UNIVERSITY OF LIVERPOOL

Diagnostic Radiography BSc (Hons)

COURSE DETAILS

- A level requirements: BBB
- UCAS code: B821
- Study mode: Full-time
- Length: 3 years

KEY DATES

- Apply by: 31 January 2024
- Starts: 23 September 2024

Course overview

Study Diagnostic Radiography and we will prepare you personally and professionally, for the role of a competent caring radiographer, within the diagnostic imaging department.

INTRODUCTION

You will gain the knowledge and skills, to undertake a comprehensive range of radiographic techniques needed for first post competencies working in the modern healthcare sector.

Students will develop an awareness of anatomy, physiology and pathology, using radiographic and cross sectional images, along with an understanding of radiological science, associated with medical imaging and radiation protection. You will also acquire an appreciation of research methods with respect to diagnostic radiography and the importance of evidence-based practice in relation to the profession.

This is a vocational programme with approximately 50:50 ratio theory to practice and is delivered in both the university academic setting and at clinical placement sites throughout the region. The modules, which are delivered at the University, follow four strategic themes. These include: patient centred radiographic practice, anatomy, physiology and pathology, radiation science and research methods. There is an onsite imaging suite and CT scanner to assist in the delivery.

As a student, you will be allocated a hospital placement to attend in several clinical blocks, throughout each of the three years. The focus of each of these placements is closely linked to the academic modules, which are taught using a variety of student centred teaching styles including traditional lectures and small group tutorials. You will also have the opportunity to engage in the award winning team based learning (TBL) approach, an internationally recognised effective teaching method, well evaluated by our current students. You will participate in problem-based learning, where discussions around ‘patient-specific’

scenarios help to enhance your understanding of related issues. You will also be involved in interprofessional learning, which features in all three years of the programme and assists you in understanding the multidisciplinary team (MDT) approach to healthcare.

A continuous clinical assessment scheme, linked to the radiographic practice modules is used in the clinical sites, to record your clinical performance and give you regular feedback, which will enhance your clinical learning. The information is stored on an iPad, which will be for you to use throughout the duration of the programme. During the programme, you will also have the opportunity to enrich your clinical experience by undertaking an elective placement in an imaging department of your choice, which can be locally, nationally or internationally.

WHAT YOU'LL LEARN

- Research gathering techniques
- Critical thinking skills
- Communication skills
- Self-directed learning techniques
- Patient care
- Physics, radiobiology and technology skills relating to Radiography

Course content

Discover what you'll learn, what you'll study, and how you'll be taught and assessed.

YEAR ONE

Year one will equip you with foundational knowledge and skills, which will be developed in the subsequent years of the programme. The modules in this year follow the previously mentioned themes: patient centred radiographic practice, anatomy, physiology and pathology, radiation science and research methods.

All modules are compulsory and must be successfully completed before progression to the next year of study.

COMPULSORY MODULES

ANATOMY AND PATHO-PHYSIOLOGY OF THE APPENDICULAR SKELETON (DRAD101)

Credits: 15 / Semester: semester 1

This module is the first of the anatomy/patho-physiology modules in the Diagnostic Radiography programme.

On successful completion the student will have developed knowledge of anatomy, physiology and pathology of the appendicular skeleton (the bones of the upper and lower limbs, and pelvis).

The module will be delivered using 'Team Based Learning' (TBL). Each student will be assigned into a small team of peers and during the timetabled sessions teams are given a series of questions related to the material studied prior to the session. The students will work within their group to agree a list of answers. The answers will then be revealed to encourage a class discussion.

Each of the TBL sessions are supplemented with image viewing tutorials. These tutorials allow the student to see anatomical detail in context, and appreciate its significance in identifying normal from abnormal in terms of anatomy and pathology. This appreciation will be gained through the use projection radiography (x-ray) images, in relation to normal radiographic anatomy and common pathologies of the appendicular skeleton.

Teaching sessions in the Human Anatomy Resource Centre (HARC) contribute to this module and enable the student to visualise the anatomical body parts, giving a clearer understanding of the detail.

The module will assess the students knowledge of anatomy, physiology, pathology and the associated radiographic appearances.

75% of teaching will be face to face on CAMPUS. To provide some flexibility and work life balance for the student group some online teaching through MS teams will provided.

