Programme Specification

MSc in Diagnostic Radiography (pre-registration)

Valid from: September 2016
Programme Code: MB8AE
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# SECTION ONE: General Information

<table>
<thead>
<tr>
<th>Programme Title</th>
<th>MSc in Diagnostic Radiography (pre-registration)</th>
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<tbody>
<tr>
<td>Approval of Specification</td>
<td>08/12/2015</td>
</tr>
<tr>
<td>Award Title &amp; Interim Awards</td>
<td>Final Award: MSc in Diagnostic Radiography (pre-registration)</td>
</tr>
<tr>
<td></td>
<td>Successful completion of the MSc in Diagnostic Radiography (pre-registration) programme confers eligibility to apply for professional registration with the Health and Care Professions Council (HCPC).</td>
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<tr>
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<td>Interim Awards:</td>
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<tr>
<td></td>
<td>PG Certificate in Allied Health Studies</td>
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<td>PG Diploma in Allied Health Studies</td>
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<td></td>
<td>MSc in Allied Health Studies</td>
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<tr>
<td></td>
<td>PG Certificate in Allied Health Studies. Successful completion of 3 academic modules (60 credits) at level 7.</td>
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<td></td>
<td>PG Diploma in Allied Health Studies. Successful completion of 6 academic modules (120 credits) at level 7.</td>
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<tr>
<td></td>
<td>MSc in Allied Health Studies is awarded to those who have successfully completed of 180 credits at level 7, but do not meet all of the requirements for the final award.</td>
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<tr>
<td></td>
<td>Please note that none of the interim awards entitle you to apply for professional registration with the HCPC.</td>
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<tr>
<td>Mode of Study</td>
<td>Full-time: X</td>
</tr>
<tr>
<td></td>
<td>Part-time: ☐</td>
</tr>
<tr>
<td></td>
<td>E-learning: ☐</td>
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<td></td>
<td>Distance: ☐</td>
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<td></td>
<td>Sandwich: ☐</td>
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<tr>
<td>Programme Start Date &amp; Period of Validation</td>
<td>Start Date: September 16</td>
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<td></td>
<td>Date of Last Update: N/A - new programme</td>
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<td></td>
<td>5 Years: ☐ Indefinite: X Other (Please state): Click here to enter text.</td>
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<td>Awarding Institution</td>
<td>University of Derby: X</td>
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<tr>
<td>College Managing the Programme</td>
<td>Health and Social Care</td>
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<tr>
<td>Institutions Delivering the Programme</td>
<td>University of Derby: X</td>
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<td>Other (Please State): Click here to enter text.</td>
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Other key documents have been used to inform the design and delivery of this programme. These include the College of Radiographers Quality Standards for Placement 2012 and The Scope of Practice 2013.

**External Accreditation/Recognition**

The MSc in Diagnostic Radiography (pre-registration) programme is approved by the regulatory body, the Health and Care Professions Council and by the professional body, the College of Radiographers. Successful completion of the programme confers eligibility to apply for professional registration with the Health and Care Professions Council (HCPC).

**JACS Code(s)**

B821
Background/Context:

The development of the MSc in Diagnostic Radiography (pre-registration) programme is a response to a request from our commissioning body, Health Education East Midlands (HEEM), to develop a two year, graduate entry programme in Diagnostic Radiography. This 'fast track' route will enable graduates to enter the workforce sooner, with enhanced critical thinking, research and independent enquiry skills, and with significant preparation for clinical leadership and more senior roles.

Development of an accelerated route for Diagnostic Radiography is documented within the College Business Plan 2015/18 (Appendix 6 of the Business Plan 2015/18), and aligns with the College priorities to develop new shortened / accelerated pre-registration programmes (Dean's briefing 26th January 2015).

Overview of the Programme:

The MSc in Diagnostic Radiography (pre-registration) programme is a full time, 2 year (24 month), taught programme of study. It provides a unique opportunity for learners who have already studied at Bachelor's level, and have successfully obtained a good science or health care related degree (2:1 or above) to bring their knowledge, expertise and experiences together in order to achieve a Master's level qualification which will enable them to make a dynamic contribution to the delivery of imaging services.

