

Course Specification

A. Course Information											
Final award title(s)	DipHE Radiotherapy Practice										
Intermediate exit award title(s)	CertHE Health Studies										
UCAS Code			Course : Code(s) 4293								
	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 type="checkbox"/> Part time <input type="checkbox"/> other please specify										
Length of course/start and finish dates	<table border="1"> <tr> <th>Mode</th> <th>Length years</th> <th>Start - month</th> <th>Finish - month</th> </tr> <tr> <td>Full time</td> <td>2</td> <td>September</td> <td>July</td> </tr> </table>			Mode	Length years	Start - month	Finish - month	Full time	2	September	July
Mode	Length years	Start - month	Finish - month								
Full time	2	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	Society 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	<p>The distinctive features of the DipHE Radiotherapy Practice course include:</p> <ul style="list-style-type: none"> - Access to an appropriate development route suitable to their current clinical role. 										

	<ul style="list-style-type: none"> - Enhancement of the underpinning knowledge associated with practices which they may currently undertake in an ancillary capacity. <p>This course is intended to equip individuals with the competencies, knowledge and skills required for practice as a Radiotherapy Assistant Practitioner. This proposed course encompasses the on-going change in technology and the format of the changing healthcare environment with the aim of providing Assistant Practitioners who are able to meet the aims and outcomes below.</p>
Course Aims	<p>The DipHE Radiotherapy Practice aims to:</p> <ol style="list-style-type: none"> 1. Develop confident and competent assistant practitioners who practise compassionately, skilfully and safely whilst maintaining dignity and promoting health and wellbeing. 2. Foster independence in learning and commitment to lifelong learning. 3. Develop the qualities and transferable skills necessary for employment.
Course Learning Outcomes	<p>A1 The physical principles of radiation generation, interaction, modification and protection underpinning radiation therapy, together with detailed knowledge of the associated current legislation and regulations.</p> <p>A2 The risk benefits philosophy and principles involved in the practice of therapeutic radiography.</p> <p>A3 The basic pathophysiological processes in relation to radiotherapy and oncology.</p> <p>A4 The structure and function of the human body in health and disease; with particular emphasis on those body systems commonly encountered in their defined area of practice to include regional and cross sectional anatomy of the head and trunk, pelvis.</p> <p>A5 Oncology, the pathophysiology of solid and systemic malignancies, epidemiology; aetiology; clinical presentation; impact and the management of patients with cancer.</p> <p>A6 Use of drugs commonly encountered within the oncology setting, supply and administration of medicines; Patient Specific Directions.</p> <p>A7 The range of technological equipment used in therapeutic radiography.</p> <p>A8 The philosophy underpinning the development of the profession of radiography and the practice of therapeutic radiography.</p> <p>A9 Behavioural and communication sciences, and understanding of their relevance to the care of people undergoing cancer treatment.</p> <p>A10 The legal, ethical, professional and managerial frameworks that underpin the practice of therapeutic radiographers.</p> <p>A11 The current developments and trends in the science and practice of radiography and cancer management and therapy.</p> <p>B Students will develop their intellectual skills such that they are able to:</p> <p>B1 Recognise and apply the scientific principles underpinning therapeutic radiography practices.</p> <p>B2 Assess the role of radiotherapy and the assistant practitioner's role in the overall care of the client / patient.</p> <p>B3 Recognise the factors impinging on the delivery of continuity of care within a multidisciplinary team.</p> <p>B4 Recognise limitations in personal knowledge, skills and attributes required of the assistant practitioner role for safe and effective patient care.</p> <p>B5 Reflect on practice ensuring an evidence based approach to their role.</p> <p>B6 Under supervision, process data accurately in order to conduct treatment preparation procedures and deliver radiation therapy efficiently and effectively.</p>

