Diagnostic Radiography BSc (Hons) programme specification

Academic Entry Year:	2026/2027
Degree Awarding Body:	The University of Bradford
Main Location:	City Campus
Subject Benchmarks:	Health Studies (Quality Assurance Agency 2019)
Qualifications Framework:	Framework for HE Qualifications of UK Degree Awarding Bodies (FHEQ: QAA 2014)
Target Degree Award:	Bachelor of Science with Honours (BSc Hons) Diagnostic Radiography [FHEQ Level 6]
Intermediate/exit awards:	Ordinary Bachelor of Science (BSc) Medical Imaging [FHEQ Level 6]
	Diploma of Higher Education (DipHE) Medical Imaging [FHEQ Level 5]
	Certificate of Higher Education (CertHE) Medical Imaging [FHEQ Level 4]
Programme Admissions:	UK/home students only
Programme Start Date(s):	September
Programme Modes of Study:	**(UCAS code B821)** 3 years full-time

This programme is approved by the College of Radiographers (CoR) to lead to professional qualification and eligibility to apply for registration with the Health and Care Professions Council (HCPC) as a Diagnostic Radiographer. This means that successful graduates holding BSc (Hons) Diagnostic Radiography meet the professional educational standards of this health profession. Students are eligible to join the Society of Radiographers (SoR) as a student member.

Please note: Information about this programme and its modules has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but changes may occur given the interval between publishing and commencement of teaching. Any change which impacts the terms and conditions of an applicant's offer will be communicated to them. The current tariff and accepted qualifications for entry onto the programme is published at the online course page: https://www.bradford.ac.uk/courses/ug/diagnostic-radiography-bsc/

The University has a set of terms and conditions for all students accepting an offer to study on a course here at Bradford. This is called the Student Contract. This document sets out the Terms and Conditions which apply when you accept an offer of a place on a programme of study at the University of Bradford. View our Student Contract for further details.

Document version control

1. September 2024: Annual and late changes for 2024/5 academic year.
2. July 2025: Annual changes for 2025/6 academic year including new academic regulations.
3. September 2025: Specification reformatted for improved accessibility.
4. May 2026: Annual changes for 2026 entry, updated references.

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Introduction

What is diagnostic radiography?
Diagnostic radiography is the practice of using various forms of radiation, sound and electro-magnetic technologies to produce high quality images of the human body. These images are used to assist in the diagnosis, monitoring and treatment of injury or disease and inform multi-professional, patient centred decision-making and patient pathway management. Diagnostic Radiography is therefore essential and central to modern healthcare practices.

Diagnostic radiographers work across the human life span, from evaluation of pre-natal development as part of antenatal ultrasound services, to post-mortem forensic imaging, and all stages of life in between. Diagnostic radiographers also engage with patients from all sectors of society presenting with a wide range of anatomical diseases and pathologies. As a result, diagnostic radiography is an interesting, varied and rewarding career. Each examination is undertaken to answer a clinical question that is important to the patient's wellbeing and every day, diagnostic radiographers make a positive contribution to the care of patients attending for medical imaging.

To produce medical images, radiographers use a wide range of imaging modalities such as projectional radiography (X-ray), Computed Tomography (CT), Ultrasound, Magnetic Resonance Imaging (MRI) and Radionuclide Imaging (nuclear medicine). The safe and effective use of these technologies is a core responsibility of the diagnostic radiographer and during the programme, students will learn the principles of these imaging modalities and their application in patient centred care. A central theme of the diagnostic radiography programme is the development and application of learning to practice and students will be supported in applying their knowledge and skills within clinical simulation sessions, using our extensive on-campus imaging facilities, and within healthcare imaging practice placements which occur throughout the programme.

