

Course Specification

| A. Course Information | | | |
|---|---|--|-------------------------------------|
| Final award title(s) | BSc (Hons) Diagnostic Radiography | | |
| Intermediate exit award title(s) | DipHE Diagnostic Imaging - 4292 CertHE Health Studies | | |
| UCAS Code | | Course Code(s) | FT 2384 PT 2383 Top up - 5599 |
| | London South Bank University | | |
| School | <input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input type="checkbox"/> HSC <input checked="" type="checkbox"/> LSS | | |
| Division | Allied Health Sciences | | |
| Course Director | Gail Edwards | | |
| Delivery site(s) for course(s) | <input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Other: please specify | | |
| Mode(s) of delivery | <input checked="" type="checkbox"/> Full time <input type="checkbox"/> Part time <input type="checkbox"/> other please specify | | |
| Length of course/start and finish dates | Mode | Length years | Start - month |
| | | | Finish - month |
| | Full time | 3 | September |
| | August | | |
| Is this course generally suitable for students on a Tier 4 visa? | No | | |
| Approval dates: | Course(s) validated / Subject to validation | July 2016 | |
| | Course specification last updated and signed off | September 2020 | |
| Professional, Statutory & Regulatory Body accreditation | Health and Care Professions Council College of Radiographers | | |
| Reference points: | Internal | Corporate Strategy 2015-2020 Academic Quality and Enhancement Manual School Strategy LSBU Academic Regulations | |
| | External | QAA Quality Code for Higher Education 2013 Framework for Higher Education Qualifications Subject Benchmark Statements (Dated) PSRB Competitions and Markets Authority SEEC Level Descriptors 2016 | |
| B. Course Aims and Features | | | |
| Distinctive features of course | The distinctive features of the BSc (Hons) Diagnostic Radiography programme include: | | |

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| | <ul style="list-style-type: none"> • meeting the HCPC Standards of Proficiency (2013) and HCPC Standards of Education and Training (2012), and enable successful students to be eligible to apply for registration with the Health and Care Professions Council. • equipping individuals with the knowledge and skills required for eligibility to apply for registration with the Health and Care Professions Council as a diagnostic radiographer. <p>This revision of the existing programme has encompassed the ongoing change in technology and the format of the changing healthcare environment with the aim of providing practitioners who are fit for purpose and fit for award.</p> |
| Course Aims | <p>The aims of the programme are to:</p> <ul style="list-style-type: none"> • ensure that the graduating radiography student achieves the competencies for eligibility to apply for registration as a diagnostic radiographer • develop confident and competent practitioners who practise autonomously, compassionately, skilfully and safely whilst maintaining dignity and promoting health and wellbeing • develop a graduate diagnostic radiographer who is a critical consumer of research and evidence • foster independence in learning and commitment to lifelong learning <p>develop the qualities and transferable skills necessary for employment</p> |
| Course Learning Outcomes | <p>Students will acquire knowledge and understanding of:</p> <p>A1 philosophy underpinning the development of the profession of radiography</p> <p>A2 role of the radiographer in the promotion of health and health education in relation to healthy living and health screening for disease detection</p> <p>A3 role of other professions and services in health and social care</p> <p>A4 structure and function of the human body, together with knowledge of health, disease, disorder and dysfunction relevant to their profession</p> <p>A5 structure and function of the human body in health, disease and trauma, as well as common pathologies and mechanisms of disease and trauma, including the musculoskeletal system; soft tissue organs; regional and cross-sectional anatomy of the head, neck, thorax, pelvis and abdomen; the cardiovascular, respiratory, genito- urinary, gastro-intestinal and neuro-endocrine systems</p> <p>A6 the signs and symptoms of disease and trauma that result in referral for diagnostic imaging procedures</p> <p>A7 radiobiological principles on which the practice of radiography is based</p> <p>A8 risk-benefit philosophy and principles involved in the practice of diagnostic radiography</p> <p>A9 principles and applications of scientific enquiry, including the evaluation of treatment efficacy and the research process</p> |

- A10 physical principles of ionising radiation production, interaction, modification and protection underpinning radiation therapy. In particular, detailed knowledge of current legislation relating to the use of ionising radiation for medical purposes is essential;
- A11 physical and scientific principles on which image formation using ionising and non- ionising radiation is based
- A12 principles of dose calculation and radiation dosimetry
- A13 theoretical basis underpinning patient assessment prior to and during diagnostic imaging examinations
- A14 capability, applications and range of technological equipment used in diagnostic imaging
- A15 concepts and principles involved in the practice of diagnostic imaging and how these inform and direct clinical judgement and decision making
- A16 pharmacology and methods of administration of drugs used within diagnostic imaging.
- A17 quality assurance, quality control and audit processes in place within diagnostic imaging.
- A18 current developments and trends in the science and practice of radiography
- A19 legislative, policy, ethical and research frameworks that underpin, inform and influence the practice of diagnostic radiographers.
- A20 concept of leadership and its application to practice

