

**Course Specification**

<b>A. Course Information</b>			
<b>Final award title(s)</b>	BSc (Hons) Therapeutic Radiography		
<b>Intermediate exit award title(s)</b>	Diploma in Radiotherapy and Oncology Practice Certificate in Health Studies		
<b>UCAS Code</b>		<b>Course Code(s)</b>	3603
	London South Bank University		
<b>School</b>	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input checked="" type="checkbox"/> HSC <input type="checkbox"/> LSS		
<b>Division</b>	Radiography and ODP		
<b>Course Director</b>	Caroline Walker		
<b>Delivery site(s) for course(s)</b>	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Other: please specify		
<b>Mode(s) of delivery</b>	<input checked="" type="checkbox"/> Full time <input type="checkbox"/> Part time <input type="checkbox"/> other please specify		
<b>Length of course/start and finish dates</b>	<b>Mode</b>	<b>Length years</b>	<b>Start - month</b>
	Full time	3	September
	<b>Finish - month</b>	August	
<b>Is this course generally suitable for students on a Tier 4 visa?</b>	No		
<b>Approval dates:</b>	Course(s) validated / Subject to validation	February 2016	
	Course specification last updated and signed off	September 2021	
<b>Professional, Statutory &amp; Regulatory Body accreditation</b>	Health and Care Professions Council College of Radiographers		
<b>Reference points:</b>	Internal	Corporate Strategy 2020 - 2025 School Strategy LSBU Academic Regulations	
	External	QAA Quality Code for Higher Education 2018 Framework for Higher Education Qualifications SoR: Education and Career Framework for the Radiography Workforce PSRB Competitions and Markets Authority SEEC Level Descriptors 2021	

<b>B. Course Aims and Features</b>	
<b>Distinctive features of course</b>	<p>The distinctive features of the BSc (Hons) Therapeutic Radiography programme include:</p> <ul style="list-style-type: none"> <li>• Meeting the HCPC Standards of Proficiency (2013), HCPC Standards of Education, Training (2012), and enable successful students to be eligible to apply for registration with the Health and Care Professions Council.</li> <li>• 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.</li> </ul> <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>
<b>Course Aims</b>	<ul style="list-style-type: none"> <li>• ensure that the graduating radiography student achieves the competencies for registration as a therapeutic radiographer and undertakes the role of practitioner and operator in accordance with the Ionising Radiation (Medical Exposure) Regulations 2017 [IR(ME)R, 2017]</li> <li>• develop confident, competent and reflective practitioners who practise autonomously, compassionately, skilfully and safely whilst maintaining dignity, and promoting health and wellbeing, of patients</li> <li>• develop a graduate therapeutic radiographer who is a critical consumer of research and evidence</li> <li>• foster independence in learning and commitment to continued professional development and lifelong learning</li> <li>• develop in the graduating student the qualities and transferable skills necessary for employment</li> </ul>
<b>Course Learning Outcomes</b>	<p><b><u>HCPC Standards of Proficiency</u></b></p> <p>Students will acquire knowledge and understanding of the importance to:</p> <ol style="list-style-type: none"> <li><b>1. be able to practise safely and effectively within their scope of practice</b> <ol style="list-style-type: none"> <li>1.1. know the limits of their practice and when to seek advice or refer to another professional</li> <li>1.2. be able to manage their own workload and resources effectively and be able to practise accordingly</li> </ol> </li> <li><b>2. be able to practise within the legal and ethical boundaries of their profession</b> <ol style="list-style-type: none"> <li>2.1. understand the need to act in the best interests of service users at all times</li> <li>2.2. understand what is required of them by the Health and Care Professions Council</li> <li>2.3. understand the need to respect and uphold the rights, dignity, values, and autonomy of service users including their role in the diagnostic and therapeutic process and in maintaining health and wellbeing</li> </ol> </li> </ol>