	<p>C Students will acquire and develop practical skills such that they are able to:</p> <p>C1 Consistently demonstrate skills in communication, information giving and developing therapeutic relationships.</p> <p>C2 Competently perform a range of radiotherapy techniques appropriate to their scope of practice.</p> <p>C3 Constructively reflect on clinical practice.</p> <p>C4 Prepare the patient both physically and psychologically in order to carry out an effective clinical procedure appropriate to their scope of practice.</p> <p>C5 Employ effective positioning and immobilisation of the patient for safe and accurate treatment preparation and delivery.</p> <p>C6 Localise the target volume in relation to external surface markings and/or anatomical reference points.</p> <p>C7 Under supervision, generate a treatment plan.</p> <p>C8 Accurately and safely operate a range of therapeutic radiography equipment within protocol.</p> <p>C9 Apply effective moving and handling skills in order to protect patients and self.</p> <p>C10 Record and report outcomes of procedures appropriately.</p> <p>C11 Demonstrate flexibility in working in a variety of work settings.</p> <p>C12 Manage their continuing professional development.</p> <p>D Students will acquire and develop transferrable skills such that they are able to:</p> <p>D1 Demonstrate effective communication skills effectively in both an inter- and intra-professional setting.</p> <p>D2 Perform as an effective member of an interdisciplinary team.</p> <p>D3 Apply numeracy skills accurately to information and data relating to diagnostic imaging procedures.</p> <p>D4 Use information and communications technology effectively, both in the practical situation and as a learning resource.</p> <p>D5 Work individually and collaboratively and/or in partnership to deliver person-centred care.</p> <p>D6 Follow written instructions accurately and safely.</p> <p>D7 Use information management systems to identify and present material and the evidence base.</p> <p>D8 Demonstrate the importance of evidence for safe and effective professional practice.</p> <p>D9 Demonstrate accountability for their actions.</p>
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C. Teaching and Learning Strategy

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.

- Lectures
- Seminars
- Enquiry-based learning
- Tutorials
- Formative assessments
- Observation and demonstration of practices within clinical placements
- Module Coordinators are encouraged to provide material online and are encouraged to explore the use of on-line technologies that provide virtual teaching and assessment environments (Blackboard™).
- Lectures will be used to introduce and provide new information and update existing knowledge.

- Seminars and discussions to share varied ideas amongst students.
- Tutorials with individuals and groups.
- Formative assessments.
- Skills lab workshops to prepare students for clinical placements.
- Structured reading/guided study.
- Workbooks to develop and update knowledge.
- Small group exercises.

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

- Workshops / role play / simulation
- Enquiry based learning
- Tutorials
- Formative assessments
- Observation and demonstration of practices within clinical placements
- Lectures
- Enquiry-based learning
- Tutorials
- Formative assessments
- Observation and demonstration of practices within clinical placements
- 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 unseen written examination, presentation, coursework and/or competencies. Assessment can take many forms based on the practical or theoretical content of the modules. Formative assessment is used to assist students in self-assessment and integrating academic knowledge in clinical practice. Intellectual skills are assessed through unseen written assessments, written coursework and clinical portfolio. A variety of assessment methods are used to assess practical skills.

- Written Examination
- Written Assignment
- Objective Structured Clinical Examination
- Written Activities workbook
- Clinical Competency Portfolio

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

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 course are conditionally based on:

1. Satisfactory outcome of an interview.
2. Occupational Health clearance.
3. Satisfactory outcome of an Enhanced Criminal Records Bureau Disclosure.

In order to be considered for entry to the course applicants will be required to have the following qualifications:

- Be working as support workers for the duration of the course.
- Have the full written support of the service manager, having discussed their application with their line manager to obtain their agreement.

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 AP(E)L team in the faculty for consideration of exemption. An overview of the recruitment requirements and AP(E)L process are detailed in the Generic Document (Document C), Appendix 15.

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

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

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

- Five GCSE (A–C): to include English, Mathematics and Physics/Combined Science.
OR
- Access to HE course in Science or Health Studies or similar with 45 credits at L3 and 15 credits at L2.
OR
- A foundation degree/higher apprenticeship in a professionally relevant subject.

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 for the International English Language Test Score (IELTS) or equivalent.

Application is direct to the university.

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

- Communicate effectively both verbally and in writing.
- Undertake independent study, prioritise own workload and possess time management/organisational skills.
- Articulate their understanding of the role of the assistant practitioner within the imaging department.
- Demonstrate due regard for dignity, respect for persons, confidentiality and equal opportunities.
- Reflect upon their life skills and the relevance to Radiotherapy Practice.

