



PROGRAMME SPECIFICATION

**BSc (Hons) Diagnostic Radiography with Integrated
Foundation Year (7036)**

2021/2022 Academic Year

Contents

1. BSc (Hons) Diagnostic Radiography with integrated foundation year	3
2. Awarding Institution: University of Plymouth.....	3
3. Professional, Regulatory and Statutory Bodies	3
4. Distinctive Features of the Programmes and the Student Experience.....	4
5. Relevant QAA Subject Benchmark Group(s)	6
6. Programme Structure	7
Module Overviews	8
7. Programme Aims.....	9
8. Programme Intended Learning Outcomes	9
BSc (Hons) Diagnostic Radiography with Integrated Foundation Year Programme Intended Learning Outcomes	9
9. Admissions Criteria.....	11
9.1 Other requirements	13
9.2 Health and Enhanced Disclosures	13
9.3 Application from international and European students: clearance	13
9.4 Fitness to Practise.....	13
9.5 Students with specific learning difficulties and/or disabilities and other (short term) needs	14
10. Progression routes/criteria for Final and Intermediate Awards	14
11. Non-Standard Regulations.....	15
12. Registration with Professional Bodies	15
12.1 Registration with the Health and Care Professions Council (HCPC).....	15
12.2 Registration with Society and College of Radiographers (SCoR)	16
Appendix 1: Programme Specification Mapping (UG): module contribution to the meeting of Award Learning Outcomes.....	18
1.1 BSc(Hons) Diagnostic Radiography with integrated foundation year	18

1. BSc (Hons) Diagnostic Radiography with Integrated Foundation Year

Final award titles

BSc (Hons) Diagnostic Radiography

BSc (Hons) Diagnostic Radiography with Foundation Ultrasonography

The Foundation year is an integral part of the final award route and is not therefore reflected in the final award title.

Intermediate award titles:

Level 4 Certificate in Higher Education

Level 5 Diploma in Higher Education

Level 6 BSc Health and Social Care

These awards do not lead to eligibility to apply for registration with the HCPC.

UCAS code: B821

HECoS code: 100129 Diagnostic Imaging

2. Awarding Institution: University of Plymouth

Teaching institution: University of Plymouth

3. Professional, Regulatory and Statutory Bodies

Health and Care Professions Council

- BSc (Hons) Diagnostic Radiography (HCPC approved 2019, re-accreditation 2024)
- BSc (Hons) Diagnostic Radiography with Foundation Ultrasonography (HCPC approved 2021)

Society & College of Radiographers

- BSc (Hons) Diagnostic Radiography (re-accreditation due Dec 2026)

Consortium for Sonographic Education

- BSc (Hons) Diagnostic Radiography with Foundation Ultrasonography – Accreditation pending

4. Distinctive Features of the Programmes and the Student Experience

Distinctive features of the BSc (Hons) Diagnostic Radiography with Integrated Foundation Year programme are that it is designed to provide a route of entry for widening participation into the diagnostic radiography profession. It maybe that you are not currently appropriately qualified in subject knowledge, attainment or recent experience for entry to Level 4 of undergraduate programmes in Diagnostic Radiography. This foundation year guarantees progression to the diagnostic radiography programmes (The BSc (Hons) Diagnostic Radiography and BSc (Hons) Diagnostic Radiography with Foundation Ultrasonography) providing that the you have achieved an overall mean of at least 60% averaged across all 120 credits in your foundation year.

You will be part of a cohort of Biomedical and Dental, Therapy and Hygiene students but will start to develop your professional, radiography identify by association and support from other radiography students, including the option of being part of the newly formed RadSoc. This is a student run society that aims to bring together radiography students from all cohorts.

Distinctive features of the integrated foundation programme:

- is suitable for non-standard entrants, including mature returners to study, those without Science qualifications or with Science qualifications below the standard required for entry to Level 4
- welcomes applications from those who have studied other disciplines
- provides a focussed learning experience examining the science and practice relating to modern human biology and biomedical/healthcare sciences
- provides you with a high proportion of experiential work, and intensive and early assessment, with rapid feedback designed to support learning
- includes inter-professional study opportunities to develop understanding of the broad spectrum of health services and how they interlink across the NHS and other healthcare providers
- provides personal support for learning through regular meetings with your personal tutor and input from specialist staff

During the programmes all students will have access to all relevant University physical and online resources; these include the main campus library and Life Science Resource Centre (LSRC), John Bull Building (JBB) and clinical skills facilities in the Clinical Skills Resource Centre (CSRC).