ANATOMY AND PATHO-PHYSIOLOGY OF THE AXIAL SKELETON AND ABDOMINAL CAVITY (DRAD106)

Credits: 22.5 / Semester: semester 2

This module is the third of the anatomy/patho-physiology modules in the Diagnostic Radiography programme.

On successful completion the student will have developed their knowledge of anatomy, physiology and pathology of the axial skeleton (skull, spine and rib cage) and the organs of the abdominal cavity. This awareness will be gained through the use of both projection radiography (x-rays) and cross-sectional images in relation to normal radiographic anatomy and common pathologies of the axial skeleton and abdominal cavity.

The module will be delivered using 'Team Based Learning' (TBL). This involves downloading PowerPoint presentations in advance, from the university virtual learning environment (VLE) and studying them prior to attendance. Each presentation will be related to one of the topics within the learning outcomes. Students will be assigned into a small team of peers that they will work with during the whole of the module. During the timetabled sessions, teams are given a series of 'true/false' (T/F) and 'multiple choice' questions (MCQ), related to the material studied prior to the session. Initially students will answer these questions independently. Following this they will work within their group, discussing individual answers, and arriving at a definitive list of answers agreed within the group. This interaction with the material will engage students more fully in the module. The answers will then be revealed which may promote discussion around areas where there is lack of understanding, providing students with formative feedback on their answers.

Each of the TBL sessions are supplemented with image viewing tutorials. These tutorials allow the student to see anatomical detail in context and appreciate its significance in identifying normal from abnormal in terms of anatomy and pathology. Teaching sessions in the Human Anatomy Resource Centre (HARC) contribute to this module and enable the student to visualise the anatomical body parts, giving a clearer understanding of the detail.

The module will be assessed via an electronic written examination which has a series of questions, to assess knowledge of anatomy, physiology and pathology. This will include answering questions on a range of radiographic images displayed on a PC in PowerPoint format .

The content of this module (DRAD106) follows on from the first two anatomy/patho-physiology modules (DRAD101 and DRAD102), which are taught in semester 1. All these modules provide support the second year anatomy/patho-physiology module (DRAD203), as well as the clinical modules within the programme.

ANATOMY AND PATHO-PHYSIOLOGY OF THE RESPIRATORY & CARDIOVASCULAR SYSTEM (DRAD102)

Credits: 15 / Semester: semester 1

This module is the second of the anatomy/patho-physiology modules in the Diagnostic Radiography programme. On successful completion the student will have developed knowledge of anatomy, physiology and pathology of the thoracic cavity including respiratory (airways and lungs) and cardiovascular (heart and associated blood vessels) systems.

The module will be delivered using 'Team Based Learning' (TBL). This involves downloading PowerPoint presentations in advance, from the university virtual learning environment (VLE) and studying them prior to attendance. Each presentation will be related to one of the topics within the learning outcomes. Students will be assigned into a small team of peers that they will work with during the whole of the module. During the timetabled sessions, teams are given a series of 'true/false' (T/F) and 'multiple choice' questions (MCQ), related to the material studied prior to the session. Initially students will answer these questions independently. Following this they will work within their group, discussing independent answers, and arriving at a definitive list of answers agreed within the group. This interaction with the material will engage students more fully in the module. The answers will then be revealed which may promote discussion around areas where there is lack of understanding, providing students with formative feedback on their answers.

Each of the TBL sessions are supplemented with image viewing tutorials. These tutorials allow the student to see anatomical detail in context and appreciate its significance in identifying normal from abnormal in terms of anatomy and pathology. This appreciation will be gained through the use of both projection radiography (x-ray) and cross-sectional images in relation to normal radiographic anatomy and common pathologies of the respiratory and cardiovascular systems.

Teaching sessions in the Human Anatomy Resource Centre (HARC) contribute to this module and enable the student to visualise the anatomical body parts, giving a clearer understanding of the detail.

The module will be assessed via an electronic written examination which has a series of questions, to assess knowledge of anatomy, physiology and pathology. This will include answering questions on a range of radiographic images displayed on a PC in PowerPoint format.

