Merger with City, University of London

City, University of London and St George's, University of London have signed an agreement to merge. Subject to the necessary regulatory approvals, the merged institution will be called City St George's, University of London and will begin operating from 1 August 2024.

For students joining in 2024, there will be no change to the delivery, content and structure of the course. St George's will be going through the process to enable it to offer students the choice to still graduate with a St George's Hospital Medical School degree certificate or choose to graduate with a degree certificate from City St George's.

Further information, including frequently asked questions and contact details to submit further questions, are available on our website: https://www.sgul.ac.uk/study/prospective-students/merger

Programme Specification

Section A – the nature of the award

1	Programme Title	Diagnostic Radiography
2	Final award	BSc (Hons) Diagnostic Radiography
3	Intermediate awards	Undergraduate Certificate in Imaging Studies Undergraduate Diploma in Imaging Studies *Intermediate awards do not confer eligibility for consideration for registration with the HCPC and holders are not entitled to the use of the protected title of 'Radiographer'*
4	Awarding institution/body	St George's Hospital Medical School, a constituent College of the University of London
5	Teaching institution	St George's University of London (SGUL) & Kingston University (KU)
6	Programme accredited by	Society/College of Radiographers (SCoR) Health and Care Professions Council
7	UCAS/JACS code	UCAS: B821 / JACS: B821
8	QAA benchmark statements	Not applicable
	Level	FHEQ level 6
9	Date specification produced	April 2022 [pending]
10	Student cohorts covered by the specification	September 2024

Section B – Features of the programme

1	Mode of study	Full-time only
2	Usual length of programme	3 years minimum 5 years maximum
3	Other features of the programme	**Work-based Learning** Clinical experience is gained at the following approved placements: • *St George's Hospital* • *Guy's & St Thomas' Hospital* • *Ashford and St Peter's Hospital.* • *Royal Surrey County Hospital* • *Frimley Park Hospital* • *Epsom and St Helier University Hospitals*

		• *Kingston Hospital* • *Croydon University Hospital* • *Chelsea and Westminster Hospital* • *West Middlesex University Hospital* • *Newham University Hospital* *The award of the honours degree confers eligibility for consideration for registration as a diagnostic radiographer with the HCPC Interim and aegrotat awards do NOT confer this eligibility and holders are not entitled to the use of the protected title of 'radiographer'*

Section C – Brief description of the programme and programme aims

1	Brief description
	The Radiography degrees is designed to develop a professional radiographer who is proactive, reflective and whose practice is evidence driven. This is achieved by combing a firm theoretical framework with an opportunity to practice in a safe supervised environment, via academic and clinical modules, therefore combining theory and practice. The programme has been developed with the view that student radiographers should not only be educated to become a competent practitioners, but should be enabled to develop intellectual and imaginative powers and judgement, together with problem solving and communication skills; These attributes are required by the regulatory body (the HCPC).
2	Programme aims
• Provide the students with the knowledge and skills to equip them for a career in diagnostic radiography. • Develop the students' competence in applying clinical skills to the practice of diagnostic radiography. • Develop the critical and analytical capabilities of the student in relation to diagnostic radiography. • Provide the student with the skills to adapt and respond positively to change in personal, professional and practice situations. • Develop critical, analytical problem-based learning skills and the key skills to prepare the student for graduate employment. • Assist the students to develop the skills required for both autonomous practice and team working. • Enhance the development of the students' interpersonal skills. • Provide education and training that is approved by the HCPC / SCoR • Provide the students with opportunities for shared multidisciplinary and inter-professional learning with a range of health and social care disciplines including medicine, biomedical science, physiotherapy, therapeutic radiography and occupational therapy.	

Section D - Intended learning outcomes of the programme

The following learning outcomes will be informed by the Society & College of Radiographers Education and Career Framework for the Radiography Workforce (2013)

	Advanced knowledge and understanding of:
1	The theoretical basis of diagnostic radiography practice.
2	Anatomical, biomedical and physiological principles related to human health and disease.
3	Current developments in the practice and theory of diagnostic radiography.
4	Fundamental concepts of psychosocial science relevant to the students' becoming a health team member, practitioner and healthcare educator.
5	The theoretical basis of scientific research, evidence-based practice and clinical audit.
6	The context of health and social care provision including the structure and policies of the NHS and of professional regulation.

