

Programme Specification for BSc (Hons) Diagnostic Radiography

This document applies to Academic Year 2023/24

Table 1 programme specification for BSc (Hons) Diagnostic Radiography

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester
3.	Programme approved by	Health and Care Professions Council (HCPC) and The College of Radiographers (CoR)
4.	Final award or awards	BSc (Hons)
5.	Programme title	BSc (Hons) Diagnostic Radiography
6.	Pathways available	Single
7.	Mode and/or site of delivery	Standard taught programme and practice learning placements
8.	Mode of attendance and duration	3 years full time, which includes evenings and weekends
9.	UCAS Code	B821
10.	Subject Benchmark statement and/or professional body statement	HCPC Standards for Education and Training (2017) HCPC Standards of Proficiency (Radiographers) (2022) HCPC Standards of Conduct, Performance and Ethics (2016) The College of Radiographers Education and Career Framework (2022)
11.	Date of Programme Specification preparation/ revision	Approved September 2023

12. Educational aims of the programme

The BSc (Hons) Diagnostic Radiography course aims to develop students' understanding of clinical imaging and the wide range of skills necessary to be a diagnostic radiographer. It seeks to develop individuals with these skills and prepares graduates for a career in diagnostic radiography. It aims to produce practitioners who can think critically and adapt with a resilient nature to their working environment. The programme will support students to excel in both academic and clinical work, ensuring that graduates are able to provide excellent innovative care. The purpose of the course is to provide students with the ability to:

1. Achieve the [HCPC Standards of Proficiency \(Radiographers\) \(2022\)](#) providing eligibility to apply for entry to the HCPC register and eligibility to apply for membership of The College of Radiographers.
2. Practice in a professional and inclusive manner; reflecting upon and critically evaluating own abilities and limitations, in accordance with the [HCPC Standards of Proficiency \(Radiographers\) \(2022\)](#) and the [HCPC Standards of Conduct, Performance and Ethics \(2016\)](#), acknowledging the need to seek appropriate assistance where necessary.
3. Critically reflect upon current practice and contribute to the future of the profession through self-development and the mentorship of others.
4. Demonstrate competence and confidence in a range of imaging modalities, with patient care at the heart of their service delivery.

5. Recognise advances within the profession and seek to maximise their skills and knowledge by pursuing opportunities for the development of the imaging service.
6. Be an accountable practitioner, who works in partnership, demonstrating flexible leadership of self and others, enabling them to improve and develop person centred services.

13. Intended learning outcomes and learning, teaching and assessment methods

Table 2 knowledge and understanding outcomes for module code/s

Knowledge and Understanding		
LO no.	On successful completion of the named award, students will be able to:	Module Code/s
1.	Critically discuss and demonstrate the knowledge, skills and behaviours necessary to work effectively with individuals requiring imaging services.	DRAD3003 DRAD3004
2.	Analyse the underpinning knowledge behind and demonstrate a range of appropriate and safe imaging techniques.	DRAD3003 DRAD3004
3.	Locate, analyse and critically evaluate research and practice evidence for use in evidence-based imaging.	DRAD3002

Table 3 cognitive and intellectual skills outcomes for module code/s

Cognitive and Intellectual skills		
4.	Evaluate evidence and research, reason, justify and apply within a framework of evidence-based imaging practice.	DRAD3002
5.	Evaluate evolving imaging technology and it's use in the pathway of the patient.	DRAD3005
6.	Critically evaluate aspects of professional practice through the application of rigorous research methodologies and research skills.	DRAD3002

Table 4 skills and capabilities related to employment outcomes for module code/s

Skills and capabilities related to employability		
7.	Apply analytical skills to deliver safe and effective practice and patient care across a wide variety of clinical settings and modalities.	DRAD3003 DRAD3004
8.	Develop autonomous working within the scope of practice of a diagnostic radiographer in a variety of imaging settings for a range of imaging procedures.	DRAD3003 DRAD3004
9.	Critically appraise and apply leadership and management skills to enable effective delivery of imaging services in existing and new service provision.	DRAD3001
10.	Develop a patient centred approach to the delivery of imaging services, including a responsibility to promote the public health agenda.	DRAD3003

