

Postgraduate Programme Specification

MSc (pre-registration) Diagnostic Radiography

This specification provides a summary of the main features of the programme and learning outcomes that a student might reasonably be expected to achieve and demonstrate where full advantage is taken of all learning opportunities offered. Further details on the learning, teaching and assessment approach for the programme and modules can be accessed on the University website and Virtual Learning Environment, GCU Learn. All programmes of the University are subject to the University's [Quality Assurance](#) processes.

1. GENERAL INFORMATION			
Programme Title	MSc (pre-registration) Diagnostic Radiography		
Final Award	MSc (pre-registration) Diagnostic Radiography*		
Awarding Body	Glasgow Caledonian University		
School	School of Health and Life Sciences		
Department	Department of Allied Health Professions		
Mode of Study	Full-time		
Location of Delivery	Glasgow Campus		
UCAS Code	N/A		
Accreditations (PSRB)	Health Care Professions Council Society of Radiographers		
Period of Approval	From:	September 2026	To: August 2031

2. EDUCATIONAL AIMS OF PROGRAMME
The MSc (Pre-registration) Diagnostic Radiography programme is hosted by the Department of Allied Health Professions, in the School of Health and Life Sciences at Glasgow Caledonian University (SHLS). Students who successfully complete the MSc (Pre-registration) Diagnostic Radiography programme are eligible to apply for registration as a radiographer (protected title) with the Health and Care Professions Council (HCPC). The aim of the programme is to produce highly skilled Radiographers with technical and scientific expertise, exceptional personal values and attributes, and high standards of patient care, who can meet the demands of working inter-professionally, flexibly, safely and effectively in the modern global health and social care environment. These students will be fit to practice and eligible for registration with the HCPC. More specifically the aim of the MSc (Pre-registration) Diagnostic Radiography programme is to produce radiography graduates who are: • Capable of working as effective members of an inter-professional team, to safely acquire (and where appropriate provide comment on) high-quality images used to diagnose, screen for, monitor, follow-up and manage disease processes and physical injury, in a variety of healthcare settings, in accordance with the Ionising Radiations Radiation (Medical Exposure) Regulations 2024 (IR(ME)R, 2024). • Competent, ethically aware, compassionate and caring practitioners who value dignity, and respect all cultures including those different to their own. • Able to critically evaluate their practice, based on evidence, research, scholarship, reflection and enquiry.

- Committed to life-long learning and personal and professional development.
- Able to competently apply academic theory to practice and meet the requirements of registration with the HCPC, including compliance with the HCPC Standards of Proficiency for Radiographers, HCPC Standards of conduct, performance and ethics, and the College of Radiographers (CoR) Code of Conduct and Ethics.
- An adaptable autonomous practitioner, that embraces flexible working, and can deliver the person-centred, safe, effective, timely and compassionate care demanded in a modern and dynamic health care environment.

3. LEARNING OUTCOMES

The learning outcomes for the MSc (Pre-registration) Diagnostic Radiography programme have been developed to meet the curriculum content required of the College of Radiographers (the Education and Career Framework for the Radiography Workforce) and to enable graduates to meet the HCPC Standards of Proficiency and Standards of Conduct, Performance and Ethics.

This pre-registration programme is designed to provide an award that confers eligibility to apply for registration as a diagnostic radiographer with the HCPC. Graduates should be able to demonstrate the following clinical skills and behaviours, underpinned by the subject knowledge and understanding described below:

A: Knowledge and understanding;

- A1. The theoretical principles and scientific concepts that underpin diagnostic imaging practice, and current developments.
- A2. The structure and function of the human body, the normal/common variant image appearances of human anatomy and the abnormal image appearance of specific pathophysiology and trauma.
- A3. The technical capability, applications and range of different imaging modalities and techniques used for conventional and specialist /advanced imaging modalities (including the risks and benefits).
- A4. The professional role of the radiographer in the patient pathway, within the multi-disciplinary healthcare team, with cognizance of key stages in the patient journey (including, health promotion/disease prevention, patient presentation, diagnosis, treatment/intervention, and after care).
- A5. The legislative, ethical and policy frameworks essential for safe and effective practice of radiography
- A6. The organisation and management of health and social care services within the UK, and relevant developments, policy and trends in the UK in the context of global health and social care.
- A7. The sociological and psychological aspects of care for those undergoing examinations and treatments, their families and carers, and how those aspects influence behaviour and communication
- A8. The principles of radiobiology, and the effects of radiation on human tissue.