Programme overview

The BSc (Hons) Diagnostic Radiography is a full-time programme delivered over 44 weeks in years 1 and 2 and 33 weeks in year 3. It is a research informed programme delivered within the Faculty of Health and Social Care by academic staff who are UK registered Diagnostic Radiographers alongside other healthcare professionals with specialist expertise. The programme provides students with an authentic learning experience through practice-based scenario learning, problem solving and critical thinking as part of learning experiences within the imaging facilities on the university campus, and within medical imaging departments where students will undertake clinical placements. Learning within the clinical placement setting is structured to ensure students experience the diversity of diagnostic radiography imaging activities and responsibilities of working within modern medical imaging services. Placement learning therefore includes a variety of working patterns (days, evenings, nights and weekends), reflecting the modern 24 hours a day, 7 days a week medical imaging department operation, preparing students to enter the radiography workforce after graduating.

As well as gaining high level technological, anatomical and pathological knowledge, diagnostic radiography students are also encouraged to develop beyond the task of 'doing' radiography and explore what it means to 'be' a radiographer. As graduate healthcare professionals, diagnostic radiographers can innovate, influence and lead health service delivery. To support future career aspirations, the programme offers opportunities to work alongside other health professionals, exploring differing roles and responsibilities and build interprofessional understanding. There are also opportunities to undertake a summer placement overseas during years 1 and 2 and expand personal skills in leadership, management and enterprise as part of the final year of studies. On successful completion of the programme, BSc (Hons) Diagnostic Radiography graduates are eligible to apply for registration with the Health & Care Professions Council (HCPC), the UK regulatory body, as well as full membership of The Society and College of Radiographers (UK professional body). There are also options to continue studying at masters and doctoral level within Diagnostic Radiography and the wider medical imaging field.

The programme has been written with reference to the Health and Care Professions Council (HCPC) Standards of Proficiency for Radiographers (HCPC, 2022), the Health and Care Professions Council (HCPC) Standards of Conduct, Performance and Ethics (2016), the Health and Care Professions Council (HCPC) Guidance for Conduct and Ethics for Students (HCPC, 2016), the Society and College of Radiographers Education and Career Framework for the Radiography Workforce (2022), QAA Benchmark Statement for Health Studies (2019) and the Framework for Higher

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Education Qualifications (2014). This is to prepare students to meet the needs of medical imaging services in the NHS and private sector.

As a graduate of the Bradford BSc (Hons) Diagnostic Radiography programme, you will have the personal and professional confidence, qualities, attributes and technical competencies required to build a fulfilling career as a clinical diagnostic radiographer. You will have a high-level of professional knowledge and the skills to be able to think critically, make informed decisions, innovate practice, lead change and work in partnership with patients, service users and the wider healthcare workforce.

Programme Aims

In summary, the BSc (Hons) Diagnostic Radiography programme is intended to:

A1. ensure that graduates are eligible to apply to the Health and Care Professions Council for registration to practice as a Diagnostic Radiographer.

A2. deliver a programme of study that provides opportunities for the integration of theory and practice within placement settings.

A3. provide a supportive, structured, and authentic learning framework through which students are encouraged to develop as competent, reflective and autonomous radiography practitioners with the cultural competence to support effective communication and multi-professional team working alongside the personal and professional agility to adapt to an evolving digital healthcare environment.

A4. develop the knowledge and skills necessary to safely and effectively optimise: imaging technology operation; image acquisition processes; and image evaluation practice across a range of imaging modalities within professional and legal frameworks.

A5. develop students as enterprising future leaders with the ability and confidence to critically evaluate and inform current practices in radiography and the wider healthcare arena through innovation and enterprise, promoting positive change to support high quality person-centred care and sustainable service delivery.

A6. encourage personal responsibility and accountability for the development of transferable and professional skills fundamental for a career as a diagnostic radiographer within contemporary healthcare settings and the platform for future personal development and professional progression.

Programme Learning Outcomes

To be eligible for the FHEQ Level 4 Certificate award in Medical Imaging, students will be able to:

1. Describe the role and responsibilities of a radiographer within the contemporary healthcare setting and explore the evidence base to explain the legal and professional frameworks in which patient care is delivered.

2. Perform, and evaluate the appropriateness of, differing techniques used for a range of routine radiographic anatomical examinations utilising appropriate technology safely and effectively.