Table 5 transferable/key skills outcomes for module code/s

Transferable/key skills		
11.	Present effective and skilled communication, including the use of digital technologies and capabilities for facilitating effective team working.	DRAD3003 DRAD3004
12.	Exercise autonomy and personal responsibility for own professional practice and wellbeing, maintaining and evidencing continuing professional development, reflection and lifelong learning.	DRAD3001 DRAD3004
13.	Critically evaluate the role of self within a team, developing effective team-working and problem-solving skills.	DRAD3004
14.	Critically analyse own values, principles and assumptions and develop self-awareness establishing a non-judgemental and anti-discriminatory attitude, which is sensitive to the values and interests of others.	DRAD3001 DRAD3004

Learning, teaching and assessment

The diagnostic radiography course is campus-based with some blended learning. Methods are inclusive and varied, providing different opportunities to learn, enabling students to achieve and demonstrate the course and modular learning outcomes to prepare them for diagnostic radiography practice. A spiral curriculum approach facilitates iterative and progressive development of professional and leadership skills across the course. Year one sets the theme of 'understanding', knowledge, skills and behaviours gained are then built upon in year two where students extend their 'developing processes' of radiographic technique with service users across a variety of patient populations and imaging settings. In year three the curriculum builds on skills and knowledge gained in year 2 to prepare students for graduation, fostering an ethos of 'autonomous thinking', adding increasing levels of criticality and complexity to the teaching and assessment activities. Throughout the course students will learn and be assessed with increasing complexity as they move from levels 4 to 6.

Practice-based placement learning will take place in a local Integrated Care System (ICS), where students will attend for two days each week throughout the academic. This model reduces the theory to practice gap and encourages students to implement theory in a timely manner. Placement assessment supports the theoretical learning of the students with practical clinical experience.

Teaching

Teaching and learning are student-centred, reflecting the philosophy of constructivism whereby students are active participants in their learning experience, and learn with and from each other. Methods of assessment include assessment of knowledge, skill, application and evaluation in preparation for employment.

Examples of learning and teaching methods used include:

- Lead lectures
- Practical classes
- Seminars
- Tutorials
- Problem-solving
- Oral presentations
- Tutorial/seminar discussions
- Use of e-learning (pre-reading, pre-recorded lectures, self-assessment quiz and online discussions)
- Student-led Problem-Based Learning
- Case Study based Scenarios.

The spiral approach to learning is introduced in level four with the learning and teaching of fundamental imaging techniques, science and patient-centred care. These are then further enhanced and developed in levels five and six introducing more complex imaging and adaptation of technique. Research and critique of published evidence is introduced at level 4 and developed at levels 5 and 6, culminating in students conducting a research project.

Learning in the university setting is complimented by practical sessions and placement learning. Placements will be based in integrated care systems across the West Midlands. Students are supported to achieve the required level of competency, moving from basic skills acquisition to advanced skills requiring complex reasoning. Assessment of practice skills is done by imaging staff during the students' practice placement. With opportunities for interprofessional learning both within the university and the clinical practice setting, including during simulated practice where students have the opportunity to work with a range of health professionals.

Student meetings with personal academic tutors (PAT) are scheduled on at least four occasions in the first year and three times in each of the other years of a course.

Contact time

In a typical week at levels 4 and 5 students will have 10-15 contact hours of teaching per week. Placement hours will make up between 15 and 24 hours per week. Remaining hours will be used for independent study to add up to 38 hours per week. At level 6 students will normally have slightly less contact time (10 hours) to facilitate independent study.

Students will undertake placement hours at levels 4, 5 and 6. A two day a week placement, throughout the academic year, will be facilitated in a local integrated care system, with some time spent with a private provider. Students are expected to work out of hours, including weekend shifts. All these learning hours will be formally recorded and signed by the supervising radiographer.

Independent self-study

In addition to the contact time, students are expected to undertake around 20 hours of personal self-study per week. Typically, this will involve using resources to revise taught content and read more widely around the subject.

Independent learning is supported by a range of excellent learning facilities, including the Hive and library resources, the virtual learning environment, and extensive electronic learning resources.