	Cognitive skills: the ability to
1	Apply the skills needed for academic study and enquiry.
2	Evaluate research and a variety of types of information and evidence critically.
3	Synthesise information from a number of sources in order to gain a coherent understanding of theory and practice.
4	Apply strategies for appropriate selection of relevant information from a wide range of sources and large body of knowledge
5	Utilise problem solving skills
6	Analyse, evaluate and interpret the evidence underpinning diagnostic radiography practice critically and initiate change in practice appropriately.

	Practical skills: the ability to
1	Undertake skilled competent, safe, evaluative reflective diagnostic radiography practice.
2	Communicate effectively with individuals, relatives, carers, and health care professionals establishing professional and ethical relationships
3	Make judgements from the verbal and physical presentation of an individual and evaluate and assess the undertaking of clinical examinations
4	Reflect upon informed decisions about clinical practices consistent with accepted protocols and the individual patients' needs.
5	Effectively and safely apply key skills to the management of individuals, with continual analysis and evaluation of outcome and appropriate modification of interventions.
6	Make evaluative judgements on the technical outcomes from imaging procedures and report the findings accordingly.

	Transferable skills: the ability to
1	Communicate effectively with a wide range of individuals using a variety of means.
2	Evaluate the student's own academic, professional and clinical performance,
3	Utilise problem-solving skills in a variety of theoretical and practical situations.
4	Manage change effectively and respond to changing demands.
5	Take responsibility for personal and professional continuing learning and development
6	Manage time, prioritise workloads and recognise and manage personal emotions and stress
7	Understand career opportunities, features of employability and challenges ahead and begin to plan a career path
8	Utilise information management skills.
9	Assume supervisory and assessment roles in practice.
10	Work with others to support teamwork, leadership and assertiveness

Section E - Programme structure and features

	Programme structure: please see appendix. The course is studied over three years full-time. Study is undertaken at three academic levels: Year 1= Level 4; Year 2 = Level 5; Year 3 = Level 6. There is an approximately equal balance of time spent between University-based study and work-based experience in practice. A key feature of the programme is inter-professional (IP) learning. At Level 4 (Year 1) the *Essentials for Allied health professionals* (EfAHP) combines active learning with different health professional groups including healthcare sciences, physiotherapy, therapeutic radiography, medical and biomedical sciences. Uniquely for radiography students, an anatomy room is used for practical demonstrations of anatomy in small IP groups. There are additional opportunity for small groups to explore identities, responsibilities and communication within this module and is facilitated by tutors drawn from both faculties and from NHS Trusts. Further inter-professional learning opportunities take place at level 6 and throughout the clinical experience element. Another feature of the course is the use of an integrated curriculum in order to provide relevance and a rationale regarding the interconnectivity of the different learning elements required for radiography, this will be facilitated but scenarios that will cover a defined period of learning. These scenarios are designed to draw together the disparate elements into a cohesive whole with meaning. Also towards a better integration of knowledge and skills is the combination of underpinning theoretical clinical radiographic knowledge and those skills required in order to practice them. This is achieved by combining academic modules with clinical

practice into a single module which allows better integration and testing of the theory and practice.

The programme incorporates two period of compulsory elective placements to allow the student to attend clinical departments they may not otherwise have an opportunity to do so and also to enhance their employability. This integrates with the key skills and personal development that runs throughout the programme, designed to encourage the production of a Personal Development Portfolio.
Students have access to SGUL's web-based learning management system, Canvas. This enables access to information about the programme including course administration matters, module and assessment details, course learning materials and e-communication.

The programme modules are listed below:

	Term	Code	Title	Credit value
Year 1	1	AHP401	Essentials for Allied Health Professionals	30
	1	DRA401	Preparation for Practice	15
	2 & 3	DRA402	Principles & Practice of Radiography 1	45
	2 & 3	DRA403	Professional Values & Ethics for Radiographers	15
	2 & 3	RAD401	Science & Technology	15
Year 2	4 & 5	DRA 502	Radiographic Science & Technology	30
	4 & 5	RAD 501	Research & Evidence based Practice	30
	4,5 & 6	DRA 501	Principle & Practice of Radiography 2	60
Year 3	7	DRA 602	Dissemination of Research	30
	7,8 & 9	DRA 601	Clinical Competence & Practice	45
	8	DRA 603	Contemporary Issues	30
	8	AHP 701	Quality & Innovation in Health & Social Care	15

