LSBU

Course Specification

A. Course Information			
Final award title(s)	BSc (Hons) Therapeutic Radiography		
Intermediate exit award title(s)	Diploma in Radiotherapy and Oncology Practice Certificate in Health Studies		
UCAS Code		**Course Code(s)**	3603
	London South Bank University		
School	☐ ASC ☐ ACI ☐ BEA ☐ BUS ☐ ENG ☒ HSC ☐ LSS		
Division	Allied Health sciences		
Course Director	Caroline Walker		
Delivery site(s) for course(s)	☒ Southwark ☐ Havering ☐ Other: please specify		
Mode(s) of delivery	☒Full time ☒Part time ☐other please specify		
Length of course/start and finish dates	**Mode** / **Length years** / **Start - month** / **Finish - month** Full time / 3 / September / July		
Is this course generally suitable for students on a Tier 4 visa?	No		
Approval dates:	Course(s) validated / Subject to validation	February 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) Therapeutic Radiography

	programme include: • 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 therapeutic radiographer. 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.
Course Aims	• ensure that the graduating radiography student achieves the competencies for registration as a therapeutic radiographer and undertake the role of practitioner and operator in accordance with the Ionising Radiation (Medical Exposure) Regulations 2000 [IR(ME)R2006] • develop confident, competent and reflective practitioners who practise autonomously, compassionately, skilfully and safely whilst maintaining dignity, and promoting health and wellbeing, of patients • develop a graduate therapeutic radiographer who is a critical consumer of research and evidence • foster independence in learning and commitment to continued professional development and lifelong learning • develop in the graduating student the qualities and transferable skills necessary for employment
Course Learning Outcomes	Students will acquire knowledge and understanding of the: A1 philosophy underpinning the development of the profession of radiography A2 role of the radiographer in the promotion of health and health education in relation to healthy living and health screening for disease detection A3 role of other professions and services in health and social care A4 structure and function of the human body, together with knowledge of health, disease, disorder and dysfunction relevant to their profession A5 structure and function of the human body in health and disease, including: – regional and cross-sectional anatomy of the head, neck, thorax, pelvis and abdomen – common pathologies and mechanisms of disease with a concentration on cancer, histology, haematology and the lymphatic and immune systems A6 physiological signs and symptoms, clinical investigations and diagnostic procedures that result in referral for radiotherapy A7 oncology and pathophysiology of solid and systemic malignancies, epidemiology; aetiology; clinical presentation; impact and the management of patients with cancer.

	A8 radiobiological principles on which the practice of radiography is based A9 risk-benefit philosophy and principles involved in the practice of therapeutic radiography A10 principles and applications of scientific enquiry, including the evaluation of treatment efficacy and the research process A11 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; A12 physical and scientific principles on which image formation using ionising and non-ionising radiation is based A13 principles of dose calculation and radiation dosimetry A14 theoretical basis underpinning patient assessment prior to and during radiotherapy treatment A15 capability, applications and range of technological equipment used in radiotherapy A16 concepts and principles involved in the practice of radiotherapy and how these inform and direct clinical judgement and decision making A17 pharmacology and methods of administration of contrast agents, cytotoxic agents and drugs used in the relief of symptoms encountered frequently within the oncology setting. A18 quality assurance processes in place within radiotherapy A19 current developments and trends in the science and practice of radiotherapy A20 biochemical science of radiation pathophysiology A21 influence of adjuvant treatment including surgery and chemotherapy on radiotherapy dose prescription, timing of radiotherapy and post radiotherapy complications A22 behavioural and communication sciences, and in depth understanding of their relevance and application to the care of people with cancer and undergoing cancer treatment, particularly radiation therapy; A23 legislative, policy, ethical and research frameworks that underpin inform and influence the practice of therapeutic radiographers. A24 current developments and trends in the science and practice of radiography and cancer management and therapy. A25 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 therapeutic radiography practices.

	B2 assess the role of radiotherapy and the therapy 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 and treatment or investigation strategies encountered in the oncology 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 radiotherapy treatment 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 radiotherapy B9 analyse and process data accurately, in order to conduct treatment preparation procedures and deliver radiation therapy 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 radiotherapy practice. B12 engage in the underlying principles of supervision. Students will acquire and develop practical skills such that they are able to: C1 accurately and safely operate a range of therapeutic radiography equipment and maintain a safe practice environment. C2 competently perform and evaluate a wide range of radiotherapy techniques and assure the quality of their practice. C3 practise within the legal and ethical boundaries of radiotherapy C4 demonstrate levels of clinical decision making commensurate with the level of theoretical and practical understanding. C5 consistently demonstrate skills in communication, information giving and developing therapeutic relationships. C6 prepare the patient both physically and psychologically in order to carry out an effective clinical procedure.

