Postgraduate Programme Specification
MSc Diagnostic Imaging

This specification provides a summary of the main features of the programme and learning outcomes that a student might reasonably be expected to achieve and demonstrate where full advantage is taken of all learning opportunities offered. Further details on the learning, teaching and assessment approach for the programme and modules can be accessed on the University website and Virtual Learning Environment, GCU Learn. All programmes of the University are subject to the University's Quality Assurance processes.

1. GENERAL INFORMATION				
Programme Title	MSc Diagnostic Imaging			
Final Award	MSc Diagnostic Imaging MSc/PgD/PgC Diagnostic Imaging MSc/PgD Diagnostic Imaging (Magnetic Resonance Imaging) MSc/PgD Diagnostic Imaging (Computed Tomography) MSc/PgD Diagnostic Imaging (Medical Ultrasound Studies)			
Awarding Body	Glasgow Caledonian University			
School	School of Health and Life Sciences			
Department	Podiatry and Radiography			
Mode of Study	Full-time Part-time Online Distance Learning			
Location of Delivery	Glasgow Campus			
UCAS Code	N/A			
Accreditations (PSRB)	N/A			
Period of Approval	From:	September 2020	To:	October 2026

2. EDUCATIONAL AIMS OF PROGRAMME

Programme Philosophy and Aims

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

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

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

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

KNOWLEDGE & RESEARCH Works with key stakeholders to identify research questions Develops research programmes Becomes a critical thinker Supports the use of research	**PRACTICE** Promotes and supports advanced practice Develop/sustain leadership within the profession Enhances collaborative working and evidence-based practice
Student as Scholar	
EDUCATION Becomes a reflective lifelong learner Promotes and supports effective learning in others (e.g. patients/ clients, colleagues) Appreciates value of inter professional learning and working	**SERVICE** Recognises and supports ethical dimension to research, practice and education Contributes to wellbeing of community and society Participates as a global citizen

Model Highlighting the Four Domains of Learning

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

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

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

3. LEARNING OUTCOMES

The Programme Aims are:

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

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

A: Knowledge and understanding;

A1 Knowledge that covers and integrates most, if not all, of the main areas of the subject/discipline/sector – including their features, boundaries, terminology and conventions.
A2 A critical understanding of the principal theories, concepts and principles.
A3 A critical understanding of a range of specialised theories, concepts and principles.
A4 Extensive, detailed and critical knowledge and understanding in one or more specialisms, much of which is at, or informed by, developments at the forefront.
A5 A critical awareness of current issues in a subject/discipline/sector and one or more specialisms.

B: Practice: Applied knowledge, skills and understanding;

B1 In using a significant range of the principal professional skills, techniques, practices and/or materials associated with the subject/discipline/sector.
B2 In using a range of specialised skills, techniques, practices and/or materials that are at the forefront of, or informed by forefront developments.
B3 In applying a range of standard and specialised research and/or equivalent instruments and techniques of enquiry.
B4 In planning and executing a significant project of research, investigation or development.
B5 In demonstrating originality and/or creativity, including in practices.
B6 To practise in a wide and often unpredictable variety of professional level contexts.

C: Generic cognitive skills;

C1 Apply critical analysis, evaluation and synthesis to forefront issues, or issues that are informed by forefront developments in diagnostic imaging
C2 Identify, conceptualise and define new and abstract problems and issues
C3 Develop original and creative responses to problems and issues
C4 Critically review, consolidate and extend knowledge, skills, practices and thinking in diagnostic imaging
C5 Deal with complex issues and make informed judgements in situations in the absence of complete or consistent data/information.

D: Communication, numeracy and ICT skills

D1 Develop communication and IT skills to enable effective learning.
D2 Communicate effectively in both written and oral forms.
D3 Communicate, using appropriate methods, to a range of audiences with different levels of knowledge/expertise.
D4 Communicate with peers, more senior colleagues and specialists.
D5 Use a wide range of ICT applications to support and enhance work at this level and adjust features to suit purpose
D6 Undertake critical evaluations of a wide range of numerical and graphical data.

E: Autonomy, accountability and working with others.