Section F – General teaching and learning strategies

Teaching and learning strategies for the programme are designed to enable students to move from some dependence to self-direction to promote responsibility for their own learning as they progress through the course. In the same way, the knowledge and skills required for critical reasoning (analysis, synthesis and evaluation) will be developed in a progressive approach and a range of key skills featured within the modules. Shared learning with students in other healthcare disciplines helps to promote inter-professional team working. The integration of theory with practise, underpinned by research and the best available evidence, along with the application of professional and key skills are embedded within learning and teaching at all levels.
Peer assisted learning is also used: it reinforces of tutor-led sessions and consolidation of learning particularly of practice skills while providing the peer tutors with

	opportunities to develop their support and supervisory skills (for which they receive training). There is also a mentorship scheme whereby 2nd year students provide support for 1st year students undertaking academic modules. Teaching and learning are enhanced through a blended learning approach facilitated by the use of the Virtual Learning Environments (VLE). Problem solving approaches to learning are also fully utilised. New radiographic equipment was installed in 2018 and facilitates peer and tutor led radiographic technique practical tuition and physical sciences demonstrations. In addition a range of positioning and dosimetry phantoms, QA and radiation monitoring equipment are available for demonstrations and experimental data collection to support research projects and other research. The radiographic equipment comprises of two ceiling mounted tubes, a rise and fall floating top table, a vertical tilting bucky with chest stand, a mobile x-ray machine and a mobile C arm image intensifier with twin monitors. This allows the simulation of a range of outpatient, inpatient, A&E/ED, theatre and ward procedures. Both CR and wireless DR equipment is available with the images being stored on a web accessible Picture Archive and Communication System with a dedicated reporting station. This equipment is similar to, and in some cases identical to, the equipment the student will use in the practice placements. The radiographic equipment allows the diagnostic radiography students to practice in a safe learning environment and gain confidence before entering the practice placement and to hone new skills without any risk to the patient. Specific teaching and learning strategies are indicated in the individual module outlines, are informed by Section/Institutional teaching and learning strategies and are provided in the Module Directory.

Section G - Assessment

The purpose of assessment is to enable students to demonstrate that they have fulfilled the learning outcomes of the programme of study and achieved the standard required for the award they seek. Assessment also has a role to play in facilitating achievement of the overall course aims as undertaking items of assessment will form part of the learning process. Assessment is by a combination of coursework (e.g. poster, reports), examinations and clinical practice assessment: techniques are wide and varied to ensure that the range of abilities for individual students is measured appropriately. The strategies enable staff and students to monitor performance against the overall learning outcomes for the course. Since the course combines academic rigour closely allied to clinical competence the assessment methods effectively reflect factors that lie at the foundation of the discipline. These include knowledge, analysis and decision making, clinical safety and accuracy, and research methodology. The specific assessment methods and criteria are identified within the Module Guides and assignment briefings. Generic assessment criteria for academic work are presented in the assessment strategy indicated in the Student Handbook.

Feedback and Feed-forward. Research shows that formative assessment (feedback and feed-forward) improves learning and features across all modules. Tutors provide students with the opportunity to practise each of the assessment strategies and also give information on the level of performance expected for demonstrating the achievement of the learning outcomes through feedback and feed-forward; they thus form an integral part of module teaching, learning and assessment. They also guide future studying in the light of past performance and encourage the learner to 'self-supervise'. **Feedback** may be informal (for example in day-to-day encounters between tutors and students or between peers) or formal (for example as part of written or clinical assessment) about the past performance. **Feed-forward** provides suggestions for what can be done to improve work or achieve success in future assignments. The quality of feedback and guidance provided by radiography tutors to students is consistently praised by external examiners to the programme.

In practice placement, staff involved with supervision and assessment have appropriate training and endorse the philosophies described above. In line with academic assessments, practice assessment submissions are afforded similar internal and external scrutiny processes.

Assessment methods employed are listed below.

