

MSc Diagnostic Imaging Programme Specification (PSP)

GLASGOW CALEDONIAN UNIVERSITY

Programme Specification Pro-forma (PSP)

1.	GENERAL INFORMATION	
1.	Programme Title:	MSc Diagnostic Imaging
2.	Final Award:	MSc Diagnostic Imaging
3.	Exit Awards:	MSc/PgD/PgC Diagnostic Imaging MSc/PgD Diagnostic Imaging (Magnetic Resonance Imaging) MSc/PgD Diagnostic Imaging (Computed Tomography) MSc/PgD Diagnostic Imaging (Medical Ultrasound Studies)
4.	Awarding Body:	Glasgow Caledonian University
5.	Approval Date:	19 th February 2020
6.	School:	School of Health and Life Sciences
7.	Host Department:	Department of Podiatry and Radiography
8.	UCAS Code:	N/A
9.	PSB Involvement:	N/A
10.	Place of Delivery:	Glasgow Caledonian University
11.	Subject Benchmark Statement:	Not applicable to postgraduate programmes
12.	Dates of PSP Preparation/Revision:	February 2020

2. EDUCATIONAL AIMS OF THE PROGRAMME

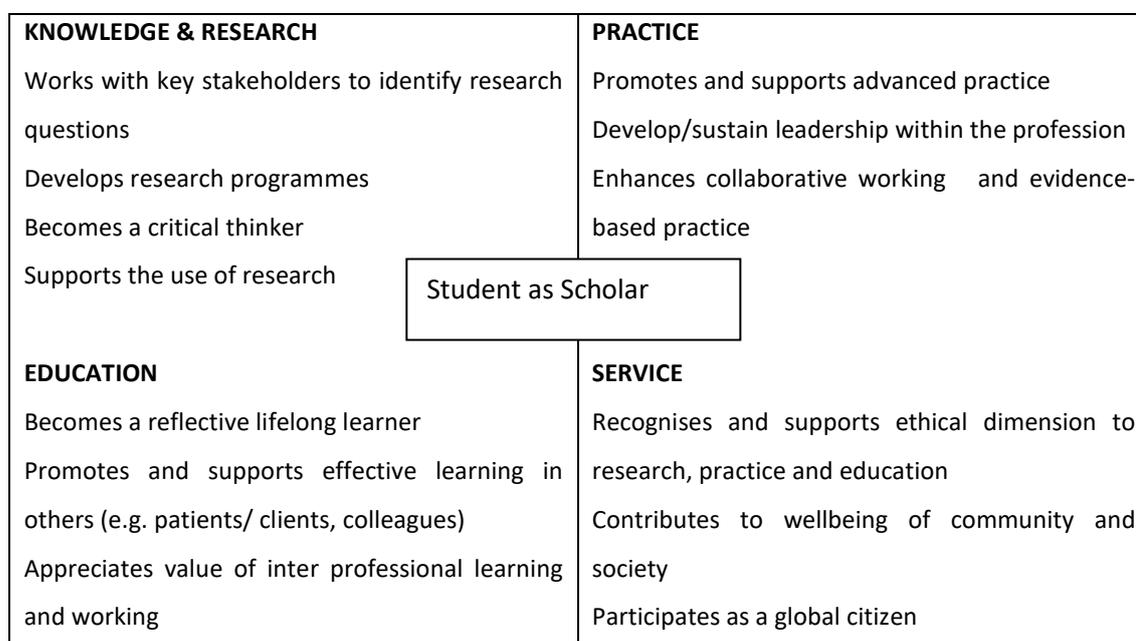
Programme Philosophy and Aims

Across the globe, health and social care professionals working within public, private and voluntary sectors are increasingly required to work within challenging environments of constant change. The MSc Diagnostic Imaging forms part of a suite of post graduate programmes offered by the School of Health and Life Sciences.

The suite of programmes aims to provide educational experiences which promote reflective, analytical and critical thinking, enabling students to meet political, workplace and practice demands, where a flexible approach coupled with advanced knowledge and skills can facilitate positive change within workplaces and communities.

The underpinning philosophy recognises the requirement for scholarship in four key domains: knowledge and applied research; professional practice; education; and service.

The model below articulates this philosophy, and identifies some key outcomes within each of the four domains which students participating in the master's programme will be supported to achieve:



Model Highlighting the Four Domains of Learning

The Aim of the MSc Diagnostic Imaging Programme is to offer a postgraduate programme of study that enhances student's professional development contributing to improved patient outcomes and service delivery.

The modules available are designed to equip the student with the skills required to work at the level of Advanced Practitioner, a role that is developing globally. These skills are well summarised in the four pillars of practice leadership, research, facilitating learning and clinical.

The programme is informed by relevant statutory, political and professional standards, benchmarks and drivers, in addition to internal university documentation.