You will study a range of modules that will not only allow you to develop the core knowledge and skills required for safe and effective practice as a Diagnostic Radiographer, but will also develop your critical thinking, research and independent enquiry skills. Through your studies, you will develop a deeper understanding of the profession, your role within an ever changing health care system and how you can influence change to enhance service delivery.

Where core underpinning content is common to both programmes, you will learn alongside students on our BSc (Hons) Diagnostic Radiography programme. Through MSc pre-registration programme specific sessions you will develop your theoretical knowledge and academic skills in greater depth in order to prepare you for an active role in developing and shaping future practice in diagnostic radiography.

Throughout your studies, you will engage in Inter-Professional Learning (IPL). The majority of your inter-professional learning will take place within clinical practice where you will be able to observe and work alongside colleagues from different disciplines. However, there will also be opportunities to learn with and from other pre-registration and graduate entry health and social care students within the academic setting, where you will engage in scheduled inter-professional learning activities, including simulation in our clinical skills suite.

Upon successful completion of the full MSc in Diagnostic Radiography (pre-registration) programme you will be eligible to apply for registration with the Health and Care Professions Council (HCPC) and then be able to practise as a Diagnostic Radiographer.

Key Characteristics:
1. A challenging, yet rewarding programme of study offering you the opportunity to develop clinical competencies which are equal to the undergraduate pre-registration programme. Your theoretical knowledge and academic skills will be developed further so that these are at an advanced level at the point of graduation;

2. High quality teaching from friendly, supportive and enthusiastic staff, many of who are clinically and research active;

3. Opportunities to study with your peers on the undergraduate diagnostic radiography programme, and also with students from other pre-registration and graduate entry health and social care programmes;

4. A significant amount of time spent on clinical placement where you will be able to apply theory to practice to develop your clinical skills and your ability to work as a professional in practice. You will work out of hour shifts to facilitate the development of high level practical skills that employers are looking for;

5. Integrated Professional development planning to allow you to monitor and evaluate your own progress. You will develop a Professional Development Portfolio (e-portfolio) to support your continuing professional development and lifelong learning journey in diagnostic radiography;

6. An opportunity to engage in Independent Scholarship which will allow you to demonstrate critical analysis, problem solving, objective evaluation and reflection on an area of radiographic practice.

**Programme Aims:**

This programme aims to:

1. Acknowledge and embrace the diverse educational and personal experiences that all students bring to the programme, and through a range of learning opportunities, encourage development as autonomous, reflective practitioners, who can demonstrate advanced critical thinking, research and independent enquiry skills, and apply these to radiographic practice;

2. Give students from different professional groups the opportunity to learn from, and with and about each other so that they may contribute to effective multidisciplinary team working;

3. Develop radiographers of the future who not only have the requisite knowledge and skills to inform and direct multimodality imaging, but who also have a deeper understanding of the
profession that will prepare them for active participation in shaping the future of radiography and influencing change to enhance service delivery;

4. Build upon academic skills acquired at Bachelor’s level to equip students with the ability to
   exercise initiative and personal responsibility, provide a rationale for decision making in challenging and unpredictable situations, and to develop the independent learning ability
   required for continuing professional development;

5. Develop radiographers with a high level of performance who are capable of meeting the current and emerging needs of services uses and their carers within an environment of health and wellbeing.

SECTION THREE: Programme Learning Outcomes

The programme learning outcomes are designed to meet the QAA Qualification Descriptors for level 7 study within the Framework for Higher Education Qualifications in England, Wales and Northern Ireland.

