



2022 Framework Study Plan in brief

Bachelor of Science HES-SO in Radiologic Medical Imaging Technology

The course in brief

The Bachelor of Science HES-SO in Radiologic Medical Imaging Technology offers a 3-year generalist education program with 180 ECTS. It is offered at two Universities of Applied Sciences (UAS):

- Haute école de santé de Genève (HEdS - Genève)
- Haute Ecole de Santé Vaud – HESAV

Modern and Diversified teaching methods

Students are encouraged to be active actors in their education through teaching and evaluation methods which support the skills development, autonomy and reflexivity.

Development of a Transversal and Cross-Professional Expertise

Great importance is given to the development of knowledge and competences related to different profiles in the Health sector. Classes are dedicated to themes like: Scientific methodology, Bachelor's Thesis, Swiss Health System, Digitalization, Sustainability and Cross-professionalism.

A work-study program

The education is structured around the principle of integrative work-study. Students alternate periods of learning at school with operational sessions inside the professional environment. The practical training spans over 48 weeks in the field where they have the possibility to challenge the education methodology applied, boost the efficiency of their learning and develop a professional mindset.

A skills-based approach

The skills-based approach reinforces Autonomy, Sense of Responsibility and Reflexibility, Commitment and Employability dimensions by referring "what radiographer student should be able to do at the end of his/her course". The education is built looking to the Standard of Requirements for 7 different worker's role in the Health sector.





Teaching axis areas: Education identity card

The Bachelor of Science HES-SO in Radiologic Medical Imaging Technology program is built around 5 teaching areas:

Professional development

It is a double process contributing to the knowledge Construction and Human being identity as health professional. The identity contains personal, professional and Socio-Cultural dimensions which, once interconnected, will enable Critical thinking and Long-life learning.

Research and innovation

It concerns the initiation to scientific research and the acquisition of capacities needed for the participation to research projects in the Health sector. Such acquisitions will allow the students to analyze the validity of the research outcomes and to enhance their utility during the transfer to professional Health sectors founded on "Evidence Based Practice" principle.

Human-Centric Cooperation Practices

This teaching area defines the collaboration inside and between professional roles of the Health sector. The approach is Human-being centric and aims to ensure the security and the quality of health care services in complex situations. It promotes the use of logic and participation allowing the student to contribute the care services organization in a coordinated and harmonized way.

Quality Management, Radiological Risks and Care Safety

In this area of teaching, the students will learn how to evaluate and correctly manage risks for the patients, for themselves and for the security of any other workers in the Health Care System. The learning path will pass through Care quality Assurance, Data Quality, Radiological Risks, Image Quality and Safety Culture.

Professional Interventions and Technological Enhanced Environments

It focuses on Radiographers concepts and models (theoretical and methodological frameworks) by explaining the relationship between patients, technology and health care workers who deal with the organization of Radiographers encompassing Technical Medical Imaging and Therapy Activities.

Radiologic Medical Imaging Technology Course Schedule