3. Explain the production of ionising radiation, the technology used in the acquisition and display of diagnostic images, and describe radiation protection measures to be implemented during radiographic examinations

4. Differentiate between different imaging modality technologies, their operation and image production processes, and explain the varying patient care and safety requirements necessary to effectively contribute to service delivery

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5. Determine the diagnostic quality and acceptability of routine radiographic images through the evaluation of: referral criteria; anatomical, physiological, and common pathological radiographic appearances; and diagnostic image quality criteria.

Additionally, to be eligible for the FHEQ Level 5 Diploma award in Medical Imaging, students will be able to:

6. Perform and evaluate an expanding range of radiographic anatomical examinations across increasingly complex and diverse clinical environments and patient groups utilising appropriate technology safely and effectively, whilst simultaneously demonstrating safe and effective patient centred care

7. Critically reflect on personal and professional development, knowledge and limitations and demonstrate effective communication and teamworking skills in the multi-professional environment, integrating values of equality, diversity, dignity, and respect

8. Critically examine the operation of different imaging modalities, interventional procedures and the appropriate use of associated pharmacological products within diagnostic and treatment pathways

9. Critically evaluate the contribution of computing technologies to contemporary diagnostic imaging practices and its impact on radiographer roles and responsibilities, service delivery and patient experience

10. Critically examine a wide range of published literature to support your learning, critiquing the quality of the radiography evidence base and proposing future research questions and methods of inquiry

Additionally, to be eligible for the FHEQ Level 6 Degree of Bachelor award in Medical Imaging, students will be able to:

11. Implement independent learning skills through self-evaluation, critical reflection, critical inquiry, and action planning

12. Evaluate current healthcare and radiographic practises and create reasoned arguments for change through the appraisal of the evidence base, investigation, data analysis, interpretation, and presentation of findings

13. Evaluate clinical information to justify, optimise, risk assess, perform, and manage person centred imaging examinations, patient pathways and health promotion as part of the wider multidisciplinary team

14. Employ leadership and enterprise skills and design change management interventions to support delivery of person-centred care and sustainable high quality medical imaging, healthcare and community services

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

15. Contribute to the delivery of an effective multimodality imaging service, displaying the professional attributes aligned to the Health and Care Professions Council standards of proficiency, ethics and conduct for diagnostic radiographers and develop clear plans for the further development of professional and transferable skills to support a career in diagnostic radiography.

Learning and Teaching Strategy

The BSc (hons) Diagnostic Radiography programme adopts an authentic learning approach to teaching, learning and assessment with emphasis on real world scenarios and experiential learning – learning by 'doing'.

Directed by the University of Bradford strategy and aligned to principles of Universal Design for Learning (UDL), the programme has been designed with horizontal and vertical integration that aligns to a constructivist (building

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knowledge) educational philosophy and supports learners to develop and embed knowledge and understanding through experience, debate and discussion, supported by direction from clinical and academic tutors. This approach encourages students to develop knowledge for themselves through guided activities and purposeful interactions. This ensures that learning is individually meaningful and facilitates the understanding of wider healthcare concepts over and above the practical task of radiographic imaging.

In addition, the programme design supports an inclusive learning culture and transformative university experience through which students from diverse backgrounds are enabled to explore, share and challenge what it means to be a graduate radiographer, empowered to make real differences to the world. The curriculum is designed to engage students of varying educational, cultural and experiential backgrounds in the assimilation, evaluation and processing of information and in identifying their individual learning development needs through participation in varied teaching and learning activities. The module order and content at each stage has been planned to create a structured and authentic learning experience that progresses and builds sequentially, allowing knowledge to be revisited and explored through a different lens or perspective, encouraging greater learner autonomy through critical inquiry, reasoning and self-motivated action.

Stimulating and engaging learning and teaching activities include research informed lectures and inquiry-based activities; group-based tasks and challenges, peer discussions and debates, interactive quizzes and technology assisted learning through the University virtual learning environment (VLE).