The content of this module (DRAD102) is taught in the second half of semester 1, to follow on from the first of the anatomy/patho-physiology modules (DRAD101), which is taught in the first half of semester 1. There is a third anatomy module (DRAD106), which runs in semester 2 and all these modules support the second year anatomy/patho-physiology module (DRAD203), as well as the clinical modules within the programme.

FUNDAMENTALS OF RESEARCH METHODS IN DIAGNOSTIC RADIOGRAPHY (DRAD104)

Credits: 15 / Semester: semester 2

This module is a second semester module in the first year of the programme and as such provides foundational content in research methods. This module will provide the student with fundamental knowledge and understanding of the philosophy, principles and methods of diagnostic radiography research and wider health research. The student will develop an appreciation of the importance of evidence based practice in the radiographic profession for the benefit of patients. This module will also allow the student to develop foundational skills required to eventually undertake research within radiography for the first time.

PATIENT CENTRED CARE AND RADIOGRAPHY PRACTICE 1 (DRAD105)

Credits: 22.5 / Semester: whole session

This is the first of three modules that relate to personal and professional development. Within this module diagnostic imaging techniques of the chest, abdomen and appendicular skeleton will be taught and assessed during the clinical placement. This module will introduce the student to professional knowledge, skills and attitudes in preparation for first post competencies and lifelong learning. This module combines personal and professional development with the first practice placement experience which takes place over 13 weeks during Year 1. During this placement the student will be introduced to imaging techniques of the chest, abdomen and appendicular skeleton, which later will be performed under close supervision. The practice-based experience enforces the university based learning to ensure the student will meet the Health and Care Professions Council Standards of Proficiency for Radiographers for safe and effective practice. The learning and teaching strategy for this module will take a student centred approach and will consist of university based lectures, tutorials, practicals, simulation and supportive online resources.The practical technique tutorials and simulation will take place in the School of Health Sciences imaging suite. The module will be assessed by three components, assessment of radiography techniques, reflective writing to demonstrate personal development and continuous assessment of professional practice.

RADIOGRAPHIC SCIENCE AND RADIATION PROTECTION (DRAD103)

Credits: 30 / Semester: semester 1

The bulk of the module will be delivered using lectures that will provide students with the theory of radiographic science and principles of radiation protection. Small group tutorials will consolidate the theory delivered in the lectures and develop skills. Practical teaching sessions will demonstrate the application of the concepts to medical imaging. Revisions sessions will be available towards the end of the module to help prepare the student for the assessments.

The student will integrate the knowledge gained from this module into clinical practise in the clinical and laboratory environments in DRAD105 Patient Centred Care and Professional Practice 1. Radiation safety aspects in relation to radiographic imaging modalities, such as Computed Tomography (CT) and Magnetic Resonance Imaging (MRI), will be further developed in year 2 in the DRAD201 Radiation Science & Imaging Technologies module.

Programme details and modules listed are illustrative only and subject to change.

YEAR TWO

The aim of year two is to consolidate the learning experiences from year one and extend them further to provide a foundation for more complex examinations involving specialist equipment. Professional practice will inspire students to become increasingly autonomous, encouraging an appreciation of the challenging issues relating to healthcare.

All modules are compulsory and must be successfully completed before progression to the next year of study.

COMPULSORY MODULES

APPLIED RESEARCH METHODS IN DIAGNOSTIC RADIOGRAPHY (DRAD204)

Credits: 15 / Semester: semester 2

In this module, the student will build on the basic research methods terminology and understanding gained in the Year 1 research methods module. It will develop their knowledge and understanding of the philosophy, principles and methods of health research further. This will enable them to gain a research-based approach to professional knowledge allowing them to select an area of research for further study. The module will be supported with lectures and seminars where students will work with a supervisor to synthesize and write up a proposal for the year 3 dissertation. This proposal, which constitutes the assessment, will be for either a review of evidence, an empirical research project or a clinical audit depending upon which the student chooses for their year 3 dissertation. If delivery of this module is still off campus in semester 2 due to the pandemic, then it will be moved online

INDEPENDENT STUDY OPTION (DRAD202)

Credits: 15 / Semester: semester 2

Selecting one modality from a list will enable the student to focus study in an area in which they have a particular interest, or may wish to engage with in their future career.