Main campus physical resources include the library and IT suite, the LSRC which contains anatomy models, textbooks and a state-of-the-art virtual dissection table. Further IT facilities are based at the JBB, along with the clinical skills department. The Clinical Skills Lab at JBB contains areas for simulated clinical environments

and the Peninsula Radiology Academy (PenRA) is located close to Derriford Hospital and are used mainly for Level 4-6.

Online resources are accessed, or sign posted on the digital learning environment (Moodle). These will include relevant programme material and a wide variety of e-learning modules. Electronic journals and other library services can be accessed via here with a University of Plymouth login or the main University web site. Visit the general library webpage for other services and a link to Primo, our resource discovery tool.

All direct entry students to the diagnostic radiography programmes are issued with an iPad for the duration of the programme of study. These are used not only for the academic time but also for the electronic assessments and clinical log completion. Direct entry students start at Level 4.

To ensure that you are prepared and have experienced a range of learning approaches used, modules will utilise didactic, flipped, team and group based enquiry approaches (problem-, case- and team-based), with an emphasis on introduction to learning skills using novel, integrative and innovative cases to pique your interest.

The remit of the programmes that the foundation programme feeds into, is to provide a student-centred, active learning environment that is aligned to the role of modern medical imaging professionals. In the 24hr healthcare service, diagnostic radiographers and sonographers are required to work alone, or in small, inter-professional teams, with a wide variety of patients who have acute to terminal conditions. As a result, the programmes are structured to help students develop the knowledge, skills and capabilities to be effective, autonomous and resilient practitioners.

The educational foundation of the programmes aims to instil a sound learning approach, the ability to work effectively in a team, and an understanding of professional limitations and when it is appropriate to ask for help. As such, the programmes use a variety of teaching and learning methods to help you develop your study and research skills as well as transferable skills such as teamwork and the ability to communicate complex ideas clearly. More details can be found in section 3, and in the module handbooks.

Whilst plain imaging numbers remain constant nationally, there has been a substantial increase in more advanced imaging procedures such as computed tomography (CT), magnetic resonance imaging (MRI) and ultrasound (US), which now make up 42% of patient examinations.

The diagnostic radiography programmes aim to put further emphasis on the diagnostic aspect of diagnostic radiography and on more advanced imaging techniques. Not only does this give our programme a unique focus, but it will also better prepare you for your subsequent employment. As such, placements and competencies across all three years will include a wide variety of imaging modalities available in the healthcare sector. Placement providers (local & regional hospitals) have also been involved in the development of innovative assessment approaches to ensure the highest standards of proficiency for our graduates.

5. Relevant QAA Subject Benchmark Group(s)

To ensure the BSc (Hons) programmes that the foundation year feeds into, deliver you a high-quality teaching experience they are informed by the Quality Assurance Agency (QAA) 'Benchmark statement: Health care programmes – Radiography' (2001), the HCPC Standards of Proficiency , the HCPC Standards of Education and Training (2017), the Society of Radiographers Education approval and accreditation framework, and where relevant, the CASE standards for sonographic education.

6. Programme Structure

In the BSc (Hons) Diagnostic Radiography with integrated foundation year you will be learning with the foundation biomedical and dental, therapy and hygiene students in your foundation year (Year Zero).

In Semester 1, you will complete the compulsory modules FMD001 *Molecules to cells*, FMD002 *Introduction to Human Physiology*, you will also take the all year modules FDR001 *Learning Skills for Diagnostic Radiography*, BHCS002 *Current Developments in Human Biology and Biomedical Sciences*.

In Semester 2, you will take the core semester 2 modules FMD004 *Interdisciplinary and Team Based Learning* BHCS001 *Infection, Immunity and Therapeutics*, and will continue the all year modules FDR001 *Learning Skills for Diagnostic Radiography*, BHCS002 *Current Developments in Human Biology and Biomedical Sciences*.