The Programme Aims are:

1. To develop advanced skills, such as critical thinking, evidence based practice and research to enable students to effect change based on best and current practice.
2. To provide innovative and relevant learning and teaching opportunities based on applied research and scholarship.
3. To promote an understanding of service users' and carers' perspectives, and to enable students to integrate these within the development of policy, practice and educational initiatives.
4. To facilitate and engender independent lifelong learning, in line with University, Government and Professional Body objectives.
5. To expose students to worldwide perspectives on health and social care, thus enabling them to participate as global citizens influencing local, national and international health and social care agendas.
6. To equip students with the knowledge and skills to embrace and promote professional leadership, allowing them to contribute meaningfully to the development and modernisation of health and social care delivery.
7. To provide advanced theoretical knowledge, linked to defined areas of practice.

3 INTENDED LEARNING OUTCOMES

The programme provides opportunities for students to develop and demonstrate skills and attributes in the following areas: Knowledge & Understanding, Practice: Applied knowledge, skills and understanding; Generic cognitive skills; Communication, numeracy and ICT skills, Autonomy, accountability and working with others, these five characteristics identified by the SCQF (2012) over a common reference point for all qualifications in Scotland. Those used here reflect the expectations for Scottish Qualifications Framework Level 11 (comparisons for elsewhere within the UK can be found at https://www.qaa.ac.uk/docs/qaas/news-and-events/qualifications-can-cross-boundaries-guide-to-comparing-qualifications-in-the-uk-and-ireland.pdf?sfvrsn=3715c981_4)

On completion of a full MSc Diagnostic Imaging degree the student should be able to: -

3A Knowledge and understanding;

Demonstrate and/or work with: -

A1 - Knowledge that covers and integrates most, if not all, of the main areas of the subject/discipline/sector – including their features, boundaries, terminology and conventions.

A2 - A critical understanding of the principal theories, concepts and principles.

A3 - A critical understanding of a range of specialised theories, concepts and principles.

A4 - Extensive, detailed and critical knowledge and understanding in one or more specialisms, much of which is at, or informed by, developments at the forefront.

A5 - A critical awareness of current issues in a subject/discipline/sector and one or more specialisms.

3B Practice: Applied knowledge, skills and understanding;

Apply knowledge, skills & understanding: -

B1 - In using a significant range of the principal professional skills, techniques, practices and/or materials associated with the subject/discipline/sector.

B2 - In using a range of specialised skills, techniques, practices and/or materials that are at the forefront of, or informed by forefront developments.

B3 - In applying a range of standard and specialised research and/or equivalent instruments and techniques of enquiry.

B4 - In planning and executing a significant project of research, investigation or development.

B5 - In demonstrating originality and/or creativity, including in practices.

B6 - To practise in a wide and often unpredictable variety of professional level contexts.

3C Generic cognitive skills;

C1 – Apply critical analysis, evaluation and synthesis to forefront issues, or issues that are informed by forefront developments in diagnostic imaging

C2 – Identify, conceptualise and define new and abstract problems and issues

C3 - Develop original and creative responses to problems and issues

C4 - Critically review, consolidate and extend knowledge, skills, practices and thinking in diagnostic imaging

C5 - Deal with complex issues and make informed judgements in situations in the absence of complete or consistent data/information.

3D Communication, numeracy and ICT skills

D1 – Develop communication and IT skills to enable effective learning.

D2 – Communicate effectively in both written and oral forms.

D3 - Communicate, using appropriate methods, to a range of audiences with different levels of knowledge/expertise.

D4 - Communicate with peers, more senior colleagues and specialists.

D5 - Use a wide range of ICT applications to support and enhance work at this level and adjust features to suit purpose

D6 - Undertake critical evaluations of a wide range of numerical and graphical data.

3E Autonomy, accountability and working with others.

E1 – Exercise substantial autonomy and initiative in professional and academic activities.

E2 – Critically reflect on their current knowledge and practice to establish a focused personal development plan taking cognizance of selected learning strategies.

E3 - Undertake group collaborative tasks that contribute to the learning within the programme.

E4 – Demonstrate initiative and make an identifiable contribution to change and development and/or new thinking.

E5 – Where a practice placement is offered i.e. CT & MRI pathways; Work in a peer relationship with specialist practitioners.

E6 – Manage complex ethical and professional issues and make informed judgements on issues not addressed by current professional and/or ethical codes or practices.

These are general programme learning outcomes, each module has a list of learning outcomes specific to their content, available in the module descriptors & handbooks.

Table 1 - Some examples of how learning outcomes (LO) are developed, demonstrated and assessed (formative or summative)

LO	Learning-teaching activity	Type of assessment	Module
A1, A2, A3, B1, B2, C1, C5, D1, D2	Talks from specialists who are using differing modalities in diagnosing a given pathology / condition.	critical review of literature to determine best practice in imaging for a chosen pathology / condition	Advancing Practices in Imaging
B3, B4, C1, C2, C4, D2, D5, E1, E4	One to one guidance meetings with supervisor & self-managed study.	Dissertation on an empirical research or structured literature review	Masters Dissertation
A1, A2, A4, A5, C1, C4, D2, D3, D4, E1, E5	Undertake supervised practice in MRI/CT. Critically analysing the rationale for the different sequences and MR imaging techniques in consideration of optimal patient pathways for differing pathologies / conditions.	Portfolio	Magnetic Resonance Imaging Principles and Practice

Strategy for Learning & Common Good Attributes

The university's [strategy for Learning](#) (revised) (GCU, 2016) is centred on the single goal of enabling students to be Proficient in their discipline, entrepreneurial, confident, responsible and capable of fulfilling leadership roles in different organisational, cultural and global contexts. All curriculums should be designed to be flexible, accessible and inclusive, engaging, internationalized and have inspirational approaches to learning, teaching and assessment. To achieve these eight design principles are followed which are mapped to the programme.

