



Queen Margaret University  
EDINBURGH

Where appropriate outcome statements have been referenced to the appropriate Benchmarking Statement (BS)

1	<b>Awarding Institution</b>	Queen Margaret University
2	<b>Teaching Institution</b>	Queen Margaret University
3	<b>Professional body accreditation</b>	Society and College of Radiographers
4	<b>Final Award</b>	BSc (Hons) Diagnostic Radiography
	<b>Subsidiary exit awards</b>	BSc Applied Health Sciences
5	<b>Programme Title</b>	BSc (Hons) Diagnostic Radiography
6	<b>UCAS code</b> (or other coding system if relevant)	B821 BSc/Drad
7	<b>SCQF Level</b>	10
8	<b>Mode of delivery and duration</b>	Full time/4 years
9	<b>Date of validation/review</b>	30 <sup>th</sup> March 2015

## 10. Educational Aims of the programme

To develop graduate radiographers who:

- (a) are skilled, creative and innovative, displaying an ethos of enquiry and capable of responding effectively and sensitively to the needs and demands of individual patients and of the health care sector;
- (b) can deal with complex issues and make informed judgments in situations in the absence of complete or consistent clinical information;
- (c) demonstrate leadership and or initiative and make an identifiable contribution to change and development of practices and procedures;
- (d) routinely apply critical reflection to inform clinical decisions, and influence own abilities;
- (e) demonstrate an independent attitude

## 12. Learning Outcomes of the Programme

### A. Knowledge and understanding

Appraise critically all aspects of the role of the radiographer and the environment in which the profession of radiography is practiced;

Recognise the roles of all professions within the health care team to enable effective communication and interaction;

Demonstrate theoretical and practical knowledge of and the ability to respond to the rapidly changing scientific and technical advances in radiography as a basis for continuing professional development;

Demonstrate an understanding of the principles of research and indicate how new knowledge can be applied to diagnostic radiography;

Demonstrate a critical understanding of the economic, social and political importance of health care provision.

### **13. Teaching and learning methods and strategies**

A variety of teaching and learning approaches are used which are tailored to the level of study, the specific learning outcomes and content of the modules, i.e. lectures, seminars, workshops, tutorials, web-based learning, lab work, independent learning, practice-based learning.

Transferable skills are developed through written and verbal communication, IT, presentation, research and dissemination, electronic portfolio management and reflective practice.

Students also undertake shared learning across programmes within the subject area and interdisciplinary learning across subject areas.

All approaches aim to meet the criteria outlined in the standards of proficiency for eligibility for Health and Care Professions Council registration.

### **14. Assessment strategies**

A variety of methods of assessment are employed throughout all e10y1litall-em

## **Level Four      SCQF Level 10**

Research Project	40 credits	core
Clinical Practice in Diagnostic Imaging 4*	40 credits	core
Professional Practice 4	20 credits	core
Interprofessional Education 4	20 credits	supporting

\*Clinical Practice consists of 13 weeks placement.

### **16.      Criteria for admission**

#### **Typical entry**

Students entering onto the programme will normally have 240/245 UCAS Tariff points comprising:

A levels (C, C, C);

Highers (B, B, B, C);

Irish Leaving Cert (B, B, B, C)

#### **Special academic requirements**

English and two science subjects at S level, Intermediate 2 or GCSE are required.

At least one science subject is required at Higher or A Level.

#### **Additional requirements**

Students must be 17 years of age at the start of the programme.

We expect all applicants to have visited an appropriate Diagnostic Imaging department to provide an insight into the chosen profession. All candidates offered a conditional place are invited for a final, individual and standardised selection interview.

#### **Criminal conviction checks**

Admission to the programmes is dependent on a satisfactory formal Protection of Vulnerable Groups check at the enhanced level. These are conducted via Disclosure Scotland, the Criminal Records Bureau in England and Wales, or the Police Service of Northern Ireland. A Certificate of Good Conduct from an Embassy, Consulate or National Police Force of other countries will be required.

#### **FE and Access students:**

Applications are welcomed from mature students from science based Access or Vocational Courses. Each application is assessed on its individual merits and prospective students are encouraged to call

## 17. Support for students and their learning

QMU programmes normally provide the following student support:

- Personal Academic Tutors;
- Personal Development Portfolios;
- Student Handbooks;
- Access to Student Learning Services, Learning Resource Centre and IT support;
- Access to Student Services: careers, counselling, disability advice;
- Representation through Student-Staff Committees;
- Virtual Learning Environment;
- Supervisors within the clinical setting.

## 18. Quality Assurance arrangements

For more detail: <http://www.qmu.ac.uk/quality/>