Module outline for BSc (Hons) Diagnostic Radiography with integrated foundation year –Year Zero modules

Semester 1 Modules		All Year Modules	
FMD001 Molecules to cells (20 credits)	FMD002 Introduction to Human physiology (20 Credits)	FDR001 Learning skills for Diagnostic Radiography (20 Credits)	BHCS002 Current developments in Human Biology and Biomedical Sciences (20 credits)
Semester 2 Modules			
BHCS001 Infection, immunity and therapeutics (20 Credits)	FMD004 Interdisciplinary Learning and Team Based Learning (Enquiry learning) (20 Credits)		

Module Overviews

The information below provides a synopsis of the aims and scope of the modules you will take in the foundation year. Although the majority of your learning is carried out with biomedical and Dental Therapy and Hygiene students, there are diagnostic radiography related topics in some modules. Please refer to the individual module records for further detailed information on content, learning outcomes and assessment strategy.

BHCS001 This module provides an introduction to scientific theory and practice relating to microbiology and immunology. It will also introduce you to therapeutic strategies to prevent infection or modify diseases associated with immune dysfunction.

BHCS002 In this module you will explore the nature and complexity of contemporary issues in Human Biology. There will be It will also help you to develop a confident, independent, reflective and self- managed approach to learning. There are specific issues related to diagnostic radiography discussed in this module.

FMD001 You will be introduced to key aspects of genetics, biochemistry, molecular and cellular biology that will underpin your later learning. The aim is to introduce important reaction cycles within the human body, the structure and roles of nucleic acids and key concepts of cellular organisation and function.

FMD002 This module will provide you with a grounding in key aspects of human anatomy and physiology that will underpin later learning in pathophysiology, pathology and developmental biology.

FDR001 This module will assist you in developing an independent, reflective and self-managed approach to study in higher education. You will build confidence in learning through developing effective study skills, including information literacy and time management. It will introduce you to the requirements and formats of scientific communication and you will develop awareness of the skills and personal attributes needed for your diagnostic radiography practice. Within this module you will learn the foundation of health physics in preparation for Medical Imaging Science modules at Level 4 and 5.

FMD004 This module is designed to enable you to develop key skills required for working in multidisciplinary teams. You will be encouraged to work with your colleagues to manage tasks and tailor learning according to diagnostic radiography.

7. Programme Aims

BSc (Hons) Diagnostic Radiography with Integrated Foundation Year programme aims to:

- produce students who have a broad yet comprehensive understanding of the fundamentals of science, that are necessary for successful progression to and in an honours degree programme in a biomedical sciences discipline
- develop the ability to apply scientific knowledge and skills appropriately and successfully in undergraduate studies in human biology and health sciences
- equip students with the study skills necessary to successfully progress to and in an honours degree programme in biomedical sciences
- enable students to become confident, critically self-aware independent learners.
- begin to develop in students a range of key and transferable skills of value in the world of employment, including skills in the areas of communication, problem-solving, team-working, information-handling and processing.
- prepare students for and initiate students into the culture of University-level study, both in terms of the academic standards and the study patterns required.

8. Programme Intended Learning Outcomes

BSc (Hons) Diagnostic Radiography with Integrated Foundation Year Programme Intended Learning Outcomes

In addition to the learning outcomes for the BSc (Hons) Diagnostic Radiography programme, the outcomes shown below are those for the Level Zero element of this programme. They should be read in conjunction with the aims of the BSc (Hons) programmes available in the relevant programme specification document.

Knowledge and understanding
On successful completion you should be able to:
1. Demonstrate a broad understanding of the fundamental knowledge base and the terminology relating to disciplines across human biology and biomedical sciences including anatomy,

biochemistry, microbiology, physiology, genetics, cellular and molecular biology and immunology.

2. Demonstrate an awareness of current areas of debate and discovery in Biomedicine and how scientific knowledge and methods can be applied to investigate them and improve human health.
3. Demonstrate an understating of foundation health physics

Cognitive and intellectual skills

On successful completion you should be able to:

- 1 Identify correctly the concepts and principles underlying theoretical frameworks in biomedical sciences and begin to identify strengths and limitations of such models.
2. Judge the reliability of data, results and information using well defined techniques and/or criteria.
3. Operate in a range of varied but predictable contexts relevant to biomedicine, requiring the use and application of specified scientific techniques and information sources.