In addition, the learning experience at GCU aims to prepare students to develop and implement new strategies and ideas that address societal challenges and needs, whether on a local, national or global scale. The [Common Good Curriculum](#) supports the development of four 'Common Good attributes': active and global citizenship, an entrepreneurial mind-set, responsible leadership and confidence.

4 PROGRAMME STRUCTURES AND REQUIREMENTS, LEVELS, MODULES, CREDITS AND

. AWARDS

The School of Health & Life Sciences offers high quality, innovative programmes, which contribute significantly to the knowledge and skills base within health and social care. The School encourages cross and inter-professional collaboration, which allows for a range of contextual dimensions to be added to the core elements of the profession-specific awards.

The MSc Diagnostic Imaging Programme complies with the GCU exit requirements for a Master's programme. The modular structure of these programmes reflects the Scottish Credit and Qualifications Framework (SCQF 2010) and follows the standard Glasgow Caledonian University structure for taught postgraduate programmes (GCU Qualifications Framework 2015). This normally comprises of 180 credits, of which a minimum of 150 credits require to be at SCQF level 11. (UK equivalencies of SCQF credit levels can be found at https://www.qaa.ac.uk/docs/qaas/news-and-events/qualifications-can-cross-boundaries-guide-to-comparing-qualifications-in-the-uk-and-ireland.pdf?sfvrsn=3715c981_4)

The Programme is offered on a full-time (normally one year) basis, or part time basis (normally 3-5 years).

Students on the MSc Diagnostic Imaging Programme are required to take: -

- 120 SCQF level 11 core credits: -
Compulsory – Advanced Research Methods (30 credits) & Masters Dissertation (60 Credits)
plus, one agreed 30 credit module from the SHLS suite of post graduate programmes. Recommended -
Advanced Leadership for Health & Social Care Practitioners (30 credits), otherwise Work-Based
Advanced Skills and Innovative Practices 1/2 (30 credits) * Work-Based Advanced Skills and Innovative
Practices 1/2 (30 credits) - *normally UK students only, working in practice
- 60 SCQF Level 11 credits of profession specific modules from: -
Advancing Practices in Imaging (30 credits), Magnetic Resonance Imaging Principles and Practice (30
credits), Computed Tomography Principles and Practice (30 credits), Principles of Practice in Medical
Ultrasound (30 credits), Foundations of Radiographic Image Interpretation, Applications of Radiographic
Image Interpretation, * Work-Based Advanced Skills and Innovative Practices 1/2 (30 credits) - *normally
UK students only, working in practice

Note - The selected exit award will be determined by the professional modules studied as specified in Table 2.

This programme is studied full time normally over one year (September to September). The part time programme is normally studied over 3 years, starting September or January, an outline of the programme structures for each of the bracketed awards and routes is given in the table below. All pathways are open to home and international students. The programme is also offered as distance learning with all modules available online.

The bracketed awards allow in-depth study of a specific area of practice, they do not assess competency to practice in the identified areas.

Table 2 –Programme Structure

Full time structure:

Year 1 Trimester A (2x 30M level credit modules)				AND			
option	Advancing Practices in Imaging	MMB824487	30	core	Advanced Research Methods	MMB724491	30
option	Work based skills and innovative practices 1 (normally UK students only)	MMB723194	30				
option	Foundations of Radiographic Image Interpretation (AB)*	MMB826391	30				
Year 1 Trimester B (2x 30M level credit module)				AND			
option (CT Pathway)	Computed Tomography Principles and Practice	MMB825991	30	option	Advanced Leadership for Health and Social Care Practitioners	MMB722746	30
option (MUS Pathway)	Principles of Practice in Medical Ultrasound	MMB824475	30	option	Work based skills and innovative practices 2 (normally UK students only)	MMB723195	30
option (MRI Pathway)	Magnetic Resonance Imaging Principles and Practice	MMB826882	30				
option	Applications of Radiographic Image Interpretation (BC) (clinical mentor required, normally UK students only)*	MMB826390	30				
Year 1 Trimester C - (1 X 60 M level credit modules)							
core	Masters Dissertation	MMB724468	60				

Typical part time structure:

Year 1 Trimester A (1x 30M level credit module)			Credits
option	Advancing Practices in Imaging	MMB824487	30
option	Work based skills and innovative practices 1	MMB723194	30
option	Foundations of Radiographic Image Interpretation (AB)*	MMB826391	30
Year 1 Trimester B (1x 30M level credit module)			
option (CT Pathway)	Computed Tomography Principles and Practice	MMB825991	30
option (MRI Pathway)	Magnetic Resonance Imaging Principles and Practice	MMB826882	30
option	Applications of Radiographic Image Interpretation (BC)* (clinical mentor required, normally UK students only)**	MMB826390	30
option (MUS Pathway)	Principles of Practice in Medical Ultrasound	MMB823584	30
option	Work based skills and innovative practices 2	MMB723195	30
Year 2 Trimester A (1 x 30M level credit module)			
core	Advanced Research Methods	MMB724491	30
Year 2 Trimester B (1x 30 M level credit module)			
option	Advanced Leadership for Health and Social Care Practitioners	MMB726826	30
option	Any of Trimester B modules (excluding ARII unless completed FRII)		30
Year 3 Trimester AB or BC or CA - (1 X 60 M level credit modules)			
core	Masters Dissertation	MMB724468	60

*FRI/ARI Students may be transferred onto work based skill and innovative practices 1 and/or 2 if insufficient student numbers on these modules following consultation with programme lead to support understanding and managing expectations. Learning outcomes will reflect source module.

