

Programme Specification

Programme Title and Name of Award	UDip Radiography Assistant Practitioner Bridging Course		
Academic Level	5	Total Credits	60
Professional Body Accreditation / Qualification	Not applicable		
Date of Professional Body Accreditation	The College of Radiographers – 9.12.21	Accreditation Period	The College of Radiographers - The approval period is 5 years with effect from December 2021
UCAS Code	Not applicable		
HECoS Code	100129		
Criteria for Admission to the Programme	<p>The University's standard criteria for admissions apply. Please refer to the Applicant Information pages of the University website for more information. For APL, please refer to the University website.</p> <p>Detailed criteria for admission to this programme can be found on the programme webpage: https://www.cumbria.ac.uk/study/courses/cpd-and-short-courses/radiography-assistant-practitioner-bridging-course/</p> <p>The following additional requirements apply for entry to this programme:</p> <p>All applicants must be working within or have access to a radiology department and have the support of their employer/placement provider as evidenced by a letter of support from the employer confirming provision of appropriate supervision within the work setting.</p>		
Teaching Institution	University of Cumbria		
Owning Institute	Health		
Programme delivered in conjunction with	Not applicable		

Principal Mode of Delivery	Blended Learning	
Pattern of Delivery	Part-time	
	Total weeks of study:	24 weeks
	Delivery pattern:	24 weeks
	Standard semester dates:	No
Delivery Site(s)	Lancaster, Distance Learning	
Programme Length	The programme will be delivered over one semester and you will normally be awarded at the first assessment board following completion of assessment	
Higher Education Achievement Report (HEAR)	Upon successful completion of this programme, you may receive a Diploma Supplement/Higher Education Achievement Report (HEAR)	
Exit Awards	Not applicable	
Period of Approval	1 August 2020 - 1 July 2026	
<p>This programme has been approved (validated) by the University of Cumbria as suitable for a range of delivery modes, delivery patterns, and delivery sites. This level of potential flexibility does not reflect a commitment on behalf of the University to offer the programme by all modes/patterns and at all locations in every academic cycle. The details of the programme offered for a particular intake year will be as detailed on the programme webpage: https://www.cumbria.ac.uk/study/courses/cpd-and-short-courses/radiography-assistant-practitioner-bridging-course/</p>		

Cumbria Graduate Attributes

Throughout your studies, you will be provided with the skills and knowledge relevant to the global workplace. All successful graduates of the University of Cumbria will be:

- Enquiring and open to change
- Self-reliant, adaptable and flexible
- Confident in your discipline as it develops and changes over time
- Capable of working across disciplines and working well with others
- Confident in your digital capabilities
- Able to manage your own professional and personal development

- A global citizen, socially responsible and aware of the potential contribution of your work to the cultural and economic wellbeing of the community and its impact on the environment
- A leader of people and of places
- Ambitious and proud

Programme Features

This innovative University Diploma is specifically designed to allow assistant practitioners working within a medical imaging setting to progress knowledge and skills to a point which would equate to a student at the end of Level 5 of a BSc (Hons) Diagnostic Radiography programme. As a potential student on this programme you may be from different roles and backgrounds and will possess a variety of different qualifications. It may be some time since you have undertaken Level 5 study and this course will adequately prepare you for entering Level 6 study. This course is mapped to Level 5 of the BSc Diagnostic Radiography degree programme.

This programme will provide an additional entry stream into the radiography profession. It will offer significant benefits by widening access to a large group of individuals who are not able to study radiography under the existing arrangements. In addition, it will allow employers to 'grow their own' workforce by progressing and upskilling Assistant Practitioners through a flexible educational system to progress to radiography level and meet the needs of current imaging departments. The course is also very attractive to employers as they can recruit existing employees or individuals from their local community. As a student progressing through the system you are more likely to stay and work with the employers who have invested in their education on completion of your studies. At present there are a growing number of assistant practitioners in the medical imaging workforce, many of whom have achieved generic health and social care foundation degrees, and who are currently working within the medical imaging setting. Many of these individuals wish to develop their education to achieve full practitioner status.