- For example, learning about the risks of radiation and dose calculations can be pretty dry….but if you need to rescue someone from a radiation area and have 1 hour to choose the correct safety equipment, establish risks, calculate potential dose and consequences of different exposure times and attempt a rescue before the time is up…then the "crystal maze" or escape room learning experience will liven up your learning and thinking as well as your communication and team working skills!
- Experiential learning (both on campus and at clinical placement) is central to the learning and assessment ethos of the programme and at Bradford you will have the opportunity to develop and perfect your practical skills using our outstanding X-ray and Computed Tomography (CT) facilities as well as our virtual reality suite. Having a large campus radiographic imaging facility to support the application of theoretical knowledge to practice is unique within Higher Education and supports the development of high-level skills as you transition from student to registered healthcare professional.

As diagnostic radiographers work with both digital technology and patients, learning and teaching activities will support high level digital literacy and technology operation while contextualizing knowledge within a holistic overview of patient care, interdisciplinary working and wider healthcare practice. Through problem solving and critical thinking, students will develop the skills and professional competencies that will enable them to effectively contribute to the future radiographer workforce and prepare them to lead positive change within medical imaging services.

Assessment and Feedback Strategy

The programme uses diverse assessment methods to allow students to demonstrate the array of knowledge and skills they have acquired. The type and sequencing of assessments has been carefully considered to ensure they support student learning and achievement of learning outcomes without creating undue student burden. Of course, this also relies on students engaging with their assessments early and creating a personal plan for managing their workload. The diversity of assessment approaches also supports our inclusive approach to learning, providing opportunities for every student to succeed.

All our assessments support the application of theory into practice and throughout module learning opportunities exist to discuss and further explore different aspects of the syllabus to deepen and showcase understanding. A number of platforms are used to support these assessments with many modules allowing options in assessment mode and/or assessment content.

- Assessments include assignments, traditional exams, computer-based exams, practical exams, image viewing exams and presentations.

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- During years 2 and 3, students will complete a Clinical Portfolio demonstrating how they have achieved the required clinical competencies and minimum programme clinical practice hours of 1200 hours to graduate from the programme.
- Individual creativity in evidencing and demonstrating competency achievement is encouraged.

An important element to all aspects of learning during the programme is feedback on how well students are learning and developing. Students will receive formative feedback through personal academic tutor discussions, where personal development plans can be created, or from qualified radiographers and clinical supervisors on practice placements. As part of the module learning, teaching and assessment approach, feedback takes many formats.

- For example, you may undertake class activities and receive verbal feedback on progress or achievement from the tutors or peers where working as a group.
- Alternatively, quizzes may be undertaken before or during lectures with answers incorporated into the teaching so students can self-assess their knowledge and ask for clarification and feedback on how they might improve their answers.
- Practice exams may be used to prepare students for the examination experience and formative feedback for assignments and written work is provided and directed by students to focus on the sections where they need advice.

By using different methods of providing feedback and engaging students as partners in the feedback process, we can ensure that feedback is purposeful and addresses student needs.

Clinical Placement

Learning and Assessment
Students are required to complete placement learning during years two and three of the programme, and are offered formative clinical learning experiences in Year 1. During year 1, clinical placement learning takes place in semester 3 and is formative to support the application of knowledge and skills, developed through on-campus learning activities, in clinical practice. In years 2 and 3, clinical placement takes place throughout the academic year with placement learning and development being formatively and summatively assessed through a clinical portfolio as part of the modules 'Transition to Professional Self 1 & 2'. At the beginning of each semester, students will be given a personal clinical placement timetable which is unique to the individual students and specifies the placement location and the specific times of attendance (placement shift).

The clinical placement element of the programme has been designed with input from imaging service providers to reflect the modern 24/7 nature of healthcare and give students the best possible clinical education. Clinical learning and assessment are structured to support, complement and combine with the learning undertaken in all the modules studied throughout the three years of the programme. This will ensure students develop the underpinning knowledge, skills and critical thinking to inform their clinical practice. The undertaking of medical imaging procedures under supervision, and the interaction with service users, carers and healthcare professionals, means that clinical placement will provide students with an array of diverse learning opportunities. University clinical teachers regularly attend placement sites to support placement learning and, alongside clinical supervisors, HCPC registered radiographers, and other professional staff at the placement site, provide support and feedback on student development of professional skills and attributes aligning with those required by the HCPC and Society and College of Radiographers. The Universities placement providers are situated within hospital and healthcare imaging facilities delivering services to patients located across Yorkshire and beyond. Students may be allocated clinical placements within any number of the affiliated clinical placement sites during the programme, and a system of placement rotation is in operation to optimise the clinical learning experience. Information regarding each placement site and named staff contacts will be given ahead of attendance. A clinical uniform will be provided and must be provided for all simulated and actual clinical placement activities.