The programme learning outcomes are:

Knowledge and Understanding:

1. A systematic understanding of subject specific knowledge, which can be readily applied to
   the clinical practice of radiography, in order to carry out a range of clinical procedures to a
   high standard, whilst working safely with respect to ionising radiation and other health and
   safety legislation;

2. A comprehensive and critical understanding of the application of a range of imaging modalities and radiological procedures in the diagnosis and management of disease and illness;

3. A critical awareness of the current and rapidly changing scientific and technological advances in medical imaging, with the ability to critically evaluate your own role as a reflective and autonomous practitioner within this environment;

4. A comprehensive understanding of the key issues surrounding the provision of patient focused care, with the ability to inform and influence change to enhance service delivery;

5. The ability to critically evaluate the ways in which health and social care policy influences
   both professional and personal practice;

6. A comprehensive understanding of the principles of safe working practices in relation to clinical practice, including the role of inter-professional working.

Intellectual Skills:
1. Comprehensive understanding of techniques applicable to your own research and advanced scholarship;

2. Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge within diagnostic radiography.

3. Use of a range of evidence and enquiry or research skills to inform your own professional practice and that of others;

4. Critically evaluate current research to inform evidence based practice;

5. Innovative and creative thinking, open to new ideas and supportive of change.

Practical and Subject Specific Skills:

1. Demonstrate competence in a range of clinical and professional skills, commensurate with the stage of clinical education, with professional accountability for practice, appropriate to pre-registration graduate competency;

2. Application of radiation safety principles;

3. Comprehensive and critical understanding of the range of technologies and modalities used in clinical practice, including appraisal of the application of QA procedures used in the imaging department and the care of and manipulation of the imaging equipment;

4. A critical awareness of the current and emerging technological developments as applied to imaging;

5. The role of the radiographer in leadership and the development of yourself as a leader;

6. Mentoring in practice;

7. Demonstration of an appropriate professional attitude by working to relevant professional standards and work collaboratively with patients, their carers, the general public and colleagues.

Transferable Skills:

1. Autonomous, independent and reflective practitioner;
2. The ability to work in both inter-professional and uni-professional teams;
3. Critical reflection on and critical evaluation of your own practice;
4. Effective communication skills, negotiation and organisational skills;
5. Exercise of initiative, independence and personal responsibility for continuing professional
development and lifelong learning;
6. The knowledge, skills and initiative required for decision making in complex and unpredictable situations;
7. Be a confident and competent practitioner, with the skills of a professional leader who can challenge, inform and influence change to enhance service delivery.

SECTION FOUR: Programme Structure & Curriculum

The MSc in Diagnostic Radiography (pre-registration) programme is a 2 year (24 month), full time, taught programme of study. Over the course of the 2 years you will study 8 core (compulsory modules), all of which are assessed at level 7. There is also a core Clinical Practice Education module which carries no credit value, but must be passed as it is fundamental to your development as a diagnostic radiographer and is a regulatory (Health and Care Professions Council, 2013) and professional body (College of Radiographers, 2013) requirement (PSRB).

You will also engage in a Professional Development Programme which allows delivery of core modular content within an inter-professional context, providing you with the opportunity to learn with and from other pre-registration and graduate entry health and social care students within the academic setting. This will comprise a series of themed study days throughout the 2 years.

There are 5 key themes underpinning the curriculum:
- Imaging physics,
- Skeletal Imaging,
- Soft Tissue Imaging,
- Research Development;
- Professional and Clinical Practice.

Details of the modules are given below:

Year 1:
- Imaging Physics - Principles & Applications (Sem 1 & 2)
- Skeletal Imaging & Practice 1 (Sem 1 & 2)
- Soft Tissue Imaging & Practice 1 (Sem 2)
- Research Skills for Evidence Based Practice (Sem 2)
- Clinical Practice Education (Sem 1 and 2 & Summer Placement)

