

Undergraduate Programme Specification

BSc (Hons) Diagnostic Imaging

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	BSc (Hons) Diagnostic Imaging		
Final Award	Bachelor of Science with Honours in Diagnostic Imaging		
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	B821		
Accreditations (PSRB)	Health and Care Professions Council, College of Radiographers.		
Period of Approval	From:	September 2026	To: August 2031

2. EDUCATIONAL AIMS OF PROGRAMME
<p>The BSc (Hons) Diagnostic Imaging is hosted by the Department of Podiatry and Radiography, in the School of Health and Life Sciences at Glasgow Caledonian University (SHLS). Students who successfully complete the BSc (Hons) Diagnostic Imaging programme are eligible to apply for registration as a radiographer (protected title) with the Health and Care Professions Council (HCPC). This well-established, successful programme is a major provider of Diagnostic Radiographers predominantly for the National Health Service (NHS) and the private sector, both locally in the West of Scotland, and also across Scotland, the United Kingdom (UK), and globally.</p> <p>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 interprofessional, 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.</p> <p>More specifically the aim of the BSc (Hons) Diagnostic Imaging programme is to produce radiography graduates who are:</p> <ul style="list-style-type: none"> 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 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 patient-centred, safe, effective, timely and compassionate care demanded in a modern and dynamic health care environment.

3. LEARNING OUTCOMES

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

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
- Practical classes
- Simulation experiences
- Flipped classroom approaches
- Seminars
- Placements
- Groupwork
- 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/undergraduate-diagnostic-imaging-glasgow>

International and EU students will be required to have evidence of an IELTS score of Level 7 with no single element less than 6.5.

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

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 %
M1B830877	Anatomy for Radiographers 1	Core	7	20		100%	
M1B102521	<i>Fundamentals of Human Physiology</i>	Core	7	20	50%	50%	
M1B826029	Professional Practice Education and Application 1	Core	7	40	30%	70%	P/F
M1B826017	Physics for Radiographers	Core	7	20	100%		
M1B130634	<i>Preparation for Professional Practice</i>	Core	7	20	100% (P/F)		
M2B830881	Specialist Imaging Technologies	Core	8	20		100%	
M2B830879	Anatomy for Radiographers 2	Core	8	20		100%	
M2B825997	Radiographic Principles	Core	8	20	30%	70%	
M2B825996	Professional Practice Education and Application 2	Core	8	40	30%	70%	P/F
M2B130635	<i>Community Centred Interprofessional Education and Collaborative Practice</i>	Core	8	20	100%		
M2B130636	<i>Methodology and Research for Effective Practice</i>	Core	8	20	20%	80%	
M3B825999	Pattern Recognition in Radiography	Core	9	20	20%	80%	
M3B826003	Oncology: Multi-modality Diagnosis and Treatment	Core	9	20	40%	60%	
M3B130638	<i>Leadership and Collaboration in Interprofessional Teams</i>	Core	9	20	40%	60%	
M3B826001	Professional Practice Education and Application 3	Core	9	40	30%	70%	P/F
MHB826004	Developments in Professional Practice	Core	10	20	30%	70%	
MHB925801	<i>Honours Project</i>	Core	10	40	100%		
MHB826020	Person Centred Care	Core	10	20	30%	70%	
MHB826005	Professional Practice Education and Application 4	Core	10	40	30%	70%	P/F

Modules in **bold** are shared modules with BSc (Hons) Radiotherapy and Oncology

Modules in *italics* are shared modules with SHLS

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.

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

www.gcu.ac.uk/currentstudents/essentials/policiesandprocedures/changesandcancellationtoprogrammes

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

Certificate of Higher Education in Health & Social Care** - *achieved upon successful completion of 120 credits*

Diploma of Higher Education in Health & Social Care** - *achieved upon successful completion of 240 credits*

BSc Health & Social Care** - *achieved upon successful completion of 360 credits*

Bachelor of Science with Honours in Diagnostic Imaging* - *achieved upon successful completion of 480 credits*

** Award of the BSc (Hons) Diagnostic Imaging confers the graduate eligibility to apply for registration to practice with the Health and Care Professions Council for the protected title of 'Radiographer', and professional body membership of the Society and College of Radiographers*

*** Not eligible for HCPC Registration*

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:

PROGRAMME-SPECIFIC ASSESSMENT REGULATIONS FOR THE FOLLOWING HCPC/GDC/SSSC REGULATED AWARDS:

- BA (Hons) Social Work
- BSc (Hons) Diagnostic Imaging
- BSc (Hons) Radiotherapy and Oncology
- BSc (Hons) Podiatry
- BSc (Hons) Physiotherapy

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.

- BSc (Hons) Occupational Therapy
- BSc (Hons) Human Nutrition and Dietetics
- BSc Oral Health Sciences
- BSc Paramedic Science
- MSc Physiotherapy (Pre-registration)
- MSc Occupational Therapy (Pre-registration)
- MSc Social Work (Pre-qualification)
- MSc Diagnostic Radiography (Pre-registration)

1 University Assessment Regulations apply except where there is a documented exception approved by the University Exceptions Sub-Committee. These Health and Life Sciences programme-specific regulations deviate from the University's standard regulations as outlined below (Approved December 2023).

2 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 degree programme while enrolled on any of the programmes listed above.

3 Compensation (University Assessment Regulations, Section 13.2)

In line with 13.2.6, compensation cannot be exercised in any module leading to the awards listed above.

4 Aegrotat Awards (University Assessment Regulations, Section 23)

Due to the requirements of the regulatory/professional bodies, any aegrotat award will be in alignment with the School's generic award structure (e.g. BSc Health & Social Care).

5 External Examiner (Section 10, AQPP)

HPCP regulated 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.

2 Maximum Number of Attempts at a Module (University 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 (University Assessment Regulations, Section 13.1)

In the case of practice-based learning modules (i.e any module that includes hours accrued for practice-based learning including simulation) with multiple assessment components, all components must be passed at a minimum of 40% (UG) or 50% (TPG).

4 Unsuccessful at First Diet (University Assessment Regulations, Section 15)

Where a student has been unsuccessful at first diet on a practice-based learning module it may be necessary to interrupt progression to the following level of study (i.e., it may not be possible to carry practice-based learning module into the following year irrespective of the number of credits).

5. Attendance Requirements on Practice-Based Learning/Placements (Student Attendance and Engagement Policy)

Students must satisfactorily complete 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

6. Final students may be permitted to undertake an early retrieval at an earlier reassessment diet if they choose to do so and provided they meet the eligibility criteria. Students must only have one component of one module outstanding (i.e. everything else successfully completed) with a credit rating up to and including 40 credits will have the opportunity to . The dissertation/project is exempt from this. There will be no opportunity for early retrieval for students who have failed due to academic misconduct. Compensation does not apply as per exception 206

Exceptions to the Fit to Sit Policy

In this programme, approved exceptions to the 2-day post sit/submit period have been granted for assessments included in the following modules:

- Professional Practice Education and Application 1
- Professional Practice Education and Application 2
- Professional Practice Education and Application 3
- Professional Practice Education and Application 4
- Understanding Professional Teams and Leadership
- Methodology and Research for Effective Practice

ADDITIONAL ASSESSMENT REGULATIONS SPECIFIC TO INTERPROFESSIONAL EDUCATION

M1B025798 Preparation for Professional Practice is not included in the set of modules used in the calculation of merit and distinction for the awards of Certificate of HE and Diploma of HE. (Therefore, for the award of Certificate of HE, only 100 SCQF7 credits would be included in the calculation set.). This is due to this module being PASS/FAIL

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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