

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	Radiography and ODP										
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"> <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?	No										
Approval dates:	Course(s) validated / Subject to validation	February 2016									
	Course specification last updated and signed off	September 2021									
Professional, Statutory & Regulatory Body accreditation	Society of Radiographers										
Reference points:	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. Course Aims and Features											
Distinctive features of course	The distinctive features of the DipHE Radiotherapy Practice course include: – 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><u>SoR: Education and Career Framework for the Radiography Workforce</u></p> <p>Students will acquire knowledge and understanding of the importance to:</p> <ol style="list-style-type: none"> 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. Understand the importance of evidence for safe, effective professional practice 4. Engage in continuing professional development 5. Manage self and work effectively 6. Use information management systems effectively 7. Demonstrate effective interpersonal communication skills 8. Ensure the radiation safety of all individuals in the working environment when it is their responsibility to do so 9. Practice within a risk-benefit framework, having regard to the biological effects of radiation 10. If entitled to do so by the employer, adhere to the role of operator in accordance with IR(ME)R 2000 and its subsequent amendments 11. Participate in quality assurance and undertake equipment within protocol. 12. Demonstrate understanding of the significance of the relationship between anatomy, pathophysiology and the imaging and/or radiotherapy process 13. Employ effective patient positioning and immobilisation 14. Manipulate exposure factors and image recording parameters within protocol 15. Operate equipment safely and effectively within protocol 16. Carry out identified delegated procedures within protocol 17. Assess the technical quality of images produced

	<ol style="list-style-type: none"> 18. Record imaging examinations/radiotherapy interventions and their outcomes accurately 19. Supply and administer medicines under Patient Specific Directions (PSDs) 20. Demonstrate awareness of the role of other imaging and treatment modalities 21. Work individually, collaboratively and/or in partnership to deliver person-centred care 22. 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. 23. Demonstrate proficiency in basic life-support techniques, infection control and moving and handling 24. Ensure informed consent has been given prior to undertaking imaging examinations or radiotherapy.
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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:

- 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

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 a 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	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
YEAR 2					
		SEMESTER 1		SEMESTER 2	
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 essay			TBC
		Mock exam			TBC
	Summative			2 hr unseen examination 50%	TBC
				3000 words essay 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

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

Week	Dip HE Yr 1	Dip HE Yr 2	Week
8	Induction		52
1	AC	Clinical	1
2	AC	Clinical	2
3	AC	Clinical	3
4	AC	Clinical	4
5	AC	Clinical	5
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	REVISION	REVISION	15
16	ASSESS	ASSESS	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

Relative Percentages

	Academic	Clinical
Year 1	42%	38%
Year 2	35%	45%

34	REVISION	REVISION	34
35	ASSESS	ASSESS	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: Terminology

Appendix A: Curriculum Map [No longer applicable]

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			T D		D	T D A	D	
A14		T D	T D				T D	
A15	T D A		D		T D A	D	D	
A16		T	T D				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	TDA				TDA	
A22			TA	T			DA	
A23	TDA		T				D	TDA
A24	TDA		TD				D	TDA
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			TDA	T			TDA	D
B8								TDA
B9			TDA			TD	TDA	
B10							TDA	
B11						TD	D	TDA
B12								
C1			TDA			TDA	TDA	
C2			TDA				TDA	
C3			TDA				DA	
C4			TDA			TDA	TDA	
C5			TDA	T			DA	
C6			TDA			TDA	DA	
C7			TDA				TDA	

C8						TDA	DA	
C9							TDA	
C10						TDA	TDA	
C11						TDA	T	
C12								
C13			TDA					

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 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