Students will develop their intellectual skills such that they are able to:

- B1 systematically evaluate and apply the scientific principles underpinning diagnostic radiography practices.
- B2 assess the role of diagnostic imaging and the diagnostic radiographer in the overall care of the client / patient.
- B3 assess the factors impinging on the delivery of continuity of care within a multidisciplinary team.
- B4 systematically evaluate the development of patient care or investigation strategies encountered in the diagnostic imaging department and initiate action appropriate for the individual.
- B5 be able to assess a professional situation, determine the nature and severity of the problem and call upon the required knowledge and experience to make reasoned decisions to initiate, continue, modify or cease diagnostic imaging investigations.
- B6 systematically evaluate the moral and ethical issues relevant to the clinical situation.
- B7 critically reflect on practice ensuring an evidence based approach to the professional role.
- B8 critically review research designs and methods which are used to generate evidence in diagnostic radiography
- B9 analyse and process data accurately, in order to conduct diagnostic imaging procedures efficiently and effectively.
- B10 demonstrate clinical reasoning skills based on judgements made from the collection, interrogation and interpretation of data from a range of sources and provided by a variety of methods.
- B11 recognise the value of research to the critical evaluation of diagnostic radiography practice.
- B12 engage in the underlying principles of supervision.

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| | <p>Students will acquire and develop practical skills such that they are able to:</p> <p>C1 accurately and safely operate a range of diagnostic imaging equipment, maintain a safe practice environment and assure the quality of their practice.</p> <p>C2 competently perform and evaluate the full range of standard imaging techniques and contrast agent examinations, including those undertaken on service users suffering from acute trauma, and where the service user's medical, physical or mental health needs require examinations to be carried out in non-standard imaging environments</p> <p>C3 practise within the legal and ethical boundaries of diagnostic radiography</p> <p>C4 demonstrate levels of clinical decision making commensurate with the level of theoretical and practical understanding.</p> <p>C5 consistently demonstrate skills in communication, information giving and developing therapeutic relationships.</p> <p>C6 prepare the patient both physically and psychologically in order to carry out an effective clinical procedure.</p> <p>C7 demonstrate awareness of the impact of culture, equality, and diversity on practice and practise in a non-discriminatory manner</p> <p>C8 apply effective moving and handling skills in order to protect patients and self.</p> <p>C9 use basic life support techniques and be able to deal safely with clinical emergencies C10 maintain records appropriately record and report outcomes of procedures appropriately.</p> <p>C11 demonstrate flexibility in working in a variety of work settings.</p> <p>C12 be able to remove and re-apply dressings and supports appropriately and in a safe, effective and considerate manner</p> <p>C13 manage their continuing professional development.</p> <p>C14 practise as an autonomous professional, exercising their own professional judgement within their scope of knowledge</p> <p>Students will acquire and develop transferable skills such that they are able to:</p> <p>D1. draw on appropriate knowledge and skills to inform practice</p> <p>D2. communicate effectively in both an inter and intra professional setting, .</p> <p>D3. perform as an effective member of an interdisciplinary team working, where appropriate, in partnership with service users, other professionals, support staff and others.</p> <p>D4. apply numeracy skills accurately to information and data relating to diagnostic imaging procedures.</p> <p>D5. use information and communications technology effectively, both in the practical situation and as a learning resource.</p> <p>D6. use physical, graphical, verbal and electronic methods to collect and analyse information from a range of sources including service user's clinical history, diagnostic images and reports, pathological tests and results.</p> <p>D7. learn and think independently in familiar and unfamiliar situations with an open mind and in the spirit of critical enquiry.</p> <p>D8. interpret written instructions accurately and safely.</p> <p>D9. interpret and use numerical and statistical information accurately.</p> |
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| | <p>D10. identify and present material and the evidence base to support a reasoned argument.</p> <p>D11. critically reflect on practice using research evidence ensuring an evidence based approach to the professional role.</p> <p>D12. be accountable for their actions.</p> |
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C. Teaching and Learning Strategy

Teaching and learning strategy

- Module Co-ordinators are required to provide material on-line and are encouraged to explore the use of on-line technologies that provide virtual teaching and assessment environments (Moodle).
- Lectures will be used to introduce and provide new information and update existing knowledge
- Seminars and discussions to share varied ideas amongst students
- Tutorials with individuals and groups
- Formative assessments
- Skills lab workshops to prepare students for clinical placements
- Critical incident analysis to reflect upon practice based issues
- Structured reading/guided study
- Workbooks to develop and update knowledge
- Small group exercises

Students can expect, as part of the teaching and learning strategy, to be pro-active participants in the development of intellectual skills through discussion and peer presentation and subject reporting.