	<p>2.4. recognise that relationships with service users should be based on mutual respect and trust, and be able to maintain high standards of care even in situations of personal incompatibility</p> <p>2.5. know about current legislation applicable to the work of their profession</p> <p>2.6. be able to practise in accordance with current legislation governing the use of ionising and non-ionising radiation for medical and other purposes</p> <p>2.7. understand the importance of and be able to obtain informed consent</p> <p>2.8. be able to exercise a professional duty of care</p> <p>2.9. understand the legislative, policy, ethical and research frameworks that underpin, inform and influence the practice of radiography</p> <p><b>3 be able to maintain fitness to practise</b></p> <p>3.1. understand the need to maintain high standards of personal and professional conduct</p> <p>3.2. understand the importance of maintaining their own health</p> <p>3.3. understand both the need to keep skills and knowledge up to date and the importance of life-long learning</p> <p><b>4 be able to practise as an autonomous professional, exercising their own professional judgement</b></p> <p>4.1. be able to assess a professional situation, determine the nature and severity of the problem and call upon the required knowledge and experience to deal with the problem</p> <p>4.2. be able to make reasoned decisions to initiate, continue, modify or cease radiotherapy treatment or diagnostic imaging examinations and record the decisions and reasoning appropriately</p> <p>4.3. be able to initiate resolution of problems and be able to exercise personal initiative</p> <p>4.4. recognise that they are personally responsible for and must be able to justify their decisions</p> <p>4.5. be able to make and receive appropriate referrals</p> <p>4.6. understand the importance of participation in training, supervision and mentoring</p> <p><b>5 be aware of the impact of culture, equality, and diversity on practice</b></p> <p>5.1. understand the requirement to adapt practice to meet the needs of different groups and individuals</p> <p>5.2. understand the emotions, behaviours and psychosocial needs of people undergoing radiotherapy or diagnostic imaging, as well as that of their families and carers</p> <p>5.3. be able to provide appropriate information and support for service users throughout their radiotherapy treatment and care or diagnostic imaging examinations</p>
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	<p><b>6 be able to practise in a non-discriminatory manner</b></p> <p><b>7 understand the importance of and be able to maintain confidentiality</b></p> <p>7.1. be aware of the limits of the concept of confidentiality</p> <p>7.2. understand the principles of information governance and be aware of the safe and effective use of health and social care information</p> <p>7.3. be able to recognise and respond appropriately to situations where it is necessary to share information to safeguard service users or the wider public</p> <p><b>8 be able to communicate effectively</b></p> <p>8.1. be able to demonstrate effective and appropriate verbal and non-verbal skills in communicating information, advice, instruction and professional opinion to service users, colleagues and others</p> <p>8.2. be able to communicate in English to the standard equivalent to level 7 of the International English Language Testing System, with no element below 6.5</p> <p>8.3. understand how communication skills affect assessment and engagement of service users and how the means of communication should be modified to address and take account of factors such as age, capacity, learning ability and physical ability</p> <p>8.4. be aware of the characteristics and consequences of verbal and non-verbal communication and how this can be affected by factors such as age, culture, ethnicity, gender, socio-economic status and spiritual or religious beliefs</p> <p>8.5. understand the need to provide service users or people acting on their behalf with the information necessary to enable them to make informed decisions</p> <p>8.6. understand the need to assist the communication needs of service users such as through the use of an appropriate interpreter, wherever possible</p> <p>8.7. recognise the need to use interpersonal skills to encourage the active participation of service users</p> <p>8.8. be able to advise other healthcare professionals about the relevance and application of radiotherapy or imaging modalities to the service user's needs</p> <p>8.9. be able to formulate and provide information to service users about the treatment or imaging process and procedures, with regular reappraisal of their information needs, as appropriate</p> <p><b>9 be able to work appropriately with others</b></p> <p>9.1. be able to work, where appropriate, in partnership with service users, other professionals, support staff and others</p> <p>9.2. understand the need to build and sustain professional relationships as both an independent professional and collaboratively as a member of a team</p> <p>9.3. understand the need to engage service users and carers in planning and evaluating their radiotherapy pre-treatment planning, treatment and follow-up</p>
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	<p>9.4. be aware of the need to empower service users to participate in the decision-making processes related to their radiotherapy</p> <p>9.5. be able to contribute effectively to work undertaken as part of a multi-disciplinary team</p> <p>9.6. be able to understand, interpret and act upon information from other healthcare professionals, in order to maximise health gain whilst minimising radiation dose to the service user</p> <p><b>10 be able to maintain records appropriately</b></p> <p>10.1. be able to keep accurate, comprehensive and comprehensible records in accordance with applicable legislation, protocols and guidelines</p> <p>10.2. recognise the need to manage records and all other information in accordance with applicable legislation, protocols and guidelines</p> <p><b>11 be able to reflect on and review practice</b></p> <p>11.1. understand the value of reflection on practice and the need to record the outcome of such reflection</p> <p>11.2. recognise the value of multidisciplinary team reviews and other methods of review</p> <p><b>12 be able to assure the quality of their practice</b></p> <p>12.1. be able to engage in evidence-based practice, evaluate practice systematically, and participate in clinical and other audit procedures</p> <p>12.2. be able to gather feedback and information that helps to evaluate the response of service users to their care</p> <p>12.3. understand the principles of quality control and quality assurance as they apply to the practice of therapeutic radiography</p> <p>12.4. be aware of the role of audit and review in quality management, including quality control, quality assurance and the use of appropriate outcome measures</p> <p>12.5. be able to maintain an effective audit trail and work towards continual improvement</p> <p>12.6. be aware of, and be able to participate in, quality assurance programmes, where appropriate</p> <p>12.7. recognise the need to monitor and evaluate the quality of practice and the value of contributing to the generation of data for quality assurance and improvement programmes</p> <p><b>13 understand the key concepts of the knowledge base relevant to their profession</b></p> <p>13.1. understand the philosophy underpinning the development of the profession of radiography</p> <p>13.2. understand the concept of leadership and its application to practice</p>