Attendance at timetabled placement activities is a mandatory learning and a minimum of 1200 placement hours across the programme is required to evidence attainment of learning outcomes and ensure that graduates are eligible to apply

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to the Health and Care Professions Council for registration to practice as a Diagnostic Radiographer. Students will be required to attend clinical learning activities and make good any placement time below the 1200-hour threshold through additional clinical placement attendance. Student attendance, timeliness, and communication of any absence are assessed as part of the clinical portfolio in terms of professional values and attributes and any absence must be reported immediately using University and clinical placement site reporting processes. This is underpinned by the HCPC Standards of Conduct, Performance and Ethics, including HCPC Guidance on Conduct and Ethics for Students.

Study Abroad?

This programme is not eligible for integrated study abroad opportunities that contribute to the degree award. However, university opportunities may exist to experience radiography overseas during the formative transition periods (end of years 1 and 2) and university holidays. Students are encouraged to explore these independently. For further information about study abroad opportunities please refer to the website: **https://www.bradford.ac.uk/study/abroad/**

Curriculum Design and Structure

The Bachelor of Science degree is a 360-credit award. University of Bradford study units - modules - are taught across the Academic Year, which is divided into two Semesters. "Semester 1" for all students is September to January and "Semester 2" is January to May. Modules may be taught and studied within a single Semester or be delivered over the year. Each year of the programme represents a stage where learning gets progressively more complex from Year/Stage 1 to the final Year/Stage 3, represented by the rated academic level (4 to 6) of that Stage's modules. Modules on the BSc (Hons) Diagnostic Radiography are all 'core' and studied by all students together.

Year 1 Curriculum (Level 4)

During the first year of study, learning activities are focussed on the fundamental principles of radiography practice across a range of topics such as: the wider context of healthcare and being a healthcare professional; the production of radiation, its risk and measurement; image acquisition processes; anatomy and its radiographic appearances; and patient care across a range of imaging modalities.

To ensure students are well equipped with the fundamental knowledge and skills to engage effectively in learning opportunities when attending clinical placement, the first year of learning predominantly takes place on campus using a range of teaching approaches and simulated clinical practice activities within a wide range of campus clinical spaces including the X-ray rooms, virtual reality lab, PACs suite and CT suite. The complexity of scenarios and simulation activities is focussed on routine patient examinations in routine environments while also exploring the concept of 'what is routine?' and that for the patient, every examination is important and may present uncertainties.

In semester 1 students will study three 20 credit modules: Healthcare and the Healthcare Professional; Fundamentals of Radiation and Radiation Safety; Projectional Radiography 1 (upper limb and chest). These modules will enable students to understand the wider context of healthcare, professional values and behaviours and the role and responsibilities of a radiographer as well as safe working with radiation practices. They will also commence their practical skills development focussing on projectional radiographic examinations of the upper limb and erect chest applying learning from across all 3 modules within simulation activities.

In semester 2, students will study a further three 20 credit modules. Image Acquisition & Data Display builds on the fundamentals of Radiation and Radiation Safety module, taking students beyond radiation production to how radiographic images are formed and displayed. Projectional Radiography 2 (lower limb & abdomen) builds on projectional radiography 1 and develops anatomical understanding as well as consideration of patient mobility, wellbeing, consent and assessment of reproductive status. Both of these modules systematically progress the breadth of student knowledge. Cross-Sectional Imaging 1 responds to the increasing clinical demand for multi-modality skills within radiography and the radiographer support worker workforce and supports students to usefully engage in learning within cross-sectional modalities at an early stage of clinical placement.