Key and transferable skills

On successful completion you should be able to demonstrate:

1. Written and oral communication skills and be able to use these in a variety of contexts.
2. Problem-solving skills, relating to qualitative and quantitative information.
3. Numeracy and computational skills appropriate to the study of undergraduate biomedical sciences at university.
4. Information-retrieval skills, in relation to primary and secondary information sources.
5. An awareness of their own capabilities in key areas and engage in development activity through guided self-direction.
6. An understanding of how to work effectively and give/receive effective feedback independently and as part of a team/group.

Practical skills

On successful completion you should be able to:

1. Demonstrate skills in the safe handling of a range of biological and non-biological materials in laboratory settings, taking into account their physical and chemical properties, including any specific hazards associated with their use.
2. Demonstrate the skills required to conduct standard laboratory procedures for investigation of human function and dysfunction.
3. Demonstrate skills in the monitoring, by observation and/or measurement, of a variety of physical, chemical or biological properties, events or changes, of both a quantitative and qualitative nature, together with their systematic and reliable recording and documentation.

9. Admissions Criteria

For entry to the BSc (Hons) Diagnostic Radiography with Integrated Foundation Year (4 year programme)

All applicants must have GCSE (or equivalent) Maths and English at Grade C/Level 4 or above.

	Qualifications Required	Level Required
For all applicants	GCSE Mathematics	4/C
	GCSE English	4/C
International students	IELTS	IELTS 7.0 overall with at least 6.5 in each element
Applicants with formal qualifications in Science	A Levels	32-48 UCAS points, a minimum of 2 A levels to include at least one pass in a science subject*
	Baccalaureate	24 overall to include 1 subject from science – English and mathematics must be included.
	BTEC	18 Unit BTEC National Diploma/QCF Extended Diploma: PPP from a science related subject. 12 Unit BTEC National Certificate/QCF Diploma: MP from a science related subject.
	Post GCSE quals such as NVQ	Level 3 required
	GNVQ and AGNVQ	Passes in science subjects
*Science subjects include	Biology/Human Biology; Chemistry; Computing; Design and Technology; Electronics; Environmental Studies; Geography; Geology; Maths/Pure Maths/Further Maths; Life and Health Sciences; Physical Education; Physics; Psychology; Science (applied); Statistics.	
Applicants without formal qualifications in Science	Applications from students with non-standard qualifications, including those without Science qualifications at Level 3, are welcomed and are assessed on an individual basis. This programme is also suitable for those returning to study who can offer work or other related experience in place of formal qualifications and who have the equivalent of basic mathematical, English and science skills (i.e. the equivalent of a Grade C/4 at GCSE level)	

All applicants, in addition to meeting or exceeding the published academic criteria above will need to meet a minimum of three from the following seven contextual indicator options:

- POLAR4 Living in a low participation neighbourhood as determined by your postcode (POLAR4 quintiles 1 and 2).
- Indices of Mass Deprivation Living in an area categorised as being in Indices of Mass Deprivation (IMD) 1–4 or 20% most deprived as determined by your English postcode, Northern Ireland postcode, Scottish postcode, and Welsh postcode.
- School type Attending or attended a state or scholarship funded school whilst completing your level 3 qualifications (scholarship to fee paying school only) – Evidenced by school letter submitted by applicant at the point of application to meddentadmissions@plymouth.ac.uk
- School performance Attending or attended a low performing school/college whilst completing your level 3 qualifications e.g. 16–18 performance in the ‘below’ or ‘well below average’ classifications. If you attend a secondary school or college in Northern Ireland, Scotland, or Wales, please contact meddentadmissions@plymouth.ac.uk.
- UCAT, EMA or 16-19 bursary. In receipt of one or more of these bursaries. UCAT bursary entitlement can be downloaded from source. EMA or 16-19 bursary entitlement to be evidenced by an official award letter or a school letter submitted at the point of UCAS application to meddent-admissions@plymouth.ac.uk.
- Free school meals Being in receipt of free school meals – Evidenced by school letter submitted by applicant at the point of application to meddentadmissions@plymouth.ac.uk
- In care/care leaver Being in care or a care leaver – Evidenced by school letter submitted by applicant at the point of application to meddent-admissions@plymouth.ac.uk
- Returner to study after more than 5 years.