	C7 immobilise the patient for safe and accurate treatment preparation and delivery. C8 localise the target volume precisely in relation to external surface and anatomical reference markings using a range of techniques including computed tomography and magnetic resonance imaging C9 manipulate exposure and image recording parameters to optimal effect and interpret and evaluate images obtained during radiotherapy planning and treatment C10 be able to distinguish between normal and abnormal appearances evident on images, interpret and evaluate images obtained during radiotherapy planning and treatment identify organs at risk on images to provide information for radiotherapy treatment planning C11 generate a treatment plan and verify the treatment parameters to ensure delivery of the optimal radiation prescription. C12 to undertake radiation dose calculations C13 apply effective moving and handling skills in order to protect patients and self. C14 record and report outcomes of procedures appropriately. C15 demonstrate flexibility in working in a variety of work settings. C16 be able to remove and re-apply dressings and supports appropriately and in a safe, effective and considerate manner C17 manage their continuing professional development C18 practise as an autonomous professional, exercising their own professional judgement within their scope of knowledge Students will acquire and develop transferable skills such that they are able to: • D1 communicate effectively in both an inter and intra professional setting. • D2 work effectively with others and perform as an effective member of an interdisciplinary team. • D3 apply numeracy skills accurately to information and data relating to therapeutic radiography procedures. • D4 use information and communications technology effectively, both in the practical situation and as a learning resource.

	• D5 learn, think and problem solve independently in familiar and unfamiliar situations with an open mind. • D6 interpret numerical, statistical data and written instructions accurately and safely and maintain records appropriately • D7 identify and present material and the evidence base to support a reasoned argument. • D8 critically reflect on practice / subject area using research evidence ensuring an evidence based approach to the professional role. • D9 be accountable for their actions • D10 practise in a non-discriminatory manner • D11 meet the care needs of individuals and their significant others sensitively and respectfully having regard to the impact of illness and trauma and to socio-cultural differences. • D12 be accountable for their actions

C. Teaching and Learning Strategy

- Lectures will be used to introduce and provide new information and update existing knowledge
- Module co-ordinators provide material on-line and students are encouraged to explore the use of on-line technologies that provide virtual teaching and assessment environments.
- Structured reading/guided study supplemented by e-activities on the VLE
- Virtual Environment Radiotherapy Treatment (VERT), imaging and dosimetry skills lab workshops to prepare students for clinical placements
- Seminars, discussions and small group exercises to share ideas, undertake critical incident analysis and reflect on practice based issues
- Tutorials with individuals and groups
- Formative assessments

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.

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

- Workshops / role play / simulation
- Enquiry based learning
- Tutorials
- Formative assessments
- Observation and demonstration of practices within clinical placements

Transferable skills are normally developed through engagement with, and completion of tasks in the academic and clinical curriculum. Interprofessional learning, group activities, practical skills development using VERT and dosimetry software, problem based approaches in the academic environment will be supplemented and enhanced by clinical placement experiences.

D. Assessment

Assessment methods are specified in each Module Guide and cover the module and course learning outcomes prescribed in the Module Guide. Content, knowledge and understanding is assessed through a variety of means and is aligned to the practical or theoretical content of the modules. Intellectual skills are assessed through a variety of means, aligned to the academic level, theoretical or practical content of the modules. A variety of assessment methods are used to assess transferable skills.

Assessment tasks are drawn from the following:

- Written Examination
- Written Assignment
- Objective Structured Clinical Examination
- E-activities
- Clinical Competency Portfolio
- Poster Presentation
- Oral presentations
- Oral examinations
- Written Clinical Portfolio
- Presentation

E. Academic Regulations

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

The school follows the university regulations apart from:

- Late Submission
- Third attempts

Late Submission Protocol – HSC Pre Registration Students

Late submission of coursework is not permitted for students enrolled on pre-registration courses in the School of Health and Social Care. As professionals, students will be expected to meet deadlines, so part of their professional development will be for them to manage their time and commitments so that deadlines can be achieved.