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- Tutorials with individuals and groups
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- Critical incident analysis to reflect upon practice based issues
- Structured reading/guided study
- Workbooks to develop and update knowledge
- Small group exercises

Practical skills are normally developed through practical, skills based sessions, problem based approaches and clinical placements.

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- Seminars and discussions to share varied ideas amongst students
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- Seminars and discussions to share varied ideas amongst students
- Tutorials with individuals and groups

A. Assessment

Assessment methods are specified in each Module Guide and cover the module and programme learning outcomes prescribed in the Module Guide. Content, knowledge and understanding is assessed through unseen written examination, presentation, coursework and/or competencies. Assessment can take many forms based on the practical or theoretical content of the modules.

A variety of assessment methods are used to assess practical skills.

- Written Assignment
- Objective Structured Clinical Examination
- Skills workshops
- Clinical Competency Portfolio

- Written Examination
- Written Assignment
- Objective Structured Clinical Examination

- Written Examination
- Written Assignment
- Objective Structured Clinical Examination
- Clinical Competency Portfolio
- Presentations

E. Academic Regulations

The University's Academic Regulations apply for this course. Any course specific protocols will be identified here.

B. Entry Requirements

BSc (Hons) Programme: Applicants to these programmes will need to meet the following entry criteria (or recognised equivalent):

An overview of the recruitment requirements and AP(E)L process are detailed in the Generic Document (Document C).

The admission and selection procedures outlined are based on the following principles:

- Fitness for practice
- An imperative to ensure flexibility of entry in accordance with Department of Health guidance
- The course team's commitment to facilitate equal opportunities at the point of entry and throughout the course.

The university operates an equal opportunities policy where there is no discrimination in view of age, gender, race, marital status, sexual orientation, socio-economic background, disability or religious beliefs.

All offers of places on the programme are conditionally based on:

1. Satisfactory outcome of an interview;
2. Occupational Health clearance;

3. Satisfactory outcome of an Enhanced Disclosure and Barring Service application
4. Satisfactory clinical visit report – (Appendix 1)

Potential students may also apply for exemption for certain modules on the basis of prior learning and/or experience through the AP(E)L process when applying. This will be reviewed by the APEL team in the School for consideration of exemption.

Applications from candidates with disabilities are considered and assessment of abilities and needs undertaken sensitively. The safety of the potential students is an important consideration.

All applicants must be 18 years or over at the commencement of the course.

It is anticipated that applicants will have a wide variety of academic backgrounds, but they should ideally possess one of the following

- 280-300 UCAS tariff points (eg. 3 A-Levels at grade B; BTEC Level 3 extended diploma (before 2010 known as BTEC national diploma level 3) (DMM); Plus GCSE (A–C): five subjects including English, Mathematics and Physics/Combined Science **or**
- Access to HE course in Science or Health Studies or similar with 45 credits at L3 (minimum 24 credits at distinction and 21 credits at merit grade) and 15 credits at L2 **or**
- a Foundation degree/higher apprenticeship in a professionally relevant subject **or**
- an Honours degree (minimum 2:2 Classification) in a subject related to science or health, for example, physics, biology, health sciences.

Consideration will also be given to other relevant qualifications recognised as equivalent to the above.

Students for whom English is not their first language must achieve a minimum score of 7 overall or equivalent with not less than 7.5 in listening/speaking and not less than 6 in writing and reading for the International English Language Test Score (IELTS) [or TOEFL: 570 including 55 in the Test of Spoken English (TSE) and at least 5 in the Test of Written English (TWE)], at the time of application.

Application is by UCAS.