	Title	Method of summative assessment
Year 1	Essentials for Allied Health Professionals	On line assessment - 100% Presentation - Pass/Fail
	Preparation for Practice	On line assessment – 100%
	Principles & Practice of Radiography 1	e-assessment – 60% OSCE – 40% Clinical Portfolio – Pass/Fail
	Professional Values & Ethics for Radiographers	Critical review – 100%
	Science & Technology	On line assessment – 100%
Year 2	Radiographic Science & Technology	Examination – 70% Online assessments – 30%
	Research & Evidence based Practice	Research proposal – 80% Workshop assessments – 20%
	Principle & Practice of Radiography 2	Examination – 60% OSCE – 40% Clinical Portfolio – Pass/Fail
Year 3	Dissemination of Research	Research article – 100%
	Clinical Competence & Practice	OSCE – 80% Examination (SBA) – 20% Clinical Portfolio – Pass/Fail
	Contemporary Issues	Poster – 100%
	Quality & Innovation in Health & Social Care	Quality improvement report – 100%

Section H - Support for students and their learning

- Induction programme for orientation and introducing study skills.
- Student Handbook and Module Guides available electronically on the VLE Canvas.
- Extensive library / learning resources at SGUL including access to an Academic Skills Centre to support writing and guidance from a Literary Fellow.
- Wide range of off-site web-based e-resources
- Learning management systems, Canvas, for access to electronic course information and learning materials via the internet.
- Clinical education supported by clinical supervisors and assessors located within practice learning sites.
- Close collaboration between the academic centre and practice learning partners via the academic Clinical Co-ordinator, Clinical Liaison Tutors and Clinical Liaison Committee.
- Regular visits of not less than two each term by university liaison tutors to the practice placements to support and collaborate with students and the practice-based supervisors and assessors.
- An elective period during years 2 and 3 of the programme.
- Personal tutors support and advise on pastoral issues.
- Access to academic staff, usually by arrangement via email.
- Assess to the Faculty student achievement officer.
- Access to student counsellors.
- Access to Teaching and Learning Support Services that provides assistance and guidance on, for example, dyslexia
- Placement in practice is formalised through a placement management agreement.
- Provision of flexible weeks to allow students to take off up to one day per week while in clinical to accommodate appointments and commitments.
- While in placement, students are also supported by the grievance, disciplinary, equality and diversity procedures of the Trust partners.

Longitudinal Professional Assessment and the Learning Contract assist in facilitating and monitoring progress and in defining specific support and remedial action plans.

Section I - Criteria for admission

The admissions policy is intended to open the course to candidates who satisfy the minimum entry requirements having followed the widest possible range of academic routes. The selection procedure is based on candidates meeting the appropriate academic and non-academic criteria and successful performance at interview.

Academic Criteria

Applicants must be able to satisfy the general admissions requirements of SGUL and of the Department of Radiography.

School/College leavers who have reached 18 years on admission would **normally** offer a minimum of or the equivalent;

- 120 UCAS points at A-Level (BBB) – science subjects are preferred **and**
- GCSE Grades 4 - 9 (English Language and Maths must be grade 4 or above)
- GCSE Subjects a minimum of five subjects to include English Language, Maths, and Physics, Chemistry and Biology (triple award) or Combined Sciences (Double Award).

Applicants which English is not their first language whilst studying; evidence of their proficiency must be dated within the last two years.

- IELTS (International English Language Testing System)
- 7.0 overall (including 7.0 in written & speaking elements, and no section less than 6.5) Pearson's test 67 overall (including 67 in written element, and no section less than 61)

Further details relating to academic entry criteria may be found at the SGUL website, including applicants offering examinations equivalent to the above and applications from mature and overseas candidates and those holding relevant prior qualifications and degrees (Advanced Standing and Credit Accumulation and Transfer Scheme).

Non-academic criteria

- Applicants from all backgrounds who can demonstrate within their UCAS Personal Statement a desire to work in radiography, an awareness of the radiography profession and the supporting aptitudes and qualities will be considered for interview.
- Screening by the Occupational Health Department to assess fitness to study and undertake practise education.
- Declaration of disclosure of any criminal convictions including outstanding and spent via the Disclosure and Barring Service (DBS) enhanced disclosure checks
- Full disclosure of previous educational and professional experience
- Evidence of assessed academic education within past 5 years.