A key feature of the programme will be to refresh and develop academic skills through continual support to a point where you are capable of undertaking Level 6 study on completion of the programme. The curriculum is designed to balance attendance with distance learning. Upon commencing this programme your knowledge and skills will be reviewed and compared against national benchmark standards. It will be flexible and adaptive and will have a significant work-based element where you will gain additional clinical experience with your employer or allocated placement site (subject to availability). As an Assistant Practitioner, you may have achieved one of a number of different qualifications and be working in different clinical settings. This 'bridging' course will allow you to achieve a comparable level of educational and clinical attainment to that of a radiography student at the end of their second year. Completion of this 'bridging' course does not lead to any professional standing and serves only as preparation for Level 6 study.

Upon successful completion of the programme, you will have gained credits and practical experience to APEL onto Year Three of any Diagnostic Radiography programme. This in turn would allow you to be eligible to apply for registration with the HCPC as a diagnostic radiographer upon completion.

Aims of the Programme

The overall aims of the Programme are:

1. Have demonstrated the knowledge, skills and behaviours which equate to those of a radiography student who has successfully completed Level 5 of a [BSc \(Hons\) Diagnostic Radiography](#) programme.
2. Have evidenced your ability to reflect upon and assess your own professional development in relation to national benchmark standards
3. Have devised a continuous professional development plan based on learning outcome 2 which will provide an adequate foundation for Level 6 study in Diagnostic Radiography.
4. Have demonstrated academic literacy skills required for Level 6 study in Diagnostic Radiography

Level Descriptors

Level Descriptors describe in general terms the expected outcomes you will achieve at each level of study as you progress through your programmes. They describe the relative demand, complexity, depth of learning and learner autonomy associated with a particular level of learning and achievement. The University's Level Descriptors are aligned to the national [Framework for Higher Education Qualifications](#) (FHEQ) and are a key mechanism for ensuring the academic standards of the University's provision.

At Level 5: (Usually Year 2 undergraduate), you will be able to demonstrate that you have the ability:

- To apply and evaluate key concepts and theories within and outside the context in which they were first studied.
- Select appropriately from and deploy a range of subject-specific, cognitive and transferable skills and problem-solving strategies to problems in the field of study and in the generation of ideas effectively communicate information and arguments in a variety of forms.
- Accept responsibility for determining and achieving personal outcomes.
- Reflect on personal and workplace experience in the light of recent scholarship and current statutory regulations.

Programme Outcomes – Knowledge and Understanding

The programme provides opportunities for you to develop and demonstrate the following:

After 60 credits of study (UDip) you will;

- K1. Understand how to practise safely and effectively within a wider scope of practice (SoP 2023: 1).
- K2. Understand how to practise within the legal and ethical boundaries of your profession (SoP 2023: 2).
- K3. Know how to look after your health and wellbeing, seeking appropriate support where necessary (SoP 2023: 3).
- K4. Understand how to practise as an autonomous professional, exercising your own professional judgement (SoP 2023: 4).
- K5. Recognise the impact of culture, equality and diversity on practice and practise in a non-discriminatory and inclusive manner (SoP 2023: 5).
- K6. Understand the importance of and maintain confidentiality (SoP 2023: 6).

- K7. Understand how to communicate effectively (SoP 2023: 7).
- K8. Know how to work appropriately with others (SoP 2023: 8).
- K9. Understand how to maintain records appropriately (SoP 2023: 9).
- K10. Have attained a more advanced knowledge of how to reflect on and review practice (SoP 2023: 10).
- K11. Know how to assure the quality of their practice (SoP 2023: 11).
- K12. Understand and apply the key concepts of the knowledge base relevant to their profession (SoP 2023: 12).
- K13. Draw on appropriate knowledge and skills to inform practice (SoP 2023: 13).
- K14. Attain further knowledge of how to establish and maintain a safe practice environment (SoP 2023: 14).
- K15. Develop a more advanced knowledge of how to promote and prevent ill health (SoP 2023: 15).