Teaching staff

Students will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course. The team includes a range of experienced, well qualified academics, specialist clinicians, and healthcare professionals in leadership roles. The team is well supported by service users and carers in 'expert by experience' roles from IMPACT and practice partners.

Teaching is informed by research and practice. All course lecturers have or are working towards a higher education teaching qualification or are Associates, Fellows or Senior Fellows of the Higher Education Academy.

Practice Learning

Diagnostic Radiography is a professional course that consists of both academic theory and practice placement hours across all three years of study. To meet the course requirements students must attend 100% of their rostered clinical hours.

There are 2 practice-based modules in each year of study, which have associated placement hours. Placement will be attended for 2 days each week, every week of the academic year. Placements will be in a West Midlands ICS and students will be allocated their base placement site when they begin the programme.

All campus-based learning is supported by and linked to the learning which takes place on practice placements. Students will encounter a broad range of placements which will embrace the 24/7 shift system.

14. Assessment

The approach to assessment is based on achieving the learning outcomes that relate to the knowledge, skills, values and behaviours of a practicing diagnostic radiographer at the end of the degree course. The course provides opportunities to test understanding and learning informally through the completion of practice or 'formative' assignments. Each module has one or more formal or 'summative' assessments which is graded and count towards the overall module grade.

Assessments used are inclusive and will include:

- Oral examination
- OSCE (Observed Structured Clinical Examination)
- Written essays and reflective essays
- Research Proposal
- Dissertation
- Individual and group presentations
- Case Studies
- Portfolios
- Practice Assessment Documents

Through inclusive assessment, students will develop the skills required of a practising lifelong learner, including developing a personal portfolio. The course will also develop academic skills such as scientific writing, researching and critical thinking, utilising the current evidence base in readiness for employment.

A typical summative assessment pattern is:

Level 4

Portfolio, 2 essays, a practical exam, a written exam, an OSCE (Objective Structured Clinical Examination) and a practice assessment document.

Level 5

Portfolio, research proposal, essay, individual presentation, OSCE (Objective Structured Clinical Examination), a group presentation, case study, reflective essay and a practice assessment document

Level 6

Portfolio, dissertation, case study, individual presentation, essay and a practice assessment document

Assessment of Theory

Assessment is designed to provide students with opportunities to demonstrate their practical, academic and professional progress, facilitated by the integration of theory with professional practice throughout the course. This is demonstrated using both formative and summative assessment opportunities in each module, identified within module outlines. Formative assessment includes mock placement assessment, class discussions, dedicated tutorials, peer feedback and mock exams. This is central to the learning, teaching, and assessment strategies of all modules in enabling students to benefit from feedback prior to submitting summative assessments. All module outlines encourage students to act on feedback received in formative and other assessments, meeting with their Personal Academic Tutor (PAT) to discuss this. All students are encouraged to engage in the formative assessment strategy for each module. This might be to discuss assessment plans with the module leader or peers or submit samples of writing of up to 500 words for review and feedback.

Summative assessment includes written and practical exams, OSCEs, essays, portfolios, oral examinations, case studies, portfolios, individual and group presentations and placement assessment documents. A Dissertation, undertaken at Level 6 facilitates truly independent learning with supervision from a named tutor who provides guidance of 6 hours in a negotiated learning process with individual students.

A mixture of assessments is intentionally set to maximise opportunities for all students to perform and develop skills relevant to future academic and professional study. Modules that include more than 2 assessment items allow students to experience a variety of assessment approaches within a subject area. Students must pass all components of a module assessment to pass the module. Compensation between assessments is not permitted. Each module outline uses a template for parity and includes an assessment brief with clear guidance about how to approach and present the assessed work, and explicit marking criteria which is published on Blackboard, and is introduced in every module in a taught session. The course utilises the Universities Generic Grade Descriptors across all modules, and all assessment rubrics include the assessment of spelling, punctuation, and grammar as part of these grade.

Assessment submission dates are spread across the course. Assessment guidelines together with a year planner for hand in dates are published in the Course Handbook and on Blackboard to support students in planning their assessment load. Formal module launches at the start of each module will contain more detailed explanation and expectations about the assignment. This will include showing students the marking rubrics that have been developed for use by marking teams, which also provide feedback and grade criteria for students. Students are also made aware of the marking standardisation, moderation and external examiner approaches to marking to assure them that fair and rigorous processes to assess their learning and achievement are in place.

