Programme Specification (Undergraduate) FOR ENTRY YEAR: 2025/26

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1. Programme title(s) and code(s):

Diagnostic Radiography BSc
Diploma of Higher Education in Imaging Science*
Certificate of Higher Education in Imaging Science*

* Certificate and Diploma are exit awards only and not available for students to register on to and do not allow registration with the HCPC.

a) HECOS Code

HECOS Code	%
100129	100

b) UCAS Code (where required)

B821

2. Awarding body or institution:

University of Leicester

3. a) Mode of study

Full-time

b) Type of study

Campus-based

4. Registration periods:

BSc(hons) Diagnostic Radiography

The normal period of registration is 3 years

The maximum period of registration 5 years

5. Typical entry requirements

Application will be via UCAS. Applicants may be invited to interview after which a decision will be made regarding offers. Applicants are expected to show academic attainment at the required level within 5 years of the course proposed start date. In line with the National Health Service Constitution, we use a values-based recruitment approach in seeking candidates with the appropriate values to support effective team working in delivering excellent patient care.

All students must be 18 years of age at the commencement of the programme.

GCSE: 5 subjects' grade 5 or above and must include English Language, maths, and science (single or combined) (functional skills maths not accepted) If GCSE English Language not obtained English IELTS score of 7 with minimum 6.5 in all components

A Level: BBB to include one science (applied science, biology, chemistry, physics, human biology) (general studies, critical thinking, or global perspectives not accepted)

International Baccalaureate: full award diploma with overall score of 28, with minimum grade 6 in higher level science (applied science, biology, chemistry, physics, human biology~~)~~ standard level minimum grade 4 in maths/English in IB if no GCSE

Access diploma: Access to science preferred – must include Physics modules with 45 credits at level 3, 30 of which must be at Distinction and 15 at Merit.

Pearsons BTEC Nationals: DDM in applied science

Pearsons BTEC diploma: DM with an A level at grade B (applied science Diploma or A level biology, chemistry, physics, human biology, maths, Psychology)

T Level health: Merit from any of adult nursing team, theatre team and therapy team occupational specialisms.

T Level Healthcare science: Merit from healthcare science assistant occupational specialism.

Scottish Highers: ABBBB with 1 science (applied science, biology, chemistry, physics, human biology, ~~maths~~,

Advanced Highers: BBB including one science (applied science, biology, chemistry, physics, human biology)

University of Leicester global study centre: Science foundation programme Grade B.

Science or other health undergraduate degree: 2:2, if not a science degree, then must have a science A level.

Occupational Health, Disclosure and Barring Service and Insurance
All offers are conditional upon the applicant having a satisfactory Occupational Health assessment, and an enhanced clearance by the Disclosure and Barring Service (DBS). The school requires students to become student members of the Society of Radiographers (SoR). Student membership of the SoR provides access to a range of useful resources and provides insurance for clinical placements.

There may be a small number of applicants who are currently employed within the NHS, radiology assistant practitioners, looking to increase qualification level. Any Mature student, 21 years and over, who in the judgement of the university submit sufficient evidence of serious previous study in the health and social care sector, and the academic aptitude to pursue a programme in Diagnostic radiography, along with relevant work experience may be eligible for admission.

Radiography is committed to working with the development of the Armed forces into healthcare application process. Any applicants from the NHS or Armed forces will be considered on individual experience and merit.

Vaccinations

School of Healthcare students are expected to undertake all relevant vaccinations as recommended by Occupational Health and in line with the Greenbook recommendations (Immunisation of healthcare and laboratory staff: the green book, chapter 12 - GOV.UK (www.gov.uk)), in order to be able to attend clinical placements. These vaccinations are a requisite for students to successfully complete their course.

Students that do not engage with the relevant immunisation programmes and do not have the required vaccinations will not be able to participate in their clinical placements. **Consequently, they will not be able to complete their course requirements and will therefore not be able to successfully complete their degree.**

There may be exceptions for students who have a medical reason as to why they cannot be vaccinated. This will be reviewed and advice will be sought from the Occupational Health team.