**ARI: Students must have an agreed mentor within their clinical department prior to starting this module. This person is responsible for supporting the student through the clinical component of the module. It is expected that the student will have the equivalent of 2 days per week over the duration of the module shadowing the mentor or designated other followed by regular reporting sessions after discussion with mentor

NB where module are unavailable students will be offered an alternative from the suite of modules available following consultation with programme lead to support understanding and managing expectations.

Awards –

Exit Credits for Post-Graduate Awards

Award Title	Credit points and minimum level
Post-graduate Certificate	60 credits with a minimum of 40 at SCQF 11
Post-graduate Diploma	120 credits with a minimum of 90 at SCQF 11
Master of Science	180 credits with a minimum of 150 at SCQF 11

Selection of Modules for Named Exit Awards

PgC Diagnostic Imaging - 60 credits SCQF 11
Any two 30 credit modules gained from agreed modules specified in Table 2, to include at least one from: - Advancing Practices in Imaging (30 credits) Magnetic Resonance Imaging Principles and Practice (30 credits); Computed Tomography Principles and Practice (30 credits); Principles of Practice in Medical Ultrasound (30 credits), Foundations of Radiographic Image Interpretation, Work-Based Advanced Skills and Innovative Practices (30 credits)
PgD Diagnostic Imaging & bracketed awards– (Magnetic Resonance Imaging, Computed Tomography & Medical Ultrasound Studies) 120 credits SCQF 11
120 credits gained from agreed modules specified in Table 2, to comprise of: - Advanced Research Methods (30credits) Plus , one agreed 30 credit module from the recommended - Advanced Leadership for Health and Social Care Practitioners (30 credits); and two 30 credit modules from: - Advancing Practices in Imaging (30 credits) Magnetic Resonance Imaging Principles and Practice (30 credits); Computed Tomography Principles and Practice (30 credits); Principles of Practice in Medical Ultrasound (30 credits), Foundations of Radiographic Image Interpretation, Work-Based Advanced Skills and Innovative Practices (30 credits) For a bracketed award the student must study the module appropriate to the area of practice (as specified in Table 2) from: - Magnetic Resonance Imaging Principles and Practice (30 credits); Principles of Practice in Medical Ultrasound (30 credits), Computed Tomography Principles and Practice (30 credits) AND Focus within the modules Advanced Research Methods (30credits)) must be on the defined area of practice.
MSc Diagnostic Imaging & bracketed awards (Magnetic Resonance Imaging, Computed Tomography & Medical Ultrasound Studies) – 180 credits SCQF 11

Completion of 120credits as outlined for PgD

And Masters Dissertation (60 credits).

For a bracketed award the student must study the module appropriate to the area of practice (as specified in Table 2) from: -

Magnetic Resonance Imaging Principles and Practice (30 credits); Principles of Practice in Medical Ultrasound (30 credits),
Computed Tomography Principles and Practice (30 credits)

AND

Focus within the modules Advanced Research Methods (30credits) & Masters Dissertation (60 credits) (MSc) must be on the defined area of practice.

5. SUPPORT FOR STUDENTS AND THEIR LEARNING

The School of Health and Life Sciences views the delivery of a personalised, top quality, responsive and distinctive student experience as a responsibility that is shared by every single member of staff. Within the School, the definition of the student experience embraces all aspects of student life and includes what happens both inside and outside of the lecture theatre, seminar room or laboratory. We understand how important high-quality facilities, learning resources, catering, and professional support services are to our students and the role that social and cultural activities play in promoting student retention and success. This co-curricular approach is reflected in our commitment to the quality of the GCU Student Experience; promoting student belonging, engagement, self-confidence, and ultimately retention and completion. A commitment to enhancing the student experience is in a large part, a commitment to enhancing the learning and teaching experience.

With this in mind, our co-curricular approach is underpinned by a commitment to professional support, service staff working in close partnership with teaching staff to nurture student belonging and participation, both inside and outside of the classroom. In GCU we understand the different needs of our increasingly diverse student population and appreciate that an outstanding student experience will mean different things to different students. In particular, we recognise the high percentage of GCU students who have family and work commitments and the impact this can have on their support needs, the amount of time they have available to engage with co-curricular and extra-curricular activities, and their overall University experience. Regardless of their background, previous educational experience, programme, level, mode or location of study, we strive to ensure that all of our students have access to the services and support they need to make the most of their GCU experience and that this is clearly articulated and communicated to students – including the student responsibilities that go with this.