Third Attempt Protocol – HSC Pre Registration Students

Where a student has failed a module, the Award and Progression Examination Board will exercise its discretion to
permitted the opportunity for an exceptional third attempt at a single assessment in accordance with all of the following eligibility criteria:

Eligibility criteria

1. Increase in mark between first attempt and second (therefore there must have been an attempt).

2. Second attempt mark to be within 5 marks of the pass mark.

Non-eligibility criteria

1. No increase in academic mark between first and second attempt.
2. Second attempt mark more than 5 marks under the pass mark.

This protocol is limited to 1 module per academic year and excludes the dissertation.

All modules must be successfully completed before the student is allowed to progress to the next stage.

Protocol fails or compensated passes are not permitted.

A. Entry Requirements

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

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

- 120 UCAS tariff points (e.g. 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 60 credits (45 level 3 and 15 level 2) with 30 level 3 credits at Distinction and 15 level 3 credits at Merit

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.

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 tofacilitate 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 Criminal Records Bureau Disclosure
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.

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)

Course overview

Fundamentals of Radiation Science (20)	Formative	Mock exam	14		
	Summative	2 hr unseen examination 100%	25		
Biological Sciences (40)	Formative	Quizzes	26	Mock examination	36
		500 word submission	30		
	Summative	3000 word assignment 50%	38	2 hr unseen examination 50%	43
Radiotherapy Practice 1 (40)	Formative	RT e-activities and student presentations throughout			32
				Mock examination	31
	Summative			2 hr unseen examination 50%	43
				15 min presentation 50%	36
				Clinical competency portfolio P/F	47
Concepts of Interprofessional and Collaborative Practice (IPL1)	Formative	Group presentation of information resource	See VLE		
	Summative			3000 word reflective account 100%	40
YEAR 2		**SEMESTER 1**		**SEMESTER 2**	
Applied Radiation Sciences (20)	Formative	Mock examination	15		
	Summative	2 hr unseen examination 100%	25		
Radiotherapy Imaging and Dosimetry	Formative -	Radiotherapy plan production and evaluation throughout			See VLE
		Imaging practicals throughout			See VLE
				Oral presentation 50%	43

(40)	Summative			OSCE Imaging 50%	25
Radiotherapy Practice 2 (40)	Formative	RT e-activities and student presentations throughout			28
		Mock exam			40
	Summative			2 hr unseen examination 50%	43
				20 min presentation 50%	36
				Clinical competency portfolio P/F as year 1	52
Appraising evidence for research informed practice (IPL2)	Formative	Journal club			
	Summative			3000 word critical appraisal 100%	35

Contemporary Debates in Radiotherapy and Oncology (40)	Formative -			Debate	12
	Summative	20 min presentation 40%	25		
				3000 word essay 60%	43
Radiotherapy Practice 3 (60)	Formative -	RT e-activities throughout			See VLE
		VERT activities throughout			See VLE
		Mock Multi-modal clinical judgement assessment & Viva			See VLE
	Summative			Multi-modal clinical judgement assessment 50%	43
				Viva 50%	38
				Clinical competency portfolio P/F	50
Improving quality, change management and leadership (IPL 3)	Formative -				
	Summative			3000 word assignment 100%	34

Placements information

Radiography is a practice-based profession, competency is achieved through experimental learning and active participation, supported by the acquisition of a necessary extensive knowledge base. During the programme all students are required to gain a range of experience; all radiotherapy centres used for placement are able to provide an appropriate range of experience however there are occasions when specific experience is unavailable in a particular placement and at these times students may need to attend an alternative placement site. Allocation of placement sites is influenced by personal circumstances, geography and clinical capacity. Seconded students will complete the majority of their clinical training at the trust which is supporting their training.

H. Course Modules

Module Title	Credit	Level		Assessment
Concepts of Interprofessional and Collaborative Practice (IPL1)	20	4	Inter-professional Learning	3000 word reflective account 100%
Fundamentals of Radiation Science	20	4	Shared learning	2 hr unseen examination 100%
Biological Sciences	40	4	Therapeutic Radiography	3000 word assignment 50% 2 hr unseen examination 50%
Radiotherapy Practice 1	40	4	Therapeutic Radiography	2 hr unseen examination 50% 15 min presentation 50% Clinical competency portfolio P/F
Appraising evidence for research informed practice	20	5	Shared Learning	3000 word critical appraisal 100%
Applied Radiation Sciences	20	5	Therapeutic Radiography	2 hr unseen examination 100%
Radiotherapy Imaging and Dosimetry	40	5	Therapeutic Radiography	20 min presentation 50% OSCE Imaging 50%
Radiotherapy Practice 2	40	5	Therapeutic Radiography	2 hr unseen examination 50% 3000 words essay 50% Clinical competency portfolio P/F
Improving quality, change management and leadership (IPL 3)	20	6	Inter-professional Learning	3000 word assignment 100%