6. Accreditation of Prior Learning

Institutional policy on accreditation of prior learning will be applied. As year one does not contribute to degree classification, students will not be required to undertake a separate grading exercise.

7. Programme aims

The programme aims to develop high-quality academic grounding in radiography. The programme aims to offer you many opportunities to develop your skills and practice standards so that you graduate as a competent and confident radiographer ready to join the rapidly expanding workforce.

The programme aims to:

- Provide you with the knowledge, skills, attitudes, and values to underpin contemporary radiography practice leading to competence required for autonomous practice
- Emphasise the legal and ethical frameworks in which radiographers practice and develop an understanding of the scope of your individual practice.
- Provide you with the opportunity to enhance your interpersonal, team working and partnership skills. This promotes engagement in lifelong learning, which is a key feature of the development of you as an autonomous professional.
- Give you an awareness of research and its application to radiography practice and the wider health context and to provide you with the skills to adapt and respond positively to change. In doing this, you will develop key transferable skills to prepare for graduate employment.
- Develop your ability to analyse and develop beliefs and values to demonstrate the attitudes consistent with the provision of holistic evidence-based practice.
- Develop your ability to work within a diverse and challenging health and social care environment, be responsive to demographic, lifestyle, and complex challenges, and acknowledge the population within Leicester, Leicestershire, and Rutland.
- Enable you to enter the profession ready for adaptability, future-thinking and dynamic leadership.

8. Reference points used to inform the programme specification

- **The programme is designed to provide education and training that is approved by the** Health and Care Professions Council (HCPC) **and the** College of Radiographers (CoR).

9. Programme Outcomes

Unless otherwise stated, programme outcomes apply to all awards specified in 1. Programme title(s).

a) Discipline specific knowledge and competencies

i) Mastery of an appropriate body of knowledge

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Students should be able to: apply their knowledge of concepts and principles in the practice of diagnostic imaging to practice safely and effectively.	Lectures, Tutorials, Simulation Events, Seminars, Problem solving classes, patient scenarios, learning in clinical practice	Short answer questions, image portfolio, extended matching items, research, case discussion, clinical performance, interview

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Students should be able to: apply knowledge of the structure and function of the human body to evaluate imaging modalities to distinguish disease and trauma processes where present.	Lectures, Tutorials, Seminars, directed reading, Problem solving classes, patient scenarios, Resource-based learning, independent research, learning in clinical practice	Anatomy, pathophysiology exam, clinical practice, case study
Students should be able to: apply knowledge of statutory regulations around the use of ionising radiation in medical imaging.	Tutorials, Simulation Events, learning in clinical practice	Extended matching items, radiation protection report, case discussion, clinical reasoning exam, clinical practice

ii) Understanding and application of key concepts and techniques

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Students should be able to: use and adapt the appropriate imaging positional requirements around the patient needs	Tutorials, Problem solving classes, patient scenarios, Simulation events, learning in clinical practice	Case study, image portfolio, clinical practice
Students should be able to: make reasoned decisions regarding clinical situations and recognise that they are personally responsible for these decisions.	Tutorials, Problem solving classes, patient scenarios, Simulation events, learning in clinical practice	Clinical reasoning exam, case study, education session, observation assessment, clinical practice

iii) Critical analysis of key issues

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Students should be able to: understand the need to always act in the best interest of patients whilst respecting patient rights, dignity, values, and autonomy.	Tutorials, Problem solving classes, patient scenarios, inter-profession education sessions, learning in clinical practice	Reflection and action plan, patient information source, group poster, seen scenario, discussion paper, clinical practice
Students should be able to: identify service concerns, select appropriate data collection tools, and analyse and implement change strategies.	Lectures, Tutorials, Seminars, Project supervision, Problem solving classes, patient scenarios, learning in clinical practice	Business case, research report, change management report