Assessment of Practice

Assessment of practice learning will be done via the University of Worcester Practice Assessment Document, based on the [HCPC Standards of Proficiency \(2022\)](#) and the [College of Radiographers Education and Career Framework \(2022\)](#). There will be one practice assessment document per academic year and students will be marked as pass / fail, with no grade attached. Students must pass each element of assessment in the Practice Assessment Document to gain an overall pass for the year. If one or more of these elements is failed at the first attempt, the student is allowed a second attempt prior to the exam board. Students do not need to retake those elements of the assessment that were passed at first attempt.

Students are assessed by their supervising radiographer, a trained assessor, who has undergone formal assessor training, including regular updates, and who holds the primary responsibility for student assessment. The assessor and student are supported by both the practice educator and the Zoned Academic who promotes robust and consistent arrangements for the assessment of practice learning.

Practice learning placements are ungraded (they are pass/fail) and failure to achieve the assessment criteria will result in failure of the placement, and of the aligned practice module overall. Students must pass the aligned placement to pass the module. Should a student fail the practice assessment, a practice panel will review the evidence and documentation. This is not to decide on the merits of a pass or fail decision but to ensure that the policy for practice assessment has been adhered to.

Failure of the practice assessment document results in students having to attend additional placement hours. These hours may need to be attended in holiday periods. If a student fails the second attempt at a practice-based learning component, they have failed the requirements of the programme and must be withdrawn. Failure of practice-based learning due to substantiated grounds of fitness to practise concerns will follow the [Universities Fitness to Practice Procedures](#).

15. Programme structures and requirements

The BSc (Hons) Diagnostic Radiography programme is a 3-year full-time course. Only those students successfully completing the BSc (Hons) Diagnostic Radiography course are eligible to apply to register with the Health and Care Professions Council and apply to join The College of Radiographers. Please see the Award Map below:

Award map for: BSc (Hons) Diagnostic Radiography

Course Title: BSc (Hons) Diagnostic Radiography
--

Level 4

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))
			Single Hons
DRAD1001	Personal and Professional Development	15	M
DRAD1002	Research Methods: Introduction to Evidence	15	M
DRAD1003	Essential Science for Diagnostic Radiography	30	M
DRAD1004	Diagnostic Imaging Practice 1	30	M
DRAD1005	Diagnostic Imaging Practice 2	30	M

Requirements at Level 4

All modules are mandatory, and all 120 credits must be successfully completed to progress from level 4 to level 5.

A student wishing to exit after successfully completing 120 credits at level 4 can be awarded a Certificate in Higher Education in Health Care Sciences.

Level 5

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))
			Single Hons
DRAD2001	Developing Professional Skills, Values and Attributes	15	M
DRAD2002	Research Methods: Developing the Evidence	15	M
DRAD2003	Science and Technology in Imaging	15	M
DRAD2004	Cross-Sectional Anatomy, Physiology and Pathophysiology	15	M
DRAD2005	Diagnostic Imaging Practice 3	30	M
DRAD2006	Diagnostic Imaging Practice 4	30	M

Single Honours Requirements at Level 5

All modules are mandatory, and all 120 credits must be successfully completed to progress from level 5 to level 6.

A student wishing to exit after successfully completing 120 credits at level 4 and 120 credits at level 5 can be awarded a Diploma in Higher Education in Health Care Sciences.

Level 6

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))
			Single Hons
DRAD3001	Leadership in Diagnostic Imaging	15	M
DRAD3002	Dissertation	30	M
DRAD3003	Diagnostic Imaging Practice 5	30	M
DRAD3004	Diagnostic Imaging Practice 6	30	M
DRAD3005	Evolution in Imaging	15	M

Single Honours Requirements at Level 6

All modules are mandatory, and all 120 credits must be successfully completed to achieve the award.

16. QAA and professional academic standards and quality

Successful completion of the course enables graduates to apply to join the register of radiographers with the Health and Care Professions Council (HCPC).