Contemporary Debates in Radiotherapy and Oncology	40	6	Therapeutic Radiography	3000 word essay 60% 20 mins oral presentation 40%
Radiotherapy Practice 3	60	6	Therapeutic Radiography	Multi-modal clinical judgement assessment 50% Viva 50% Clinical competency portfolio P/F

I. Timetable information

Week	BSc Yr 1	BSc Yr 2	BSc Yr 3	Week
52	Induction			52
1	AC	Clinical	Clinical	1
2	AC	Clinical	AC	2
3	AC	Clinical	AC	3
4	AC	Clinical	AC	4
5	AC	Clinical	AC	5
6	AC	Clinical	AC	6
7	Clinical	AC	Clinical	7
8	Clinical	AC	Clinical	8
9	Clinical	AC	Clinical	9
10	AC	AC	Clinical	10
11	AC	AC	Clinical	11
12	**HoI**	**HoI**	**HoI**	12
13	**HoI**	**HoI**	**HoI**	13
14	**HoI**	**HoI**	**HoI**	14
15	**REVISION**	**REVISION**	**REVISION**	15
16	**ASSESS**	**ASSESS**	**ASSESS**	16
17	AC	AC	Clinical	17
18	Clinical	STUDY	Clinical	18
19	Clinical	STUDY	Clinical	19
20	Clinical	STUDY	Clinical	20
21	Clinical	STUDY	Clinical	21
22	Clinical	STUDY	READING	22
23	AC	Clinical	AC	23
24	AC	Clinical	AC	24
25	AC	Clinical	AC	25
26	Clinical	Clinical	AC	26
27	Clinical	Clinical	SPRING	27

Relative Percentages

	Academic	Clinical
Year 1	42%	38%
Year 2	35%	45%
Year 3	36%	51%

28	Clinical	Clinical	BREAK	28
29	SPRING	Clinical	Clinical	29
30	BREAK	Clinical	Clinical	30
31	AC	SPRING	Clinical	31
32	AC	BREAK	Clinical	32
33	AC	RP2 prep	Clinical	33
34	REVISION	REVISION	REVISION	34
35	**ASSESS**	**ASSESS**	**ASSESS**	35
36	Clinical	Clinical	Elective	36
37	Clinical	Clinical	Elective	37
38	Clinical	**HoI**	Elective	38
39	Clinical	**HoI**	Elective	39
40	Clinical	**HoI**		40
41	Clinical	**HoI**		41
42	AC	**HoI**		42
43	**CLIN / RESIT**	**Clin / Resit**		43
44	**HoI**	Clinical		44
45	**HoI**	Clinical		45
46	**HoI**	Clinical		46
47	**HoI**	Clinical		47
48	**HoI**	Clinical		48
49	AC	Clinical		49
50	Clinical	AC		50
51	Clinical	Clinical		51
52	AC	Clinical		52

Students can expect to receive a confirmed timetable for study commitments once they have enrolled onto the programme. During academic teaching blocks Wednesday have been identified as self-directed study days to enable students to participate in sporting/cultural activities to enhance their wellbeing and mindfulness. There may be circumstances when mandatory training sessions are scheduled during allocated study days.
All United Kingdom Bank holidays are upheld within the timetable.

J. Costs and financial support

Course related costs

The learning and resource centre strives to provide maximum availability of core learning material via e-library therefore access to WiFi is imperative.
Clinical placements are varied in geographical location and availability, students should be aware that there will be travel and potentially accommodation costs associated with clinical placement attendance.
Uniforms and radiation badges are provided by the university. However, it is the responsibility of the student to provide and wear suitable footwear for placement.

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.