- A9. The principles and application of radiation protection and the measurement of radiation dose, underpinned with reference to legislation and regulation.
- A10. The relevant theory and pharmacology for safe and effective use of contrast agents and other specific drugs used in radiography practice.
- A11. The principles of audit, QA, service redesign and research.

B: Practice: Applied knowledge, skills and understanding;

- B1. Effectively utilising and interpreting information, visual data, numerical/statistical data and appropriate resources to inform clinical decision making and problem solving in professional practice, including technical appraisal and interpretation of images.
- B2. Evaluating, analysing and synthesising research with clinical practice, in order to implement evidence based practice.
- B3. Critically consider legal, ethical and cultural information to make astute decisions regarding diagnosis and care in the best interest of users and carers.
- B4. Critically reflect on professional practice, and identify personal and professional development needs to enable continuing fitness to practice.
- B5. Using research, reasoning and problem solving skills to evaluate patient needs, justifying a range of examinations in compliance with relevant legislation, including undertaking the role of operator, practitioner and referrer where appropriate.

C: Generic cognitive skills;

- C1. Consistently demonstrate effective communication and collaboration, within interprofessional teams in the best interest of the patient and carers.
- C2. Meticulously maintain accurate records, including archiving.
- C3. Competently and accurately perform a range of diagnostic procedures in a safe and effective manner.
- C4. Operate equipment proficiently and safely in accordance with ionising radiation regulations and legislation, including QA monitoring, and manipulating parameters to ensure dose and image quality is optimised, and all individuals in the working environment are safe.
- C5. Apply appropriate care practices including infection control, and respond to the physical, psychological and social needs of patients, in a confidential and professional manner at all times.
- C6. Distinguish faults and malfunctions in equipment and any breakdowns in systems of work, recognising the implications of such faults and take appropriate action.
- C7. Demonstrate accountability, recognising and responding appropriately to strengths and limitations in own knowledge, skills and attributes and to those of others, and the ability to seek assistance, consult colleagues and make referrals where appropriate.
- C8. Demonstrate skills for mentoring and supervision of learners, support staff and other professionals.

C9. Identify and evaluate normal and abnormal image appearances relevant to clinical practice, providing preliminary comment when appropriate, and undertake further image manipulation or adaptation of examination when required.

D: Communication, numeracy and ICT skills

D1. Exhibit a high standard of numerical, written, verbal, non-verbal and IT skills.

D2. Develop highly effective communication and confidentiality in all dealings with service users and carers, across multi-disciplinary teams.

D3. Critically reflection and self-evaluation of own practise leading to independent personal and professional development planning, including, audit, QA and research.

D4. Exemplify the professional values of a healthcare professional, complying with codes of professional conduct, including but not limited to honesty and integrity, reliability, confidentiality, self-reliance and regard for others.

D5. Display the ability to prioritise tasks and meet deadlines for the completion of work to required standards either individually or as part of a team.

D6. Development of psychomotor skills.

E: Autonomy, accountability and working with others.

E1. Practise safely and accurately within the legal, ethical and professional framework demonstrating anti- oppressive and anti-discriminatory practice.

E2. Demonstrate the professional values of a healthcare professional including but not limited to honesty and integrity, reliability, self-confidence, self-reliance and regard for others.

E3. Work collaboratively with interdisciplinary colleagues in the best interest of the patient and carers.

4. LEARNING AND TEACHING METHODS

The programme provides a variety of learning and teaching methods. Programme and Module specific guidance will provide detail of the learning and teaching methods specific to each module.

Across the programme the learning and teaching methods and approaches may include the following:

- Lectures
- Seminars
- Practical classes
- Placements
- Simulation experiences
- Groupwork
- Flipped classroom approaches
- Online learning

The above approaches may be delivered either in person or online as appropriate and determined at module level by the Module Leader.