The student will negotiate specific study aims with a named supervisor from within the lecturing team. Study will be largely self-directed, to promote independent learning, although the student will receive support in the form of weekly 1 hour seminars with their supervisor and a group of peers, over 5 weeks. Direction will be provided for independent preparation for the seminars.

Study will be supported through the arrangement of 3 individual clinical days spread over the course of the module, to enable the student to gain experience in their chosen modality, within the context of a specific disease pathway. This may include the following activities, with support from a named member of clinical staff at the placement site: observing imaging protocols in practice, discussing the patient pathway with clinical staff, attending multi-disciplinary team meetings or image reporting sessions.

Assessment will be in the form of a 2000 word critical analysis, and a presentation, detailing a potential patient imaging journey within the student's chosen modality, including the reasons for use of that modality within the context of a particular disease pathway.

Prior to the assessment, students will have opportunity to present work in progress to their supervisor and peers within one of the weekly seminars, to receive formative feedback.

Successful completion of this module will allow the student to apply enhanced knowledge and skills gained in the chosen modality to clinical practice, in order to improve the quality of clinical images that they acquire, and enhance the care of patients.

MULTI-MODALITY IMAGING OF BODY SYSTEMS (DRAD203)

Credits: 30 / Semester: semester 1

In this module the student will build on the image interpretation skills that were introduced in DRAD101, DRAD102 and DRAD106 in normal and pathological imaging appearances. Successful completion of this module will enable the student to develop knowledge of the anatomy, physiology and common pathology associated with the central nervous system (CNS), axial skeleton and pelvis, and abdominal and pelvic cavities. This will give the student knowledge and understanding required for effective radiographic practice. The module will be delivered using interactive lectures and online image viewing tests for ongoing formative assessment and will be summatively assessd with an electronic written examination.

PATIENT CENTERED CARE AND RADIOGRAPHY PRACTICE 2 (DRAD205)

Credits: 30 / Semester: whole session

This module seeks to enable students to develop this clinical knowledge and skills in the university and clinical environments. The module will further develop the students' professional knowledge, skills and attitudes in more complex imaging procedures in preparation for first post competencies and lifelong learning. The module content will be explored through professional practice, lectures, skill demonstration and practice, workshops, simulation and resources in virtual learning environment (or VLE). Students will also be expected to complete independent reading in preparation for tutorials and seminars and may need to explore other supplementary resources such as Trust protocols. Service users will also deliver tutorials and workshops. Practice placements will facilitate the supervised practice and consolidation of skills related to communication, patient centred care and radiographic practice. The second practice placement experience; which takes place over a 12-week period during Year 2 reinforces university based learning to ensure the students will meet the Health and Care Professions Council Standards of Proficiency for Radiographers for safe and effective practice. The student will also be provided with formative feedback relating to academic and professional practice. The module will be assessed by three components; assessment of radiography techniques, reflective writing to demonstrate personal development and continuous assessment of professional practice.

RADIATION SCIENCE & ADVANCED IMAGING TECHNOLOGIES (DRAD201)

Credits: 30 / Semester: semester 1

This module provides an introduction to the more complex imaging equipment the student will encounter in year 2 and year 3 of the programme and will be expected to utilise as part of the band 5 radiographer role on graduation. The focus will be upon the design, the materials and how the equipment works drawing upon the principles of radiation physics, protection and safety explored in year 1. The module also covers the main quality assurance protocols currently used in clinical practice to ensure that the equipment performs to the best standard possible. Successful completion of this module will allow the student to apply knowledge and skills gained to their clinical practice, improve the quality of their images and therefore enhance the care of their patients. Students will take part in lectures, small group work and practical sessions in the imaging skills lab and at the University of Liverpool MRI scanner (LiMRIC) as part of the module delivery. They will receive feedback during the module using on-line materials and in class discussions and be assessed by a written lab report based on a quality assurance test and an end of module online examination through the university virtual learning environment.

Programme details and modules listed are illustrative only and subject to change.

YEAR THREE

The aim of year three is to expand your knowledge of the specialist clinical areas and to promote a level of independence and professional responsibility in preparation for graduation and registration with the Health and Care Profession Council (HCPC). As a

qualified diagnostic radiographer you can become a member of the Society of Radiographers.

All modules are compulsory and must be successfully completed before progression to the next year of study.