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	<p>13.3. understand the 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>13.4. recognise the role of other professions and services in health and social care</p> <p>13.5. understand the structure and function of the human body, together with knowledge of health, disease, disorder and dysfunction relevant to their profession</p> <p>13.6. understand the radiobiological principles on which the practice of radiography is based</p> <p>13.7. understand the risk-benefit philosophy and principles involved in the practice of therapeutic radiography</p> <p>13.8. be aware of the principles and applications of scientific enquiry, including the evaluation of treatment efficacy and the research process</p> <p>13.9. understand and be able to apply the physical principles of ionising radiation production, interaction with matter, beam modification and radiation protection for diagnostic imaging or radiotherapy treatment</p> <p>13.10. know the physical and scientific principles on which image formation using ionising and non-ionising radiation is based</p> <p>13.11. understand radiation dosimetry and the principles of dose calculation</p> <p>13.12. understand the theoretical basis underpinning patient assessment prior to and during radiotherapy</p> <p>13.13. understand the capability, applications and range of technological equipment used in radiotherapy</p> <p>13.14. be able to distinguish between normal and abnormal appearances evident on images</p> <p>13.15. know the concepts and principles involved in the practice of radiotherapy and how these inform and direct clinical judgement and decision making</p> <p>13.16. know the pharmacology of drugs used in diagnostic imaging or during radiotherapy treatments</p> <p>13.17. understand the methods of administration of drugs</p> <p>13.18. be able to remove and re-apply dressings and supports appropriately and in a safe, effective and considerate manner</p> <p>13.19. understand the quality assurance processes in place within radiotherapy</p> <p>13.20. be aware of the current developments and trends in the science and practice of radiography</p> <p>13.23. understand the 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</p>
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	<p>13.24. understand: – oncology, the pathophysiology of solid and systemic malignancies – epidemiology – aetiology – the management and effect of cancer</p> <p>13.25. know the physiological signs and symptoms, clinical investigations and diagnostic procedures that result in referral for radiotherapy</p> <p>13.26. know the biochemical science of radiation pathophysiology</p> <p>13.27. understand the influence of adjuvant treatment including surgery and chemotherapy on radiotherapy dose prescription, timing of radiotherapy and post radiotherapy complications</p> <p><b>14 be able to draw on appropriate knowledge and skills to inform practice</b></p> <p>14.1. be able to conduct appropriate diagnostic or monitoring procedures, treatment, therapy or other actions safely and accurately</p> <p>14.2. be able to formulate specific and appropriate management plans including the setting of timescales</p> <p>14.3. be able to assess, monitor and care for the service user before, during and after radiotherapy treatments</p> <p>14.4. be able to use independent methods to establish and confirm service user identity prior to delivering radiotherapy treatments</p> <p>14.5. be able to undertake or arrange investigations as appropriate</p> <p>14.6. be able to undertake and record a thorough, sensitive and detailed clinical assessment, selecting and using appropriate techniques and equipment</p> <p>14.7. be able to gather appropriate information</p> <p>14.8. be able to 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, dose recording and treatment verification systems</p> <p>14.9. be able to interrogate and process data and information gathered accurately in order to conduct the imaging procedure or radiotherapy most appropriate to the service user's needs</p> <p>14.10 be able to appraise image information for clinical manifestations and technical accuracy, and take further action as required</p> <p>14.11 be able to manage complex and unpredictable situations including the ability to adapt planned diagnostic imaging examinations, interventions or treatments</p> <p>14.12 be able to demonstrate a logical and systematic approach to problem solving</p> <p>14.13 be able to change their practice as needed to take account of new developments, technologies and changing contexts</p> <p>14.14 be able to use research, reasoning and problem solving skills to determine appropriate actions</p> <p>14.15 be aware of a range of research methodologies</p>
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	<p>14.16 recognise the value of research to the critical evaluation of practice</p> <p>14.17 be able to evaluate research and other evidence to inform their own practice</p> <p>14.18 be able to operate radiotherapy or diagnostic imaging equipment safely and accurately</p> <p>14.19 be able to demonstrate spatial awareness, visual precision and manual dexterity in the precise and safe manipulation of treatment units or imaging equipment and related accessory equipment</p> <p>14.20 be able to check that equipment is functioning accurately and within the specifications, and to take appropriate action in the case of faulty functioning and operation</p> <p>14.21 be able to use information and communication technologies appropriate to their practice</p> <p>14.22 be able to apply the risk-benefit philosophy to radiation exposure to protect both individual service users and the population gene pool</p> <p>14.23 be able to select and explain the rationale for examination and treatment techniques and immobilisation procedures appropriate to the service user's physical and disease management requirements</p> <p>14.24 be able to position and immobilise service users correctly for safe and accurate diagnostic imaging examinations or radiotherapy treatments</p> <p>14.36 be able to plan appropriate radiotherapy procedures</p> <p>14.37 be able to generate a treatment plan and verify treatment parameters ensuring optimal radiotherapy prescription delivery</p> <p>14.38 be able to use to best effect the image processing and related technology, including computer-based imaging systems for radiotherapy purposes</p> <p>14.39 be able to perform the full range of radiotherapy processes and techniques accurately and safely</p> <p>14.40 be able to calculate radiation doses and exposures</p> <p>14.41 be able to scrutinise and interpret the radiation prescription in such a way that radiotherapy is delivered accurately and reproducibly</p> <p>14.42 be able to manage and assist with fluoroscopic procedures, including those requiring the use of contrast agents</p> <p>14.43 be able to assist in performing standard computed tomographic (CT) planning procedures</p> <p>14.44 be able to assist in the construction of appropriate immobilisation devices, individualised to the specific needs of each patient and the treatment regime prescribed</p> <p>14.45 be able to undertake complex radiation dose delivery calculations involving a range of radiation types and energies</p>
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	<p>14.46 be able to 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</p> <p>14.47 be able to manipulate exposure and image recording parameters to optimal effect and interpret and evaluate images obtained during radiotherapy planning and treatment</p> <p>14.48 be able to interpret and evaluate images obtained during radiotherapy planning and treatment</p> <p>14.49 be able to identify organs at risk on images to provide information for radiotherapy treatment planning</p> <p>14.50 be able to recognise changing signs, symptoms and progression of disease, and make appropriate decisions not to treat or to review further before proceeding with treatment</p> <p><b>15 understand the need to establish and maintain a safe practice environment</b></p> <p>15.1. understand the need to maintain the safety of both service users and those involved in their care</p> <p>15.2. be aware of applicable health and safety legislation, and any relevant safety policies and procedures in force at the workplace, such as incident reporting and be able to act in accordance with these</p> <p>15.3. understand the need to ensure the physical and radiation safety of all individuals in the immediate work environment at all times</p> <p>15.4. be able to establish safe environments for practice, which minimise risks to service users, those treating them and others, including the use of hazard control and particularly infection control</p> <p>15.5. be able to work safely, including being able to select appropriate hazard control and risk management, reduction or elimination techniques in a safe manner and in accordance with health and safety legislation</p> <p>15.6. be able to select appropriate personal protective equipment and use it correctly</p> <p>15.7. be able to use basic life support techniques and be able to deal safely with clinical emergencies</p> <p>15.8. know and be able to apply appropriate moving and handling techniques</p> <p>15.9. know the correct principles and applications of disinfectants, methods for sterilisation and decontamination, and for dealing with waste and spillages correctly</p> <p>15.10 be aware of immunisation requirements and the role of occupational health</p>
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**SoR: Education and Career Framework for the Radiography Workforce**