E1 Exercise substantial autonomy and initiative in professional and academic activities.
E2 Critically reflect on their current knowledge and practice to establish a focused personal development plan taking cognizance of selected learning strategies.
E3 Undertake group collaborative tasks that contribute to the learning within the programme.
E4 Demonstrate initiative and make an identifiable contribution to change and development and/or new thinking.
E5 Where a practice placement is offered i.e. CT & MRI pathways; Work in a peer relationship with specialist practitioners.
E6 Manage complex ethical and professional issues and make informed judgements on issues not addressed by current professional and/or ethical codes or practices.

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

4. LEARNING AND TEACHING METHODS

The programme provides a variety of learning and teaching methods. Programme and Module specific guidance will provide detail of the learning and teaching methods specific to each module.

Across the programme the learning and teaching methods and approaches may include the following:

- Lectures
- Seminars
- Practical classes
- Placements
- Simulation experiences
- Groupwork
- Flipped classroom approaches
- Online learning

The above approaches may be delivered either in person or online as appropriate and determined at module level by the Module Leader.

5. ASSESSMENT METHODS

The programme provides a variety of formative and summative assessment methods. Programme and Module specific guidance will provide detail of the assessment methods specific to each module.

Across the programme the assessment methods may include the following:

- Written coursework (essays, reports, case studies, dissertation, literature review)
- Oral coursework (presentations, structured conversations)
- Practical Assessment (Placement, VIVA, Laboratory work)
- Group work
- Blogs and Wikis
- Portfolio Presentations
- Formal Examinations and Class Tests

The above assessments may be delivered either in person and online as appropriate and determined at module level by the Module Leader.

The MSc Diagnostic Imaging Programme complies with the GCU exit requirements for a Master's programme. The modular structure of these programmes reflects the Scottish Credit and Qualifications Framework (SCQF 2010) and follows the standard Glasgow Caledonian University structure for taught postgraduate programmes (GCU Qualifications Framework 2015). This normally comprises of 180 credits, of which a minimum of 150 credits requires to be at SCQF level 11.
The Programme is offered on a full-time (normally one year) basis, or part time basis (normally 3-5 years).
Students on the MSc Diagnostic Imaging Programme are required to take: -

- 120 SCQF level 11 core credits: -

Compulsory – Advanced Research Methods (30 credits) & Masters Dissertation (60 Credits)
plus, one agreed 30 credit module from the SHLS suite of post graduate programmes. Recommended - Advanced Leadership for Health & Social Care Practitioners (30 credits), otherwise Work-Based Advanced

Skills and Innovative Practices 1/2 (30 credits) * Work-Based Advanced Skills and Innovative Practices 1/2 (30 credits) - *normally UK students only, working in practice

- 60 SCQF Level 11 credits of profession specific modules from: -

Advancing Practices in Imaging (30 credits), Magnetic Resonance Imaging Principles and Practice (30 credits), Computed Tomography Principles and Practice (30 credits), Principles of Practice in Medical Ultrasound (30 credits), * Work-Based Advanced Skills and Innovative Practices 1/2 (30 credits) - *normally UK students only, working in practice

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

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

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

Table 2 –Programme Structure

Full time structure:

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

Typical part time structure:

Year 1 Trimester A (1x 30M level credit module)			Credits
option	Advancing Practices in Imaging	MMB824487	30

option	Work based skills and innovative practices 1	MMB723194	30
Year 1 Trimester B (1x 30M level credit module)			
option (CT Pathway)	Computed Tomography Principles and Practice	MMB825991	30
option (MRI Pathway)	Magnetic Resonance Imaging Principles and Practice	MMB826882	30
option (MUS Pathway)	Principles of Practice in Medical Ultrasound	MMB823584	30
option	Work based skills and innovative practices 2	MMB723195	30
Year 2 Trimester A (1 x 30M level credit module)			
core	Advanced Research Methods	MMB724491	30
Year 2 Trimester B (1x 30 M level credit module)			
option	Advanced Leadership for Health and Social Care Practitioners	MMB726826	30
option	Any of Trimester B modules		30
Year 3 Trimester AB or BC or CA - (1 X 60 M level credit modules)			
core	Masters Dissertation	MMB724468	60

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

Exit Credits for Post-Graduate Awards

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

6. ENTRY REQUIREMENTS

Specific entry requirements for this programme can be found on the prospectus and study pages on the GCU website at this location: www.gcu.ac.uk/study

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

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

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

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

Home based students undertaking either, Magnetic Resonance Imaging Principles and Practice or Computed Tomography Principles and Practice have to be working in practice and have an agreement to have at least 72 hours of clinical time in the specified area of practice. They will require to adhere to the Fitness to practice policy and confirm completion of mandatory training and criminal record checks undertaken by their employer.