5. ASSESSMENT METHODS

The programme provides a variety of formative and summative assessment methods. Programme and Module specific guidance will provide detail of the assessment methods specific to each module.

Across the programme the assessment methods may include the following:

- Written coursework (essays, reports, case studies, dissertation, literature review)
- Oral coursework (presentations, structured conversations)
- Practical Assessment (Placement, VIVA, Laboratory work)
- Group work
- Blogs and Wikis
- Portfolio Presentations
- Formal Examinations and Class Tests

The above assessments may be delivered either in person and online as appropriate and determined at module level by the Module Leader.

6. ENTRY REQUIREMENTS

Specific entry requirements for this programme can be found on the prospectus and study pages on the GCU website at this location: www.gcu.ac.uk/study

The Course webpage specific to this Programme is:

<https://www.gcu.ac.uk/study/courses/postgraduate-diagnostic-radiography-pre-registration-glasgow>

All students entering the programme are required to adhere to the [GCU Code of Student Conduct](#).

Programme Admission Requirements:

Prospective applicants should normally be expected to possess:

- A recent (in the last 5 years) first class or upper second honours degree
- A grade point average (GPA) of 3.0 or above (for graduates of non-UK institutions)

In addition, applicants should normally have:

- Knowledge of the research process and research methods.
- Proficiency in spoken and written English. For students whose first language is not English proof of competency is required (IELTS score or equivalent 7.0 with no component below

6.5 as specified by the Health & Care Professions Council and the Society and College of Radiographers)

Where applicants do not meet the English language requirements specified above INTO GCU provides additional support and courses in preparation for future entry onto the programme.

All applicants should provide a personal statement of suitability which details contact with Diagnostic Radiographers. Statements should offer clear evidence of the applicant's understanding of Diagnostic Radiography and how it differs from other health and social care professions. Clear links should also be made to their own personal attributes and skills with the demands of the profession.

Disclosure of Criminal Conviction

All publicity material informs prospective applicants that criminal records are not deemed as spent under the Rehabilitation of Offenders Act (1974) (Exceptions) Order 1975. The management of the applicant's requirement to make a declaration of criminal conviction is as follows.

If an applicant is deemed to meet the selection criteria and that applicant has declared a conviction on their application form, the University Admissions office will refer the application to the Diagnostic Imaging admissions coordinator. The applicant will then be contacted by Diagnostic Imaging staff to discuss the impact on their suitability to apply for registration with the regulatory body, and employability.

Information discussed and issues identified at this stage in the process may be used in reaching the final decision to accept the applicant or otherwise onto the programme. However, if doubt exists HCPC will be contacted for guidance.

In respect of suitability for the profession, it should be noted that on entry to the programme, all students are required to provide an Enhanced Disclosure Scotland (or equivalent) and make application to the Protection of Vulnerable Groups (PVG) Scheme. The fee for obtaining an Enhanced Disclosure Scotland is borne by the student. Furthermore, the following requirements will be adhered to throughout the students' registration on the programme:

- existing students are required to complete and sign a criminal record disclaimer at the beginning of each academic year confirming that their previous status in this regard has not changed.
- existing students may be required to complete another Disclosure Scotland Enhanced Disclosure (or equivalent) if a practice education placement site deems this to be necessary, and in this instance the student will normally bear the cost.
- existing students are required to notify the programme leader immediately should their status alter.
- existing students are required to sign that they have read and understood the School of Health and Life Sciences Fitness to Practice documents at the start of each new academic year.

Health Issues/applicants with a disability

Where an applicant has been offered a place on the programme and they have disclosed a health related issue or disability, a letter will be sent to the applicant inviting them to meet with the Diagnostic Imaging disability coordinator. Uptake of this meeting will be on a voluntary basis and will not affect the offer of a place on the programme. Additional student support is available from Glasgow Caledonian University student services, which include the Disability Service, and Student

Wellbeing Team. Where required, an individualised Reasonable Adjustment Plan (RAP) will be completed in collaboration with the student, and distributed to appropriate members of the teaching team. At any stage throughout the programme if illness occurs, then students will follow the normal procedures regarding notification and certification. Should the illness be for a prolonged length of time the student, may be asked for medical confirmation of fitness to return to study. Existing students are required to sign a declaration that they have read and understood the School of Health and Life Sciences Fitness to Practice documents at the start of each new academic year in relation to their own health status.