	Fundamental Radiation Sciences	Biological sciences	Radiotherapy Practice 1	Concepts of Interprofessional and Collaborative Practice	Applied radiation science	Radiotherapy Imaging, & dosimetry	Radiotherapy Practice 2	Appraising evidence for research informed practice	Contemporary Debates	Radiotherapy Practice 3	Improving quality, change management and leadership
A. Knowledge and understanding											
A1			T D A	T D	D	D	D		D A	D	D
A2							D		T D A	T D A	
A3			D	T D A			D A			D A	
A4		T D A	T D A				T D A			T D A	
A5		T D A	T D A				T D A			T D A	
A6		T D A	T D A				T D A			T D A	
A7		T D A	T D A				T D A			T D A	
A8	T D	T D A	D A				D			D A	
A9	T D	T D	T D			D	D			D A	
A10								T D A	D	D A	
A11	T D A		D		T D A		D			D	
A12					D	T D A	D				
A13			T D		D	T D A	D			D A	
A14		T D	T D				T D		D A	D A	
A15	T D A		D		T D A	D	D		D	D	
A16		T	T D				D			D A	
A17		T	D			D A				D A	
A18	T D A		T D A		T D A		T D A		D	D A	D
A19		T	D		D	D	D		D A	D	T D A
A20	T	T								T D A	

A21		T	T D A				T D A			T D A	
A22			T A	T			D A			T D A	
A23	T D A		T				D	T D A	T D	D	
A24	T D A		T D				D	T D A	T D	D	
A25											T D A

	Radiation science for radiography	Biological sciences	Radiotherapy Practice 1	Concepts of Interprofessional and Collaborative Practice	Applied radiation science	Radiotherapy Imaging, & dosimetry	Radiotherapy Practice 2	Appraising evidence for research informed practice	Contemporary Debates	Radiotherapy Practice 3	Improving quality, change management and leadership
B Intellectual skills											
B1					T D	T D	D			T D A	
B2				T D					T D A	T D A	
B3				T D						T D A	
B4										T D A	
B5										T D A	
B6									T D A	D	
B7			T D A	T			T D A	D	D	T D A	D
B8								T D A	D	T D A	D
B9			T D A			T D	T D A			T D A	
B10							T D A			T D A	
B11						T D	D	T D A	D	T D A	D
B12										T D A	
C Practical skills											
C1			T D A			T D A	T D A			T D A	
C2			T D A				T D A			T D A	
C3			T D A				D A			D A	
C4			T D A			T D A	T D A			T D A	
C5			T D A	T			D A		T D	D A	
C6			T D A			T D A	D A			D A	
C7			T D A				T D A			T D A	

C8						T D A	D A			D A	
C9							T D A			T D A	
C10						T D A	T D A			T D A	
C11						T D A	T			D A	
C12										T D A	
C13			T D A							D A	

	Radiation science for radiography	Biological sciences	Radiotherapy Practice 1	Concepts of Interprofessional and Collaborative Practice	Applied radiation science	Radiotherapy Imaging, & dosimetry	Radiotherapy Practice 2	Appraising evidence for research informed practice	Contemporary Debates	Radiotherapy Practice 3	Improving quality, change management and leadership
C Practical skills											
C14			T D A				D A			D A	
C15			D A				D A			D A	
C16			T				D A			D A	
C17			T				D A		D	D A	
C18										D A	
D Transferable skills											
D1			T D A	T D A			D A		T D A	D A	D
D2			D A	T D A			D A		D	D A	D A
D3			T D A		T D	D	D A			D A	
D4	D A	TD	D	T D A	D A	D	D A	D	D	D A	D
D5							T			D A	
D6			T D A				D A			D A	
D7			T D A				D A			D A	
D8							D		D A	D A	
D9							D		D A	D A	
D10			T D A				D A			D A	
D11			T D A				D A			D A	
D12			T D A				D A			D A	

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	Outcomes focus and professional/employer links 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.	Clinical placements are provided by the NHS and the private sector promoting a partnership in learning and education for the students.
Embedded learning development	Support for transition and academic preparedness 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.	Core modules at Level 4 include teaching and assessment that encourage students to develop their academic skills. Thus, providing fundamental knowledge and skills that provide a solid foundation for development and learning at higher level.
High impact pedagogies	Group-based learning experiences 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 appropriate. Consideration should be given to how students are allocated to groups to foster experience of diverse perspectives and values.	Team work within the clinical environment is common place within radiotherapy practice, Level 4 students are expected to complete compulsory clinical placements and train within clinical teams enabling their skill development. The academic environment utilises an inter-professional module to promote group work, encouraging students to participate in formative group work to ensure students develop core team building skills critical for radiotherapy practice.
Inclusive teaching,	Accessible materials, resources and activities	The virtual learning environment provides a multi-media approach to