G. Course structure(s)

Full time 3 year

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|--|----------------------------|--|--|---|-----------------------------------|
| Year one Semester one Semester two | | Year two Semester one Semester two | | Year three Semester one Semester two | |
| Clinical applications of radiographic theory 1 | | Clinical applications of radiographic theory 2 | | Clinical applications of radiographic theory 3 | |
| Concepts of Interprofessional and Collaborative Practice | | Appraising evidence based practice for diagnostic radiography | | Improving quality, change management and leadership (Leadership and service innovation) | |
| Principles of clinical reasoning | Applied systemic anatomy 1 | Clinical applications of radiographic theory 1 (clinical time) | Radiographic imaging and disease processes | Specialist imaging and interventions in radiography | Radiographic image interpretation |
| Fundamentals of radiation science | Applied systemic anatomy 2 | Principles of further imaging modalities | | Contemporary debates within radiography practice | |

Placements information

Practice experience begins early in the programme (first semester) and students will gain practice experience through blocks of clinical placement throughout the programme. Academic and clinical blocks are structured to enable effective theory practice links to be established. Within the programme 50% of student activity is based in practice.

C. Course Modules

| Level 4 | | | |
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| Module and credits | Semester | Formative Assessment | Summative Assessment (weighting) |
| Concepts of interprofessional and collaborative practice (20) | 1 & 2 | Interprofessional workbook which demonstrates an understanding of the roles and relationships of different professional groups | 3000 word written assignment (100%) |
| Applied systemic anatomy 1 (20) | 2 | Electronic presentation as a group and presenting to the cohort & Peer assessment | 2 hour unseen exam (100%) |
| Fundamentals of radiation science (20) | 1 | mock exam paper | 2 hour unseen exam (100%) |
| Principles of clinical reasoning (20) | 1 | 1000 word written assignment | 3000 word written assignment (100%) |
| Clinical applications of radiographic theory 1 (40) | 1 & 2 | Clinical portfolio tasks and written submissions | 2-hour written examination (40%), Objective Structured Clinical Examination (60%) & Clinical Portfolio (Pass/Fail) |
| Applied Systemic Anatomy 2 (20) | 1 | mock exam paper | 2 hour unseen exam (100%) |
| Level 5 | | | |
| Appraising evidence based practice for Diagnostic Radiography (20) | 1 & 2 | quizzes and class-based activities. | 3000 word written assignment (100%) |
| Clinical applications of radiographic theory 1 (40) | 1 | Clinical portfolio tasks and written submissions | Clinical Portfolio (Pass/Fail) |
| Clinical applications of radiographic theory 2 (40) | 1 & 2 | Clinical portfolio tasks and written submissions | 2-hour written examination (40%), Objective Structured Clinical Examination (60%) & Clinical Portfolio (Pass/Fail) |
| Radiographic Imaging and disease processes (20) | 2 | Problem Based Learning in small groups supported by peer and tutor discussion board | 1,500-word discussion of a disease process/pathological condition (50%) & 1 hour unseen exam (50%) |
| Principles of further Imaging Modalities (20) | 1 | Group presentations relating to choice of imaging modalities | 2 hour unseen exam (100%) |
| Level 6 | | | |
| Improving quality, change management and leadership (20) | 1 & 2 | Small group discussion to outline proposal | 3000 word written change proposal (100%) |
| Clinical applications of radiographic theory 3 (40) | 1 & 2 | Clinical portfolio tasks and written submissions | 2-hour written examination (40%), Objective Structured Clinical Examination (60%) & Clinical Portfolio (Pass/Fail) |
| Contemporary Debates within Radiographic Practice (20) | 1 | Presentations to a group of students which provides peer feedback | 3000 literature review (100%) |
| Radiographic image interpretation (20) | 2 | 5 university based image interpretation workshops | 2 hour unseen OSCE of radiographic and CT images (100%) |

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| Specialist imaging and interventions in Radiography (20) | 1 | Small group activity to aid the development of presentation skills. | 20 minute Oral presentation (100%) |
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I. Timetable information

Timetables will be on moodle

J. Costs and financial support

Course related costs

Tuition fees/financial support/accommodation and living costs

- Information on tuition fees/financial support can be found by clicking on the following link - <http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding> or
- <http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding>
- Information on living costs and accommodation can be found by clicking the following link- <https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses>

List of Appendices

- Appendix A: Curriculum Map
- Appendix B: Educational Framework (undergraduate courses)
- Appendix C: Terminology

Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

| BSc (Hons) Diagnostic Radiography | | | | | | | | | | | | | | | |
|-----------------------------------|----------------------------------|-----------------------------------|----------------------------|--|--|----------------------------|--|--|--|--|---|--|-----------------------------------|---|--|
| | Principles of Clinical Reasoning | Fundamentals of Radiation Science | Applied Systemic Anatomy 1 | Concepts of Interprofessional and Collaborative Practice | Clinical applications of radiographic theory 1 | Applied systemic anatomy 2 | Principles of further imaging modalities | Radiographic imaging and disease processes | Appraising evidence for research informed practice | Clinical applications of radiographic theory 2 | Specialist imaging and interventions in radiography | Contemporary debates within radiography practice | Radiographic image interpretation | Improving quality, change management and leadership | Clinical applications of radiographic theory 3 |
| A. Knowledge and understanding | | | | | | | | | | | | | | | |
| A1 | TD | | | | | | TD | | | | | | DA | | |
| A2 | | | | | TDA | | | TDA | | TDA | TA | | | | TDA |
| A3 | | | | TDA | | | | TDA | | TDA | TA | | | | D |
| A4 | | | TDA | | TDA | TDA | | TDA | | D | TA | | | | D |
| A5 | | | TDA | | TDA | TDA | | TDA | | DA | TA | | | | D |
| A6 | | | TDA | | TDA | TDA | | TDA | | D | TA | | D | | DA |
| A7 | TA | TA | | | TDA | | T | DA | | TDA | TA | | | | D |
| A8 | | | | | TDA | | | D | | TDA | TA | | D | | DA |
| A9 | TA | | | | D | | | D | TDA | D | TA | TA | D | | D |
| A10 | | TA | | | TA | | TA | | | TDA | D | | | | D |
| A11 | | TA | | | | | TA | | | D | D | | | | D |
| A12 | D | TA | | | T | | | | | D | D | | | | D |
| A13 | TA | | D | | | D | | DA | | DA | TA | | | | DA |
| A14 | D | | | | TDA | D | TDA | D | | DA | D | | | | DA |
| A15 | | | D | | TDA | D | D | DA | | D | TA | TA | D | | D |
| A16 | | | TA | | TD | TA | TD | D | | D | D | | | | D |
| A17 | | | | | TDA | | TD | | | DA | D | | D | | DA |

| | | | | | | | | | | | | | | | |
|-----|--|---|--|---|-----|---|-----|---|--|---|----|----|-----|-----|----|
| A18 | | D | | | D | D | TDA | D | | D | TA | | | | DA |
| A19 | | | | T | TDA | | | | | D | TA | TA | TDA | | D |
| A20 | | | | | | | | | | | | | | TDA | |

| BSc (Hons) Diagnostic Radiography | | | | | | | | | | | | | | | |
|-----------------------------------|----------------------------------|-----------------------------------|----------------------------|--|--|----------------------------|--|--|--|--|---|--|-----------------------------------|---|--|
| | Principles of Clinical Reasoning | Fundamentals of Radiation Science | Applied Systemic Anatomy 1 | Concepts of Interprofessional and Collaborative Practice | Clinical applications of radiographic theory 1 | Applied systemic anatomy 2 | Principles of further imaging modalities | Radiographic imaging and disease processes | Appraising evidence for research informed practice | Clinical applications of radiographic theory 2 | Specialist imaging and interventions in radiography | Contemporary debates within radiography practice | Radiographic image interpretation | Improving quality, change management and leadership | Clinical applications of radiographic theory 3 |
| B. Intellectual Skills | | | | | | | | | | | | | | | |
| B1 | D | TA | D | | TDA | D | TDA | TDA | | TDA | D | | | | DA |
| B2 | TA | | D | TA | D | D | TDA | D | | D | TA | | D | | D |
| B3 | | | | TDA | D | | | D | | DA | D | D | | | D |
| B4 | TA | | D | | D | D | D | D | | D | TA | | D | | D |
| B5 | D | | | | TDA | | | D | | TDA | D | | D | | DA |
| B6 | | | | TD | D | | | D | | D | D | DA | | | D |
| B7 | TA | | | | | D | | D | TD | | D | | | | |
| B8 | | | | | | | | | TDA | | | DA | | | |
| B9 | D | | | | TD | | | D | | TD | D | DA | | | D |
| B10 | TD | | D | | D | D | D | TDA | | D | D | DA | | | DA |
| B11 | D | | | | | | | | TDA | | D | DA | TDA | | |
| B12 | | | | | | | | | | D | | | | TDA | D |
| C. Practical Skills | | | | | | | | | | | | | | | |
| C1 | T | | | | TDA | | | | | TDA | D | | | | TDA |
| C2 | | | D | | TDA | D | | | | TDA | | | | | TDA |
| C3 | D | | | TDA | D | | | | | D | D | | D | | D |
| C4 | D | | | | TDA | | | D | | TDA | | | D | | TDA |
| C5 | D | | | | D | | D | D | | D | TA | TA | TDA | | D |
| C6 | D | | | | TDA | | | D | | TDA | | | | | TDA |
| C7 | | | | TDA | D | | | | | D | D | | | | D |