Equal opportunities and disability

Admission procedures are consistent with SGUL Equal Opportunities Procedures and in accordance with current legislation. Candidates with disabilities will be considered in conjunction with the Occupational Health Service, to ensure that they are able to fulfil the requirements of the course.

Full admissions information can be found in the Department of Radiography Admissions Process document.

Section J - Employability and employment

A range of support for employment is provided. This includes review of applications and personal statements in response to a typical advertisement and job description, advice on CV writing, one-to-one interview practise and tutorial sessions with radiography staff. The Careers Consultant for SGUL provides generic and wider guidance on employment within health care. This programme can lead to professional employment as a diagnostic radiographer within the NHS and the private sector. It can also lead to a postgraduate education leading to teaching, management and research roles.

The award of the honours degree confers eligibility for consideration for registration as a diagnostic radiographer with the HCPC.
Interim and aegrotat awards do NOT confer this eligibility and holders are not entitled to the use of the protected title of 'radiographer'

Section K - Methods for evaluating and improving the quality of teaching and learning

1 Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards –

- Module reviews (online feedback questionnaires and staff reports);
- Audit of practise placements;
- External Examiner reports;
- Annual course monitoring report prepared by course tutors and agreed by course committee;
- Annual monitoring and course approval by HCPC and SCoR.
- Periodic review and revalidation involving external panel members;

2 Committees with responsibility for monitoring and evaluating quality and standards

- Clinical Liaison sub-committee;
- Course Committee;
- Board of Examiners;
- Stakeholders forum – membership includes trust staff, students and service uses;
- Faculty Quality Committee;
- Faculty Learning, Teaching & Assessment Committee;
- SGUL Senate.

3 Mechanisms for gaining student evaluation on the quality of teaching and their learning experience:

- Student-Staff consultative committee
- Student representation at the Course Committee;
- Student evaluation of academic and practise modules;
- Audit of practise experience.
- Year and course evaluation by group discussion;
- National Student Survey

4 S*taff development priorities include:*

- Maintaining awareness of practice developments
- Holding or attaining formal teaching qualifications and higher degrees
- Gaining fellowship of the Higher Education Academy
- Fulfilling clearly defined roles in the management of the programme
- Regular updating in professional and IT/Computing developments including training in the use of VLE
- Regular attendance at and participation in conferences and study days
- Peer observation of teaching;

- Participation in the formal appraisal scheme and Institutional staff development programmes
- Regular course team meetings and comprehensive annual review and planning.

Section L – Assessment regulations

Assessment rules and Honours classification

- Course specific regulations are approved by SGUL Senate and are in accordance with the SGUL General Regulations for Students and Programmes of Study
- Minimum pass mark is 40% for each module.
- To progress from year1 to year 2 and from year 2 to year 3, all modules at level 4 and 5 respectively must normally be passed.
- To qualify for the award of an Honours Degree, students must complete all the course requirements and must pass all modules.
- Only marks from second and third year assessments will contribute to the final classification of the degree.
- Marks for each module are weighted according to the credit rating and level of the module. The weighting of marks contributing to the degree for levels 4, 5 and 6 is: 0: 30: 70 respectively.

Summary of grades, marks and their interpretation for honours degree classification

GRADE	MARKS	INTERPRETATION
A	70% - 100%	First Class
B	60% - 69%	Upper Second Class
C	50% - 59%	Lower Second Class
D	40% - 49%	Third Class
F	0% - 39%	Fail

Role of External Examiners

External Examiners are drawn from the academic community of HCPC registered diagnostic radiographers and appointed by the Senate. The role of external examiner is that of moderator. In order to do this they:

- approve assessment programmes and items;
- review course work and examination scripts;
- attend the Board of Examiners' meetings.

Publication: This specification is available in the following locations: SGUL website; VLE; student handbook;

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the course handbook and module guides.

Key sources of information are:

- Programme Module Directory, Student Handbooks and Module guides
- SGUL prospectuses
- SGUL internet sites (www.sgul.ac.uk;)
- SGUL General Regulations for students and programmes of study
- Faculty of Health, Social Care and Education Teaching Learning and Assessment Strategy
- HCPC 'Standards of Education and Training' and 'Standards of Proficiency' 2018
- HCPC 'Standards of conduct, performance and ethics' 2018
- SCoR Education and Career Framework for the Radiography Workforce 2013
- DH/NHS Directives and Policies