The team for the suite of postgraduate programmes comprises of the MSc post registration AHP Lead, Programme Leaders and Module Leaders. The team have wide ranging knowledge, skills and expertise in learning, teaching and assessment which will support programme delivery and align with the needs of the student population. The suite is supported by a team of administrators who provide additional expertise. Together the team offer advice and guidance to the students throughout the duration of their study.

Examples of guidance / support include:

- Advising applicants with respect to admission criteria.
- Providing information, guidance and support for Flexible Entry.
- Providing information and guidance during induction.
- Compiling a student handbook for the suite of postgraduate programmes, which is issued to students at the beginning of their programme and posted on the composite postgraduate student GCU Learn site.

- Compiling a module handbook for each module the student is undertaking.
- Developing and maintaining module and programme GCU Learn sites.
- Providing academic guidance and supervision in relation to formative and summative assessments.
- Providing written feedback on all submitted course work (formative or summative) in line with the policy Feedback for Future Learning.
- Supporting students and mentors in relation to work related learning.
- Facilitating multiple communication channels for students via telephone, e-mail and GCU Learn.
- Offering opportunities for those students requiring additional support and academic guidance.
- Utilising the services of the School Disability Advisor where appropriate.
- Distance learning students have full access to our academic staff and student support services in a format that is flexible and available to suit the student's needs.

All students have a named personal tutor who will normally provide continuous support throughout their programme of study. Meetings will be offered at key points in the year, with mutual expectations being expressed and agreed at the outset. Students and personal tutors should be clear about the purpose, nature and intended outcomes of the advising process, specifically the times, nature, duration and boundaries of the advising role. Staff and students should set clear boundaries and encourage communication through a mutually preferred method such as open office hours. Office hours should be consistent and publicised in advance.

Central Services and Facilities for Students Available within the University

Services and facilities can be accessed by students on-line via the Student Home Page at

www.gcu.ac.uk/student. Support for students and their learning includes:

- GCU Information Technology (IT) Services and Resources
- IT Assistance/Helpdesk
- GCU Learn
- GCU Email
- GCU Social Media
- Sir Alex Ferguson Library
- School of Health and Life Sciences Learning Development Centre / Academic Development Tutors
- Student Support Services
- VISA team
- Student wellbeing
- Fees and Funding Services
- Student Wellbeing
- GCU Student's Association & Advice Centre

Learning environments are distributed throughout the University, where students have computer, Learning Café and Library services. Study space and general assistance can be accessed via the Sir Alex Ferguson Library.

Student Complaints

The University's 'Student Complaints and Grievance Procedure' explains the procedure by which students can make a complaint about any service which is part of the University's provision. Information can be accessed via

the student page of the University web site:

<http://www.gcu.ac.uk/gaq/appealscomplaintsstudentconduct/complaints/>

6. CRITERIA FOR ADMISSION

Candidates must be able to satisfy the general admissions requirements of Glasgow Caledonian University.

This programme will comply with the University's 'Equality and Diversity Policy' which supports the programme alignment with inclusiveness and accessibility. Details of the universities commitment to equality & diversity can be found at:- <http://www.gcu.ac.uk/equality/>

Programme Admission Requirements:

Students admitted to the MSc Diagnostic Imaging programme will normally (although not exclusively) be registered radiographers with a recognised first qualification in diagnostic imaging or its equivalent. Applicants will normally be expected to have an honours degree (Second class or above). Those applicants who hold an unclassified degree or professional diploma will normally be expected to provide evidence of at least two years' professional work experience before being admitted on to the postgraduate programme of study.

Additional Professional Requirements

Access to the professional modules; Magnetic Resonance Imaging Principles and Practice, Computed Tomography Principles and Practice & Principles of Practice in Medical Ultrasound, will require evidence of exposure to practice & background knowledge in the specified area.

Home based students undertaking either, Magnetic Resonance Imaging Principles and Practice or Computed Tomography Principles and Practice have to be working in practice and have an agreement to have at least 72 hours of clinical time in the specified area of practice. They will require to adhere to the Fitness to practice policy and confirm completion of mandatory training and criminal record checks undertaken by their employer. Applications of Radiographic Image Interpretation: Students must have an agreed mentor within their clinical department prior to starting this module.

Applicants who reveal a disability will be invited to meet with the relevant departmental Disability Advisor to ensure that specific needs may be assessed. The University's 'Code of Practice: Students with Disabilities' will apply to entrants to any programme within the suite of post graduate programmes. An audit trail of all documentation relating

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to the admission process will be held within each student's record. The academic staff with responsibility for admissions have undertaken equality and diversity training to comply with the University's Equality and Diversity Policy.

Entry Requirements - International Students

The MSc Diagnostic Imaging Programme is suitable for international students who wish to study at GCU under the requirements of United Kingdom Visas and Immigration Department.

Applications from International students must evidence and meet the specified entry criteria and relevant visa requirements. International students wishing to study on campus must adhere to the University's policy concerning 'Students terms and conditions'

<https://www.gcu.ac.uk/student/policiesprocedures/regulations/gcustudenttermsandconditions/>

International students entering programmes of study must evidence current registration/licencing from their country of origin.