Programme Outcomes – Skills and other Attributes (including Employability Skills)

The programme provides opportunities for you to develop and demonstrate the following:

After 60 credits of study (UDip) you will;

- S1. Practise safely and effectively within your scope of practice (SoP 2023: 1).
- S2. Practise within the legal and ethical boundaries of your profession (SoP 2023: 2).
- S3. Look after your health and wellbeing, seeking appropriate support where necessary (SoP 2023: 3).
- S4. Practise as an autonomous professional, exercising their own professional judgement (SoP 2023: 4).
- S5. Recognise the impact of culture, equality and diversity on practice and practise in a non-discriminatory and inclusive manner (SoP 2023: 5).
- S6. Be able to maintain confidentiality (SoP 2023: 6).
- S7. Communicate effectively (SoP 2023: 7).
- S8. Work appropriately with others (SoP 2023: 8).
- S9. Maintain records appropriately (SoP 2023: 9).
- S10. Reflect on and review practice (SoP 2023: 10).
- S11. Assure the quality of your practice (SoP 2023: 11).
- S12. Understand and apply the key concepts of the knowledge base relevant to your profession (SoP 2023: 12).
- S13. Draw on appropriate knowledge and skills to inform practice (SoP 2023: 13).
- S14. Establish and maintain a safe practice environment (SoP 2023: 14).
- S15. Promote and prevent ill health (SoP 2023: 15).

External and Internal Reference Points

The following Subject Benchmark Statements and other external and internal reference points have been used to inform the Programme Outcomes:

The Health and Care Professions Councils Standards of Proficiency for Diagnostic Radiographers (2013) <https://www.hcpc-uk.org/standards/standards-of-proficiency/radiographers/>

The Institute for Apprenticeships and Technical Education: Diagnostic Radiography Apprenticeship Standard. (2019) <https://www.instituteforapprenticeships.org/apprenticeship-standards/diagnostic-radiographer-integrated-degree/>

HCPC Standards of Education and Training (2014) <https://www.hcpc-uk.org/globalassets/resources/standards/standards-of-education-and-training.pdf>

The College of Radiographers Education and Career Framework for the Radiography Workforce (2013) <https://www.sor.org/learning/document-library/education-and-career-framework-radiography-workforce>

The NHS constitution 2015 <https://www.gov.uk/government/publications/the-nhs-constitution-for-england/the-nhs-constitution-for-england>

The Society of Radiographers Career Progression Framework <https://www.sor.org/learning/document-library/education-and-professional-development-strategy-new-directions/career-progression-framework-cpf>

Internal reference points include:

- [UoC Strategic Plan](#)
- [UoC Learning, Teaching and Assessment Strategy](#)
- UoC Institutional Business Plans
- [UoC Academic Regulations and Academic Procedures and Processes](#)

Graduate Prospects

Upon completion of the bridging Course, you will have made good progress towards the knowledge and behaviours outlined in the standards of proficiency for radiographers and will be able to demonstrate further development of occupational duties to allow you to progress from Assistant Practitioner level to that expected of a Radiographer. You will have built on the academic knowledge and clinical experience you acquired in studying your first Assistant Practitioner programme and you will be able to use these skills to make a difference to patients' lives by providing an enhanced level of patient centred care in a developing profession.

This programme will prepare you for Level 6 (Year 3) of the radiography degree which will allow you to progress to a top-up programme or APEL into the third year of an existing Radiography programme. Students graduating as a radiographer will be able to register with the Health Care and Professions Council (HCPC) as a Diagnostic Radiographer and you will have excellent career paths with a range of opportunities for progression through a variety of specialities.