learning and assessment	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.	dissemination and sharing of learning material, resources and activities.
Assessment *for* learning	<u>Assessment and feedback to support attainment, progression and retention</u> 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**.	Within the therapeutic radiography level 4 studies all formative assessment does not carry any academic weighting, the formative assessment is provided as an opportunity to prepare the students for their summative assessment and is matched to support students to achieve these outcomes. Feedback is provided within positive timeframes in line with the university guidelines.
High impact pedagogies	<u>Research and enquiry experiences</u> 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 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.	Research is embedded within the therapeutic radiography profession and it is therefore reflected within the delivery of the programme. Within the Level 6 studies students are required to critically evaluate their clinical experience and propose an appropriate change management opportunity. Students are encouraged to participate in clinical audit within their clinical departments. The annual student conference by the Society and College of Radiographers is actively promoted within the programme.
Curricula informed by employer and industry need / Assessment *for* learning	<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	Simulated and live workplace environments are embedded throughout the programme. Within the academic environment there are key learning opportunities provided through simulation utilising VERT and radiotherapy planning software.

	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.	Simulation within this environment actively allows participation in clinical activities outside of the normal clinical time restraints, in addition provided a safe learning environment through experimental learning.
Inclusive teaching, learning and assessment	<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.	The field of oncology actively lends itself to an environment of inclusive teaching, learning and assessment. The therapeutic radiography programme is enhanced with varied service user accounts, reflections and case studies mirroring the variety seen amongst student and the patient population.
Curricula informed by employer and industry need	<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 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.	Students are required to achieve success in a clinical competency portfolio for each year of study. This clinical portfolio reflects the Standard of Proficiency of Radiographers published by the Health and Care Council. The clinical portfolio includes several sections including elements on professional behaviour, mandatory training, clinical competence and reflective practice. Quality standard and quality assurance are core elements within the pre-registration programme educating students of the importance and implications of quality management within clinical practice.
Embedded learning development	<u>Writing in the disciplines: Alternative formats</u> 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	The therapeutic radiography programme encompasses a range of assessment elements providing students with ample opportunity to excel in a variety of formats. The variety of assessment reflects the wide range of skills required for registration and progression within the profession. Communication skills are essential requirements of radiography practice and are identified clearly within the

	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.	Scope of Practice of a Radiography and the Standards of Proficiency, therefore these are reflected within the curriculum.
High impact pedagogies	<u>Multi-disciplinary, interdisciplinary or interprofessional group-based learning experiences</u> 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.	Multi-disciplinary working is an essential component of the oncological management of patients, families and care givers students are provided with opportunities within the clinical and academic setting to review their own scope of practice and to consider the wider impact of their practice within the MDT environment. Within the level 4 studies students are inspired to establish professional identity, providing the foresight and basis for interprofessional partnership.
Assessment *for* learning	<u>Variation of assessment</u> An inclusive approach to curriculum recognises diversity and seeks to create 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.	The programme is based on the assumption that assessment is an integral part of the learning process of the curriculum. Assessment encourages students to develop a variety of skills and abilities and build on the strengths that they already have. Formative feedback will be given to the students throughout the modules to promote the students to demonstrate excellence at summative assessment. A variety of approaches will be used in order to balance the assessment methods and to promote different skills/abilities whilst reflecting the nature of the module of learning.
Curricula informed by employer and industry need	<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	Academic and clinical blocks are structured to enable effective theory practice links to be established, the proportion of clinical to academic increasing each year. Practice placement in the first year begins in the first semester to enable orientation and familiarisation of the student to the clinical environment, with the remainder of the practice

	the development of **excellence** and **professionalism**.	occurring across the whole year. The integration and application of academic knowledge in the practice setting is developed through the three Radiotherapy Practice modules and is fundamental to the therapeutic radiographer's role. Elective placement opportunities are actively promoted and students are encouraged to negotiate and attend these placements during their final year of study.
Curricula informed by employer and industry need / Assessment *for* learning / High impact pedagogies	<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**.	The final interprofessional learning module explores leadership, quality improvement and change within organisations from an interprofessional perspective. Students review strategic, evidence based approach to change management in a range of environments bringing together all their learning across the course.

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]

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

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 earning
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

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