| | | | | | | | | | | | | | | | |
|-----|--|--|--|--|-----|--|--|--|--|-----|--|--|-----|--|-----|
| C8 | | | | | TDA | | | | | TDA | | | | | TDA |
| C9 | | | | | TDA | | | | | TDA | | | | | TDA |
| C10 | | | | | TD | | | | | D | | | TDA | | D |

| BSc (Hons) Diagnostic Radiography | | | | | | | | | | | | | | | |
|-----------------------------------|----------------------------------|-----------------------------------|----------------------------|--|--|----------------------------|--|--|--|--|---|--|-----------------------------------|---|--|
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| C11 | | | | | D | | | | | D | | | | | D |
| C12 | | | | | TD | | | | | D | | | | | D |
| C13 | | | | | | | | | | | | TDA | | D | |
| C14 | | | | | D | | | | | D | | | D | | D |
| D. Transferable Skills | | | | | | | | | | | | | | | |
| D1 | D | D | D | | TDA | D | D | D | | TDA | D | D | D | | TDA |
| D2 | D | | | | TDA | | D | D | | TDA | D | D | D | | D |
| D3 | | | | TDA | D | | | D | | D | | | | | D |
| D4 | D | | | | TDA | | | | | D | D | | | | D |
| D5 | | | | | D | | D | | | D | D | DA | D | | D |
| D6 | D | | | | D | | D | D | D | D | D | DA | TDA | | D |
| D7 | | D | | | D | | | D | D | D | D | DA | D | | D |
| D8 | D | | | | D | | | | | D | D | | | | D |
| D9 | D | | | | D | | | | D | D | D | | | | D |
| D10 | | | | | | | | D | TD | | TA | TDA | | | |
| D11 | | | | | D | | | D | TDA | D | TA | TDA | D | | |
| D12 | D | | | | D | | | | | D | | | D | | D |

Appendix B: Embedding the Educational Framework for Undergraduate Courses

The Educational Framework at London South Bank University is a set of principles for curriculum design and the wider student experience that articulate our commitment to the highest standards of academic knowledge and understanding applied to the challenges of the wider world.

The Educational Framework reflects our status as University of the Year for Graduate Employment awarded by *The Times and The Sunday Times Good University Guide 2018* and builds on our 125 year history as a civic university committed to fostering social mobility through employability and enterprise, enabling our students to translate academic achievement into career success.

There are four key characteristics of LSBU's distinctive approach to the undergraduate curriculum and student experience:

- Develop students' professional and vocational skills through application in industry-standard facilities
- Develop our students' graduate attributes, self-awareness and behaviours aligned to our EPIIC values
- Integrate opportunities for students to develop their confidence, skills and networks into the curriculum
- Foster close relationships with employers, industry, and Professional, Statutory and Regulatory Bodies that underpin our provision (including the opportunity for placements, internships and professional opportunities)

The dimensions of the Educational Framework for curriculum design are:

- **informed by employer and industry** needs as well as professional, statutory and regulatory body requirements
- **embedded learning development** for all students to scaffold their learning through the curriculum taking into account the specific writing and thinking requirements of the discipline/profession
- **high impact pedagogies** that enable the development of student professional and vocational learning through application in industry-standard or authentic workplace contexts
- **inclusive teaching, learning and assessment** that enables all students to access and engage the course
- **assessment for learning** that provides timely and formative feedback

All courses should be designed to support these five dimensions of the Educational Framework. Successful embedding of the Educational Framework requires a systematic approach to course design and delivery that conceptualises the student experience of the curriculum as a whole rather than at modular level and promotes the progressive development of understanding over the entire course. It also builds on a well-established evidence base across the sector for the pedagogic and assessment experiences that contribute to high quality learning.