Learning, Teaching and Assessment Strategies employed to enable the Programme Outcomes to be Achieved and Demonstrated

As a student at the University of Cumbria, you are part of an inclusive learning community that recognises diversity. You will have opportunities to learn by interacting with others in a collegiate, facilitative and dynamic learning environment. Teaching, assessment and student support will allow equal and equitable opportunities for you to optimise your potential and develop autonomy.

We seek to create a stimulating and innovative community of learning, whether encountered on campus or at a distance, on placement or in the workplace. Facilitated by our expert practitioner staff, you will experience a learning environment that is well equipped, flexible, and stimulating.

Learning and Teaching

This strategy has been developed aligned to the UoC Learning, Teaching and Assessment Strategy 2017-22 (UoC LTAS).

The learning and teaching strategy is focussed around the fact that you will be an **individual** assistant practitioner who will have followed a unique journey in terms of your academic and clinical practise experience (UoC LTAS 2.1). Initial learning activities will involve **tutor supported** student reflections (UoC LTAS 2.4) which will enable you to identify your current level of development in relation to your current level of academic development, programme outcomes and benchmark professional standards. This will be followed by the development of an **individual learning plan** (UoC LTAS 2.2) which will enable you to successfully undertake the course assessments and achieve the clinical learning outcomes.

The programme team will provide a **flexible learning environment** in which you may use a mixture of online resources, formal teaching sessions, self-directed learning and work-based learning to achieve your individual learning plan.

A significant element of the programme will be delivered by work-based learning which will enable you to develop the equivalent depth and breadth of knowledge, skills and behaviours as would be exhibited by a student who has completed Level 5 of a BSc (Hons) Diagnostic Radiography programme. You will also be able to mould your work-based experience to suit the needs of the employer to become a 'role ready' practitioner (UoC LTAS 3.2) for the given employer context whilst also achieving national benchmark standards for the discipline.

The course will employ the on-line portfolio platform 'PebblePad' to focus your work-based learning (UoC LTAS 1.4, 2.3, 3.1). You will undertake a range of clinical learning and assessment activities as well as formative and summative clinical assessments in the production of the portfolio, which play a key role in demonstrating the achievement of the programme outcomes (UoC LTAS 1.7).

The quality assurance of work-based activity will be undertaken by initially undertaking a pre-course workplace audit to ensure you have access to appropriate clinical learning opportunities and mentor/clinical supervisor support. On-going quality assurance will be achieved via staff student forums, the module evaluation which will have a specific section related to clinical learning. Each trust will have a named individual who will liaise with the course team in the operation of quality assurance procedures.

Other on-line learning materials will be housed within the Blackboard VLE (UoC LTAS 1.4).

You will be access the University clinical skills labs which consist of fully functional X-ray rooms equipped with the Diagnostic Radiography equipment to enhance your clinical learning whilst studying at the university (2.3).

Summative and Formative Assessment

The programme consists of one 60-credit module which will employ different assessment methods thus ensuring a balance of assessment across the programme.

The use of a clinical portfolio which contains both summative and formative assessments is key to ensuring a valid assessment of the clinical skills and professional behaviours expected for your stage of training.

Applied subject knowledge will be assessed via two relatively short formative examinations, which will be self-marked against model answers with tutor and peer support. You will be given immediate feedback which can be used to enhance performance in the two x 1 hour examinations at the end of the programme.

A short written formative assignment will initially be used to assess academic skills which you will be able to use to inform your learning and access support as appropriate. Other formative written work will enable you to develop as independent autonomous thinkers who utilise an appropriate evidence base to enhance your practice.

Student Support

We provide responsive learner support that promotes student success. Our approach to learner support is designed to support achievement and progression, champion inclusivity and accessibility, prepare you for opportunities beyond study, and promote independence and resilience, enabling you to achieve your potential.

As a student of the University of Cumbria, you will be taught by academics and expert practitioners who facilitate learning through structured inquiry. You will be provided with access to high quality academic resources through physical and digital libraries and will be supported to develop skills that enable you to become a critical, reflective, discerning and independent learner and researcher.