International students undertaking either the Magnetic Resonance Imaging or Computed Tomography pathways will have the opportunity to undertake supervised practice within NHS settings. The programme team works in close partnership with NHS service providers to collaborate in the placement of applicants. NHS organisations that offer observation or supervised practice opportunities for students will require additional evidence such as verification of occupational health status. Students will have to adhere to the fitness to Practice and Protection of Vulnerable Groups conditions outlined in the following page of this document. There will be a cost for the documentation relating to the protection of vulnerable groups, TLD's and uniforms.

In line with University requirements, an applicant whose first language is not English or who has not been educated wholly or mainly in the medium of English, will be expected, before commencing the programme, to demonstrate an appropriate level of competency in the English language. The MSc Diagnostic Imaging programme requires applicants to have a minimum IELTS score of 6.5 with no component below 6 (or equivalent) and reading & listening at 6.5.

Flexible Entry - Credit Transfer and RPL:

Full detail on the RPL process can be found at <https://www.gcu.ac.uk/study/postgraduate/rpl/>

RPL Credit that can be acquired at each of the masters award levels.

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Programme (SCQF exit level, total credits)	Maximum credit through RPL	Minimum Credit required through GCU modules
PG Certificate (L11, 60credits)	30credits	30credits
PG Diploma (L11, 120 credits)	60credits	60credits
Masters Degree (L11, 180 credits)	120credits	60credits

Due consideration will be given to those students who wish to have Recognition of Prior Learning (RPL) (credited/informal) taken into account. This will be provided on an individual basis to all students in accordance with University policy.

Fitness to Practise

All applicants to the MSc Diagnostic Imaging programme (home and international) are required to adhere to professional requirements regarding Fitness to Practise. This is carried out in the academic setting by means of the School's Fitness to Practise Documentation which **ALL** students undertaking the MSc Diagnostic Imaging programme are required to comply with <http://www.gcu.ac.uk/hls/study/learningathls/fitnesstopractice/>

Protection of Vulnerable Groups (PVG)

Applicants registering on modules within the MSc Diagnostic Imaging programme that include supervised practice in the clinical setting will be required to provide a current Protection of Vulnerable Groups statement and/or other information which is relevant to safeguarding patients and clients <http://www.disclosurescotland.co.uk/disclosureinformation/pvgscheme.htm>. International students will be guided in the process of obtaining this documentation (for which there is a charge) and will also require to provide evidence of a criminal record check from their home country

7. METHODS FOR EVALUATING AND IMPROVING THE QUALITY AND STANDARDS OF TEACHING AND LEARNING

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

- Annual Programme Monitoring Process
- Annual Module Monitoring Process
- Module Feedback Questionnaire

7. METHODS FOR EVALUATING AND IMPROVING THE QUALITY AND STANDARDS OF TEACHING AND LEARNING

- External Examiner(s) Reports
- Enhancement-led Internal Subject Review (ELISR)
- Enhancement-led Institutional Review (ELIR)

Committees with responsibility for monitoring and evaluating quality and standards:

- Student-Staff Consultative Group (SSCG)
- Programme Board (PB)
- School Board
- Assessment Board (AB)
- University Learning and Teaching Sub-Committee (LTSC)
- University Academic Policy and Practice Committee (APPC)
- University Senate

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

- Student-Staff Consultative Group (SSCG)
- Student representation on Programme Board (PB)
- Student representation on School Board
- Module Feedback Questionnaire
- GCU Learn
- Open access to members of Programme Team e.g. Module Leaders, Programme Leader, Academic Advisor

Staff development priorities include:

- Postgraduate Certificate in Academic Practice
- Continuous Professional Development (CPD)
- Performance and Development Annual Review (PDAR)
- Peer support for teaching
- Mentoring scheme for new teaching staff
- Conference and seminar attendance and presentation
- Research Excellence Framework (REF) submission
- Membership of Higher Education Academy (HEA)
- Membership of and involvement with Professional Bodies

8. ASSESSMENT REGULATIONS

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

The Glasgow Caledonian University Assessment Regulations which apply to this programme, dependent on the year of entry can be found at:

<http://www.gcu.ac.uk/gag/regulationsandpolicies/assessmentregulationsandassociatedpolicies/>

9. INDICATORS OF QUALITY AND STANDARDS

The range and type of performance indicators used to consider quality and standards within the programme and modules within it are outlined in the University's Quality Assurance and Enhancement Handbook which can be accessed at: -

<http://www.gcu.ac.uk/gag/qualityenhancementandassurance/qualityenhancementandassurancehandbook/>

Section 7 of this document lists the wide variety of methods used for evaluating and improving the quality and standards of teaching and learning within the programme.

The University and School ensure that individual modules which students undertake within programmes are of a high quality and maintain high standards. Within this context, a module improvement plan is formulated following each module delivery and demonstrated within the module monitoring reports.

At a programme level, continual programme analysis is undertaken (APA) with a programme enhancement plan completed. Programme board deliberations, student staff consultative group minutes and external examiners reports are all taken into consideration.

In addition, the programme team engage in biennial module review to ensure quality enhancement and currency of all modules.

