional practice, evaluate, interpret and present research data and new information in a variety of formats

P4 apply knowledge and understanding of human anatomy, physiology and pathology to justify the planning and production of diagnostic images and their subsequent evaluation

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

P5 identify, evaluate, analyse and interpret a wide range of relevant information and research through the reasoned selection of appropriate methods and techniques

P6 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

P7 apply knowledge of pathophysiology, imaging systems, radiation protection principles and legislation to the optimisation of dose and image quality

P8 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 Ordinary Degree award of Bachelor of Science in Medical Imaging at FHEQ level 6, students will be able to:

P9 think logically, systematically and conceptually in order to demonstrate evidence-based approaches, arguments and problem solving to professional practice

P10 communicate complex information effectively to health care staff and members of the public

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

P11 critically evaluate and articulate the role and suitability of medical imaging investigations in health and wellbeing and collaborative patient centred care

P12 practice diagnostic radiography safely, autonomously, competently and effectively in a multi-professional environment with due regard for service users, carers and professional colleagues

P13 critically evaluate the role of lifelong learning in maintaining autonomous and competent professional practice

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.

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. Theoretical and practical learning across the campus and clinical environments are interspaced across the programme to give an integrated approach to study an immersive student experience.

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. 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.

Stimulating and engaging learning and teaching activities for the programme include research informed lectures, enquiry based activities, team-based learning, 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, tablet computers 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 will follow a blended learning approach with face-to-face teaching, online learning which might be synchronous (occurring live at times specified on students personal lecture

timetable) or asynchronous (recorded teaching sessions which require students to participate during a specified period of time). These are designed to develop a 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.

Student Journey

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

During stage 1 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.

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. 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). In addition the programme offers opportunities for all years to engage in enrichment activities to enhance their wider learning and personal development.

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.

Inter-professional Working

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 question examinations
- patient assessments
- clinical assessments
- professional development portfolios.

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 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.

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.

Feedback

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
- 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. This will allow students to gain feedback on their proposal in advance and to choose from a range of third year independent study modules.
- 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.

Placement and Study Abroad

This programme contains an integrated element of clinical work-based learning. It is not eligible for study abroad opportunities as part of the programme learning. However, university opportunities may exist to experience radiography overseas during university holidays and students are encouraged to explore these through our International Office or independently. For more details visit the website: https://www.brad.ac.uk/study/abroad/

Clinical Placement Learning

Students are required to complete placement learning during the duration of the programme. Each week students will be required to complete placement learning the hours of which are 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 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 stages of the programme. This will ensure students develop the underpinning knowledge, skills and critical thinking to inform their clinical practice. Students will undertake a planned range of activities allowing them to gain a wide range experience relevant to their studies. Students will be expected to continue to maintain their academic study to support their learning during weeks allocated for placement.

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 clinical 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.

Clinical Placement Structure

In addition to the campus based clinical learning facilities, this programme uses a number of NHS and private medical imaging departments and other health and social care 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 at different geographical locations.

Clinical learning placements are interspaced throughout the academic year allowing students to fully integrate theory and practice. During placement periods, students will be supervised by qualified HCPC registered Diagnostic Radiographers and other multi-professional staff who will contribute to their learning and development. Students will work a range of shift patterns including weekends and nights.

Across patient facing clinical placements there are a number of Clinical Supervisors 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.

Clinical Placement Attendance

During each academic year, students will be required to complete the placement learning as stated on their individual placement timetable. The actual days students will be required to attend their placements and the precise length of time spent at placement each day, and the precise length of time spent at placement each day will vary on location and activity. **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 campus and hospital based clinical placement is planned to ensure that students gain an experience appropriate to their studies students MUST attend at least 90% of timetabled placement hours in each academic year. Any absence in excess of 10% MUST be made up prior to continuation of the programme.

Any missed periods of clinical assessment will be treated in the same way as academic assessments and a fail mark awarded. Where appropriate students may submit a request for extenuating circumstances, with evidence, to be considered by the appropriate university committee. Students are required to undertake and pass ALL assessments of clinical competence before the award of BSc (Hons) Diagnostic Radiography can be made.

Please note, that some clinical competency learning and assessment might occur at the University and is subject to the same attendance requirements.

Curriculum

Reference Points

The content of the programme is 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 (2019) 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.

Design and Structure

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.

To ensure students have the opportunity to achieve the HCPC Standards of Proficiency for Radiographers (HCPC, 2013), each academic year of the programme consists of 36 weeks of study. During the year students will undertake placement learning in health care and medical imaging facilities across Yorkshire and will take part in practical simulation learning, using the on-site x-ray room and PACS suite as well as on-line resources. During this time, students will develop practical skills related to the learning outcomes for the programme.

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.

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, failing assessments of competence (or not undertaking for any reason) 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.

All modules are studied across the 36-week academic year, across both Semesters and the three terms. The curriculum and its structure may change, subject to the University's programme approval, monitoring and review procedures.

Stage 1 Modules

Programme regulations and placement attendance requirements must be achieved to pass Stage 1.

Module Code	Module Title	Credit	FHEQ Level	Module Type
RAD4008-C	Safe and Professional Radiographic Practice	30	4	Core
RAD4006-C	Radiography of the Appendicular Skeleton	30	4	Core
RAD4003-C	Radiography of the Axial Skeleton	30	4	Core
RAD4007-C	Chest and Abdominal Imaging	30	4	Core

Stage 2 Modules

Programme regulations and placement attendance requirements must be achieved to pass Stage 2.