COMPULSORY MODULES

RESEARCH STUDY (DISSERTATION) (DRAD301)

Credits: 30 / Semester: semester 1

This module will enable the student to apply and enhance their knowledge and skills in research at level 6. It will help develop an evidence-based approach and a research awareness in practitioners as they enter the profession. Students will have chosen to undertake either a piece of primary research, a clinical audit or a review of published evidence related to the practice of diagnostic radiography in their 2nd year in DRAD 304. They gain skills in the dissertation that will enhance their employability by making them able to undertake research/audit as required by the research strategy of the College of Radiographers and by future employers such as the NHS. In year 2, students will normally have obtained any ethical or audit approval in the research methods module with help from their dissertation supervisor who is allocated at that time. This supervisor continues into year 3 and will work with the student on a one to one basis to help them to carry out and write up the review/research/audit. The assessment will be the production of the final dissertation of 6,000 words.

MEDICAL IMAGING PATHWAYS (DRAD302)

Credits: 30 / Semester: semester 2

Using a blended learning approach consisting of problem based learning, lectures, tutorials, and online learning, this module will enhance the students' understanding of imaging pathways in a range of patients and pathological conditions. The students will be introduced to imaging protocols used for patients with complex needs. The module content will be explored through, lectures, problem-based learning and resources on CANVAS. Students will also be expected to complete independent reading in preparation for problem based learning tutorials and to consolidate learning and understanding of content delivered in lectures and seminars (library resources will be accessible through the module reading list in other key learning resources will be accessible through CANVAS. The module is assessed using electronic written examination of the knowledge and theory of imaging protocols and imaging decision pathways.

PATIENT CENTRED CARE & RADIOGRAPHY PRACTICE 3 (DRAD304)

Credits: 30 / Semester: whole session

This is the final of three modules which relates to personal and professional development. Delivered in semester 1 and 2 of year 3, the module adopts a student-centered, blended approach to learning including interactive sessions using team based learning and formative activities.
The module combines practice placement experience with university-based education. Through experiential learning, critical reflection and informed discussion this module promotes the development of 'life-long learners' equipped with the skills, behaviours and competencies relevant to diagnostic radiography graduates. It ensures that the graduate diagnostic radiographer can meet the Health and Care Professions Council Standards of Proficiency for radiographers for safe and effective practice. During the academic block individuals will prepare for their final practice placement blocks. The placement itself will be conducted over 3 placement blocks. The practice-based weeks will comprise 37.5 hours per week at the practice site. Performance on practice placement is assessed continuously. In addition, the module assignment emphasises the requirement for healthcare professionals to cultivate effective strategies for articulating and formally recording Continuing Professional Development (CPD) activity. The module will enable third year students to more clearly communicate their developing skill set and unique selling points, in order to promote themselves successfully. The module will be assessed by three components: continuous assessment of professional practice, a 2 hour seen written examination, a HCPC audit report (3000 words)

PRELIMINARY CLINICAL EVALUATION (DRAD303)

Credits: 30 / Semester: semester 1

This module will build upon the knowledge of anatomy, pathology, professionalism and image interpretation gained earlier in the programme in preparation for post qualification practice. A blended learning approach which combines e-learning with traditional lectures will enhance the students decision-making skills when reviewing visual information from medical images. This will allow the student to accurately perform a preliminary clinical evaluation of images of the skeleton and brain. This term is used to describe the practice of radiographers whereby they assess imaging appearances, make informed clinical judgements and decisions and communicate these in unambiguous written forms to referrers.

The assessment for the module is an electronic assessment which contains a mixture of long answer questions testing theory and short answer questions which require the image interpretation of radiographic images.

Programme details and modules listed are illustrative only and subject to change.

HOW YOU'LL LEARN

Learning is promoted through a wide variety of activities which that enables students to become autonomous and independent continuous learners. An award winning team based

learning approach features in many of the modules, along with interactive lectures and student led seminars. Problem-based learning is used to cover patient centred scenarios and collaborative projects are often used to teach research and evidence based practice. The programme has the benefit of an onsite digital imaging suite and CT scanner to enhance clinical skills teaching and there is access to the Human Anatomy Resource Centre, which complements students' learning.

Throughout the programme there are shared lectures, and tutorials with students from other directorates within the School of Health Sciences. This is to promote inter-professional education and learning opportunities across all healthcare professions.