The learning outcomes for modules at each level have been constructed in accordance with the Framework for Higher Education Qualifications (2014), with learning becoming progressively more challenging, moving from broad generic concepts to a more in-depth knowledge allowing decision-making in complex circumstances. This award operates under the Taught Courses Regulatory Framework.

The course meets the following benchmarks:

- [HCPC Standards for Education and Training \(2017\)](#)
- [Office for Students Sector-recognised standards](#)
- [QAA The Revised Quality Code 2018](#)
- [Framework for Higher Education Qualifications in England, Wales and Northern Ireland \(FHEQ\) \(2014\)](#)
- [College of Radiographers Education and Career Framework 4th Edition \(2022\)](#)

The following professional standards are embedded within the curriculum:

- [College of Radiographers Quality Standards for Practice Placements \(2012\)](#)
- [College of Radiographers Research Strategy \(2021-2026\)](#)
- [College of Radiographers Scope of Practice \(2013\)](#)
- [HCPC \(2016\) Guidance conduct and ethics for students](#)
- [HCPC \(2016\) Standards of conduct, performance and ethics](#)
- [HCPC Standards of Proficiency \(Radiographers\) \(2022\)](#)

This award is located at Level 6 of the [OfS sector recognised standards](#).

17. Support for students

Induction

An induction for students in Welcome Week provides students with the opportunity to meet other students, the teaching team, and the Head or Deputy Head of the School of Allied Health and Community. Sessions exist to introduce students to the principles of learning and teaching in higher education, introduction to information and learning systems including library resources, an introduction to student services, and the student union. There is also an introduction to the diagnostic radiography course, the course team, and the profession.

Students are signposted to the student support services which include:

<https://www2.worc.ac.uk/firstpoint/>
<https://www.worcester.ac.uk/life/help-and-support/services-for-students/home.aspx>
<https://www2.worc.ac.uk/disabilityanddyslexia/>
<https://studyskills.wp.worc.ac.uk/>

Personal and Academic Tutoring

There is wide ranging support for students on the BSc (Hons) Diagnostic Radiography course. One of the main ways in which students are supported on the course is through the university-wide Personal Academic Tutoring System. Personal Academic Tutoring (PAT) is at the heart of supporting personal, professional and academic development and tutors meet with their tutees at least four times a year in first year and three times a year thereafter. These meetings are held in groups or individually as needed. PATs will 'signpost' students to the appropriate university support services as needed including Disability and Dyslexia support, IT, media and print services support, as well as a range of health and wellbeing support services such as student counselling service, financial advice and accommodation matters.

Year Tutors

Each academic year is overseen by a Year Tutor whose role is to manage the overall student learning experience of the Diagnostic Radiography course.

Practice learning support

In practice placement learning, all students are supported in their learning by a Practice Educator (PE) to support their practice-based learning. All Practice Educators will have undergone a formal period of preparation. Both student and PE are supported by a member of the academic course team in the role of Zoned Academic (ZA). This role involves using virtual or in-person meetings to meet with PE and student, together and separately, to review progress and the placement experience. In addition to practice educator support, students will always be supervised by a radiographer throughout their placement. Radiographers, assistant practitioners and other members of the imaging team will provide support and teaching to the students as the patient throughput allows.

Disabled students

The University has a Diversity and Equality Policy which promotes inclusivity and equal opportunities for all students during their admission, progress and assessment. The Disability and Dyslexia Service within Student Services provides specialist support on a one-to-one basis. Additionally, the University's Policy and Procedures on Inclusive Assessment sets out policy, procedures and guidance to ensure that disabled students are not discriminated against in relation to assessments.

The diagnostic radiography course has a proactive and inclusive approach to disabled students and works closely with students to ensure that individual support needs are identified and met in a timely and professionally appropriate way within a philosophy of professional regulation, competency and inclusion. Reasonable adjustments and support strategies are considered and applied creatively for practice (Practice Placement Adjustment Plan), ensuring patient safety. Students are actively encouraged to disclose their disability to facilitate safe systems of support and permit additional needs/reasonable adjustment to be put in place.

Student membership of the Society of Radiographers

Students on the BSc (Hons) Diagnostic Radiography course are encouraged to become student members of the professional body, the Society of Radiographers, during induction week. Student membership provides a range of supportive opportunities including keeping updated on the latest student and professional issues, access to a range of profession specific learning, study, and professional development resources, and begin the process of developing a professional identity.