In accordance with the recommendations of the Department of Health, all students entering a programme which leads to eligibility to practice in a healthcare setting are required to be immunised against Hepatitis B (HBV). Subsequently, on entry to the MSc (pre-registration) Diagnostic Radiography programme students are required to complete a record of immunisation which will be overseen by Occupational Health services. Where required, students will be offered appropriate immunisation.

The student's immunisation record may include:

- Hepatitis B – dose 1, 2, and 3
- Polio Booster
- Tetanus Booster
- Childhood Immunisation Record – B.C.G., Triple Vaccine, Measles, Rubella, Polio

Failure to accept this offer of immunisation may result in some practice placement opportunities being withheld and alternative placement experiences sought.

Flexible Entry - Credit Transfer and RPL:

Recognition of Prior Learning (RPL) may also be considered on an individual basis for entry to Year 1 or for exemption from specific modules.

Entry with Advanced Standing

In addition to the outlined route of entry, Recognition of Prior Learning (RPL) may also be considered on an individual basis for entry to Year 2 for applicants who have completed Year 1 of Pre-Registration Masters Programme in Diagnostic Radiography at a different institution.

Glasgow Caledonian University leads the way in widening access to higher education. As part of the University's mission to promote the common good, we work with schools, children and families in the local community to raise educational aspirations in young people and their families. The Contextualised Admissions Policy aims to build on this work and recognise the different student learner journeys. The policy aims to recognise and acknowledge that not all applicants have an equal opportunity to demonstrate their full academic potential and will take into consideration the context and circumstance in which a student has achieved his/her academic grades. For details please access the policy here: <https://www.gcu.ac.uk/aes/documentsandpolicies/>

7. PROGRAMME STRUCTURE AND AVAILABLE AND FINAL EXIT AWARDS¹

The following modules are delivered as part of this programme:

Module Code	Module Title	Core or Optional	SCQF Level	Credit Size	Coursework %	Examination %	Practical %
MMB830893	Anatomy and Physiology for Radiographers*	Core	11	15	100%	-	-
MMB830895	Preparation for Radiographic Practice*	Core	11	15	30%	70%	-
MMB826764	Radiographic Principles*	Core	11	15	-	100%	-
M1B830964	Practice Education 1	Core	7	20	100%	-	P/F
M2B825996	Professional Practice Education and Application 2	Core	8	40	30%	70%	P/F
MMB830965	Radiographic Principles 2*	Core	11	15	30%	70%	-
MMB130890	Interprofessional Collaborative Practice within Health and Social Care*	Core	11	15	100%	-	-
MMB826761	Pattern Recognition in Radiography*	Core	11	15	20%	80%	-
MMB826766	Radiographic Principles 3*	Core	11	15	100%	-	-
MMB130894	Dissertation*	Core	11	60	100%	-	-
M3B826001	Professional Practice Education and Application 3	Core	9	40	30%	70%	P/F
MHB826005	Professional Practice Education and Application 4	Core	10	40	30%	70%	P/F
MMB826767	Radiographic Principles 4*	Core	11	15	100%	-	-

Students undertaking the programme on a full-time basis commencing in September of each year will undertake the modules in the order presented above. This may be subject to variation for students commencing the programme at other times of year (e.g. January) and/or undertaking the programme on a part-time or distance learning mode of delivery.

The following final and early Exit Awards are available from this programme²:

¹ Periodically, programmes and modules may be subject to change or cancellation. Further information on this can be found on the GCU website here:

<https://www.gcu.ac.uk/currentstudents/essentials/policiesandprocedures>

² Please refer to the [GCU Qualifications Framework](#) for the minimum credits required for each level of award and the Programme Handbook for requirements on any specified or prohibited module combinations for each award.