10. INFORMATION ABOUT THE PROGRAMME

Key information about the programme can be found in:

- Definitive Programme Document
- Programme Handbook
- Module Handbook
- University Website <http://www.gcu.ac.uk>
- School Website
- GCULearn
- University Prospectus

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 assessment methods of each module can be found in the University Module catalogue which can be accessed from the University website. The accuracy of the information in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

A curriculum map is attached showing how the outcomes are being developed and assessed within the programme. This relates the modules from Section 4 to the outcomes in Section 3.

Design Principles	What does this mean?	How is this embedded into the curriculum?
Engaged learning	<ul style="list-style-type: none"> • A commitment to the concept of student engagement, on the basis that students who are engaged will maximise their learning and realise their potential. This includes developing a sense of belonging with peer groups, with programmes and with the University as a whole and begins before a student arrives at GCU • A commitment to the individual student experience of engaged learning and research. • A commitment to enable a personalised learning experience where possible, involving some element of choice about what, when and how learning takes place. This enables a degree of customisation by students of the curriculum and of their wider learning experience in line with their needs, interests and goals. • Acknowledging students as partners in shaping and enhancing the student experience. 	<ul style="list-style-type: none"> • Project and group-work are embedded across the programme • Students have an element of choice in a number of learning activities such as group work and negotiation with module leaders regarding assessment topics. • Embedded support sessions are available at all levels along with access to other educational support resources such as webinars and face-to-face sessions. • Students are encouraged to become involved with and contribute to changes in programme design and delivery and other university initiatives. • Students are encouraged to join the GCU Radiography Society and to assist at open evenings, professional and charity events. • The programme team adheres to the GCU feedback strategy which aims to engage students with their learning to enable them to act effectively on timely, constructive and effective feedback provided from staff and peers. • Students are allocated personal tutors to provide support throughout the programme • Students are invited to meet with external examiners to provide feedback about the programme and this enhances the “student voice” being heard. • Student attendance is monitored centrally to identify any students who might be having issues and to provide support to enable full engagement on the programme. • A Pause for Feedback module evaluation is carried out in addition to the GCU module evaluations where feedback is sought at the midpoint of a module and the results discussed with students shortly thereafter. This illustrates to students where adjustments/improvements to the module are feasible and provides students with reassurance that they are being listened to. • Active & engaging teaching tool, including quizzes and use of Poll everywhere. Use of computer labs for image review. • Electronic marking rubrics. • Debating current trends and controversial topics in MRI and CT. • Profession specialists as external speakers
Divergent thinking	<ul style="list-style-type: none"> • Developing the capacity to think divergently (as well as convergently) to tackle complex global challenges and real-world problems. Divergent thinking results in the generation of creative ideas by exploring many possible solutions, drawing on 	<ul style="list-style-type: none"> • Group work relating to real-life problem solving is embedded across the programme and specific modules to encourage students to link theory and practice, to challenge established norms and to resolve professional practice issues.

Design Principles	What does this mean?	How is this embedded into the curriculum?
	<p>ideas from different disciplines and areas, through which often unexpected connections are made.</p>	<ul style="list-style-type: none"> • Research methods and dissertation modules provide the students with an opportunity to investigate complex areas of practice and to generate appropriate and reasoned recommendations. • API module explores clinical governance, professional ethics and behaviours • The international students look at their own international situation alongside UK processes. • MRIPP and CTPP offer clinical placements allowing students to explore UK health care service provision and compare to their own.
<p>Flexible, Inclusive and Accessible Learning</p>	<p>Development of a FAIR (Flexible, Accessible, Inclusive, Relevant) Curriculum:</p> <ul style="list-style-type: none"> • Meeting the needs of an increasingly diverse student population by: <ul style="list-style-type: none"> • providing flexible routes into and through programmes, recognising and building on prior learning where appropriate • a flexible curriculum, providing students with a degree of choice in terms of what, when, where and how learning occurs • Flexible learning also supports the personalisation and accessibility of the curriculum. • Inclusive learning and teaching refers to the ways in which pedagogy, curricula and assessment are designed and delivered to engage students in learning that is meaningful, relevant and accessible to all. • It embraces a view of the individual and individual difference as the source of diversity that can enrich the lives and learning of others. • It is underpinned by values of equity and fairness, taking account of and valuing differences within mainstream curriculum, pedagogy and assessment and moving towards a 'universal design' model which addresses the needs of all students and away from remedial intervention. 	<ul style="list-style-type: none"> • Personalised learning provides an element of choice across a range of modules in terms of assessment topic and timing. • A range of learning opportunities are utilised such as online activities, learning materials and the provision of a varied range of placement based options. • Practice placement mentors attend to the developmental needs of the student in the placement setting and provide a personalised approach and guidance for learning and development. • The programme complies with all aspects University policies in terms of admissions, disability, equality and diversity etc. • Teaching and learning activities avoid and challenge stereotypes and assumptions to ensure students are fairly treated and dealt with in a professional, caring, non-discriminatory and supportive manner. • Staff are made aware of students with needs assessment records and take action to ensure these needs are met. These might include adapted teaching materials or extra examination time. • Flexibility is given where possible to students with caring responsibilities in terms of timetabling e.g. students can negotiate alternative placement hours to accommodate caring requirements. • Language study is made available to students in addition to their core curriculum. • Personal tutoring is offered to each student. • All students had individual feedback sessions with module leader –API.