G. Course structure(s)

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 (40)	Formative -	Radiotherapy plan production and evaluation throughout			See VLE	
		Imaging practicals throughout			See VLE	
Radiotherapy Practice 2 (40)	Summative			Oral Presentation 50%	43	
				OSCE Imaging 50%	25	
Appraising evidence for research informed practice (IPL2)	Formative	RT e-activities and essay			28	
		Mock exam			40	
	Summative			2 hr unseen examination 50%	43	
				3000 words essay 50%	36	
				Clinical competency portfolio P/F as year 1	52	
	Formative	Journal club				
	Summative			3000 word critical appraisal 100%	35	

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

I. Timetable information

W ee k	Dip HE Yr 1	Dip HE Yr 2	W ee k
8	Inductio n		52
1	AC	Clinical	1
2	AC	Clinical	2
3	AC	Clinical	3

Relative Percentages

	Academi c	Clinical
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4	AC	Clinical	4		Year 1	42%	38%	
5	AC	Clinical	5		Year 2	35%	45%	
7	Clinical	AC	7					
8	Clinical	AC	8					
9	Clinical	AC	9					
10	AC	AC	10					
11	AC	AC	11					
12	In-service I	In-service	12					
13	In-service	In-service	13					
14	In-service	In-service	14					
15	REVISI ON	REVISI ON	15					
16	ASSES S	ASSES S	16					
17	AC	AC	17					
18	Clinical	STUDY	18					
19	Clinical	STUDY	19					
20	Clinical	STUDY	20					
21	Clinical	STUDY	21					
22	Clinical	STUDY	22					
23	AC	Clinical	23					
24	AC	Clinical	24					
25	AC	Clinical	25					
26	Clinical	Clinical	26					
27	Clinical	Clinical	27					
28	Clinical	Clinical	28					
29	SPRING	Clinical	29					
30	BREAK	Clinical	30					
31	AC	SPRING	31					
32	AC	BREAK	32					
33	AC	RP2 prep	33					
34	REVISI ON	REVISI ON	34					
35	ASSES S	ASSES S	35					
36	Clinical	Clinical	36					
37	Clinical	Clinical	37					
38	Clinical	In-service	38					
39	Clinical	In-service	39					
40	Clinical	In-service	40					
41	Clinical	In-service	41					
42	AC	In-service	42					
43	CLIN / RESIT	Clin / Resit	43					
44	In-service	Clinical	44					
45	In-service	Clinical	45					

	46	In-service	Clinical	46	
	47	In-service	Clinical	47	
	48	In-service	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
A1			T D A	T D	D	D	D	
A2							D	
A3			D	T D A			D A	
A4		T D A	T D A				T D A	
A5		T D A	T D A				T D A	
A6		T D A	T D A				T D A	
A7		T D A	T D A				T D A	
A8	T D	T D A	D A				D	
A9	T D	T D	T D			D	D	
A10								T D A
A11	T D A		D		T D A		D	
A12					D	T D A	D	
A13			TD		D	T D A	D	
A14		T D	T D				T D	
A15	T D A		D		T D A	D	D	
A16		T	TD				D	
A17		T	D			D A		
A18	T D A		T D A		T D A		T D A	
A19		T	D		D	D	D	

A20	T	T						
A21		T	T D A				T D A	
A22			T A	T			D A	
A23	T D A		T				D	T D A
A24	T D A		TD				D	T D A
A25								
	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
B1					TD	TD	D	
B2				TD				
B3				TD				
B4								
B5								
B6								
B7			T D A	T			T D A	D
B8								T D A
B9			T D A			TD	T D A	
B10							T D A	
B11						TD	D	T D A
B12								
C1			T D A			T D A	T D A	
C2			T D A				T D A	
C3			T D A				DA	
C4			T D A			T D A	T D A	
C5			T D A	T			DA	
C6			T D A			T D A	DA	
C7			T D A				T D A	

C8					T D A	D A	
C9						T D A	
C10					T D A	T D A	
C11					T D A	T	
C12							
C13			T 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	<u>Outcomes focus and professional/employer links</u>	Clinical placements are provided by the NHS and the private sector

employer and industry need	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.	promoting a partnership in learning and education for the students. As a seconded member of staff this will be integral to your employment contract.
Embedded learning development	<u>Support for transition and academic preparedness</u> 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	<u>Group-based learning experiences</u> 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, learning and assessment	<u>Accessible materials, resources and activities</u> 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	The virtual learning environment provides a multi-media approach to dissemination and sharing of learning material, resources and activities.