iv) Clear and concise presentation of material

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Students should be able to: record and manage accurate and comprehensive records in accordance with applicable guidelines and legislation.	Tutorials, Seminars, Project supervision, computer-based simulation, learning in clinical practice	Image portfolio, case study, research data collection and analysis, patient information source, group poster, individual poster
Students should be able to: present information in a format which is understandable for a variety of audiences.	Lectures, Tutorials, Seminars, Project supervision, computer-based simulation, learning in clinical practice	Patient information source, education session, micro teach, research proposal and report

v) Critical appraisal of evidence with appropriate insight

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Students should be able to: appraise image information for clinical manifestations and technical accuracy.	Lectures, Tutorials, Seminars, computer-based simulation, learning in clinical practice	OSCE, image portfolio, clinical performance, clinical reasoning exam
Students should be able to: understand the need to monitor quality of practice and contribute to data generation for improvement programmes.	Lectures, Tutorials, Seminars, Project supervision, computer-based simulation, learning in clinical practice	Business case, research report, change management report

vi) Other discipline specific competencies

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Students should be able to: apply their knowledge of pharmacology of drugs used in diagnostic imaging.	Lectures, Tutorials, Seminars, learning in clinical practice, simulation-based events	Clinical performance, portfolio of adapted cases, technique summary
Students should be able to: establish coping mechanisms and resilience skills to ensure personal wellbeing.	Lectures, Tutorials, Seminars, inter-professional education sessions, directed reading, learning in clinical placement	Reflection and action plan, short answer questions, communication essay, interview
Students should be able to: identify populations at greater risk of specific disease processes and side effects and manage information requirements appropriately.	Lectures, Tutorials, Seminars, inter-professional education sessions, directed reading, simulation events, learning in clinical placement	Literature review, patient information source, group poster

b) Transferable skills

i) Oral communication

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Students should be able to: effectively communicate with a diverse audience demonstrating an understanding of the factors which can affect verbal and non-verbal communication.	Lectures, Tutorials, Seminars, inter-professional education sessions, directed reading, simulation events, learning in clinical placement	Patient information source, observation assessment, education session, peer mentoring, micro teach
Students should be able to: adapt communication styles as necessary to ensure engagement, understanding and appropriateness.	Tutorials, Seminars, inter-professional education sessions, directed reading, simulation events, learning in clinical placement	observation assessment, education session, peer mentoring, micro teach

ii) Written communication

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Students should be able to: produce reports, information sources and materials for a range of diverse populations.	Tutorials, Seminars, inter-professional education sessions, directed reading, simulation events, project supervision, independent research, learning in clinical placement	Patient information source, business case, change management report, education session, group poster, micro teach, peer mentoring, leadership report

iii) Information technology

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Students should be able to: Present and explain topics, issues, ideas, and arguments in a variety of written and oral formats	Tutorials, Seminars, directed reading, simulation events, project supervision, independent research	Patient information source, peer mentoring, micro teach, business case, change management report, literature review, research report

iv) Numeracy

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Students should be able to: Demonstrate skills of analysis and synthesis of material and appropriate use of academic and research conventions	Lectures, Tutorials, Seminars, directed reading, simulation events, project supervision, independent research	Research data collection and analysis

v) Team working

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Students should be able to: Demonstrate effective inter-professional relationships within the MDT	Tutorials, Seminars, directed reading, simulation events, inter-professional education sessions, directed reading, learning in clinical placement	Clinical performance, group poster

vi) Problem solving

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Students should be able to: critically appraise and evaluate evidence, arguments, and assumptions, reaching sound judgements, and effectively communicating within their scope of practice	Tutorials, Seminars, directed reading, simulation events, inter-professional education sessions, directed reading, learning in clinical placement	Discussion paper, leadership report, business case, clinical reasoning exam, clinical performance

vii) Information handling

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Students should be able to: achieve the required standard for the completion of appropriate records in relation to patient assessment and procedure; and recording and reporting of incidents and near miss events.	Lectures, Tutorials, Seminars, directed reading, learning in clinical placement, computer-based simulation.	Clinical performance, research data collection and analysis

viii) Skills for lifelong learning

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Students should be able to: show commitment to proactive continued professional development and to reflect upon personal performance.	Lectures, Tutorials, Seminars, directed reading, learning in clinical placement,	Elective request, reflection and action plan, discussion paper
Students should be able to: work in a non-discriminatory manner ensuring equality and considering cultural impact	Lectures, Tutorials, Seminars, directed reading, inter-professional education sessions, simulation events, learning in clinical placement,	Clinical performance, group poster, observation assessment, education session, peer mentoring