HOW YOU'RE ASSESSED

Using a mixture of coursework and examination, a range of assessment methods can be seen across the programmes. These include seen and unseen written examinations, essay assignments with specific word lengths, multiple choice questions, case study presentations, video analysis and interactive practical examinations. Assessment of the work-based learning element of all programmes is an important aspect. You will be required to communicate your views orally and in written form; analyse, implement and evaluate your practice; and to extend the research and evidence base of your chosen profession.

The various methods of assessments have been chosen to provide a balance that will permit the undergraduates to demonstrate their intellectual abilities in all areas to the full.

LIVERPOOL HALLMARKS

We have a distinctive approach to education, the Liverpool Curriculum Framework, which focuses on research-connected teaching, active learning, and authentic assessment to ensure our students graduate as digitally fluent and confident global citizens.

Careers and employability

As a graduate of the School of Health Sciences you'll be eligible to apply for registration with the Health and Care Professions Council (HCPC). You will have gained a qualification that meets the Government's criteria for 'fitness for purpose' and 'fitness for practice' as well as developing transferable skills such as communication, information technology, problem solving and teamwork.

You can look to explore careers in:

- National Health Service
- Social Services
- Private sector

99% **OF HEALTH SCIENCES STUDENTS FIND THEIR MAIN ACTIVITY AFTER GRADUATION MEANINGFUL.**

Graduate Outcomes, 2018-19.

Fees and funding

Your tuition fees, funding your studies, and other costs to consider.

TUITION FEES

UK fees (applies to Channel Islands, Isle of Man and Republic of Ireland)	
Full-time place, per year	£9,250

International fees	
Full-time place, per year	£27,200

Fees are correct for the academic year 2024/25
Tuition fees cover the cost of your teaching and assessment, operating facilities such as libraries, IT equipment, and access to academic and personal support. Learn more about tuition fees, funding and student finance.

ADDITIONAL COSTS

We understand that budgeting for your time at university is important, and we want to make sure you understand any course-related costs that are not covered by your tuition fee. This includes costs for specialist equipment, travel to placements, and professional association fees. At the end of year two, students can undertake a self-funded elective placement in the UK or overseas.

Find out more about the additional study costs that may apply to this course.

SCHOLARSHIPS AND BURSARIES

We offer a range of scholarships and bursaries to provide tuition fee discounts and help with living expenses while at university.

Check out our Undergraduate Global Advancement Scholarship. This offers a tuition fee discount of up to £5,000 for eligible students starting an undergraduate degree from September 2024. There's also the Liverpool Bursary which is worth £2,000 per year for eligible students.

Discover our full range of undergraduate scholarships and bursaries

Entry requirements

The qualifications and exam results you'll need to apply for this course.

NHS Values will be assessed in all areas of an application including UCAS Personal Statement and at interview. For more details, please download our explanation of Value Based Recruitment.

Your qualification	**Requirements** About our typical entry requirements
A levels	A2 levels BBB from three A2 levels with at least one Science subject. For applicants from England: Where a science subject has been taken at A2 (Biology, Physics, Chemistry or Maths) a pass in the science practical of each taken subject will be required. General studies is not acceptable. You may automatically qualify for reduced entry requirements through our contextual offers scheme. If you don't meet the entry requirements, you may be able to complete a foundation year which would allow you to progress to this course. Available foundation years: • Foundation to Human and Animal Health Professions (Diagnostic Radiography) (Year 0) BSc (Hons)
GCSE	5 GCSEs grades 5 -9 (or grades A* - C if assigned according to previous grading format), which must include English Language, Maths and a Science. Please note that Science dual award is acceptable. Core Science and Applied GCSEs are also considered. All GCSEs should be obtained in one sitting.
BTEC Level 3 National Extended Diploma	BTEC nationals are considered in addition to 5 GCSEs grades 5-9 (or former A* – C), which must include English Language, Maths and a Science. Science dual award, Core Science and Applied GCSEs will also be considered.