Students will acquire knowledge and understanding of the importance to:

1. Practice safely within relevant legal, ethical, professional and managerial frameworks
2. Demonstrate accountability, recognising and responding appropriately to strengths and limitations in own knowledge, skills and attributes and to those of others.
3. Select and justify evidence for safe, effective, professional practice
4. Engage in audit, research and continuing professional development.
5. Contribute to the development of radiographic practice for the benefit of patients.
6. Manage self and workload effectively and in a timely way.
7. Use information management systems effectively.
8. Demonstrate highly developed interpersonal and communication skills.
9. Use and give professional supervision.
10. Mentor and teach learners, support staff and other professionals.
11. Ensure the radiation safety of all individuals in the working environment.
12. Practise within a risk-benefit framework, having regard to the biological effects of radiation.
13. When entitled to do so by the employer, undertake practitioner, operator and referrer roles within IR(ME)R 2000 and its subsequent amendments as appropriate to professional practice.
14. Participate in quality assurance and undertake equipment testing, responding appropriately.
15. Identify, evaluate and interpret normal and abnormal anatomy and pathophysiology relevant to clinical practice.
16. Assess patients and make reasoned decisions to initiate, continue, modify, suspend or cease imaging examinations or radiotherapy.
17. Employ effective positioning and immobilisation, customising devices as appropriate.
18. Manipulate exposure factors and image recording parameters to optimal effect.
19. Monitor and assess the adequacy of images.
20. Interpret results and, where necessary, carry out additional image manipulation, imaging or adaptation of treatment delivery.
21. Record imaging examinations/radiotherapy interventions and their outcomes accurately.
22. Evaluate the range of imaging or radiotherapy modalities to make informed professional judgements about their application.
23. Supply, administer and prescribe medicines within the legal framework.