Year 2:
- Skeletal Imaging & Practice 2 (Sem 1 & 2)
- Soft Tissue Imaging & Practice 2 (Sem 1 & 2)
- Preparation for Practitioner Status (Sem 2)
- Independent Scholarship (Sem 1 & 2)
- Clinical Practice Education (Sem 1, 2 & Summer Placement)
| Practice 1 | Research Skills for Evidence Based Practice |
| Clinical Practice Education | Clinical Practice Education |
| Year 2 Placement | |
| Semester 1 | Semester 2 | Summer |
| Skeletal Imaging & Practice 2 | |
| Soft Tissue Imaging & Practice 2 | |
| Preparation for Practitioner Status | |
| Independent Scholarship | |
| Clinical Practice Education | Clinical Practice Education |

The curriculum is designed so that you can learn alongside BSc (Hons) Diagnostic Radiography students where core underpinning knowledge is common to both programmes. So that you can then build on and develop this knowledge and understanding, you will engage in scheduled learning opportunities specifically for the MSc pre-registration students. These sessions will facilitate the development of a deeper understanding and critical analytical approach to all facets of the profession and the clinical practice of radiography. Scheduled learning and teaching activities for the core modules will take place throughout Semester 1 and 2.

Learning Resources:
Your learning is supported by a range of resources. We make extensive use of technology to support teaching and learning. For example, the use of a DVD demonstrating radiographic technique, the use of ‘Shaderware’ software to facilitate your understanding of key physics and radiographic principles, the use of electronic portfolios to evidence your learning, and personal and professional development, discussion boards, etc.

We also make use of clinical simulation equipment so that you can develop your clinical skills in a safe, supportive environment.

As new technological advances become available, we will evaluate their potential application and seek to use it if it is deemed to be of educational benefit.

Placements:
Clinical Practice Education forms an integral part of the MSc in Diagnostic Radiography (pre-registration) programme. Throughout the duration of your studies, you will attend placement in clinical blocks (3 in each year of between 6 and 11 weeks duration) which will allow you to develop your skills and apply theory to practice. To ensure that your clinical learning is maximised, this includes attendance at clinical placement over the summer period. As you progress through your studies, you will be expected to undertake more complex examinations and the level of supervision will become less. Whilst on clinical placement, you will be expected to complete a range of competencies and clinical assessments to demonstrate your clinical learning and development. You will be expected to evidence these within a professional practice portfolio, and through
reflection and personal and professional development planning, monitor and evaluate your own progress.

The Clinical Practice Education module is a non-credit bearing component of the programme; however, it is a compulsory requirement of your studies. The skills learned within this module are fundamental to your development as a diagnostic radiographer, and are a regulatory (Health and Care Professions Council, 2013) and professional body (College of Radiographers, 2013) requirement (PSRB). Submission of a mandatory training passport and a completed professional practice portfolio are mandatory requirements of the programme.

IMPORTANT NOTE RELATING TO PROFESSIONAL CONDUCT AND PROFESSIONAL SUITABILITY:

Because of the nature of this programme in placing you in clinical settings and in preparing you for registration with the Health and Care Professions Council, it is necessary to supplement the academic regulations with additional regulations concerning Professional Suitability and Professional Conduct. This document will be made available to you. We strongly recommend that you read and take note of these regulations because it is a requirement that you exhibit acceptable and professional conduct at all times, and for you to possess values and attitudes which will make you suitable for a career in a health profession.

You should also note that if you are excluded from a clinical placement Trust or site, we are under no obligation to find you another clinical placement opportunity.

Progression:

IMPORTANT NOTES:
- Upon successful completion of 60 credits at level 7 you will be deemed to have achieved the Post Graduate Certificate in Allied Health Studies.
- Upon successful completion of 120 credits at level 7 you will be deemed to have achieved the Post Graduate Diploma in Allied Health Studies.
- Upon successful completion of 180 credits at level 7 you will be eligible for the award of MSc in Allied Health Studies.

None of these awards entitle you to apply for registration as a diagnostic radiographer with the Health and Care Professions Council.

Only successful completion of all level 7 modules, the Clinical Practice Education module AND a Professional Development Portfolio provide you with the qualification of MSc in Diagnostic Radiography (pre-registration), along with the eligibility to apply for registration with the Health and Care Professions Council and practise as a diagnostic radiographer.