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Table 1: Core modules in Year 1

Module Code	Module Title	Credit	Level	Study Period
RAD4500-B	Healthcare and the healthcare professional	20	FHEQ 4	Semester 1
RAD4501-B	Fundamentals of radiation and radiation safety	20	FHEQ 4	Semester 1
RAD4502-B	Projectional Radiography 1	20	FHEQ 4	Semester 1
RAD4503-B	Projectional Radiography 2	20	FHEQ 4	Semester 2
RAD4504-B	Cross sectional Imaging 1	20	FHEQ 4	Semester 2
RAD4505-B	Image Acquisition & data display	20	FHEQ 4	Semester 2

At the end of stage 1, students will be eligible to exit with the award of Certificate of Higher Education in Medical Imaging if they have successfully completed at least 120 credits and achieved the award learning outcomes 1-4. **This award does not confer eligibility to register with the Health and Care Professions Council.**

Year 2 Curriculum (Level 5)

In the second year, students will develop a critical understanding of projectional anatomical radiography and its application to more complex patients and environments. They will also expand their knowledge of imaging modalities with emphasis on interventional and cross-sectional technologies and explore the impact and implications of patient care and communication. Students will attend clinical placement in alternating blocks of placement and academic weeks over the academic year to support the application of learning into practice. Learning will continue to be supported through purposeful on-campus placement simulation and learning activities to enhance practical and professional skills development. These will include using the campus image intensifier to simulate radiography within interventional suites and operating theatres, the DR mobile machine to practice radiography in the ward setting, and also the University CT scanner and ultrasound facilities to understand functionality of cross-sectional imaging equipment.

While exploration of the evidence base underpinning practice is a feature of all modules, the critical review of research design as it pertains to the radiography evidence base and research planning are a feature of year 2 learning as students look towards the future of the profession and practice. This is emphasized further when exploring computing technologies, artificial intelligence and future roles of the radiographer. Effective communication (between peers, with clinical colleagues and with patients and service users) is also a key theme across year 2 with students demonstrating effective group working as part placement activities and module learning and assessment approaches.

Table 2: Core modules in Year 2

Module Code	Module Title	Credit	Level	Study Period
RAD5500-B	Transition to Professional Self 1	20	FHEQ 5	Academic Year
RAD5501-B	Computing in medical imaging	20	FHEQ 5	Semester 1
RAD5502-B	Projectional Radiography 3	20	FHEQ 5	Semester 1
RAD5503-B	Cross Sectional Imaging 2	20	FHEQ 5	Semester 2
RAD5506-B	Interventional radiology and fluoroscopy	20	FHEQ 5	Semester 2
RAD5505-B	Fundamentals of research	20	FHEQ 5	Semester 2

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At the end of stage 2, students will be eligible to exit with the award of Diploma of Higher Education in Medical Imaging if they have successfully completed at least 240 credits and achieved the award learning outcomes 1-10. **This award does not confer eligibility to register with the Health and Care Professions Council.**

Year 3 Curriculum (Level 6)

During year 3 of studies, students will develop their practical radiographic skills and competencies while also building the personal attributes and qualities essential for a healthcare professional able to build positive relationships, consider wider perspectives of healthcare and inspire positive change in healthcare service delivery to benefit staff, patients and wider community. Students will continue to attend clinical placement in alternating blocks of placement and academic weeks to ensure that they have a continuous clinical learning experience that supports the ongoing application of learning and integration of theory with practice. Placement learning will be supported by a smaller number of on-campus simulated placement activities focusing on specialist image review skills, mentorship, leadership, and cross-sectional imaging. In addition, students will work more closely with students from another profession (e.g. midwifery) to build on interprofessional communications and activities in year 2 and explore more meaningfully roles and responsibilities from differing perspectives, identifying common values and themes and respecting professional diversity.

Academic learning will create a wide range of opportunities for students to work independently or in groups to create new insights and knowledge through research, enterprise and innovation. All modules in year 3 are 20 credits and many occur across both semester 1 and 2 reflecting the time needed to independently evaluate the learning materials and implement effective time management strategies to achieve module learning outcomes. A single module (Leadership and Service Management) takes place solely in semester 1 and this provides students with the wider context of NHS organisations, their management, workflows, approaches to leadership and change management models. This module contextualises the systems under which they have experienced clinical placement and challenges them to identify service improvement initiatives using a fictitious Care Quality Commission (CQC) low performing case study.