	<ol style="list-style-type: none"> <li>24. Generate an optimal treatment plan and interpret radiotherapy prescriptions accurately, modifying these during treatment when necessary.</li> <li>25. Select and justify imaging and treatment modalities and operate equipment safely and effectively.</li> <li>26. Work individually, collaboratively and/or in partnership to deliver person-centred care and interventions.</li> <li>27. 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.</li> <li>28. Have due regard to patients' health status and co-morbidities, promoting healthy living.</li> <li>29. Demonstrate proficiency in basic life-support techniques, infection control and moving and handling.</li> <li>30. Obtain informed consent or ensure that it has been given.</li> <li>31. Advise other Health and Social Care professionals about patients' needs, referring them where necessary.</li> </ol>
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### **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

## 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:

- Third attempts
- Protocol Fail, Condonement or Compensated Pass

### **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 Fail, Condonement or Compensated Pass**

- Protocol fail, Condonement or compensated passes are not permitted for students within IHSC

## 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) (DDM); 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 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 Criminal Records Bureau Disclosure

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 the following minimum International English Language Test Score (IELTS) results at the time of applying:

- 7.0 overall or equivalent
- 7.0 in the listening and reading sections
- 7.0 in the writing and speaking sections

Application is by UCAS.

**G. Course structure(s)**

**Course overview**

Fundamentals of Radiation Science (20)	Formative	Mock exam	TBC		
	Summative	2 hr unseen examination 100%	TBC		
Biological Sciences (40)	Formative	Quizzes	TBC	Mock examination	TBC
		500 word submission	TBC		
	Summative	3000 word assignment 50%	TBC	2 hr unseen examination 50%	TBC
Radiotherapy Practice 1 (40)	Formative	RT e-activities and student presentations throughout			TBC
				Mock examination	TBC
	Summative			2 hr unseen examination 50%	TBC
				15 min presentation 50%	TBC
		Clinical competency portfolio P/F		TBC	
Concepts of Interprofessional and Collaborative Practice (IPL1)	Formative	Group presentation of information resource	TBC		
	Summative			3000 word reflective account 100%	TBC
<b>YEAR 2</b>					
		<b>SEMESTER 1</b>		<b>SEMESTER 2</b>	
Applied Radiation Sciences (20)	Formative	Mock examination	TBC		
	Summative	2 hr unseen examination 100%	TBC		
Radiotherapy Imaging and Dosimetry (40)	Formative -	Radiotherapy plan production and evaluation throughout			TBC
		Imaging practicals throughout			TBC
	Summative			Oral presentation 50%	TBC
				OSCE Imaging 50%	TBC
Radiotherapy Practice 2 (40)	Formative	RT e-activities and student presentations throughout			TBC
		Mock exam			TBC
	Summative			2 hr unseen examination 50%	TBC
				20 min presentation 50%	TBC
		Clinical competency portfolio P/F as year 1		TBC	
Appraising evidence for research informed practice (IPL2)	Formative	Journal club			
	Summative			3000 word critical appraisal 100%	TBC
	Formative -			Debate	TBC