You should note that the maximum period of registration for the MSc in Diagnostic Radiography (pre-registration) is 4 years.

Personal Development Planning:
As part of your lifelong learning process, this programme signifies just the beginning of your development as a Diagnostic Radiographer. It is important to recognise that your development will need to be ongoing throughout your career, and that you will be required by the Health and Care Professions Council to record and maintain your Continuing Professional Development (CPD), for both initial and ongoing registration. Similarly, the...
University is committed to encouraging you to actively engage in Professional Development Planning (PDP). Completion and submission of a Professional Development Portfolio (e-portfolio) is a mandatory part of the programme so that you can evidence your professional development and prepare for lifelong learning.

SECTION FIVE: Learning & Teaching

The learning and teaching methods employed within the programme reflect the transition from the acquisition of underpinning core knowledge early on in the programme to the rapid development of critical thinking and independent enquiry skills. Throughout your studies, you are expected to manage your own learning and undertake a significant amount of directed, yet independent, self-study. In line with the University's policy on teaching and learning, you will experience and engage with a variety of delivery methods.

Semester 1 of year 1 will utilise mainly key note lectures to deliver core knowledge and underpinning theory. As you progress into Semester 2, the focus will be on consolidating and building on underpinning theory so that you can start to build on and integrate your knowledge, and start to critically evaluate clinical practice.

In year 2, there will some delivery of key note lectures; however, a large proportion of the sessions will be small group seminar, discussion based sessions. This will require you to undertake a significant amount of pre and post-session reading so that you are fully prepared to engage in discussion and debate.

Examples of our teaching strategy include:

**Key note lectures:**
A presentation or talk on a specific topic; these are usually applicable for the delivery of core, underpinning theoretical knowledge. Many of your year 1 key note lectures will be joint sessions with the BSc (Hons) students where key underpinning core theory relevant to the practice of radiography is delivered.

**Seminars and discussion groups:**
These small group sessions will focus on a particular topic. They are designed to build on theory already covered in lectures, and to explore concepts in more depth so that you can analyse and critically evaluate areas of radiographic practice. Some seminars will be 'cross-modular' in nature to enable you to draw together and integrate concepts from more than one module so that you can synthesise your knowledge and understanding and its application to clinical practice.

**Tutorials:**
A meeting involving one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project. Examples of these include tutorials with module leaders about a certain topic within a module, or meetings with your personal tutor to review your progress in clinical placement.

**Practical sessions and simulation:**
To enable you to apply theory to practice in a safe and supportive environment you will engage in practical simulation sessions in the clinical skills suite. As you progress through your studies, the simulation activities will progress from simple clinical skills practice to more complex scenario-based problem solving activities that require you to demonstrate initiative and employ decision-making skills. As part of these sessions you may be asked to participate as a patient. The lecturer will always ask if you are comfortable to participate in this role and it is important to realise that you do have a choice in this matter. If you do not wish to
participate as a patient, please inform the lecturer. If you are asked to participate as a ‘patient’ in any clinical teaching session, of course, no radiation will be used.

Guided independent study:
Scheduled learning and teaching activities typically feature alongside time in which students are expected to study independently. Whilst we offer direction to this learning, as a Master's level student, you are expected to demonstrate significant independence in your learning.

Formative assessment:
Throughout your studies you will undertake a range of formative assessments. These are designed to test your knowledge and/or skills and provide feedback on your performance before engaging in summative assessment tasks.

Your learning is supported by Blackboard, the University's on-line learning site. Via Blackboard, you will find lecture notes, suggested reading, supplementary materials, podcasts, etc.; all designed to support your learning. However, accessing lecture notes or PowerPoint slides is not a substitute for attending a lecture or tutorial session; you will miss out on explanations, discussions and group activities designed to re-enforce concepts if you do not attend. Some materials are specifically designed to re-enforce concepts or develop your understanding, e.g. suggested reading, self-test packages.

Your attendance at teaching sessions, seminars, tutorials, group work, practical's, etc. including clinical placement forms an important indicator of success. You are required to attend all sessions; if you are unable to do so then you must notify us using the University absence notification procedure.

All students are required to comply with research governance and ethics principles whilst undertaking their programme of study. This is of particular importance when conducting research involving other people, e.g. patients or clinical staff. Information on these principles can be found on the University website.

SECTION SIX: Assessment

You will be assessed both formatively (informal; designed to help you develop your skills) and summatively (counts towards your modules mark). Undertaking formative assessment allows you to obtain feedback which is designed to help you understand how you are progressing, and more importantly highlight areas you may wish to explore further with tutor support.

Examples of our assessment strategy include:

Formal Examinations will be used where core knowledge and understanding is being tested, e.g. in the Skeletal and Soft Tissue Imaging modules. Other types of examinations include a case study review under examination conditions (e.g. in Soft Tissue Imaging 1) where a more in depth understanding and the ability to critique clinical practice is required, and an image commenting examination (Skeletal Imaging & Practice 2) where your ability to formulate written comment on radiographs is required.

Coursework: At Master's level, you are required to demonstrate an in-depth critical understanding of the profession. This is tested in a variety of different types of coursework throughout your studies.

Presentations / posters: These types of assessment are designed to be relevant to your
future practice. It is likely that as you progress through your career, you will produce posters suitable for display at a professional conference, or indeed present at a conference.

Portfolio: Portfolios allow you to demonstrate evidence of your professional development, and are geared towards preparing you for employment and your future professional practice beyond this. You will complete a CPD portfolio in one of the credit bearing modules (Preparation for Practitioner Status), a Professional Practice Portfolio (to evidence clinical skills competency) and a Professional Development Portfolio to evidence your overall professional development throughout your studies.

This programme operates within the University's Regulatory Framework and conforms with its regulations on assessment, except where it is explained within the module specification.

Deviation from University Assessment Regulations

1. The number of times that you may re-take a module in its entirety is restricted to once.

2. In respect of progression, you must normally have successfully completed all modules within the first year (80 credits) in order to progress into the second year.

3. In the event of serious failure, i.e. two or more standard modules (40 credits) in a referred/failed condition (that is failed and not yet redeemed), you may not be given the opportunity to retake the failed modules. It should be noted that if you re-take modules in order to accumulate the number of credits normally undertaken in any given year of the programme, this may affect support in terms of bursary and student loan provision.

4. There is no recognition of prior learning (RPL).

SECTION SEVEN: Admission

Entry requirements:

Students should apply directly to the University.

You will need a science or health care related degree at 2:1 or above. If your degree is over five years old, then we would normally expect evidence of successful study at level 6 or above in the past two years.

You must also have five GSCE passes (or equivalent) at grade C or above, including Maths and English language (or IELTS level 7.0 in all components). If your first degree is not in a pure science (biology, chemistry or physics), or you do not have a pure science A level at grade B or above then you must have at least one pure science at GCSE, grade C or above.

If English language is not your first language we would expect you to have undertaken the International English Language Testing System (IELTS) and have achieved a score of 7.0 in all components.

You must have had some recent work experience in a Radiography department. We will also consider all information included in your application and from your interview. We'll also want to see that you are enthusiastic and motivated to take undertake this
course and train to be a radiographer.

General entry requirements:
When you apply for this course you should make sure that you consider the following areas in your application:

• Give evidence that you meet the academic entry criteria above or are expected to;
• Show you meet the criteria to apply for NHS financial support;
• Provide examples of using your communication skills with the public;
• Demonstrate how you’ve gained insight into caring for others;
• Give examples of working as part of a team;
• Demonstrate you can write clearly and concisely, showing a good level of spelling and punctuation;
• Provide a reference;
• Show that you’ve completed your degree within the last five years; if not, evidence of level 6 study or above in the last two years is required;
• Demonstrate that you are capable of managing the academic demands of Master’s level study.

Selection Day
At the University of Derby we aim to attract and select radiography students on the basis that their individual values and behaviours align with our core values, those of the Chief Nursing Officer’s 6Cs and The NHS Constitution.

We have enhanced our existing processes to ensure that we recruit the right workforce not only with the right skills and in the right numbers, but with the right values to support effective team working and excellent patient care and experience.

Prior to the selection day stage, you will be asked to complete an on-line test which tests numeracy, literacy and assesses personal values. Performance in this test determines whether you are then invited to attend a selection day.

The selection day is likely to include:

• A presentation by academic staff about the course;
• A group-work exercise;
• An individual interview (with members of the admissions team/practice partners and/or current students).

Documents to review at the Selection Day stage:
- Evidence of your Degree qualification – certificate and transcript;
- Evidence of 5 GCSE passes (or equivalent) at grade C or above, including Maths and English language. If your first degree is not in a pure science (biology, chemistry or physics), or you do not have a pure science A level at grade B or above then you must have at least one pure science at GCSE, grade C or above;
- Documentation showing proof of residency in the UK (if applicable). This is required as this programme is not available to overseas applicants;
- If you were born outside of the UK you must have no restrictions on your stay in the UK so would need to provide evidence of Indefinite leave to remain in the UK, a certificate which shows you now have British Citizenship or an official home office document which
Disclosure and Barring Service (DBS):
A Disclosure and Barring Service (DBS) is required at the point of accepting a place at the University. The Disclosure and Barring Service was established when the Criminal Records Bureau (CRB) and Independent Safeguarding Authority (ISA) merged in 2012 and will now provide the criminal records checking service for this programme.

Health Screening:
An offer of a place on the programme is also subject to passing Health Screening.

SECTION EIGHT: Student Support & Guidance

Throughout your studies, a structured support system is available to you. Staff are available at both a local (programme) and central (university wide) level to offer both academic and pastoral support. You are advised to read this section in conjunction with the Programme Handbook; if you need further advice or help, you should talk to your personal tutor.

Pastoral support is available at a local level from your personal tutor and the Programme Leader. Your personal tutor can offer general support, whilst the Programme Leader can offer advice on matters such as:
- those that may affect your attendance – such as illness which may result in absence of more than a week;
- issues to do with your bursary or financial issues;
- personal issues which your personal tutor feels needs the Programme Leader’s advice or if you do not wish to discuss with your personal tutor;
- progression issues within phases (e.g. requests to interrupt or terminate studies).

Sitting above the Programme Leader is the Head of Discipline, and then the Head of Department. If you do not feel your concern or issue has not been dealt with appropriately then you can refer to these instead. See the programme handbook for contact details.

At a university wide level, Student Support Services and the Student Wellbeing Service can offer guidance and advice on a range of matters.

Academic support is also available at both a course and university wide level.

Study skills support is available from your personal tutor. You will be assigned to your personal tutor soon after commencing on the programme.

Discussions about a specific module or related to an assessment are best directed towards either the person who taught the session/set the assignment or the module leader. However, if you need help urgently any of the programme staff will try to help.

Study skills support is available through the learning centres and activities arranged by the programme team. Help within the programme is geared to the level and is often related to assignments, library visits etc. Study skills support is also available through the Library.
If you require any specific adjustments to accommodate your learning needs (for example if you have dyslexia, hearing impairment etc.) then your needs can be assessed and a learning (support) plan put in place to support you. Ask your personal tutor for more information or speak to the Student Support Services team.

While you are on placement the clinical staff will be happy to give you help and advice, this includes the radiographers you will work with on a day to day basis and the more senior staff responsible for the work area you are in. Clinical staff who have undergone our supervisor training will be able to assess you and verify your records. The module leader will be able to advise you about timetabling and general placement issues (including who can verify your clinical records).

The Clinical Practice Education operating handbook will explain more about how to report any issues that you have whilst on placement. This handbook also informs staff how to raise issues with the University.

As with all aspects of the programme you may also discuss your issues with the academic staff of the relevant placement support team or the Programme Leader.

You will be a student on a professional programme, so you may find the guidance here of interest: http://www.derby.ac.uk/student-wellbeing/prospective-students/students-onprofessional-programmes.

The Student Voice
Whilst we develop academically robust programmes we constantly update and assess the appropriateness of the curriculum via a series of methods. Students play an integral part to these processes.

In the first semester we will ask for a student representative to join the programme committee and represent the student group. The students’ voice provides an opportunity for the student group to comment on the delivery and learning within the programme and inform the quality and professional standards of their studies. Though the student representatives we will seek formalised feedback on the delivery of each module. The programme team also value informal comments/opinions as to the relevance of the programme in developing professional practice.

The students’ views are important to us and the identification of a representative to convey the views of the student group is essential to the success of the programme. Student representatives meet monthly with the Programme Leader to feedback on the areas of strength and areas for consideration as an ongoing process. The result of this dialogue...
is fed back to the whole student body via Blackboard (the VLE). The formal role of student representative also requires them to attend the programme committee meeting (three times per year).

Students will also be asked to complete module evaluation forms that provide feedback after completion of each module. These will be reviewed by the Programme Leader and the respective module leader feedback and will be reported on at Programme Committee. Students may also be asked to complete other on-line surveys, such as placement evaluations by module leaders at different stages in their studies.

SECTION NINE: Employability

Successful completion of the MSc in Diagnostic Radiography (pre-registration) programme confers eligibility to apply for registration with the Health and Care Professions Council. Upon registration, you can practise as a Diagnostic Radiographer.

The elements of the programme combined support your development into a competent, autonomous and reflective practitioner. As part of the programme, you are required to produce work suitable for presentation as a CPD portfolio, and an e-portfolio evidencing your professional development. These can then be used to support job applications at the interview stage.

The out of hour’s placement experience that you will gain during your studies will facilitate the development of excellent practical skills that employers are looking for.

SECTION TEN: Post Programme Opportunities

Post programme opportunities for employment are within the NHS working in a general imaging department, but increasingly students are being recruited directly into specialist practice areas such as paediatric practice, mammography and nuclear medicine as some examples. As the NHS workforce needs adapt to meet the requirements of service users, you could find yourself working for in-community practice instead of in a ‘traditional’ imaging department. Opportunities also exist for employment in the private sector, for example in mobile imaging units and in clinic based settings.

Your advanced critical thinking, research and independent enquiry skills put you in a great position to advance your career and to take on the challenges that clinical leadership and more senior roles bring.

Post graduate opportunities are many and varied and it will depend where your professional interests lie. Some examples of postgraduate training include; Ultrasound PgDip/ MSc, Nuclear medicine PgDip/MSc, Reporting qualifications (to MSc), Mentoring in practice (practice educator) Mammography qualifications (to MSc), Advanced practice qualifications (e.g. in cannulation, barium procedures, CT and MRI etc.).

You may decide to pursue a career in teaching and in that case qualifications in teaching and
learning will be relevant. There are a small, but increasing number of radiographers who have PhDs so you may be able to work towards this if you so wish.

SECTION ELEVEN: External Links

A number of consultations have taken place with our clinical partners throughout the development of this programme. Their opinions have been taken into consideration in the design, content and delivery of the programme.

Moving forward, we will continue to work closely with our clinical partners to ensure that the curriculum reflects current and emerging practice. Meetings will take place regularly (once per term) between academic staff and members of radiographic staff. More informal contact will happen between academic staff and clinical staff on a regular basis, especially if extra support is identified as being required for specific students. Additionally we will invite clinical staff to act as guest speakers, especially where there is some specific expertise that they can bring to the teaching session.

Many of our clinical colleagues have already completed our clinical supervisor’s package, designed to support and develop clinical staff to become assessors in clinical practice. The number of radiographers taking up this opportunity continues to grow, increasing our pool of radiographers 'qualified' to assess students in practice.