Postgraduate Certificate in Health and Social Care- *achieved upon successful completion of 60 credits which must include the modules asterisked above*

Postgraduate Diploma in Health and Social Care- *achieved upon successful completion of 120 credits which must include the modules asterisked above*

Master of Science in Health and Social Care- *achieved upon successful completion of 180 credits which must include the modules asterisked above*

8. ASSESSMENT REGULATIONS

Students should expect to complete their programme of study under the GCU Assessment Regulations that were in place at the commencement of their studies on that programme, unless proposed changes to University Regulations are advantageous to students.

These can be found at: <https://www.gcu.ac.uk/aboutgcu/services-and-facilities/qualityassuranceandenhancement/regulations-and-policies>

In addition to the GCU Assessment Regulations noted above, this programme is subject to Programme Specific Regulations in line with the following approved Exceptions:

1. University Assessment Regulations apply except where there is a documented exception approved by the University Exceptions Committee. The Programme Specific Regulations deviates from the University's standard Taught Postgraduate Assessment Regulations.
2. These Programme-Specific Assessment Regulations apply to the above-named programmes. They apply to all modules irrespective of the number of credit points allocated.
3. Due to the time commitments and Practice Based Learning elements of the professional programmes hosted by the SHLS, students may not be registered on a second full-time programme of study while enrolled on any Health or Social Care programme.
4. Maximum Period of Registration (Taught Postgraduate Assessment Regulations, Section 7). The minimum length of study is 2 years. The maximum period within which a student must complete the programme is 4 years. This period includes the successful completion of all assessments.
5. Attendance Requirements. Students within the above-named programmes are expected to attend all classes, clinical visits, laboratory sessions and Practice Education placements. Where a student has unauthorised absence of, or in excess of, 20% of a University based module he/she may be required to retake the module with attendance prior to undertaking Practice Based Learning Modules or proceeding to the next level of the programme. Unauthorised absence in more than one module may result in the student being required to withdraw from the Programme.

6. Students within the above-named programmes are normally required to successfully complete all modules identified in the Definitive Programme Document for their programme as these are protected titles leading to an academic and professional qualification and require successful completion of all core modules.
7. Compensation (Taught Postgraduate Assessment Regulations, Section 13.2). Compensation for failure in a single module, where a student has passed modules at any one level, will not normally apply to modules leading to the award as identified in the definitive programme document for the above-named programmes. Compensation of a fail in Practice Based Learning modules is not permitted. This is consistent with the guidelines set by Regulatory/Professional Bodies concerning professional standards.
8. Failure at the First Diet (Taught Postgraduate Assessment Regulations, Section 15). Normally, all modules must be passed to allow progression to succeeding stages of the Programme, as defined in the Programme Handbook. Students who are permitted to carry a module(s) will be required to pursue such a programme of study in that module as the Assessment Board considers necessary and will be required to re-enter the assessment in that module at the next available assessment diet, or as agreed by the Assessment Board. The carried module(s) must be passed to allow further progression. Where a student has failed a module/modules at first attempt in Year 1, the Assessment Board may recommend that the student must pass such modules before proceeding into Year 2 of the programme.
9. Withdrawal of a Student from a Programme (Taught Postgraduate Assessment Regulations, Section 8). Students who, at second attempt, fail to pass one or more modules will be required to withdraw from the programme and will result in the student being ineligible for the named award and consequently eligibility to apply for registration with the Regulatory Body. In exceptional circumstances the Assessment Board may, in consultation with Registry and the External Examiner for the programme, allow an extraordinary third attempt in a single module.
10. In being considered for a Masters' degree, students must have successfully completed the Masters Dissertation module within their programme of study. Failure to complete the Masters Dissertation module will result in the student being ineligible for the named award and, consequently, eligibility to apply for registration with the Regulatory Body.
11. A student may be required to withdraw from the programme if he/she is deemed by the Fitness to Practise Board, and ratified by the Assessment Board, to be professionally unsuitable or guilty of professional misconduct. A student who fails to demonstrate appropriate standards of professionalism, either at University or in the practice environment, may be considered to be professionally unsuitable. Students will be required to declare at the commencement of each session his/her Fitness to Practise and Good Character through Self-Disclosure. A student who is considered to be professionally unsuitable or guilty of professional misconduct will be one who:
 - Has failed to abide by the SHLS Fitness to Practise Policy and GCU Code of Student Conduct, which includes the Rules of Professional Conduct and Standards of Regulatory/Professional Bodies & University.