This appendix to the course specification document enables course teams to evidence how their courses meet minimum expectations, at what level where appropriate, as the basis for embedding the Educational Framework in all undergraduate provision at LSBU.

| Dimension of the Educational Framework | Minimum expectations and rationale | How this is achieved in the course |
|--|---|------------------------------------|
| Curricula informed by employer and industry need | <p><u>Outcomes focus and professional/employer links</u></p> <p>All LSBU courses will evidence the involvement of external stakeholders in the curriculum design process as well as plan for the participation of employers and/or alumni through guest lectures or Q&A sessions, employer panels, employer-generated case studies or other input of expertise into the delivery of the course provide students with access to current workplace examples and role models. Students should have access to employers and/or alumni in at least one module at level 4.</p> | |
| Embedded learning development | <p><u>Support for transition and academic preparedness</u></p> <p>At least two modules at level 4 should include embedded learning development in the curriculum to support student understanding of, and familiarity with, disciplinary ways of thinking and practising (e.g. analytical thinking, academic writing, critical reading, reflection). Where possible, learning development will be normally integrated into content modules rather than as standalone modules. Other level 4 modules should reference and reinforce the learning development to aid in the transfer of learning.</p> | |
| High impact pedagogies | <p><u>Group-based learning experiences</u></p> <p>The capacity to work effectively in teams enhances learning through working with peers and develops student outcomes, including communication, networking and respect for diversity of perspectives relevant to professionalism and inclusivity. At least one module at level 4 should include an opportunity for group working. Group-based learning can also be linked to assessment at level 4 if</p> | |

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| | appropriate. Consideration should be given to how students are allocated to groups to foster experience of diverse perspectives and values. | |
| Inclusive teaching, learning and assessment | <p><u>Accessible materials, resources and activities</u></p> <p>All course materials and resources, including course guides, PowerPoint presentations, handouts and Moodle should be provided in an accessible format. For example, font type and size, layout and colour as well as captioning or transcripts for audio-visual materials. Consideration should also be given to accessibility and the availability of alternative formats for reading lists.</p> | |
| Assessment for learning | <p><u>Assessment and feedback to support attainment, progression and retention</u></p> <p>Assessment is recognised as a critical point for at risk students as well as integral to the learning of all students. Formative feedback is essential during transition into university. All first semester modules at level 4 should include a formative or low-stakes summative assessment (e.g. low weighted in final outcome for the module) to provide an early opportunity for students to check progress and receive prompt and useable feedback that can feed-forward into future learning and assessment. Assessment and feedback communicates high expectations and develops a commitment to excellence.</p> | |
| High impact pedagogies | <p><u>Research and enquiry experiences</u></p> <p>Opportunities for students to undertake small-scale independent enquiry enable students to understand how knowledge is generated and tested in the discipline as well as prepare them to engage in enquiry as a highly sought after outcome of university study. In preparation for an undergraduate dissertation at level 6, courses should provide opportunities for students to develop research skills at level 4 and 5 and should engage with open-ended problems with appropriate support. Research opportunities should</p> | |

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| | <p>build student autonomy and are likely to encourage creativity and problem-solving. Dissemination of student research outcomes, for example via posters, presentations and reports with peer review, should also be considered.</p> | |
| <p>Curricula informed by employer and industry need / Assessment for learning</p> | <p><u>Authentic learning and assessment tasks</u> Live briefs, projects or equivalent authentic workplace learning experiences and/or assessments enable students, for example, to engage with external clients, develop their understanding through situated and experiential learning in real or simulated workplace contexts and deliver outputs to an agreed specification and deadline. Engagement with live briefs creates the opportunity for the development of student outcomes including excellence, professionalism, integrity and creativity. A live brief is likely to develop research and enquiry skills and can be linked to assessment if appropriate.</p> | |
| <p>Inclusive teaching, learning and assessment</p> | <p><u>Course content and teaching methods acknowledge the diversity of the student cohort</u> An inclusive curriculum incorporates images, examples, case studies and other resources from a broad range of cultural and social views reflecting diversity of the student cohort in terms of, for example, gender, ethnicity, sexuality, religious belief, socio-economic background etc. This commitment to inclusivity enables students to recognise themselves and their experiences in the curriculum as well as foster understanding of other viewpoints and identities.</p> | |
| <p>Curricula informed by employer and industry need</p> | <p><u>Work-based learning</u> Opportunities for learning that is relevant to future employment or undertaken in a workplace setting are fundamental to developing student applied knowledge as well as developing work-relevant student outcomes such as networking, professionalism and integrity. Work-based learning can take the form of work experience, internships or placements as</p> | |