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Students should be able to: exercise professional judgement and understand the need to maintain fitness to practice.	Lectures, Tutorials, Seminars, directed reading, inter-professional education sessions, simulation events, learning in clinical placement,	Clinical reasoning exam, change management report, clinical performance, interview, peer mentoring

10. Progression points

The following additional progression requirements for this programme are:

Due to accreditation requirements of the College of Radiographers (CoR), progression requirements for this programme are higher than those listed under Senate Regulation 5. The following dispensations from Senate Regulation 5 have been approved by the University:

None of the modules on this programme are eligible for compensation and must be passed at 40.00% for progression or for the degree to be awarded.

'Proceed and resit' is not permitted on this programme. All modules must be passed in order to allow progression to the following year.

In cases where a student has failed to meet a requirement to progress, they will be required to withdraw from the course and will be awarded the appropriate exit award.

a) Course transfers

Students wishing to transfer to Diagnostic Radiography must enter year one due to the professional nature of the programme. Radiographic science and anatomy are integral to the curriculum throughout, and the knowledge required is unlikely to have been taught in any other programme. Practice placement elements required to achieve the standard for professional registration also limit the transfer into year two.

Students wishing to transfer to Diagnostic Radiography must undergo Disclosure and Barring service clearance and occupational health clearance if not already done so.

11. Criteria for award and classification

This programme follows the standard scheme of undergraduate award and classification set out in Senate Regulations – see the version of *Senate Regulation 5 governing undergraduate programmes* relevant to the year of entry.

12. Special features

There is a large emphasis on practice placement associated with this programme, all students are supported by a named visiting tutor throughout the practice placement element of the course. Pre-clinical modules that prepare students for practice placements are supported by learning activities.

The focus of year two modules around cross sectional imaging is currently a unique delivery approach in the UK and the ability to select a specialty as part of a final year module is the only one of its kind in the UK.

12a. Research-inspired Education

Students on this programme will advance through the four quadrants of the University of Leicester Research-inspired Education Framework as follows:

RiE Quadrant	Narrative

	The programme provides a thorough grounding in the research underpinning medical imaging services from both a scientific and patient care viewpoint. Students will develop critical thinking and problem-solving skills through exposure to authentic situations both in the classroom and during placement education. The programme draws on international research ensuring that the knowledge and skills our graduates acquire will have applications across the world.
Research-briefed Bringing staff research content into the curriculum.	Research – briefed - Students are exposed to challenging learning, inspired and informed by current research, drawing on the internationally recognised research within medical imaging and wider healthcare disciplines and experts at the University of Leicester. Staff teaching on the programme are engaged in research and bring their experiences into their teaching.
Research-based Framed enquiry for exploring existing knowledge.	Research – based - Lectures, classroom discussions and assessments are based on real world medical imaging considerations and challenges, putting the underpinning theoretical concepts into context.
Research-oriented Students critique published research content and process.	Research-oriented - Students are required to critically appraise their own clinical practices and patient care in classrooms, placement education and assessment. They are given guidance and training in how to critically appraise published research.
Research-apprenticed Experiencing the research process and methods; building new knowledge.	Research – apprenticed - Training and practice is provided on report writing, group work, presentation skills, reading research papers and library skills. Students work individually and in groups to present their considerations from their lived experiences and critical appraisals, via individual written reports, clinical performance and a group presentation. Module RA3001 allows students to undertake a small research project of their choice with support from staff.