Your qualification	**Requirements** About our typical entry requirements
	We will accept one BTEC Level 3 National Extended Certificate (60 credits) at a minimum of Distinction. This must be accompanied by two A2 at Grade B, of which one subject should include Biology/Human Biology, Physics, Maths or Chemistry. Three separate subjects must be taken between the two qualifications. BTEC National Diploma (120 credits) in Health and Social Care or Applied Science/ Medical Science graded at DD will be accepted. This must be accompanied by a science A Level (biology, physics, chemistry and maths) at grade B In total, between the two qualifications; two separate subjects must be taken. Alternatively BTEC National Extended Diploma (180 credits) in either Applied Science/ Medical Science or Health and Social Care at DDD. The student is required to achieve 120 credits out of 180 at Distinction by the end of their second year.
International Baccalaureate	30 points to include three higher level subjects at a minimum of Grade 5. Biology must be offered at a minimum of a Grade 6.
European Baccalaureate	74% overall with a minimum mark of 8 in Biology and no other subject less than a 6.
Irish Leaving Certificate	Leaving Certificate: 6 Higher Level subjects. 1 subject at grade H1 to include a science subject such as Maths, Physics, Biology or Chemistry, and 2 subjects at grade H2 or above to include a further science subject and or Maths. The remaining 3 subjects must be graded at H3 or above. Out of the six subjects, English, Mathematics and a Science subject must be included. Higher grades may be required from students resitting.
Scottish Higher/Advanced Higher	**Scottish Certificate of Education** *Advanced Higher/Higher Level* A minimum of 5Bs from any combination of advanced higher and higher. Higher subject should demonstrate a broad science background. Consideration will only be given to Advanced Highers in

Your qualification	**Requirements** About our typical entry requirements
	different subjects to those of Highers. Subjects to include: Biology/Human Biology/PE at a minimum of grade B.
Welsh Baccalaureate Advanced	Accepted at Grade A alongside two A2 levels at Grade B, one should be in a Science subject.
Cambridge Pre-U Diploma	Will be considered
AQA Baccalaureate	Will be considered
Graduate application	We welcome applications from graduates holding a minimum of a 2:2 classification. If your degree is not in a Science related subject or it is 5 years or more since you last studied please contact the admission unit for further information.
Access	Essential: 60 credits at Level 3, including 15 in credits in biology, 15 credits in maths and 15 credits in physics/chemistry. 39 of the 60 credits must be at distinction, the remaining credits may be gained from ungraded level 3 credits and passed at merit or higher. 5 GCSE subjects graded 5-9 (or A*-C) and must include: English Language, Mathematics and Science.
Academic Reference	An academic reference must be included within the UCAS application. If the applicant is a graduate and has been working since graduating (within three years), an employer reference is acceptable.
Profession-specific knowledge and skills required	The UCAS Personal Statement, must demonstrate understanding of the Diagnostic Radiography role. Applicants should also consider visiting a Therapeutic Radiography department to give them an awareness of the differences between the Diagnostic and Therapeutic Radiography professions. Applicants should have an appreciation of the

Your qualification	**Requirements** About our typical entry requirements
	demands of the programme and a realistic understanding of what is required when on clinical placement. Having experience of working with the general public, children, the elderly or people with disabilities, in a paid or voluntary capacity will strengthen an application.
Declaration of criminal background	You will understand that as a health sciences student, and when you qualify, you will be asked to treat children and other vulnerable people. We therefore need information about any criminal offences of which you may have been convicted, or with which you have been charged. The information you provide may later be checked with the police. If selected for interview you will be provided with the appropriate form to complete.
Health screening	The University and the School of Health Sciences has an obligation to undertake health screening of all prospective healthcare students. Any offer of a place on this course of study is conditional on completion of a health questionnaire, and a satisfactory assessment of fitness to train from the University's Occupational Health Service. This will include some obligatory immunisations and blood tests. The link below provides further information: http://www.heops.org.uk/guide.php
Disability information	Should a candidate have, or suspect they may have dyslexia, or a long term health condition or impairment that may have the potential to impact upon studies and/or Fitness to Practice, please complete the Disability form. Candidates will then be contacted to discuss requirements for support.
International qualifications	The IELTS requirement is an overall score of 7.0 with no component less than 6.5.

ALTERNATIVE ENTRY REQUIREMENTS

- If your qualification isn't listed here, or you're taking a combination of qualifications, contact us for advice
- Applications from mature students are welcome.

THE ORIGINAL REDBRICK