

Course Specification

A. Course Information											
Final award title(s)	MSc Therapeutic Radiography										
Intermediate exit award title(s)	Pg Diploma Therapeutic Radiography Pg Dip in Health Studies Pg Cert in Health Studies Only the MSc Therapeutic Radiography and Pg Diploma in Therapeutic Radiography awards confer eligibility to apply for registration with the Health and Care Professions Council										
UCAS Code		Course Code(s)	4958 – MSc 3927 – Top Up								
	London South Bank University										
School	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input checked="" type="checkbox"/> HSC <input type="checkbox"/> LSS										
Division	Allied Health Sciences										
Course Director	Caroline Walker										
Delivery site(s) for course(s)	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Other: please specify										
Mode(s) of delivery	<input checked="" type="checkbox"/> Full time <input checked="" type="checkbox"/> Part time <input type="checkbox"/> other please specify										
Length of course/start and finish dates	<table border="1"> <thead> <tr> <th>Mode</th> <th>Length years</th> <th>Start - month</th> <th>Finish - month</th> </tr> </thead> <tbody> <tr> <td>Full time</td> <td>2</td> <td>September</td> <td>August</td> </tr> </tbody> </table>			Mode	Length years	Start - month	Finish - month	Full time	2	September	August
Mode	Length years	Start - month	Finish - month								
Full time	2	September	August								
Is this course generally suitable for students on a Tier 4 visa?	Please complete the International Office questionnaire Yes Students are advised that the structure/nature of the course is suitable for those on a Tier 4 visa but other factors will be taken into account before a CAS number is allocated.										
Approval dates:	Course(s) validated / Subject to validation	June 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) HCPC Standards of Education and Training Guidance (2012) HCPC Standards of Proficiency (2013) College of Radiographers Education and Career Framework for the Radiography Workforce (2013) Society and College of Radiographers Research Strategy (2016 – 2021) Knowledge and Skills Framework (2010) Clinical Leadership Competency Framework (2010) Competitions and Markets Authority SEEC Level Descriptors 2016
B. Course Aims and Features		
Distinctive features of course	<ul style="list-style-type: none"> • meeting the HCPC Standards of Proficiency (2013) and HCPC Standards of Education and Training (2012), and enable successful students to be eligible to apply for registration with the Health and Care Professions Council. • equipping individuals with the knowledge and skills required for eligibility to apply for registration with the Health and Care Professions Council as a therapeutic radiographer. • the possibility of undertaking a concurrent 60 credit dissertation module in year two to exit with an MSc award that will confer eligibility to register with the HCPC • it is an accelerated programme, over two years, for graduate students who already have a level 6 qualification. • 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	<ul style="list-style-type: none"> • ensure that the graduating radiography student achieves the competencies for registration as a therapeutic radiographer • develop confident and competent practitioners who practise autonomously, compassionately, skilfully and safely whilst maintaining dignity and promoting health and wellbeing • develop a graduate therapeutic radiographer who is a critical consumer of research and evidence • foster independence in learning and commitment to lifelong learning • develop the qualities and transferable skills necessary for employment 	
Course Learning Outcomes	<p>A Students will acquire knowledge and understanding of the:</p> <p>A1 philosophy underpinning the development of the profession of radiography</p> <p>A2 role of the radiographer in the promotion of health and health education in relation to healthy living and health screening for disease detection</p> <p>A3 role of other professions and services in health and social care</p> <p>A4 structure and function of the human body, together with knowledge of health, disease, disorder and dysfunction relevant to their profession</p> <p>A5 structure and function of the human body in health 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> <p>A6 physiological signs and symptoms, clinical investigations and diagnostic procedures that result in referral for radiotherapy</p> <p>A7 oncology and pathophysiology of solid and systemic malignancies, epidemiology; aetiology; clinical presentation; impact and the management of patients with cancer.</p> <p>A8 radiobiological principles on which the practice of radiography is based</p> <p>A9 risk-benefit philosophy and principles involved in the practice of therapeutic Radiography</p> <p>A10 principles and applications of scientific enquiry, including the evaluation of treatment efficacy and the research process</p>	

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 nonionizing 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

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

B1 critically 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 critically assess the factors impinging on the delivery of continuity of care within a multidisciplinary team.

B4 critically evaluate the development of patient care and treatment or investigation strategies encountered in the oncology department and initiate action appropriate for the individual.

B5 critically appraise 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.

C. 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

D. 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

- Key note lectures will be used to introduce 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.
- Self-directed learning through 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
- Lectures
- Seminars
- Group work
- Clinical education
- Tutorials within clinical placements
- Enquiry based learning

- Tutorials
- Formative assessments
- E discussions
- Observation and demonstration of practices within clinical placements
- Workshops / role play / simulation
- Independent reading / learning
- E-learning will be incorporated as a teaching and learning strategy throughout.