As part of studying at a research-intensive university, students on this programme have the following extra or co-curricular opportunities available to them to gain exposure to research culture:

Each year students are invited to attend a one-day (free) industry conference, in the UK, where world leading equipment manufacturers, technology innovations and learning innovations are presented.

Students are encouraged to become members of the Society of Radiographers, for a small annual fee, which gives them access to a monthly publication, webinars on emerging research and a continuous professional development toolkit.

Teaching on this programme will be research-informed (it draws consciously on systematic inquiry into the teaching and learning process itself) in the following way:

The School supports all staff involved in teaching to gain an accredited Higher Education teaching qualification, in which they demonstrate their use of teaching theory to support their own practice and reflect on their current teaching and continuing professional development.
All staff are HCPC registered radiographers. The programme supports staff to deliver educational best practice through reports back from teaching conferences, talks from external educational speakers, and a quarterly platform for staff to share evaluations of their own teaching practice.

13. Indications of programme quality

Internal assessment of programme quality is assessed by the University Programme Approval Panel. The programme has approval from the HCPC, following rigorous assessment, meaning successful graduates are eligible to apply for registration to practice.

The programme has College of Radiographers accreditation until March 2029.

The standard process of External Examination as specified in the Senate Regulations.

14. External Examiner(s) reports

The details of the External Examiner(s) for this programme and the most recent External Examiners' reports for this programme can be found at exampapers@Leicester [log-in required]

UNIVERSITY OF LEICESTER

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Appendix 1: Programme structure (programme regulations)

The University regularly reviews its programmes and modules to ensure that they reflect the current status of the discipline and offer the best learning experience to students. On occasion, it may be necessary to alter particular aspects of a course or module.

BSc Diagnostic Radiography

Level 4/Year 1 2025/26

Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	45 credits	45 credits	30 credits
Optional	n/a	n/a	n/a

120 credits in total

Core modules

Delivery period	Code	Title	Credits
Year long	RA1001	Radiographic anatomy, physiology and pathology	15 credits
Year long	RA1002	Theory of radiographic practice	30 credits
Sem 1	RA1000	Professional development	15 credits
Sem 1	RA1003	Introduction to practice	15 credits
Sem 1	RA1004	Science and Technology 1	15 credits
Sem 2	RA1005	Practice placement 1	30 credits

Notes
All modules are core and must achieve a pass grade as per PSRB requirements. Whilst there appears to be a bias of credits towards semester 1, the RA1003 assessment is undertaken during the attendance of clinical placement and as such has minimal workload burden.

Level 5/Year 2 2026/27

Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	30 credits	45 credits	45 credits
Optional	n/a	n/a	n/a

120 credits in total

Core modules

Delivery period	Code	Title	Credits
Year long	RA2001	Cross-sectional anatomy, physiology and pathology	30 credits
Sem 1	RA2002	Application of skill	15 credits
Sem 1	RA2003	Science and technology 2	15 credits
Sem 1	RA2004	Theory of cross-sectional practice	15 credits
Sem 2	RA2005	Practice placement 2	30 credits
Sem 2	RA2006	The developing practitioner	15 credits

Notes
All modules are core and must achieve a pass grade as per PSRB requirements.

Level 6/Year Final 2027/28

Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	30 credits	45 credits	45 credits

Status	Year long	Semester 1	Semester 2
Optional	n/a	n/a	n/a

120 credits in total

Core modules

Delivery period	Code	Title	Credits
Year long	RA3001	Research methods	30 credits
Sem 1	RA3002	Advancing clinical practice	15 credits
Sem 1	RA3003	Competence and practice	30 credits
Sem 2	RA3004	Leadership and mentoring	15 credits
Sem 2	RA3005	Specialty pathway	15 credits
Sem 2	RA3006	Practice placement 3	15 credits

Notes

Specialism pathway module will allow students a choice of pathways to follow but the module is core.

All modules are core and must achieve a pass grade as per PSRB requirements

Appendix 2: Module specifications

See undergraduate module specification database [log-in required]. (Note - modules are organized by year of delivery).