Subject to the quantity and quality of applications received, the faculty reserves the right to refer to additional contextual indicators in order to select suitable applicants for interview. These additional contextual indicators could include being a Carer, Refugee, belonging to a Romany/Gypsy/Traveller community, local resident in the South West of England. Please note this additional list is not exhaustive and is for indication purposes only.

Applications for the programme will be administered through the Peninsula Medical School's Admissions team.

In accordance with the University's Academic Regulations, Accreditation for Prior Learning (APEL) may be applied where you can demonstrate appropriate recent learning or experience that fully satisfies the learning outcomes of the module(s) concerned.

9.1 Other requirements

NHS professional courses are required to select and interview applicants using a 'values based' approach. UCAS personal statement now requires insight into the importance of NHS values in your chosen profession discipline.

Students joining the programmes are required to attend an occupational health appointment during induction. A further appointment will be made for any vaccinations / immunisation requirements.

9.2 Health and Enhanced Disclosures

All offers are subject to satisfactory Occupational Health clearance and enhanced Disclosure and Barring Service (DBS) checks. Failure to meet either condition could result in any offer being withdrawn.

Subsequent changes in health and criminal circumstance, made known to the school or notified through the annual declaration process, will be reviewed, in order to determine continuation on the programme.

9.3 Application from international and European students: clearance

As international and European students do not currently live and practice in England, it will not be possible for a Disclosure and Barring Service (DBS) form to be completed. Therefore, a letter, on official headed paper, from the local police department, must confirm that you have no criminal record or cautions such as driving convictions, and that you are considered a safe practitioner when working with vulnerable clients (adults and children) or patients. As an additional component of the admissions process, an enhanced Disclosure and Barring Service check will be conducted 3 months after commencement of the programme.

9.4 Fitness to Practise

The University has a responsibility to ensure that healthcare practitioners are fit to practise and must adhere to regulatory advice provided by the HCPC. The Faculty's Fitness to Practise policy and

the professional body websites provide information about the standards of behaviour expected of students training to be a diagnostic radiographer and sonographer. It is your responsibility to familiarise yourself with the provisions and requirements of the relevant professional bodies. Any student departing from the guidance given within the Fitness to Practise policy and by regulatory bodies may be subject to consideration by the Faculty's Fitness to Practise procedure.

9.5 Students with specific learning difficulties and/or disabilities and other (short term) needs

Students with a disability or a long-term condition will not be excluded from applying to the Diagnostic Radiography programmes, in compliance with the Equality Act 2010 and guidelines set down by the QAA Code of Practice for Students with Disabilities. However, there will be no adjustment to the competency standards required for successful completion of the programmes. Each applicant's application will be considered on an individual basis about your ability to undertake a programme of study. In an extreme situation, when it becomes apparent that reasonable adjustments cannot be made and/or health and safety, or competence standards might be compromised, the Programme Lead, in conjunction with the Head of School, will determine whether an offer is possible for entry on to the programme.

The admissions procedure adopts a pro-active approach for applicants with disabilities. The information that you provide will help the University to work with you to establish the support and exam requirements during their time at University.

The University values a diverse community of staff and students and disclosure about a disability will not prejudice any application. Disability Services is part of Learning Support and Wellbeing and is in place to help students with your study support requirements if you have a disability.

If you are unsure whether their condition is considered a disability, it is recommended that you still advise the University. After a disclosure has been made to the University the you will be put in contact with Disability Services. Further details can be found in this [link](https://www.plymouth.ac.uk/student-life/services/learning-gateway/disability-and-dyslexia):

<https://www.plymouth.ac.uk/student-life/services/learning-gateway/disability-and-dyslexia>

10. Progression routes/criteria for Final and Intermediate Awards

- The BSc (Hons) Diagnostic Radiography with integrated foundation year is a full-time four year programme. The university guarantees progression to the diagnostic radiography programmes (The BSc (Hons) Diagnostic Radiography and BSc (Hons) Diagnostic Radiography with Foundation Ultrasonography) providing that the you have achieved an

overall mean of at least 60% averaged across all 120 credits in your foundation year. In addition, due to the team-based learning strategy central to the programmes ethos, you must also successfully complete suitability screening in your group activities.