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

#### 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 <i>[MAY CHANGE AFTER REVALIDATION]</i>	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



## 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	Hol	Hol	Hol	12
13	Hol	Hol	Hol	13
14	Hol	Hol	Hol	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
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	Hol	Elective	38
39	Clinical	Hol	Elective	39
40	Clinical	Hol		40

## Relative Percentages

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

41	Clinical	Hol		41
42	AC	Hol		42
43	CLIN / RESIT	Clin / Resit		43
44	Hol	Clinical		44
45	Hol	Clinical		45
46	Hol	Clinical		46
47	Hol	Clinical		47
48	Hol	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: Terminology

**Appendix A: Curriculum Map [Will change following revalidation]**

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			TDA	TD	D	D	D		DA	D	D
A2							D		TDA	TDA	
A3			D	TDA			DA			DA	
A4		TDA	TDA				TDA			TDA	
A5		TDA	TDA				TDA			TDA	
A6		TDA	TDA				TDA			TDA	
A7		TDA	TDA				TDA			TDA	
A8	TD	TDA	DA				D			DA	
A9	TD	TD	TD			D	D			DA	
A10								TDA	D	DA	
A11	TDA		D		TDA		D			D	
A12					D	TDA	D				
A13			TD		D	TDA	D			DA	
A14		TD	TD				TD		DA	DA	
A15	TDA		D		TDA	D	D		D	D	
A16		T	TD				D			DA	
A17		T	D			DA				DA	
A18	TDA		TDA		TDA		TDA		D	DA	D
A19		T	D		D	D	D		DA	D	TDA
A20	T	T								TDA	

A21		T	TDA				TDA			TDA	
A22			TA	T			DA			TDA	
A23	TDA		T				D	TDA	TD	D	
A24	TDA		TD				D	TDA	TD	D	
A25											TDA

	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>B Intellectual skills</b>											
B1					TD	TD	D			TDA	
B2				TD					TDA	TDA	
B3				TD						TDA	
B4										TDA	
B5										TDA	
B6									TDA	D	
B7			TDA	T			TDA	D	D	TDA	D
B8								TDA	D	TDA	D
B9			TDA			TD	TDA			TDA	
B10							TDA			TDA	
B11						TD	D	TDA	D	TDA	D
B12										TDA	
<b>C Practical skills</b>											
C1			TDA			TDA	TDA			TDA	
C2			TDA				TDA			TDA	
C3			TDA				DA			DA	
C4			TDA			TDA	TDA			TDA	
C5			TDA	T			DA		TD	DA	
C6			TDA			TDA	DA			DA	
C7			TDA				TDA			TDA	

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
<b>C Practical skills</b>											
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	
<b>D Transferable skills</b>											
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	T D	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: 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]

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

<b>higher education provider</b>	organisations that deliver higher education
<b>independent learning</b>	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
<b>intensity of study</b>	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
<b>lecture</b>	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
<b>learning zone</b>	a flexible student space that supports independent and social learning
<b>material information</b>	information students need to make an informed decision, such as about what and where to study
<b>mode of study</b>	different ways of studying, such as full-time, part-time, e-learning or work-based learning
<b>modular course</b>	a course delivered using modules
<b>module</b>	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
<b>national teaching fellowship</b>	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
<b>navigability (of websites)</b>	the ease with which users can obtain the information they require from a website
<b>optional module</b>	a module or course unit that students choose to take
<b>performance (examinations)</b>	a type of examination used in performance-based subjects such as drama and music
<b>professional body</b>	an organisation that oversees the activities of a particular profession and represents the interests of its members
<b>prospective student</b>	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

<b>regulated course</b>	a course that is regulated by a regulatory body
<b>regulatory body</b>	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
<b>scholarship</b>	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
<b>semester</b>	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)
<b>seminar</b>	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
<b>summative assessment</b>	formal assessment of students' work, contributing to the final result
<b>term</b>	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)
<b>total study time</b>	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
<b>tutorial</b>	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
<b>work/study placement</b>	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
<b>workload</b>	see 'total study time'
<b>written examination</b>	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