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.

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

Protocol fails or compensated passes are not permitted.

F. Entry Requirements

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

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

It is anticipated that applicants will possess:

- an Honours degree (minimum 2:1 Classification) in a subject related to science or health, for example, physics, biology, health sciences.

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

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

Application is by UKPASS.

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
4. Satisfactory clinical visit report (Form – 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. An overview of the recruitment requirements and AP(E)L process are detailed in the Generic Document (Document C).

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.

In addition to the appropriate academic qualifications, students will need to demonstrate the following abilities:

- Communicate effectively both verbally and in writing
- Demonstrate reasons for interest in chosen field of Therapeutic Radiography
- Demonstrate values and attitudes consistent with the principles of values based recruitment
- Undertake independent study, prioritise own workload and possess time management/organisational skills

- Articulate their understanding of the role of the Radiographer including the value base of the profession
- Meet the professional demands of the Health and Care Professions Council, Society & College of Radiographers and the course of study to be undertaken
- Demonstrate due regard for dignity, respect for persons, confidentiality and equal opportunities.
- Reflect upon their life skills and the relevance to Therapeutic Radiography

G. Course structure(s)

Course overview

The programme is structured in order to maximise coherence of academic and clinical study. The programme extends over a period of two calendar years (102 weeks) inclusive of holidays. In each year academic delivery of the modules is organised across the two university semesters. The relative balance of academic to clinical practice reflects the expectation that graduate entry will provide students with skills necessary to work at an accelerated rate in the academic environment.

Where appropriate academic sessions will be shared with the relevant undergraduate therapeutic radiography modules; on other occasions the PgDiploma students will be taught alone. Shared teaching has been well received in the past, particularly when students from different clinical environments can discuss issues of common interest. In the clinical environment the Pg Diploma students complete all the clinical competencies required of the undergraduates, but over a period of two rather than three years.

Practice is integrated throughout the two years and the importance of this particularly in the second year is indicated by the inclusion of the 40 credit unit. This structure recognises that clinical practice needs to be developed at a pace that is appropriate to the particular clinical environment.

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 Code	Module Title	Level	Semester	Credit value	Assessment
TRT_6_001	Radiation Science & Technology	6	Both	20	2 hr unseen examination
TRT_7_001	Applied Biological Sciences	7	Both	20	2 hr unseen examination 3000-word assignment
TRT_7_006	Radiotherapy Theory and Practice 1	7	Both	20	2 hr unseen examination Clinical Competency Portfolio
TRT_7_008	Patient Care and Resources Management in Radiotherapy	7	Both	20	3000-word assignment Oral presentation
TRT_7_007	Radiotherapy Theory and Practice 2	7	Both	40	Multi-modal clinical judgement assessment

					Clinical Competency Portfolio
AHP_7_051	Dissertation	7	Both	60	

I. Timetable information

Week	PgTR Year 1	PgTR Year 2	Week
52	Induction		52
1	AC	Clinical	1
2	AC	Clinical	2
3	AC	Clinical	3
4	AC	Clinical	4
5	AC	Clinical	5
6	AC	Clinical	6
7	AC	Clinical	7
8	Clinical	READING	8
9	Clinical	AC	9
10	Clinical	AC	10
11	AC	AC	11
12	Hol	Hol	12
13	Hol	Hol	13
14	Clinical	Clinical	14
15	Clinical	Clinical	15
16	REVISION	Clinical	16
17	AC	AC	17
18	AC	Clinical	18
19	AC	Clinical	19
20	AC	Clinical	20
21	AC	Clinical	21
22	AC	Clinical	22
23	AC	READING	23
24	Clinical	Clinical	24
25	Clinical	Clinical	25
26	Clinical	AC	26
27	Clinical	AC	27
28	Clinical	AC	28
29	Clinical	AC	29
30	Clinical	AC	30
31	SPRING	SPRING	31
32	BREAK	BREAK	32
33	READING	READING	33
34	REVISION	REVISION	34
35	ASSESS	ASSESS	35
36	HOL	Clinical	36
37	HOL	Clinical	37
38	HOL	Clinical	38
39	HOL	Clinical	39
40	HOL	Clinical	40
41	READING	Clinical	41
42	Clinical	READING	42
43	Clin / Resit	Clin / Resit	43
44	Clinical	Clinical	44
45	Clinical	Elective	45
46	Clinical	Elective	46
47	Clinical	HOL	47
48	Clin / Resit	HOL / RESIT	48
49	Clinical	HOL	49
50	Clinical	HOL	50
51	Clinical		51
52	Clinical		52

Relative Percentage		
	Academic	Clinical
Year 1	38%	44%
Year 2	28%	54%

II.