- And/or has failed to meet the standards, policies or codes of conduct laid down by partner organisations that provide Practice Based Learning Placements

- And/or is unable to meet the programme requirements despite reasonable adjustments.

12 Exit awards which include eligibility to apply for registration with the Regulatory body are as follows:

a) MSc Occupational Therapy (pre-registration)

b) MSc Physiotherapy (pre-registration)

c) MSc Social Work

No other exit awards will allow eligibility to apply for registration with the regulator.

13. Aegrotat Awards (Taught Postgraduate Assessment Regulations, Section 22). Due to the requirements of the Regulatory/Professional Bodies there will be no aegrotat awards on the above-named programmes.

14. Students who are awarded a Masters in Occupational Therapy (pre-reg) or a Masters in Physiotherapy (pre-reg) are eligible to apply for Registration with the Health and Care Professions Council and Membership of the named Professional Body.

15. Students who are awarded a Masters in Social Work degree are eligible to apply for Registration with the Scottish Social Services Council

16. In the case of HCPC regulated Programmes, all Programmes will have at least one external examiner who is appropriately experienced and qualified and, unless other arrangements are agreed, will be from the relevant part of the Register.

Additional Assessment Regulations Specific to Practice Based Learning

1 All Practice Based Learning Modules must be passed including Elective Placements where offered.

2 Maximum Number of Attempts at a Module (Undergraduate Assessment Regulations, Section 14). Only two attempts are permitted for Practice Based Learning Modules at all levels of the programme (including undergraduate modules).

3 Module Pass Criteria (Undergraduate Assessment Regulations/Taught Postgraduate Assessment Regulations, Section 13.1). For Practice Based Learning Module assessments that consist of multiple components, all components must be passed at a minimum of 40% (UG) or 50% (TPG) in order to complete the module successfully.

4 Failure at the First Diet (Taught Postgraduate Assessment Regulations, Section 15). Students will not normally be permitted to carry Practice Based Learning Modules into a successive stage of the programme of study.

5 Attendance Requirements. Students are expected to attend Practice Based Learning modules 100% of the time allocated. If a student misses up to 20% (continuous or accumulated time) of a practice placement, he/she is required to make up the time missed. How and when this time will be made up is at the discretion of the Programme of study.

6 Attendance Requirements. Students who miss more than 20% (continuous or accumulated time) of a placement will be

deemed to have failed the placement and will be required to re-enter the placement as a second attempt, at a time to be arranged by the Programme of study.

7 If a student is absent from placement due to certified ill-health, then the placement will be considered void and the student permitted to re-enter as first attempt.

8 Completion of a Consideration of Mitigating Factors form with supporting medical and/or personal documentation must be submitted as per the Consideration of Mitigating Circumstances Policy before a placement may be considered void.

9 Failure at the First Diet (Taught Postgraduate Assessment Regulations, Section 15). A student who fails or is unable to successfully complete Practice Based Learning Module(s) will be required to re-enter the module(s) either during the student's summer recess, or re-enter with attendance the following academic year, as determined by the Programme Assessment Board. The specific dates will be determined by placement availability.

10 A student must complete satisfactorily all requirements laid down by Regulatory/Professional bodies in relation to Practice Based Learning, e.g. number of placement days/ hours (as specified in the Programme Handbook). Failure to do so will require additional placements to be Undertaken.

Case No: 229

Details: Early retrieval eligibility for final year students. Students are only eligible to undertake early retrieval of a single component of assessment in one module with a credit rating up to and including 40 credits. They must have successfully passed all other work.

Case No: 258

Details: Placement modules are exempt from the Fit to Sit declaration process. The University's Extreme and Exceptional Extenuating Circumstances (EEEC) policy is retained.

VERSION CONTROL (to be completed in line with AQPP processes)

Any changes to the PSP must be recorded below by the programme team to ensure accuracy of the programme of study being offered.

<i>Version Number</i>	<i>Changes/Updates</i>	<i>Date Changes/Updates made</i>	<i>Date Effective From</i>
1.0	Re-Approval Review	October 2025	September 2026
1.1	Updated with small amendments	August 2026	September 2026