Module Code	Module Title	Credit	FHEQ Level	Module Type
RAD5005-D	Imaging Modalities in Practice	40	5	Core
RAD5006-D	Practicing Radiography in a Diverse Society	40	5	Core
PAR5011-B	Research Methods in Health and Sport	20	5	Core
RAD5007-B	Introduction to Image Interpretation	20	5	Core

Stage 3 Modules

Students study 100 credits of core modules at Stage 3 and select one 20 credit option. Programme regulations and placement attendance requirements must be achieved to pass Stage 3 and to be eligible for the Diagnostic Radiography award.

Module Code	Module Title	Credit	FHEQ Level	Module Type
RAD6008-C	Clinical Supervision and Leadership	30	6	Core
RAD6006-B	Clinical Image Evaluation	20	6	Core
RAD6007-C	Medical Imaging Option	30	6	Core
RAD6009-B	Imaging in Context	20	6	Core
RES6003-B	Aspirational Research Proposal	20	6	Option
PAR6008-B	Evaluating Service Delivery	20	6	Option
PAR6011-B	Primary Research Project	20	6	Option
RES6004-B	Literature Review	20	6	Option

Assessment Regulations

This programme conforms to the standard University Undergraduate Assessment Regulations which are available at the link www.bradford.ac.uk/regulations/ with one exception:

- 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 where the module code begins with the code RAD.

Achievable Awards

At the end of stage 1, students will be eligible to exit with the FHEQ Level 4 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.

At the end of stage 2, students will be eligible to exit with the FHEQ Level 5 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.

At the end of stage 3, students will be eligible to exit with the FHEQ Level 6 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.

Students will be eligible for the FHEQ Level 6 award of **Honours Degree of Bachelor Diagnostic Radiography** if they have successfully completed at least 360 credits, achieved the award learning outcomes, fully completed clinical practice attendance and passed all clinical competencies. **The award of BSc (Hons) 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.**

Any "aegrotat" award conferred under the University Ordinances and Regulations does not confer eligibility to apply for registration with the Health and Care Professions Council.

Admission Requirements

We take into consideration a number of factors when assessing your application. It's not just about your grades; we take the time to understand your personal circumstances and make decisions based on your potential to thrive at university and beyond.

Please note: The information that follows relates to the contemporary recruitment cycle at time of publication and therefore may now be out of date. The current UCAS tariff and accepted qualifications for entry onto the programme, are published on the course website for BSc (Hons) Diagnostic Radiography: https://www.bradford.ac.uk/courses/ug/diagnostic-radiography-bsc/

Minimum Academic Admission Requirements

A typical applicant will have passed at least 5 GCSEs at Grade 4 or above including either Mathematics or Physics, or the equivalent in other Level 2 national/vocational exams. They will also meet the general requirements of the UCAS tariff in Level 3 qualifications or their international equivalents.

As the programme will be taught in English, all candidates should have the equivalent of a GCSE grade 4/C or above pass in English. International student applicants must be able to communicate in English to the standard equivalent to **IELTS 7.0**, with no element below 6.5, or the equivalent score in other recognised tests.

For more details of other qualifications and international equivalents we can accept, visit the webpage: https://www.bradford.ac.uk/international/entry-requirements/

Typical UCAS application

- 128 UCAS tariff points to include 3 full A levels or their national equivalents, at least one of which should be in a science, maths or technology related subject.
- Alternatively, 128 UCAS tariff points in a suitable Access course (Health Professions or Science).
- Alternatively, an overall grade of Distinction, Distinction, Merit (DDM) in a health or science subject BTEC National Diploma.
- Alternatively, achievement of an average grade of 70% or above in a university foundation year.

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.

Applications are welcome from those candidates studying non-standard qualifications. Offers made to candidates who are studying non-standard qualifications will be bespoke to reflect the individual's program of study. International equivalent qualifications are listed on the directory website: https://www.bradford.ac.uk/international/country/

Applicant Behaviours and Values

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

Health and Safety Admission Requirements

1. Satisfactory occupational health screening. This will involve completing an on-line occupational health questionnaire and attendance, if required, at a medical appointment.
2. 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[1].
3. All offers of places are made subject to satisfactory health clearance and an agreement to undergo appropriate blood tests and immunisations.
4. The University is obliged to make reasonable adjustments for students with disabilities to enable them to fulfil the required competencies of the programme. To discuss adjustments or to find out more about support and access, disabled students are strongly advised to contact the Disability Service before they apply through their website: https://www.bradford.ac.uk/disability/before/
5. 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.

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

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1 www.gov.uk/government/publications/immunisation-of-healthcare-and-laboratory-staff-the-green-book-chapter-12

Access and Recognition of Prior Learning

Applications are particularly welcomed from adult learners (those aged 21+ at the start of the programme), armed forces families, carers and care leavers, estranged or orphaned learners, refugees and asylum seekers, and Romani or Traveller families. To find out more about the University of Bradford Progression Scheme, visit the webpage: https://www.bradford.ac.uk/applicants/progression-scheme/

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. For example, applicants who have already completed a degree, or a related programme such as CertHE Radiographic Assistant Practitioner, may be able to use this process. An achievement of a first class or upper second classification of degree would normally be required if the subject was a non-science/health related subject. For more details on our RPL procedures and to apply visit the webpage: https://www.bradford.ac.uk/teaching-quality/prior-learning/