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| | <p>well as, for example, case studies, simulations and role-play in industry-standards settings as relevant to the course. Work-based learning can be linked to assessment if appropriate.</p> | |
| <p>Embedded learning development</p> | <p><u>Writing in the disciplines: Alternative formats</u></p> <p>The development of student awareness, understanding and mastery of the specific thinking and communication practices in the discipline is fundamental to applied subject knowledge. This involves explicitly defining the features of disciplinary thinking and practices, finding opportunities to scaffold student attempts to adopt these ways of thinking and practising and providing opportunities to receive formative feedback on this. A writing in the disciplines approach recognises that writing is not a discrete representation of knowledge but integral to the process of knowing and understanding in the discipline. It is expected that assessment utilises formats that are recognisable and applicable to those working in the profession. For example, project report, presentation, poster, lab or field report, journal or professional article, position paper, case report, handbook, exhibition guide.</p> | |
| <p>High impact pedagogies</p> | <p><u>Multi-disciplinary, interdisciplinary or interprofessional group-based learning experiences</u></p> <p>Building on experience of group working at level 4, at level 5 students should be provided with the opportunity to work and manage more complex tasks in groups that work across traditional disciplinary and professional boundaries and reflecting interprofessional work-place settings. Learning in multi- or interdisciplinary groups creates the opportunity for the development of student outcomes including inclusivity, communication and networking.</p> | |
| <p>Assessment for learning</p> | <p><u>Variation of assessment</u></p> <p>An inclusive approach to curriculum recognises diversity and seeks to create</p> | |

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| | <p>a learning environment that enables equal opportunities for learning for all students and does not give those with a particular prior qualification (e.g. A-level or BTEC) an advantage or disadvantage. An holistic assessment strategy should provide opportunities for all students to be able to demonstrate achievement of learning outcomes in different ways throughout the course. This may be by offering alternate assessment tasks at the same assessment point, for example either a written or oral assessment, or by offering a range of different assessment tasks across the curriculum.</p> | |
| <p>Curricula informed by employer and industry need</p> | <p><u>Career management skills</u> Courses should provide support for the development of career management skills that enable student to be familiar with and understand relevant industries or professions, be able to build on work-related learning opportunities, understand the role of self-appraisal and planning for lifelong learning in career development, develop resilience and manage the career building process. This should be designed to inform the development of excellence and professionalism.</p> | |
| <p>Curricula informed by employer and industry need / Assessment for learning / High impact pedagogies</p> | <p><u>Capstone project/dissertation</u> The level 6 project or dissertation is a critical point for the integration and synthesis of knowledge and skills from across the course. It also provides an important transition into employment if the assessment is authentic, industry-facing or client-driven. It is recommended that this is a capstone experience, bringing together all learning across the course and creates the opportunity for the development of student outcomes including professionalism, integrity and creativity.</p> | |

Appendix C: Terminology

[Please provide a selection of definitions according to your own course and context to help prospective students who may not be familiar with terms used in higher education. Some examples are listed below]

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| awarding body | a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees |
| bursary | a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship' |
| collaborative provision | a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former |
| compulsory module | a module that students are required to take |
| contact hours | the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials |
| coursework | student work that contributes towards the final result but is not assessed by written examination |
| current students | students enrolled on a course who have not yet completed their studies or been awarded their qualification |
| delivery organisation | an organisation that delivers learning opportunities on behalf of a degree-awarding body |
| distance-learning course | a course of study that does not involve face-to-face contact between students and tutors |
| extracurricular | activities undertaken by students outside their studies |
| feedback (on assessment) | advice to students following their completion of a piece of assessed or examined work |
| formative assessment | a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students |

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| higher education provider | organisations that deliver higher education |
| independent learning | learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision |
| intensity of study | the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study |
| lecture | a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials |
| learning zone | a flexible student space that supports independent and social learning |
| material information | information students need to make an informed decision, such as about what and where to study |
| mode of study | different ways of studying, such as full-time, part-time, e-learning or work-based learning |
| modular course | a course delivered using modules |
| module | a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules |
| national teaching fellowship | a national award for individuals who have made an outstanding impact on student learning and the teaching profession |
| navigability (of websites) | the ease with which users can obtain the information they require from a website |
| optional module | a module or course unit that students choose to take |
| performance (examinations) | a type of examination used in performance-based subjects such as drama and music |
| professional body | an organisation that oversees the activities of a particular profession and represents the interests of its members |
| prospective student | those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider |

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| regulated course | a course that is regulated by a regulatory body |
| regulatory body | an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities |
| scholarship | a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary' |
| semester | either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms) |
| seminar | seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture |
| summative assessment | formal assessment of students' work, contributing to the final result |
| term | any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters) |
| total study time | the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment |
| tutorial | one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project |
| work/study placement | a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course |
| workload | see 'total study time' |
| written examination | a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions |

