

## MSc Advanced Clinical Practitioner (Radiographic Reporting) Programme Specification

<https://www.bradford.ac.uk/courses/pg/clinical-practitioner-radiographic-reporting/>

<b>Academic Year:</b>	2021/22
<b>Degree Awarding Body:</b>	The University of Bradford
<b>Programme Accrediting Body:</b>	College of Radiographers
<b>Target FHEQ Level 7 Awards:</b>	Degree of Master of Science in Advanced Clinical Practitioner (Radiographic Reporting); Postgraduate Diploma Advanced Clinical Practitioner (Radiographic Reporting); Postgraduate Certificate Medical Imaging (Medical Image Reporting)
<b>Programme Admissions:</b>	September
<b>Programme Mode of Study:</b>	1 year part-time (PGCert); 2 years part-time (PGDip); 3 years part-time (MSc)

**Please note:** This programme specification has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but changes may occur given the interval between publishing and commencement of teaching. Any change which impacts the terms and conditions of an applicant's offer will be communicated to them. Upon commencement of the programme, students will receive further detail about their course and any minor changes will be discussed and/or communicated at this point.

### Minor Modifications Schedule

- (v1) January 2021: Specification reformatted and made accessible
- (v2) July 2021: Annual changes for 2021/22 including new project module RES7018-E. Updated admissions text and curriculum tables. Removed proposal panel specific language and terminology

---

## Introduction

### Advanced clinical practice: the national context in UK radiography

Medical imaging is essential to inform clinical decision making and patient management across most, if not all, disease pathways. Advances in imaging technology have increased both demand for, and breadth of, service provision and this increasing demand trend is anticipated to continue [1,2].

However, concerns exist with respect to Radiology capacity and ability to deliver a comprehensive reporting service [3]. A number of solutions to address capacity in radiology reporting have been introduced including outsourcing of service, auto-reporting (transfer of responsibility for clinical interpretation to referring clinician) and employment of reporting radiographers [4].

Reporting radiographers have been employed across UK NHS hospitals for over 20 years. While the reporting workload predominantly focuses on reporting projectional radiographs (X-Rays), radiographers also interpret and report examinations across the range of imaging modalities enhancing capacity and enabling turn around targets to be met. Recognition of

the importance of reporting radiographers to service delivery was highlighted in the recent cancer workforce plan [5] which, in addition to proposing investment in over 2000 diagnostic and therapeutic radiographers, recommended developing a further 300 reporting radiographers to enable earlier cancer diagnosis evidencing future demand for reporting radiographer role. However, the reporting of images involves a wider set of skills than reviewing and communicating image appearances.

The health and care workforce strategy for England to 2027 [6] emphasises the increasing contribution of Advanced Clinical Practitioner (ACP) roles to enhance skills and flexibility across clinical teams, work across professional boundaries and support delivery of high-quality clinical services. Importantly, while ACP role across a range of non-medical disciplines have been outlined, the role of the Radiographer ACP was singled out as a new professional role to be developed alongside enhancement of existing consultant roles to provide a structured mid-career opportunity with comprehensive role development towards future consultancy roles. The multi-professional framework for advanced clinical practice in England [7] clearly outlines the capabilities of health professionals working in these roles underpinned by the established four pillars of practice (expert clinical practice; leadership & management; education; research). This aims to address inconsistencies seen nationally in reporting radiographer utilisation and role scope, with many not working at an advanced practitioner level [8].

## Why Bradford?

The University of Bradford has provided postgraduate Radiographer Reporting education since 1996 and has an established national and international reputation in the field. The programme team at the University of Bradford are informing future developments as a consequence of being the academic partner in the Health Education England (HEE) supported pilot 'Radiographer Reporting Academy' which has received national interest in terms delivery and outcomes. Led by Professor Beverly Snaith (University of Bradford 2017 Anniversary Chair and consultant radiographer Mid Yorkshire Hospitals NHS Trust), the pilot academy was developed as part of 'Working Together Programme' NHS Vanguard as a Local Workforce Action Board (LWAB) for South Yorkshire and Bassetlaw project with a consortium of NHS Trusts across Yorkshire to train radiography ACPs specialising in radiographic reporting and this has now been replicated elsewhere. The combination of increasing demand [9], changing expectations [10] and active partnership means that the University of Bradford is in a unique position to respond to future service and workforce demands [11] through development and provision of a postgraduate radiographer reporting programme that evidence development of ACP capabilities as well as clinical reporting expertise with a pathway through to MSc award.

The programme aligns to the University and Faculty strategy and ambitions. The university has a strong ethos of "Making Knowledge Work". Inherently, because programmes within the Medical Imaging portfolio are aimed at enhancing and advancing radiographer roles and competencies, students are able to apply their specialist knowledge and academic learning to clinical practice to increase service efficiency and promote a person-centred approach to healthcare service delivery. The programme is also well aligned with the University's strategic priorities around advancing health care and sustainable societies as it looks to meet the demands and challenges of delivering high quality patient centred care,

supporting the development of a capable and dynamic workforce to increase sustainability of healthcare delivery.

Research informed teaching is core to the University strategy. The programme is research informed in terms of content and delivery: an enquiry-based approach to teaching and learning is adopted to enable questioning and decision-making skills alongside knowledge development; the programme team are key researchers in the field of Radiographer Reporting and advanced practice with international credibility in the field; course materials reflect current thinking in terms of radiographer roles and health policy.

It is the University's vision to be a global leader in educating students from all backgrounds (widening participation and internationalisation) and the Faculty has a strategy for Interprofessional Education to promote cross discipline learning. The current postgraduate Medical Imaging portfolio within the Specialist Skills and Post Registration Development framework recruits from a national demographic, not just the local Bradford and Airedale area, with radiographers employed in both NHS and private healthcare organisations. Consequently, the student body is diverse reflecting the strength of the University in supporting the widening participation agenda.

## Programme Overview

Several routes are available through the programme. Candidates training to be new reporting radiographers can use the **Medical Imaging Certificate** route to develop and apply their knowledge and skills depending on the scope of practice they are developing. The two year **Advanced Clinical Practitioner Diploma** is for those wanting to advance their role further, developing leadership skills in their Radiographic Reporting role and more than one scope of reporting practice. The three year **Advanced Clinical Practitioner Master's Degree** programme covers the four pillars of ACP in a Radiographic Reporting context and is future-proof for upcoming changes to ACP registration and accreditation, contextualising learning to fulfil the needs of the Advanced Clinical Practitioner role within Diagnostic Radiography in their employment environment and addressing all the aims and objectives for the programme.

The awards offer students the opportunity to apply knowledge to a range of clinical and professional situations through reflection and practice experience, supported by an experienced mentor. Learning and teaching is designed to equip students with skills in using a range of information, data, tools and techniques to improve the quality of patient care and health outcomes as well as demonstrate impact and value.

The modules within the MSc Advanced Clinical Practitioner (Radiographic Reporting) pathway focus on research, leadership and competencies to support the student in undertaking an advanced clinical practitioner role. The programme incorporates modules from the SSPRD framework (Faculty of Health Studies taught postgraduate studies) to enable students to learn alongside and from other healthcare professionals from the UK and beyond. The Service Evaluation and Improvement in Clinical Practice module enables MSc students to shape their own focus of study within the modules aims and learning outcomes by learning the principles being taught and applying them to their own professional areas of interest.

## **Programme Aims**

The programme is intended to:

- A1 Provide a flexible educational framework that is vocationally relevant, which meets the students' professional development needs, as well as the organisational needs of employers.
- A2 Provide opportunities for inter-professional teaching and learning to share the knowledge, skills and experience common to a range of different health and social care disciplines.
- A3 Stimulate students to become autonomous self-directed learners who are motivated to sustain and advance their own continuous professional learning.
- A4 Develop student's clinical skills, knowledge and critical understanding to an advanced level, applicable to their own field of practice.
- A5 Further develop cognitive and practical skills to undertake data synthesis, complex problem solving and risk assessment.
- A6 Prepare students to become autonomous practitioners, to work in advanced and specialist roles with high levels of accountability.
- A7 Develop students as practitioners who will innovate, promote evidence informed practice and improve service user outcomes.
- A8 Develop students as leaders with skills and confidence, to act as role models, supporting the professional development of colleagues and the work within their organisation.
- A9 Develop students as critically reflective, competent leaders who will manage service development towards effective, sustainable, inclusive, fair and ethically sensitive service provision.
- A10 Develop students understanding of the theoretical constructs underpinning research and project management.
- A11 Demonstrate how the findings can influence practice and policy.

## **Programme Learning Outcomes**

The MSc Advanced Clinical Practitioner (Radiographic Reporting) programme learning outcomes are compatible with the Framework for Higher Education Qualifications (FHEQ 2008). The learning outcomes outlined below are contextualised within the learning outcomes of the modules that students will study.

**To be eligible for the FHEQ Level 7 award of Postgraduate Certificate Medical Imaging (Medical Image Reporting), students will be able to:**

- P1 Develop a detailed knowledge and critical understanding of the literature and theoretical concepts that relate to their specialist field of practice.

- P2 Critically analyse and apply the research evidence that informs the development of policy and service delivery in their specialist field of practice.
- P3 Demonstrate mastery of clinical or practical skills for the management of complex issues within their field of practice.
- P4 Reflect upon and demonstrate knowledge of values, ethical thinking, equality awareness, inclusive practice within their specialist field or practice.
- P5 Develop and demonstrate the ability to articulate sound arguments and justify decisions using a variety of formats including written and oral communication skills.
- P6 Demonstrate advanced communication skills, problem solving and risk assessment in the student's area of clinical practice.
- P7 Demonstrate the ability to become an autonomous learner through independent study and critical reflection on continuing development needs.
- P8 Demonstrate the ability to use IT skills to gather and synthesise information and to access programme materials.

**Additionally, to be eligible for the FHEQ Level 7 award of Postgraduate Diploma Advanced Clinical Practitioner (Radiographic Reporting), students will be able to:**

- P9 Apply knowledge of anatomy and physiology to undertake advanced assessment, diagnosis, complex care plan, health promotion and evaluation appropriate to the student's area of practice.
- P10 Apply knowledge of service improvement and re-design theory in the students own area of practice.
- P11 Critically reflect on their leadership skills and apply their knowledge to support the professional development of colleagues and the work within their organisation.
- P12 Critically analyse clinical governance issues, service improvement and patient safety issues in the context of their area of practice.

**Additionally, to be eligible for the FHEQ Level 7 Degree award of Master of Science Advanced Clinical Practitioner (Radiographic Reporting), students will be able to:**

- P13 Demonstrate understanding of the theoretical constructs underpinning research and project management.
- P14 Apply research skills to influence and improve practice and policy in the students own area of practice.
- P15 Apply research and project management skills and demonstrate their ability as an autonomous learner to complete an extended project.

## Curriculum

The three-year part time programme consists of two core (year 1) and two optional 30 credit modules (from a choice of four modules, year 2) and a choice of three 60 credit final stage dissertation modules (year 3): some of these final stage modules have corresponding pre-requisite modules in year 2 which will influence module selection. The programme has a blended learning approach combining university work-based learning. Learning and assessment will be supported through the VLE and portfolio of reporting practice. Students will be expected to work closely with a mentor in their clinical field to support achievement of work-based learning expectations. There is also some flexibility in the choice of learning topic within the clinical portfolio promoting student autonomy in directing learning and permitting learning to reflect clinical working environment. Reflection on practice is also key and supported by a portfolio in the reporting modules.

The curriculum and programme structure may change, subject to the University's programme approval, monitoring and review processes.

## Postgraduate Certificate

Students study Principles of Reporting and 1 30-credit option from the below list:

Module Code	Module Title	Module Type	Module Credit	Study Period
RAD7001-C	Principles of Reporting	Core	30	Semester 1
RAD7012-C	Medical Image Reporting Chest and Abdomen	Option	30	Semester 2 and Semester 3
RAD7013-C	Medical Image Reporting MSK	Option	30	Semester 2 and Semester 3

Students who have completed 60 credits and achieved the award learning outcomes will be eligible for the FHEQ Level 7 award of Postgraduate Certificate Medical Imaging (Medical Image Reporting). THIS AWARD DOES NOT GRANT ELIGIBILITY TO REGISTER WITH THE HEALTH AND CARE PROFESSIONS COUNCIL.

## Postgraduate Diploma

Students study a further 60 credits in the second year of the programme, including Leadership for Advanced Practitioners and the other Medical Image Reporting module they did not take in the first year:

Module Code	Module Title	Module Type	Module Credit	Study Period
LEM7011-C	Leadership for Advanced Practitioners	Core	30	Semester 1 OR Semester 2
RAD7012-C	Medical Image Reporting Chest and Abdomen	Option	30	Semester 2 and Semester 3
RAD7013-C	Medical Image Reporting MSK	Option	30	Semester 2 and Semester 3

Students who have completed 120 credits and achieved the award learning outcomes will be eligible for the FHEQ Level 7 award of Postgraduate Certificate Advanced Clinical Practitioner (Radiographic Reporting). THIS AWARD DOES NOT GRANT ELIGIBILITY TO REGISTER WITH THE HEALTH AND CARE PROFESSIONS COUNCIL.

## Degree of Master

Students studying for the Master's degree in year 3 will complete a substantial work-based project where they will plan to use their skills as an Advanced Clinical Practitioner to implement change and improve outcomes in their workplace.

Module Code	Module Title	Module Type	Module Credit	Study Period
RES7018-E	Service Evaluation and Improvement in Clinical Practice	Core	60	Full Year

Students who have completed 180 credits and achieved the award learning outcomes will be eligible for the FHEQ Level 7 Degree award of Master of Science Advanced Clinical Practitioner (Radiographic Reporting). THIS AWARD DOES NOT GRANT ELIGIBILITY TO REGISTER WITH THE HEALTH AND CARE PROFESSIONS COUNCIL.

## Learning and Teaching Strategy

The programme has a blended learning approach combining university and work-based learning. Learning and assessment will be supported through the VLE. Students will be expected to work closely with a mentor in their clinical field to support achievement of work-based learning expectations and competencies. Whilst on clinical placement the student will complete a record of clinical experience and reporting practice and undertake work-based projects/case studies as part of the learning process. These work-based tasks will include a critical appraisal of published literature and research, and reflection on their practice.

Lectures and practical activities will be used to cover the key concepts and skills within the modules. These sessions may take place on campus, face to face or online.

Tutorials will be used to facilitate learning from each other and recognised clinical experts and provide opportunities for formative feedback (peer, tutor and self). Technology will be used to support the students learning and to facilitate sharing and collaboration in problem solving whilst they are away from the University.

Directed study activities supported by the VLE will further support the student in exploring the syllabus and addressing the module and programme outcomes.

Completion of the dissertation will be on a one-to-one basis with the project supervisor and the format of that supervision will be mutually negotiated and may take the form of: face to face meetings, email, skype or telephone supervision.

There is optionality within the programme allowing students to choose their clinical focus. In the Service Evaluation and Improvement in Clinical Practice module, clinical competencies can be negotiated on a tripartite basis between the student, Programme leader and Mentor.

Ongoing formative feedback and support will be provided through academic review of reporting knowledge and skills from academic staff and clinical mentors. There will be formative assessment points for opportunity for feedback and written assignments with the module leader or project supervisor. Students will be supported to demonstrate their Advanced Clinical Practice meets the learning outcomes of Tier 1 and 2 of the dementia core skills education and training framework.

The aims of the teaching and learning strategies have been designed so that students will be given the opportunity to develop theoretical understanding, research informed knowledge and critical thinking (Programme LOs 1, 2, 5, 6, 8, 13), to develop a range of skills appropriate to their professional field (Programme LOs 3, 4, 7, 10, 11, 12), their organisation and workplace setting. Students will also develop their skills and knowledge of research and application to their practice area (Programme LOs 9, 13, 14 and 15).

The Programme will expose students to a range of different teaching, learning and assessment strategies required to achieve the learning outcomes. The teaching approaches that are used across the Faculty of Health Studies are informed by the University and Faculty core values which are for teaching and learning to be: *Research informed, Reflective, Adaptable, Inclusive, Supportive, Ethical and Sustainable*. Therefore, the programme delivery includes the following:

- Lectures: to a group of students where information will be presented and discussed whilst informed by the core values.
- Facilitated seminars and group discussion: where learning will be through the interpretation and critical application of information and group learning.
- Tutorial where small group number of students reflect and discuss issues related to their learning.
- Work-based learning: where learning is directed within the work environment and is reflected upon and then reported on, and where skills are taught in relation to theory and best practice enabling students to advance their competent in their field of practice.
- Use of virtual learning environments and e-portfolio, to support learning and personal development.
- Directed reading: where set reading may be recommended.
- Self-Directed learning: Where students are expected to develop their own learning by identifying areas of interest and areas in which knowledge needs to be developed.
- Undertaking a work-based project which is shaped by the student's own self-directed learning needs and the learning outcomes at MSc level.

Students will be expected to develop an autonomous learning style and become self-directed as a learner.



UK and International Students from other programmes may also be undertaking the modules which are accessible to other students within the Faculty of Health Studies, namely the Specialist Skills and Post Registration Development (SSPRD) framework: the 'Leadership for Advanced Practitioners' and 'Service Evaluation and Improvement in Clinical Practice' modules. This allows for multi-disciplinary learning with perspectives beyond UK radiography practice.

## Assessment Strategy

Learning will be assessed against the learning outcomes and programme aims through the use of a range of different assessment techniques which may include one or more of the following approaches depending on the optional modules selected:

- Written essay
- The development of a reflective portfolio
- Completion of clinical audit
- Computer based examination
- Seminar presentation
- Written project report
- Completion of a dissertation
- Research paper/executive summary

The competencies document for the Leadership for Advanced Practitioners allows students to submit a range of evidence, observed and countersigned by a mentor, to demonstrate competency in the areas of:

1. Leadership and collaborative practice
2. Improving quality and developing practice
3. Developing self and others

**Please note: Some of these teaching and assessment strategies may change over time and through the ongoing development of the programme and or modules.**

## Assessment Regulations

This Programme conforms to the standard University Postgraduate Assessment Regulations which are available at the link: <https://www.bradford.ac.uk/regulations/>

However, there are three exceptions to these regulations as listed below:

1. Students must achieve 40% in each module which make up an award of which all components and elements of assessment are achieved at 40%.
2. For modules RAD7012-C Medical Image Reporting Chest and Abdomen and RAD7013-C Medical Image Reporting MSK any examination component of assessment has a pass mark of 90%.

3. Students are offered in-session reassessment (supplementary assessment as a second attempt) prior to a Board of Examiners meeting.

## Admission Requirements

The University welcomes applications from all potential students and most important in the decision to offer a place is our assessment of a candidate's potential to benefit from their studies and of their ability to succeed on this particular programme.

We take into consideration a number of factors when assessing your application. It's not just about your grades; we take the time to understand your personal circumstances and make decisions based on your potential to thrive at university and beyond.

The minimum entry requirement for this programme is to have **professional registration with the Health and Care Professions Council (HCPC) as a radiographer** and to have a specific Radiography degree which is **usually a BSc with Honours in Diagnostic Radiography**.

## Professional Entry Requirements

The current professional entry requirements for the programme are:

- To be currently employed as an HCPC registered Diagnostic Radiographer in a UK hospital and remain in employment for the duration of their studies.
- To have your application supported by your employer agreeing to release you to attend the taught content and facilitate undertaking necessary practical experience for work-based learning. This is a minimum of 15 hours per week. If you are self-employed, we are not able to offer reimbursement for lost earnings to support your studies.
- Students will require an appropriately skilled workplace mentor, usually ideally from a practicing ACP from within the same NHS Trust.

## Access and Recognition of Prior Learning

While home computer ownership and internet access is not required if the campus can be readily accessed, students based further away from Bradford will find such access beneficial when using online resources, the virtual learning environment and when submitting assignments. A limited number of student laptop loans are available via the University's JB Priestley Library.

The University welcomes disabled students who may wish to access our Disability Service before they apply: <https://www.bradford.ac.uk/disability/before/>

If applicants have prior certificated learning or professional experience which may be equivalent to parts of this programme, the University has procedures to evaluate and recognise this learning in order to provide applicants with exemptions from specified modules or parts of the programme. For Recognition of Prior Certificated Learning, you

will need to provide your certificate, transcript, and programme documentation including learning outcomes. For more information about our RPL procedures, visit the website: <https://www.bradford.ac.uk/teaching-quality/prior-learning/>

## International and English Language Entry Requirements

This programme is open to international students **only if** you meet the professional entry requirements including HCPC registration and UK employment. We cannot accept overseas registrations.

Applicants whose first language is not English will be expected to possess a University approved English Language qualification at **IELTS 6.5**, or equivalent. Please see: <https://www.bradford.ac.uk/international/entry-requirements/> for more details of qualifications we can accept. If you do not meet the IELTS requirement, you can take a University of Bradford pre-sessional English course with our Language Centre: <https://www.brad.ac.uk/courses/other/pre-sessional-english-language-programme/>

**Please note:** The information above relates to the contemporary recruitment cycle at time of publication and therefore may now be out of date. The current tariff, accepted qualifications for entry onto the programme and any restrictions that apply to admission or funding are published on the programme course listing website: MSc / PGDip Advanced Clinical Practitioner (Radiographic Reporting): <https://www.bradford.ac.uk/courses/pg/clinical-practitioner-radiographic-reporting/>

## References

1. Maskell G. The demand for radiology services. *British Journal of Healthcare Management* 2015; 21: 11-1.
2. The Royal College of Radiologists. Our patients are still waiting ... London: RCR. 2016.
3. The Royal College of Radiologists. Clinical radiology UK workforce census 2016 report. London: The Royal College of Radiologists. 2017.
4. Johnson P. Image management: handling rising demand for diagnostics [online]. *Health Serv J* 2013. Available at: <https://www.hsj.co.uk/technology-and-innovation/image-management-handling-rising-demand-for-diagnostics-/5061175.article> [accessed 21 December 2017].
5. Health Education England. Cancer workforce plan 2017. Available at: <https://www.hee.nhs.uk/sites/default/files/documents/Cancer%20Workforce%20Plan.pdf> [accessed 10 December 2017].

6. Health Education England. Facing the Facts, Shaping the Future – a draft health and care workforce strategy for England to 2027. Available from:  
<https://www.hee.nhs.uk/sites/default/files/documents/Facing%20the%20Facts%2C%20Shaping%20the%20Future%20%E2%80%93%20a%20draft%20health%20and%20care%20workforce%20strategy%20for%20England%20to%202027.pdf> [accessed 21 December 2017].
  7. Health Education England. Multi-professional framework for advanced clinical practice in England. Available from:  
<https://hee.nhs.uk/sites/default/files/documents/HEE%20ACP%20Framework.pdf> [accessed 21 December 2017].
  8. Milner RC, Culpan DG, Snaith B. Radiographer reporting in the UK: Is the current scope of practice limiting plain film reporting capacity? *British Journal of Radiology* 2016; 89: DOI: 10.1259/bjr.20160228
  9. Maskell G. The demand for radiology services. *British Journal of Healthcare Management* 2015; 21: 11-1.
  10. The Royal College of Radiologists. Our patients are still waiting ... London: RCR. 2016.
  11. The Royal College of Radiologists. Clinical radiology UK workforce census 2016 report. London: The Royal College of Radiologists. 2017.
-