Design Principles	What does this mean?	How is this embedded into the curriculum?
Broad and Deep learning	<ul style="list-style-type: none"> • Development of graduates who are not only proficient in their chosen subject but who will have benefited from a broader, multi- and inter-disciplinary curriculum. • A broader range of learning tasks, opportunities and assessments to enable students to develop and demonstrate wider attributes linked to employability and citizenship and the capacity to deal with complexity, diversity and change. • The ability to analyse critically new ideas, linking them to already known concepts and principles leading to understanding and long-term retention of knowledge and skills so they can be used for problem solving in unfamiliar contexts. • Learning about resilience and wellbeing, developing the capacity to balance the competing demands of student life successfully 	<ul style="list-style-type: none"> • School modules which are interprofessional across the programme provide opportunities for students to engage with other professional to provide a broader and deeper understanding of their own and others disciplines • A wide range of learning and teaching methods are employed to provide a rich learning experience to extend professional skills and knowledge for students to acquire citizenship, entrepreneurial and socially committed attributes. • Optional modules are available to students such as languages and others from the module catalogue for the students to broaden their knowledge or to deepen a particular aspect of professional knowledge. • Reflection is promoted throughout the programme. Activities ranging from the personal tutor process to reflection on practice placement encourages students to become broader and deeper thinkers.
Global learning	<ul style="list-style-type: none"> • Global learning incorporates teaching international students, transnational teaching, internationalising the curriculum and increasing student international mobility with a view to developing global citizenship and employability. • An internationalised curriculum enables students to develop global perspectives and cross-cultural capability in order to be able to perform, professionally and socially in a multi-cultural environment 	<ul style="list-style-type: none"> • Healthcare and profession-specific topics are taught within a global context to include variations in health care provision. • International students are fully supported through dedicated induction with a named staff member as a point of contact. • The full-time programme is attended by international students, who learn alongside part time diagnostic imaging home students and other students learning within the suite of postgraduate programmes. The students learn from each other's experiences in practice and from the teaching team and specialist lecturers from the UK.
Real-world Problem solving	<ul style="list-style-type: none"> • Improving employability of graduates through embedding of work-related activities into programmes, using innovative approaches in learning and teaching to enhance students' professional skills and engage with employers and /or community and third sector organisations on a regular basis. • Developing business awareness and understanding of graduate careers and making realistic preparations for entering the graduate labour market through a coherent programme of career planning. 	<ul style="list-style-type: none"> • Problem-solving is embedded in learning, teaching and assessment strategies of many of the programme modules both interprofessional and discipline specific. • Students take part in a research methods module and a dissertation. These provides the students with inquiry skills and to apply these to professional practice problems. • Great focus is placed on employability throughout the programme by the acquisition of professional skills, attitudes and behaviours required.

Design Principles	What does this mean?	How is this embedded into the curriculum?
	<ul style="list-style-type: none"> Enhancing the academic, personal and professional development of learners to meet the changing needs of employers, the economy and society. Developing the capacity to manage successfully the real-world demands of 21st Century employment, including workload and inter-relational challenges. 	<ul style="list-style-type: none"> The HLS careers partner provides workshops on job applications and interview techniques and personal development planning The use of evidence based practice is explored throughout the programme. The nature of the programme is that within every module the students are asked to relate the theory to their own practice and specialist practitioners are used both for talks and tutorials. Within the MRI & CT modules, students have time in the practice setting and in the ultrasound module students can make use of the ultrasound simulation equipment. The Advanced Leadership module is useful to many of our students who are going on to management roles.
Entrepreneurship	<ul style="list-style-type: none"> Equipping all students with the ability to develop an entrepreneurial attitude to their studies, their career planning and graduate employment Embedding an understanding of being entrepreneurial as a way of thinking and behaving that drives innovation, creativity and ethical, sustainable change in the economy and society as a whole Encouraging the development of an 'entrepreneurial mindset' which includes generic personal attributes such as initiative, independent thinking, problem solving, creativity, networking, identifying business or social innovation opportunities 	<ul style="list-style-type: none"> Entrepreneurial activity is promoted across the programme in the interprofessional and profession-specific modules where service redesign, teamwork, leadership and social engagement are explored. Students consider the evidence on advances in imaging against current practice and protocols and are encouraged to think about how to innovate and make changes to practice in the future. The advanced leadership module provides students with some of the skills required to implement change.
Responsible Leadership and Professionalism	<ul style="list-style-type: none"> Leadership that is underpinned by professional ethics and a commitment to sustainable and responsible change. Professionalism that is demonstrated by expert and specialized knowledge in the professional field and a high standard of professional ethics, behaviours and work activities. 	<ul style="list-style-type: none"> Masters education programme means that students have to take responsibility for their learning and seek advice where needed. The programme includes the option of an Advanced Leadership module. Reflective components within modules in order to promote reflective practice. All students read and sign that they will comply with the code of conduct for students and the professional requirements for a radiographer are incorporated into the programme throughout the three trimesters.