Semester 2 of year 3 represents the culmination of student learning with clinical and academic learning and assessment readying students for registration as a diagnostic radiographer on graduation. Students will have spent time undertaking an independent research project developed during year 2 to explore an aspect of practice. However, research is often a slow motivator of change and therefore students have the opportunity in this semester to work in groups with service users and external organisations to develop a healthcare innovation that will benefit patients, local communities or wider society. The learning will focus on enterprise, business planning and sustainability, inspiring students to see themselves not only as graduate radiographers, but as graduates of higher education with the skills and attributes to contribute to a wide range of activities in society, promoting personal ambition and achievement of aspirations.

Table 3: Core modules in Year 3

Mod. Code	Module Title	Credit	Level	Study Period
RAD6504-B	Leadership and service management	20	FHEQ 6	Semester 1
RAD6500-B	Transition to Professional Self 2	20	FHEQ 6	Academic Year
RAD6502-B	Clinical Image Evaluation	20	FHEQ 6	Academic Year
RAD6503-B	Cross sectional imaging 3	20	FHEQ 6	Academic Year
RAD6506-Z	Pre-Registration Diagnostic Radiography - programme requirements Stage 3	0	FHEQ 6	Academic Year
RAD6501-B	Research Project	20	FHEQ 6	Academic Year

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Mod. Code	Module Title	Credit	Level	Study Period
RAD6505-B	Enterprise in Healthcare	20	FHEQ 6	Academic Year

Students will be eligible to exit with the award of Ordinary Degree of Bachelor in Medical Imaging if they have successfully completed at 120 credits in both Level 4 and 5 and 60 credits at level 6 and achieved the award learning outcomes 1-14.

Students will be eligible for the award of Honours Degree of Bachelor in Diagnostic Radiography if they have successfully completed 360 credits, completed the mandatory clinical placement learning hours, and achieved the award learning outcomes 1-15. **Only this award of BSc (Hons) Diagnostic Radiography confers eligibility to register with the Health and Care Professions Council.**

After Graduation (Level ∞)
Graduates of the University of Bradford with a BSc (Hons) Diagnostic Radiography are very much in demand and the wide range of professional and personal development embedded in the curriculum will mean that graduates are eligible for a broad of graduate development and training programmes as well as a entering the profession of Diagnostic Radiography.

Students may also wish to continue their education and join a growing number of radiographers undertaking an MSc or PhD award within Diagnostic Radiography and medical imaging, both of which are possible at the University of Bradford and which may accelerate and broaden career opportunities.

Assessment, Continuation and Award Regulations

This programme follows the Assessment, Continuation and Award regulations published on the University's website (https://www.bradford.ac.uk/about/legal-and-governance/governance/regulations/) for undergraduate courses (Regulation 2). There is agreed variance from the regulation outlined below documented in the University Variance Register:

Variance from 4.2: Students must achieve at least the pass mark stated in the module descriptor for all individual components within each module, to pass all modules on the programme.

Variance from 6.1 and 6.2: Students must achieve a pass mark in module RAD5500-B Transition to Professional Self 1 to continue to Stage 3 of the programme.

Admission Requirements

We are proud to be one of the most inclusive universities in the UK. All our students have potential, and we believe that as many people as possible should have the chance to benefit from higher education, no matter what their background or circumstances.

We take the time to understand the background of our applicants, understand their journey to education, and make decisions based on an applicant’s potential to thrive at university and beyond.

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The minimum entry requirements for the programme are as follows:

- A typical applicant will have passed GCSE Maths and English at Grade C or 4 or above or the equivalent in other Level 2 national/vocational exams.
- They will also meet the general requirements of the UCAS tariff in Level 3 qualifications or their international equivalents if they studied abroad.

- For international students, the level of English required is listed on the **University of Bradford English language requirements website**. International applicants who do not meet the IELTS requirement can take a **University of Bradford pre-sessional English course**. Examples of other equivalent international qualifications for entry are provided on the **University of Bradford page for a country or region**.