	availability of alternative formats for reading lists.	
Assessment for learning	<p><u>Assessment and feedback to support attainment, progression and retention</u></p> <p>Assessment is recognised as a critical point for at risk students as well as integral to the learning of all students. Formative feedback is essential during transition into university. All first semester modules at level 4 should include a formative or low-stakes summative assessment (e.g. low weighted in final outcome for the module) to provide an early opportunity for students to check progress and receive prompt and useable feedback that can feed-forward into future learning and assessment. Assessment and feedback communicates high expectations and develops a commitment to excellence.</p>	<p>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.</p> <p>Feedback is provided within positive timeframes in line with the university guidelines.</p>
High impact pedagogies	<p><u>Research and enquiry experiences</u></p> <p>Opportunities for students to undertake small-scale independent enquiry enable students to understand how knowledge is generated and tested in the discipline as well as prepare them to engage in enquiry as a highly sought after outcome of university study. In preparation for an undergraduate dissertation at level 6, courses should provide opportunities for students to develop research skills at level 4 and 5 and should engage with open-ended problems with appropriate support.</p> <p>Research opportunities should build student autonomy and are likely to encourage creativity and problem-solving.</p> <p>Dissemination of student research outcomes, for example via posters, presentations and reports with peer review, should also be considered.</p>	<p>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.</p> <p>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. Level 6 studies are not included within this programme.</p>
Curricula informed by employer and industry need / Assessment for learning	<p><u>Authentic learning and assessment tasks</u></p> <p>Live briefs, projects or equivalent authentic workplace learning experiences and/or assessments enable students, for example, to engage with external clients, develop their understanding through situated and experiential learning in real or simulated workplace contexts and deliver outputs to an agreed specification and deadline.</p> <p>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</p>	<p>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. 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.</p>

	<p>enquiry skills and can be linked to assessment if appropriate.</p>	
Inclusive teaching, learning and assessment	<p><u>Course content and teaching methods acknowledge the diversity of the student cohort</u></p> <p>An inclusive curriculum incorporates images, examples, case studies and other resources from a broad range of cultural and social views reflecting diversity of the student cohort in terms of, for example, gender, ethnicity, sexuality, religious belief, socio-economic background etc. This commitment to inclusivity enables students to recognise themselves and their experiences in the curriculum as well as foster understanding of other viewpoints and identities.</p>	<p>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.</p>
Curricula informed by employer and industry need	<p><u>Work-based learning</u></p> <p>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.</p>	<p>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.</p>
Embedded learning development	<p><u>Writing in the disciplines: Alternative formats</u></p> <p>The development of student awareness, understanding and mastery of the specific thinking and communication practices in the discipline is fundamental to applied subject knowledge. This involves explicitly defining the features of disciplinary thinking and practices, finding opportunities to scaffold student attempts to adopt these ways of thinking and practising and providing opportunities to receive formative feedback on this. A writing in the disciplines approach recognises that writing is not a discrete representation of knowledge but integral to the process of knowing and understanding in the discipline. It is expected that assessment utilises formats that are recognisable and applicable to those working in the profession. For example,</p>	<p>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.</p> <p>Communication skills are essential requirements of radiography practice and, therefore these are reflected within the curriculum.</p>

	project report, presentation, poster, lab or field report, journal or professional article, position paper, case report, handbook, exhibition guide.	
High impact pedagogies	<p><u>Multi-disciplinary, interdisciplinary or interprofessional group-based learning experiences</u></p> <p>Building on experience of group working at level 4, at level 5 students should be provided with the opportunity to work and manage more complex tasks in groups that work across traditional disciplinary and professional boundaries and reflecting interprofessional work-place settings.</p> <p>Learning in multi- or interdisciplinary groups creates the opportunity for the development of student outcomes including inclusivity, communication and networking.</p>	<p>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.</p>
Assessment for learning	<p><u>Variation of assessment</u></p> <p>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.</p>	<p>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.</p>
Curricula informed by employer and industry need	<p><u>Career management skills</u></p> <p>Courses should provide support for the development of career management skills that enable student to be familiar with and understand relevant industries or professions, be able to build on work-related learning opportunities, understand the role of self-appraisal and planning for lifelong learning in career development, develop resilience and manage the career building process. This should be designed to inform the development of excellence and professionalism.</p>	<p>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 two Radiotherapy Practice modules and is fundamental to the assistant therapeutic radiographer's role.</p>

Curricula informed by employer and industry need / Assessment for learning / High impact pedagogies	<p><u>Capstone project/dissertation</u></p> <p>The level 6 project or dissertation is a critical point for the integration and synthesis of knowledge and skills from across the course. It also provides an important transition into employment if the assessment is authentic, industry-facing or client-driven. It is recommended that this is a capstone experience, bringing together all learning across the course and creates the opportunity for the development of student outcomes including professionalism, integrity and creativity.</p>	<p>Students do not need to complete Level 6 studies as part of this programme; however the level 4 & 5 studies completed lay foundational skills to enable progression towards Level 6 skills.</p>
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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