Fitness to Practise

All applicants to the MSc Diagnostic Imaging programme (home and international) are required to adhere to professional requirements regarding Fitness to Practise. This is carried out in the academic setting by means of the School's Fitness to Practise Documentation which **ALL** students undertaking the MSc Diagnostic Imaging programme are required to comply with

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

The Course webpage specific to this Programme is:
https://www.gcu.ac.uk/study/courses/postgraduate-diagnostic-imaging-glasgow2

All students entering the programme are required to adhere to the GCU Code of Student Conduct.

7. PROGRAMME STRUCTURE AND AVAILABLE AND FINAL EXIT AWARDS[1]

The following modules are delivered as part of this programme:

Module Code	Module Title	Core or Optional	SCQF Level	Credit Size	Coursework %	Examination %	Practical %
MMB824487	Advancing Practices in Imaging	Optional	11	30	100% (CW1 CW2)		
MMB724491	Advanced Research Methods	Core (PgD/ MSc)	11	30	100%		
MMB825991	Computed Tomography Principles and Practice	Optional	11	30	100% (CW1 CW2)		
MMB824475	Principles of Practice in Medical Ultrasound	Optional	11	30	100% (CW1 CW2)		
MMB826882	Magnetic Resonance Imaging Principles and Practice	Optional	11	30	100% (CW1 CW2)		
MMB722746	Advanced Leadership for Health and Social Care Practitioners	Optional	11	30	100%		
MMB723194	Work based skills and innovative practices 1 (normally UK students only)	Optional	11	30			
MMB723195	Work based skills and innovative practices 2 (normally UK students only)	Optional	11	30			
MMB724468	Masters Dissertation	Core (MSc)	11	60	100%		

Students undertaking the programme on a full-time basis commencing in September of each year will undertake the modules in the order presented above. This may be subject to variation for students commencing the programme at other times of year (e.g. January) and/or undertaking the programme on a part-time or distance learning mode of delivery.

The following final and early Exit Awards are available from this programme[2]:
PgC Diagnostic Imaging - 60 credits SCQF 11
Any two 30 credit modules gained from agreed modules specified in Table 2, to include at least one from: -
Advancing Practices in Imaging (30 credits) Magnetic Resonance Imaging Principles and Practice (30 credits); Computed Tomography Principles and Practice (30 credits); Principles of Practice in Medical Ultrasound (30 credits), Work-Based Advanced Skills and Innovative Practices (30 credits)

PgD Diagnostic Imaging & bracketed awards–
(Magnetic Resonance Imaging, Computed Tomography & Medical Ultrasound Studies)
120 credits SCQF 11
120 credits gained from agreed modules specified in Table 2, to comprise of: -

[1] Periodically, programmes and modules may be subject to change or cancellation. Further information on this can be found on the GCU website here: www.gcu.ac.uk/currentstudents/essentials/policiesandprocedures/changesandcancellationtoprogrammes

[2] Please refer to the GCU Qualifications Framework for the minimum credits required for each level of award and the Programme Handbook for requirements on any specified or prohibited module combinations for each award.

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

8. ASSESSMENT REGULATIONS

Students should expect to complete their programme of study under the GCU Assessment Regulations that were in place at the commencement of their studies on that programme, unless proposed changes to University Regulations are advantageous to students. These can be found at:
www.gcu.ac.uk/aboutgcu/supportservices/qualityassuranceandenhancement/regulationsandpolicies

VERSION CONTROL (to be completed in line with AQPP processes) **Any changes to the PSP must be recorded below by the programme team to ensure accuracy of the programme of study being offered.**			
Version Number	*Changes/Updates*	*Date Changes/Updates made*	*Date Effective From*
1.0	PSP transferred to new template	March 2025	Sept 2025