Induction

A pre-course skills/knowledge assessment document and placement audit will allow you and your employer to become comfortable with the course requirements. The first week of the programme will involve a face to face induction programme in which you will be introduced to the course team and your personal tutor. You will be introduced to the operation of the university IT systems and support mechanisms. It is also anticipated that employers will be invited to the induction programme, so they become familiar with the course and the clinical requirements of the programme.

Personal Tutoring

You will also be allocated a Personal Tutor. Your Personal Tutor will be proactively involved in the delivery of your programme and will have contact with you throughout your time at the University. They will support your learning and development, including through tutorials, Progress Reviews and other support as outlined in the Personal Tutoring Policy.

Personal Development Planning

Personal development planning is a central component of the learning and teaching strategy for Assistant Practitioner Conversion course. The potential student group will be diverse in nature and will be working in a variety of different clinical roles. Students will need, from the outset, to consider their own skill set and current scope of practice in relation what needs to be achieved in order to meet the programme learning outcomes. The first few teaching sessions on the programme will involve students reviewing their own learning needs, developing a plan and then considering how the plan can be delivered within the clinical environment they will be studying within. The clinical portfolio and Personal Tutor meetings will be then used to monitor progress and adapt the plan as appropriate.

Library Services and Academic Skills

Module leaders will collaborate with Library Services to ensure that your online reading and resource lists are current and items are available via the library discovery tool OneSearch. In order to maximise access, availability and usefulness, ebooks and electronic journal titles will, in most cases, be prioritised. You can access a wide range of electronic and print content using [OneSearch](#) and you can find out more about key texts, databases and journals for your subject by accessing the library's [subject resources webpages](#). Where appropriate, module reading and resource lists will be made available to you electronically on Blackboard using the University's [online reading and resource list system](#).

Each campus library has a dedicated webpage. Check out local information about opening hours, reserving books, using self-service kiosks, printing and photocopying, booking study spaces and more. <https://my.cumbria.ac.uk/Student-Life/Learning/Libraries/>

An [Ask a Librarian](#) service runs from 17:00 - 09:00 weekdays and round the clock on weekends and holidays. This means you can get professional help using about library services, finding information, referencing and searching, even when the library is closed. <https://my.cumbria.ac.uk/Student-Life/Learning/Libraries/Ask/>

The [Skills@Cumbria](#) service can help support your academic, library and digital skills and success throughout your programme. It includes a suite of [online self-help resources](#) accessible 24/7 via the University's website and Blackboard site. Additional skills support for students is offered via:

- [Workshops](#)
- Email: skills@cumbria.ac.uk
- [Appointments](#)
- [Webinars](#)
- [Learn Well at Cumbria](#)
- [Study from Home Webpage](#)
- [Digital Capabilities](#) and [LinkedIn Learning Pathways](#)

[Head Start Plus](#): Head Start Plus is also an online skills development course, designed to support students who are about or who have just started study at level 5 or 6 (2nd and 3rd year undergraduate). This course is particularly recommended to students who may not have studied at HE level for some time or who are transitioning into the higher HE levels. The course provides a useful refresh on academic skills and practice and an insight into the expectations of tutors at those levels.

This course is free and available via the Open Education Platform powered by Blackboard. To access the course, follow the link to <https://openeducation.blackboard.com/cumbria> and set-up a free account with Open Education. Once logged on, select the course free of charge and work through it at your own pace.

IT and Technical Support

Technology is an invaluable asset when it comes to studying, so it's important you know how to make the most out of the excellent [IT facilities](#) we have available. Our aim is to ensure you can access university electronic resources from anywhere or any device, whether on or off campus. The [Student Hub](#) is your one-stop gateway to all University systems, Outlook email, and OneDrive.

Whether you consider yourself a computer expert or you're not confident about your IT skills, we're always around to ensure you get the level of support you need. We have a wealth of information and support available on the [IT Services website](#) and have a dedicated IT Service Desk where you can talk to someone by phone or log your question online from anywhere, at any time.