- The BSc (Hons) Diagnostic Radiography and BSc (Hons) Diagnostic Radiography with Foundation Ultrasonography programmes are full-time for three years. The maximum registration period for full time students is six years.
- A BSc in Health and Social Care without honours can be awarded if a student gains 320 credits, including 80 credits at Level 6 and 120 further credits at Level 5 or above. This is available for students who have not achieved competency in final year placements and therefore does not lead to eligibility to apply for registration with the HCPC.
- Details on progression following failure of the placement modules are highlighted in the Placement Learning Handbook.
- A Diploma in Higher Education can be awarded as an intermediate award following successful completion of 240 credits at Level 5 (120 credits of which are awarded at Level 4).
- A Certificate in Higher Education can be awarded as an intermediate award following successful completion of 120 credits at Level 4.

11. Non-Standard Regulations

The BSc (Hons) Diagnostic Radiography with integrated foundation year operates under standard regulations.

The BSc (Hons) Diagnostic Radiography and BSc (Hons) Diagnostic Radiography with Foundation Ultrasonography programmes operate under non-standard regulations due to the length of the placements in some modules.

12. Registration with Professional Bodies

12.1 Registration with the Health and Care Professions Council (HCPC)

Upon successful completion of the Diagnostic Radiography programme graduates are eligible to apply for registration with the HCPC. The HCPC has produced guiding principles of how they would need to be assured of an individual's ability to and of their fitness to practise when the individual has a disability or health impairment issue. Further information can be obtained from:

<http://www.hpc-uk.org/registration/your-registration/health-and-disability-support/>

The BSc (Hons) Diagnostic Radiography with Foundation Ultrasonography is subject to approval by the HCPC. Following approval, students graduating with a BSc (Hons) Diagnostic Radiography with Foundation Ultrasonography will also be eligible to apply for registration with the HCPC.

12.2 Registration with Society and College of Radiographers (SCoR)

The Society and College of Radiographers (SCoR) is the professional body for diagnostic radiographers in the UK. Students are encouraged to register with the Society of Radiographers as a student member. This is important because it provides the student with access to professional resources and additional professional liability insurance to complete the UK based placements and certain countries overseas.

Below is a list of helpful documentation provided by the Society and College of Radiographers that will help inform you during this programme and your future career.

- The [Education and career Framework for the Radiography Workforce](#) is an interactive web-based tool, which members can use to support their individual professional development.
- [A guide to understanding the implications of the Ionising Radiation \(Medical Exposure\) Regulations in diagnostic and interventional radiology](#) The Society and College of Radiographers (SCoR), The Royal College of Radiologists (RCR) and the British Institute of Radiology (BIR) have jointly produced this Ionising Radiation (Medical Exposure) Regulations (IR(ME)R) 2000 guidance document, with support from Public Health England (PHE) and the Institute of Physics and Engineering in Medicine (IPEM). The document is aimed at employers and staff who provide clinical imaging and interventional radiology services using ionising radiations. IR(ME)R 2000 has since been superseded by IR(ME)R 2017.
- The [Society of Radiographers Pause and check](#) guidance highlights how to apply the updated IR(ME)R guidance in everyday practice.
- The [Final pregnancy check position statement](#) guidance is supplementary to existing guidance on pregnancy checking procedures and aims to support employers to meet the requirements of IR(ME)R 2017, schedule 2 1.(c). It is intended to support equality and good practice in diagnostic and therapeutic radiography and to protect the sensitive and compassionate relationship between diagnostic radiographers and the individuals under their care during an ionising radiation exposure.