A typical entry profile for the programme looks like:

- 128 UCAS tariff points to include 3 full A levels or their national equivalents, at least one of which should be in a Science, Maths or Technology related subject (for the purpose of entry to this programme, Sociology and Psychology are not accepted as 'science').
- Alternatively, 128 UCAS tariff points in a suitable Access course (Health Professions or Science).
- Alternatively, an overall grade of Distinction, Distinction, Merit (DDM) in a health or science subject BTEC National Diploma.
- Applications are welcome from those candidates studying non-standard qualifications. Offers made to candidates who are studying non-standard qualifications will be bespoke to reflect the individual's program of study.
- International equivalent qualifications are listed on the directory website: **https://www.bradford.ac.uk/international/country/**.

On completion of a UCAS form you may be invited for interview and additional radiography related assessment prior to offer. Opportunities to meet staff and view the facilities are available through University Open Days and Applicant Experience Days.

Information in this document is for the contemporary recruitment cycle and was accurate at time of publication. The current tariff and accepted qualifications for entry onto the programme is published at the online course page: **https://www.bradford.ac.uk/courses/ug/diagnostic-radiography-bsc/**

Applicant Behaviours and Values

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

Students are expected to work within the values outlined by the University of Bradford, the HCPC and the NHS Constitution. These include: working together; showing respect and maintaining dignity for service users, carers and colleagues; working inclusively so that everyone counts; showing commitment to their work and offering a high quality of care. These values also include being compassionate and working to improve the health and wellbeing of others. We are seeking students who can develop their communication skills, demonstrate their competence in a high technology environment and show commitment to upholding these values during their programme of study and into their future careers.

Students with the potential to meet the academic requirements and who also provide a relevant and informed personal statement, will be shortlisted for interview. At the interview, applicants will be asked to demonstrate motivation and

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understanding of diagnostic radiography as a career and show that their values align with the values in the NHS Constitution.

Health and Safety Admission Requirements

All offers of study are subject to a satisfactory health clearance and agreement to undergo appropriate blood tests and immunisations.

Students on healthcare programmes must be able to meet the Health and Care Professions Council Standards of Proficiency (2022). Occupational health screening and assessment will consider the students' health and wellbeing and their fitness to study and practice. This will involve completing an on-line occupational health questionnaire and attendance, if required, at a medical appointment. Progress on the course is dependent on continued fitness. This screening process complies with UK Health Security Agency (formerly Public Health England) requirements for protection of the public and students and staff working in health and social care.

People thinking of studying with the University of Bradford don't need to wait for the start of the year to contact our Disability Service. The University can arrange for anyone to talk to this team about what support is on offer at Bradford including an invitation to our Get Set Day. To contact the Disability Service please complete the **request support form**.

All places are also offered subject to a satisfactory enhanced Disclosure and Barring Service (DBS) (previously known as CRB check) disclosure. This is due to the fact that students may be required to work with children or vulnerable adults on their clinical placement and will need to demonstrate that they can safely work with these groups upon HCPC registration.

Where issues are identified during application in the DBS or occupational health assessment, the results will be notified to the applicant and/or candidate as well as the actions proposed by a multi-professional panel.

Prior to attending clinical placement in the first year of the programme, students must undertake mandatory health and safety training and complete any inoculations. These requirements are detailed in the Government 'Green Book' which is published online: **https://www.gov.uk/government/publications/immunisation-of-healthcare-and-laboratory-staff-the-green-book-chapter-12**

Recognition of Prior Learning

If applicants have prior certificated learning or professional experience which may be equivalent to parts of this programme, the University of Bradford has procedures to evaluate and recognise this learning to provide applicants with exemptions from specified modules or parts of the programme. Find more information about **recognition of prior learning decisions** on the University website.

For example, applicants who have already completed a degree, or a related programme such as CertHE Radiographic Assistant Practitioner, may be able to use this process. An achievement of a first class or upper second classification of degree would normally be required if the subject was a non-science/health related subject.

For more details on our RPL procedures and to apply visit the webpage: **https://www.bradford.ac.uk/teaching-quality/prior-learning/**

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