Student Support Services

[Accommodation](#): Information for all our residential students and advice for those looking to rent private accommodation. You can follow the team via instagram: [UoC Accommodation](#)

[Careers and Employability](#): The Careers and Employability team is here to help you with all things career-related. Through the career hub [My Career Enriched](#), you can:

- find graduate jobs, part-time work, work experience, industry placements and paid internships;
- book one-to-one careers advice appointments with one of the team;
- book onto careers fairs and employability events where you can meet employers;

- attend practical workshops on CVs, applications, interviews, success in your chosen sector; options with your degree, job search skills and more;
- send in your CV or application form for tailored feedback;
- complete mini online courses in Pathways to improve your employability skills.

Career Ahead+ is the University of Cumbria's Employability Award. Completing Career Ahead+ will help you recognise and develop your skills, providing a greater opportunity for you to get the job you want when you graduate. The award is based on what employers look for in an ideal candidate, in relation to skills, knowledge and experience. You will be supported with career direction, gaining experience, and providing all the skills needed to complete the perfect application and be successful in that all important job interview. Contact careerahead@cumbria.ac.uk or visit www.cumbria.ac.uk/careerahead for more information.

Chaplaincy: Our chaplaincy provides a safe place, a listening ear and personal support to all students and staff, regardless of beliefs.

Disability and Specific Learning Needs: The University is committed to ensuring you are able to participate effectively in your chosen programme of study and all areas of University life. The University defines disability broadly, including:

- mobility impairments
- sensory impairments
- medical conditions
- autism (ASD)
- specific learning difficulties (SpLD's such as Dyslexia or Dyspraxia)
- mental health conditions.

Health and wellbeing: Our team forms part of Student Services. Your physical, emotional and psychological well-being are key aspects of living and learning well. The Health and Wellbeing page links to various sources of support, including how to self-refer to the mental health and well being service for appointments. We've highlighted a couple of specifics to get started:

- Register for [Together All](#) an anonymous and stigma free environment where you map your own path to well-being with peer support.
- Sign up to our health and well-being blog: [Live Well at Cumbria](#).

UoC Active: Staying physically fit and well makes a huge difference to psychological wellbeing and to our abilities to study. Check out Sport facilities at UoC Active.

International Student Support: Finding your way in a new country or culture can be challenging. International Student Support welcomes you and will be in touch throughout your stay. We encourage you to contact us if you have any questions or need support: intss@cumbria.ac.uk

Money Advice: The Money Advice Service are here to help you plan your finances and manage your money whilst studying. We also provide information to help you to manage your money more effectively. Our Advisers are based across the University and are here to help with money issues. We run workshops as well as offering one-to-one advice via telephone on taking control of your finances and gaining financial skills which can last for life.

Further support and guidance, including EDI and Safeguarding: We are an inclusive community, committed to supporting and learning from each other, find out more about [Equality, Diversity and Inclusion \(EDI\)](#). Depending on the nature of your course, you may well already know about or be learning about safeguarding in a professional context and to find out about the University of Cumbria's safeguarding policy and procedures visit: [Safeguarding](#).

Student Voice

As a student at the University of Cumbria you automatically become a member of the Students' Union. The Students' Union represents the views and interests of students within the University.

The Students' Union is led by a group of Student Representatives who are elected by students in annual elections. They also support approximately 400 Student Academic Reps within each cohort across the entire University. The Students' Union represent the views of their cohort and work with academic staff to continuously develop and improve the experience for all University of Cumbria students. You can find out more about who represents you at www.ucsu.me.

You can email at any time on studentvoice@cumbria.ac.uk.

University Cumbria Students' Union (UCSU) Student Support

UCSU offers a free, independent and confidential advice service to all students. They can help with things like academic appeals, extenuating circumstances or if you're considering a formal complaint. UCSU are also on hand to represent you in any formal meetings, for example in malpractice panels or fitness to practice meetings. Appointments are telephone based and can be booked at www.ucsu.me/support.