18. Admissions

The University aims to provide fair and equal access to a university education to all those who have the potential to succeed or benefit from it. Admissions to the Diagnostic Radiography programme are made in line with the University's Admissions Policy and Diversity and Equality policies. Applications are welcomed from school and college leavers, mature applicants and international students, and places are offered on merit. The university is committed to widening participation and our broad entry requirements reflect this. All suitable applicants are offered an interview where candidates are assessed using values-based recruitment principles.

Entry requirements

The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW website <https://www.worc.ac.uk/journey/a-z-of-courses.html>

English Language Requirements

Applicants whose first language is not English and who are required to provide a language test certificate as evidence of their proficiency must ensure they hold IELTS level 7.0 with no element below 6.5, or Test of English as a Foreign Language (TOEFL) Internet Based Test (IBT) with a minimum score of 100 out of 120(HCPC 2022).

Disclosure and Barring Service (DBS) requirements

Enhanced disclosure under the DBS is a requirement for entry. Students on the course are also asked to declare any changes in their DBS status at the beginning of each academic year on SOLE and to sign a Code of Conduct which is in the course handbook. Students are required to sign a self-declaration of offences form prior to interview and must be completed before an offer is made. The university will fund the DBS check.

Recognition of Prior Learning

Details of acceptable Level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111). Further information on Recognition of Prior Learning can be found at <http://www.worcester.ac.uk/registryservices/941.htm>

Admissions procedures

Full-time applicants apply through UCAS. All applications are screened for academic suitability by admissions administrators. Applicants who meet the academic requirements are invited to interview. All applicants are considered, including those from previous admissions cycles, and those who have been unsuccessful. This is screened by the admissions tutor for Diagnostic Radiography and suitable applicants are invited to interview.

Admissions/selection criteria

Selection procedures are in line with the UW Equal Opportunities Policy, which aims to ensure equality of opportunity to students seeking admission to academic programmes. Selection is made based on:

- Achievement of minimum entry criteria
- An understanding of the profession including the opportunities and pressures facing the imaging service
- Awareness of qualities and values required to work as a Diagnostic Radiographer
- Evidence of transferable skills i.e., teamworking, experience working with people
- All offers are subject to satisfactory Health Clearance and Disclosure & Barring Service Enhanced Disclosure.

Admissions interview process

Candidates who have appropriate predicted grades in the correct subjects are invited to attend for an interview. The interview consists of an individual interview and a written test. The

individual interview will assess knowledge of the profession and applicants' suitability for the role of diagnostic radiographer. The written test will take 20 minutes under exam conditions and test knowledge of transferrable skills such as teamworking skills and the application of NHS values. The combined nature of each part ensures that applicants can showcase their skills in communicating in written and spoken form. Each part of the interview process is given a score and those candidates meeting the minimum score are offered a place on the programme. Service users form part of the interview panel for the individual interview.

19. Regulation of assessment

The Diagnostic Radiography programme operates under the [University's Taught Courses Regulatory Framework](#). There are some exemptions to these regulations – please see retrieval of failure section below.

Requirements to pass modules:

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D-for each module.
- Students are required to submit all items of assessment in order to pass a module and a pass mark in each item of assessment is required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 7 days (one week) will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the [Taught Courses Regulatory Framework](#).

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module; the module grade for a re-taken module is capped at D-.
- If a student is unsuccessful in the reassessment of a theory element of modules DRAD1005, DRAD1006, DRAD2002, DRAD2005, DRAD3002, DRAD3003 they have the right to retake the theory element with attendance; this may require the student studying on a part-time basis to retrieve the failure. The re-take is capped at D-
- A student can only be reassessed in a practice element once, failure to pass practice elements of modules (DRAD1005, DRAD1006, DRAD2002, DRAD2005, DRAD3002, DRAD3003) following reassessment will lead to the student being withdrawn from the programme.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessment

Requirements for Progression

- A student will be permitted to progress from Level 4 to Level 5 if, by the time of the reassessment Board of Examiners, they have passed at least 120 credits at Level 4.
- A student will be permitted to progress with conditions from Level 4 to Level 5 if, by the time of the reassessment Board of Examiners, they have passed at least 90 credits at Level 4 but have not exhausted all reassessment opportunities in the remaining 30
- credits.