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

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- Appendix C: Terminology

Appendix A: Curriculum Map

	Radiation science & Technology	Applied Biological sciences	Radiotherapy Theory & Practice 1	Patient Care & Resource Management	Radiotherapy Theory & Practice 2	MSc only Dissertation
A. Knowledge and understanding						
A1	D		TDA	D	DA	
A2		TDA		TDA	TDA	
A3		T	TDA		DA	
A4		TDA	TDA		TDA	
A5		TDA	TDA		TDA	
A6		TDA	TDA		DA	
A7		TDA	TDA		DA	
A8	TD	TDA	DA		DA	
A9	TD	TD	TD		DA	
A10				TDA	TD	TDA
A11	TDA		TDA		DA	
A12	TDA		TD		D	
A13					TDA	
A14			TD		TDA	
A15	TDA		D		D	
A16			D		DA	
A17		T		TD	DA	
A18	TD	TD	DA		DA	DA
A19	T	TD		D	TDA	DA
A20		T			TDA	
A21			TDA		TDA	
A22			TD	DA	DA	
A23	T		TDA	D	TDA	TDA
A24			T	D	D	DA
A25			TD	T	D	D
B Intellectual skills						

B1	TD	TD	TD		TDA	DA
B2				TDA	TDA	DA
B3					TDA	
B4					TDA	
B5					TDA	
B6				TDA	D	DA
B7			TDA		TDA	DA
B8				D	TDA	TDA
B9			TDA		TDA	DA
B10			TD		TDA	DA
B11			TD		TDA	DA
B12					TDA	D
	Radiation science & Technology	Applied Biological sciences	Radiotherapy Theory & Practice 1	Patient Care & Resource Management	Radiotherapy Theory & Practice 2	MSc only Dissertation
C Practical skills						
C1			TDA		DA	
C2			TDA		TDA	
C3			TDA		DA	
C4			TDA		TDA	
C5			TDA	TD	TDA	
C6			TDA		DA	
C7			TDA		TDA	
C8					TDA	
C9					TDA	
C10					TDA	
C11					TDA	
C12					TDA	
C13			TDA		TDA	
C14			TDA		TDA	
C15			DA		DA	
C16			T		DA	
C17			T		DA	D

C18					DA	
D Transferable skills						
D1			TDA	TDA	DA	DA
D2			TDA	D	TDA	
D3			TDA		TDA	DA
D4	TDA	TD	D	D	DA	DA
D5				D	TDA	D
D6			TDA		DA	DA
D7			TDA		TDA	DA
D8			D	DA	DA	DA
D9			TD		TDA	
D10			TDA		TDA	
D11			DA		DA	
D12			TDA		DA	

Appendix C: Personal Development Planning

Personal Development Planning (PDP) is a structured process by which an individual reflects upon their own learning, performance and/or achievement and identifies ways in which they might improve themselves academically and more broadly. Course teams are asked to indicate where/how in the course/across the modules this process is supported.

Approach to PDP	Level 7
1 Supporting the development and recognition of skills through the personal tutor system.	Students are signposted to the university Health and Wellbeing service for support in a variety of circumstances. Academic staff are available to support students throughout their pre-registration training and students are encouraged to seek support through the appropriate channels.
2 Supporting the development and recognition of skills in academic modules/modules.	Critical evaluate and writing skills are provided through the Learning and Resource Centre, these sessions are embedded within the core teaching and assessment to enable students to excel.
3 Supporting the development and recognition of skills through purpose designed modules/modules.	Radiography is a practice based profession, therefore students are provided with the opportunity to develop these skills as a fundamental component of their training.
4 Supporting the development and recognition of skills through research projects and dissertations work.	There is an expectation that students have already completed undergraduate research skills, therefore research is utilised throughout the teaching to inform evidence based practice.
5 Supporting the development and recognition of career management skills.	As a pre-registration degree the final year clinical module assessment enables the students to practice key skills often utilised within an interview setting. The clinical competencies reflect the Standards of Proficiency of a Radiographer, therefore allowing successful students to apply to join the Health and Care Professions Council.
6 Supporting the development and recognition of career management skills through work placements or work experience.	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 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.
7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.	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.
8 Supporting the development of the skills and attitudes as a basis for continuing professional development.	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.
9 Other approaches to personal development planning.	Publication of pre-registration academic work and other tools of recognition are actively encouraged within the training programme.
10 The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper-based learning log or diary.	Paper-based clinical portfolio are utilised to as a record of achievement.

Appendix D: 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 learning
material information	information students need to make an informed decision, such as about what and where to study
mode of study	different ways of studying, such as full-time, part-time, e-learning or work-based learning
modular course	a course delivered using modules
module	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules
national teaching fellowship	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
navigability (of websites)	the ease with which users can obtain the information they require from a website
optional module	a module or course unit that students choose to take
performance (examinations)	a type of examination used in performance-based subjects such as drama and music
professional body	an organisation that oversees the activities of a particular profession and represents the interests of its members
prospective student	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

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