Programme Curriculum Map					
Academic Level	Module Code	Module Title	Credits	Module Status*	Programme Outcomes achieved
5	HMSD5100	Radiography Assistant Practitioner Bridging Course	60	Core	K1-15, S1-15
Notes					
<p>This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes.</p> <p>Students must maintain fitness to practise and their suitability for clinical placement throughout the programme. Should a student exhibit non-professional behaviour, irregular attendance, continuing failure to make satisfactory clinical progress or dangerous practice, they will not be eligible to complete the programme. In such cases the employer/clinical placement concerned will alert the programme leader. A Fitness to Practice Interview will be convened involving the programme leader and either the personal tutor or clinical placement co-ordinator and a representative of the clinical department hosting the placement. This formal meeting will consider evidence and make a recommendation to the next available module assessment board in relation to the student's ability to progress on the programme. Should the board not be scheduled within four weeks then 'chair's action' will be taken.</p> <p>Should an employer/clinical department refuse to continue to host a placement for a particular student due to professional reasons, then the University will not be obliged to seek another placement.</p> <p>A failed student will be permitted to re-register on the same programme providing the student has:</p> <ul style="list-style-type: none"> • Demonstrated an appropriate level of professional behaviour and clinical progression during previous attempts at completing the programme. • The student has support (in writing) of an employer/clinical placement in order to undertaking the clinical components of the course. 					

* Key to Module Statuses	
Core Modules	Must be taken and must be successfully passed

Programme Delivery Structure: Part-time (September Intake)				
Module Code	Module Title	Delivery Pattern	Method(s) of Assessment	Approximate Assessment Deadline
		Autumn Semester / Spring Semester / Extended Spring Semester / Year-Long		
HMSD5100	Radiography Assistant Practitioner Bridging Course	Autumn Semester	Portfolio (Pass/Fail)	March
Students exiting at this point with 60 credits would receive a UDip Radiography Assistant Practitioner Bridging Course				

Programme Delivery Structure: Part-time (February Intake)				
Module Code	Module Title	Delivery Pattern	Method(s) of Assessment	Approximate Assessment Deadline
		Autumn Semester / Spring Semester / Extended Spring Semester / Year-Long		
HMSD5100	Radiography Assistant Practitioner Bridging Course	Spring Semester	Portfolio (Pass/Fail)	July
Students exiting at this point with 60 credits would receive a UDip Radiography Assistant Practitioner Bridging Course				

Exceptions to Academic Regulations

There are no exceptions for the UDip Radiography Assistant Practitioner Bridging Course.

Methods for Evaluating and Improving the Quality and Standards of Learning

<p>Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods</p>	<ul style="list-style-type: none"> • Module Evaluation • Programme Validation and Periodic Review • Annual Monitoring • Peer Review of Teaching • External Examiner Reports • Student Success and Quality Assurance Committee
<p>Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: Students, graduates, employers, placement and work-based learning providers, other stakeholders, etc.</p>	<ul style="list-style-type: none"> • Staff Student Forum • Module Evaluation Forms • Programme Evaluation: National Student Survey, UK Engagement Survey • Module/Programme/Personal tutorials • Meetings with External Examiners • Meetings with Employers/Radiology Service Managers

<p>Date of Programme Specification Production:</p>	<p>December 2020</p>
<p>Date Programme Specification was last updated:</p>	<p>October 2024</p>

For further information about this programme, refer to the programme page on the University website

The following information has implications for potential international applicants who require a Tier 4 visa to study in the UK

<p>Is the placement requirement more than 50% of the programme?</p>	<p>No</p>
<p>If yes, what % of the programme is the placement requirement?</p>	<p>Not applicable.</p>

If yes, is the amount of placement a statutory requirement to meet Professional, Statutory or Regulatory Body (PSRB) or Department of Education requirements?	No
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