- A student will be permitted to progress from Level 5 to Level 6 if, by the time of the reassessment Board of Examiners, they have passed at least 240 credits including 120 credits at Level 5.
- A student will be permitted to progress with conditions from Level 5 to Level 6 if, by the time of the reassessment Board of Examiners, they have passed at least 210 credits including 90 credits at Level 5 but have not exhausted all reassessment opportunities in the remaining 30 credits.
- A student progressing with conditions, must take the outstanding reassessments at the next available opportunity.
- A student who, by the time of the reassessment Board of Examiners, has failed 90 credits or more (after exhausting all reassessment opportunities) during the academic year, will have their registration with the University terminated.
- If a student has not passed at least 90 credits by the reassessment Board of Examiners, the student is not permitted to progress to the next level and will be required to either complete outstanding reassessment or retake the failed modules the following academic year. Students will be able to carry forward any passed modules.

This course is subject to the [University's fitness to practice procedures](#).

Requirements for Awards

Table 7 requirements for awards

Award	Requirement
Certificate of Higher Education (Cert HE) [Certificate of Higher Education Health Care Sciences]	In order to be eligible for the exit award of Certificate in Higher Education in the named subject/area of study, a student must have passed at least 120 credits in total including the mandatory modules for level 4 of the award as specified on the award map.
Diploma of Higher Education (DipHE) [Diploma of Higher Education Health Care Sciences]	In order to be eligible for the exit award of Diploma in Higher Education in the named subject/area of study, a student must have passed at least 240 credits in total including the mandatory modules for level 4 and level 5 of the award as specified on the award map.
Degree (non-honours) [BSc Health Care Sciences without eligibility to apply to register with the HCPC and SoR]	Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6, including any of the mandatory modules for Level 5 and Level 6 of the award (excluding the Dissertation module) as specified on the award map.
Degree with honours [BSc (Hons) Diagnostic Radiography]	Passed a minimum of 360 credits with 120 credits at each level of the course, as specified on the award map.

Classification

The honours classification will be determined by whichever of the following two methods results in the higher classification.

- Classification determined on the profile of the 120 credits attained at Level 5 and 120 credits at Level 6. Level 5 and Level 6 grades are weighted on a ratio of 1:2. OR
- Classification will be based on the weighted average grade together with a requirement for at least half of the Level 6 grades to be in the higher class.

For further information on honours degree classification, see the [Taught Courses Regulatory Framework](#).

20. Graduate destinations, employability and links with employers

Graduate destinations

Diagnostic Radiography graduates are most likely to find employment without difficulty, mainly within the NHS. A small number may take up posts in private healthcare. Diagnostic Radiography graduates can also enroll in further master's level study and are encouraged to become Practice Educators.

Student employability

Employability is integral to the diagnostic radiography course; the aim of the course is to produce graduate diagnostic radiographers. The spiral curriculum facilitates professional development with a developing focus from self to others to services over the course. This is supported with inter-professional learning and practice placements integrated within modules on the course, preparing students for graduation and professional employment. At each level students will be expected to add to their portfolio, preparing them for their continuous professional development as registered professionals. Support for employability can be found from the [University Career and Employability Service](#) who can offer help with job searches, applications and interview techniques. Students may also choose to complete the [Worcester Award](#) to enhance their employability prospects.

Once students are qualified and employed, they will take part in a preceptorship period where they have the opportunity to be mentored and consolidate their learning. They may also follow the eLearning for healthcare [Step to Work](#) programme.

Links with employers

The BSc (Hons) Diagnostic Radiography course has very close links with employers, who provide placement opportunities for students throughout the course. It is expected that students may also gain some part time employment as radiography assistants whilst they are studying their course with their placement provider.

Clinical staff have been essential in development of the programme and will continue to have input into the course design. Staff are also welcomed to deliver academic content in their own areas of expertise.

Please note:

This specification provides a concise summary of the main features of the programme 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.

More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in associated course documentation e.g., course handbooks, module outlines and module specifications.