- The [CoR Research Strategy \(2015\)](#) is published in response to the Society and College of Radiographers Strategy [2015-2017], which conveys research as a key part of the College of Radiographers' mission.
- The [CoR Scope of Practice \(2013\) document](#) confirms the current scope of practice for the professional workforce for diagnostic imaging and radiotherapy.
- The [Code of professional conduct](#) puts patients at the centre of everything that is done. It expects conduct in practice that reflects this aspiration based on the values of respect, empowerment, empathy, trustworthiness, integrity and justice. Of equal importance is the need to maintain the public's trust and confidence in the profession as a whole.
- [Dealing with Bullying and Harassment](#) The majority of diagnostic radiography students experience rewarding academic and clinical placements with supportive teaching teams and clinical educators. Sadly, however, a few students experience bullying and harassment. The Society and College of Radiographers (SCoR) believes that bullying and harassment are completely unacceptable in any form. Diagnostic radiography students should be treated fairly and consistently, and with dignity and respect, wherever they study or undertake practice placements. Educational institutions and workplaces should be free from undue stress, anxiety or fear of intimidation. Bullying and harassment in the health sector is not tolerated by the SCoR.
- [Raising Concerns in the workplace](#) It is essential for all healthcare staff and students to raise concerns about behaviour that is detrimental to patient care. Please also see the Faculty Raising Concerns policy for more information on the process.
- The [Radiography workforce document](#) highlights the challenges and changing needs of diagnostic radiography in the health service and how this can affect diagnostic radiographers.
- [Principles of CPD and lifelong learning](#) Continuing professional development (CPD) and lifelong learning are necessary for the development of everyone who works in health and social care and for the experience of service users. CPD and lifelong learning support a workforce that is capable of designing, delivering, evaluating and improving high-quality care and services. The principles set out in this document should be applied across the health and social care workforce in all sectors, to support CPD and lifelong learning. Registered health and social care professionals also have a responsibility to meet the standards of their regulatory or professional body.

Appendix 1: Programme Specification Mapping (UG): module contribution to the meeting of Award Learning Outcomes

1.1 BSc(Hons) Diagnostic Radiography with integrated foundation year

Core Modules		Award Learning Outcomes contributed to (for more information see Section 8)														Compensation Y/N	Assessment Element(s) and weightings [use KIS definition] E1- exam E2 – clinical exam T1- test C1- coursework A1 – generic assessment P1 - practical
		Knowledge & understanding 8.1		Cognitive & intellectual skills 8.2			Practical skills 8.3			Key transferable & Employment related skills 8.4							
		1	2	1	2	3	1	2	3	1	2	3	4	5	6		
Level 3	FMD001	x		x		x			x	x	x	x	x		Y	C1 50% E1 50%	
	FMD002	x		x		x				x	x	x	x	x	Y	P1 50% E1 50%	
	FMD004	x	x	x		x				x	x		x	x	Y	C1 100%	
	BHCS001	x		x		x			x	x	x	x			Y	C1 50% E1 50%	
	BHCS002	x	x	x	x	x				x	x		x	x	Y	P1 100%	
	FDR001		x		x		x	x	x	x	x	x	x	x	Y	C1 50% T50%	
Level LOs		X	X	X	X	X	X	X	X	X	X	X	X	X			
Confirmed Award LOs		X	X	X	X	X	X	X	X	X	X	X	X	X			

Module	% Coursework	% Test	% Examination	% Practical	% Generic
FMD001	Written report 50%		MCQ 50%		
FMD002			MCQ 50%	Group Scientific Poster 50%	
FMD004	Snapshot Article 33.3% Poster 33.3% Article 33.4%				
BHCS001	Written report 50%		MCQ 50%		
BHCS002				Presentations 100%	
FDR001	Test 50% Essay 50%				

Example assessment distribution (For- formative Sum-summative)

Semester Week	Exam MCQ	Written Report	Presentation	Poster	Workbook	Essay	i/Trat/Test	Professional
S1 1								
S1 2								
S1 3								
S1 4						For BHCS003		
S1 5								
S1 6			For BHCS002					
S1 7		For FDR001						
S1 8				For FDR001				
S1 9								
S1 10	For FMD001							
S1 11				Sum FMD 002				
S1 12			Sum BHCS002					
S1 13		Sum FMD001						
S1 14								
S1 15	Sum FMD 002 Sum FMD 001						Sum FDR001	
S2 1								
S2 2							For FMD004	
S2 3								
S2 4								
S2 5								
S2 6			Sum BHCS002					
S2 7							Sum FMD 004	
S2 8								
S2 9						Sum BHCS003		
S2 10		Sum BHCS001						
S2 11							Sum FMD004	
S2 12			Sum BHCS002		Sum FDR001			
S2 13			Sum FMD004					Sum FMD004
S2 14								
S2 15	Sum BHCS001							

