Course Specification

<table>
<tr><th colspan="5">A. Course Information</th></tr>
<tr><td>Final award title(s)</td><td colspan="4">DipHE Diagnostic Imaging</td></tr>
<tr><td>Intermediate exit award title(s)</td><td colspan="4">CertHE Health Studies</td></tr>
<tr><td>UCAS Code</td><td colspan="2"></td><td>Course Code(s)</td><td>FT 4292</td></tr>
<tr><td></td><td colspan="4">London South Bank University</td></tr>
<tr><td>School</td><td colspan="4">☐ ASC ☐ ACI ☐ BEA ☐ BUS ☐ ENG ☐ LSS ☒ HSC</td></tr>
<tr><td>Division</td><td colspan="4">Radiography and Operating Department Practice</td></tr>
<tr><td>Course Director</td><td colspan="4">Harry Bliss</td></tr>
<tr><td>Delivery site(s) for course(s)</td><td colspan="4">☒ Southwark ☐ Havering
☐ Other: please specify</td></tr>
<tr><td>Mode(s) of delivery</td><td colspan="4">☒Full time ☐Part time ☐other please specify</td></tr>
<tr><td>Length of course/start and finish dates</td><td colspan="4"><table><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>August</td></tr></table></td></tr>
<tr><td>Is this course generally suitable for students on a Tier 4 visa?</td><td colspan="4">No</td></tr>
<tr><td rowspan="2">Approval dates:</td><td colspan="2">Course(s) validated / Subject to validation</td><td colspan="2">March 2022</td></tr>
<tr><td colspan="2">Course specification last updated and signed off</td><td colspan="2">September 2023</td></tr>
<tr><td>Professional, Statutory & Regulatory Body accreditation</td><td colspan="4">College of Radiographers</td></tr>
<tr><td rowspan="2">Reference points:</td><td>Internal</td><td colspan="3">Corporate Strategy 2020 - 2025
School Strategy
LSBU Academic Regulations
Academic Quality and Enhancement Website</td></tr>
<tr><td>External</td><td colspan="3">Framework for Higher Education Qualifications
Subject Benchmark Statements
PSRB
Competitions and Markets Authority
SEEC Level Descriptors (2021)
CoR Quality Standards for Practice Placements (2012)
CoR Research Strategy (2021 - 2026)
CoR Scope of Practice (2013)
OfS Guidance</td></tr>
</table>

B. Course Aims and Features	
Distinctive features of course	The distinctive features of the DipHE Diagnostic Imaging programme include: • Mapped alongside the first 2 years of the BSc (Hons) programme, to ensure DipHE students are working towards the HCPC Standards of Proficiency (2013) and HCPC Standards of Education and Training (2012) and enable successful students to be eligible to apply for the top up course, which is mapped alongside the final year of the BSc (Hons) programme, to enable upgrade of qualification and to become eligible registration with the Health and Care Professions Council. • equipping individuals with the knowledge and skills required for eligibility as above. On completion of the DipHE, and subsequent completion of the top, students will be able to apply for registration with the Health and Care Professions Council as a diagnostic radiographer. This revision of the existing programme has encompassed the ongoing change in technology and the format of the changing healthcare environment with the aim of providing practitioners who are fit for purpose and fit for award.
Course Aims	The aims of the programme are to: • ensure that the graduating student achieves the competencies for eligibility to work as an assistant practitioner • develop confident and competent assistant practitioners who practise compassionately, skilfully and safely whilst maintaining dignity and promoting health and wellbeing • develop a graduate assistant practitioner 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	Students will acquire knowledge and understanding of: A1 Explain the context of medical imaging in the delivery of healthcare. A2 Recognise relevance of different modalities available in the practice of medical imaging. A3 Identify basic components and equipment used in routine examinations. A4 Explain the influence of exposure factors on the resultant radiographic image. A5 Outline and explain the main pieces of legislation surrounding the use of radiation in the clinical environment, and identify the statutory roles and responsibilities under IRR 2017 and IR(ME)R 2017

	A6 Describe the theoretical concepts concerned with X-ray production, the interaction mechanisms of photons and charged particles with matter and the geometry of X-ray production. A7 Identify and discuss the components of the X-ray tube and an X-ray detector A8 Describe the potential effects of ionising radiation to the body. A9 Describe the gross anatomy of the integumentary, musculoskeletal, gastrointestinal, urinary, cardiovascular, and respiratory systems A10 Outline the basic physiological processes associated with the integumentary, gastrointestinal, respiratory, urinary, cardiovascular and musculoskeletal systems A11 Identify common pathologies affecting the integumentary, musculoskeletal, gastrointestinal, urinary, cardiovascular, and respiratory systems A12 Describe the anatomy, physiology, radiographic technique, pathology and radiation protection principles relevant to the examinations identified - hand, fingers, thumb, wrist, forearm, elbow, humerus, shoulder, foot, ankle, tibia/fibula, knee, femur, chest and abdomen. A13 Demonstrate an understanding of the context of Interprofessional and Collaborative Practice in Health and Social Care, including service user and carer roles and perspectives, with application of this context to the development and presentation of an interprofessional group project in the subject area. A14 Describe the gross anatomy and basic physiological processes of the: accessory gastrointestinal, female reproductive, male reproductive, endocrine, neurovascular and lymphatics systems. A15 Identify common pathologies of the: accessory gastrointestinal, female reproductive, male reproductive, endocrine, neurovascular and lymphatics systems. A16 Explain the physical principles, clinical applications, patient management considerations and radiation protection issues of DEXA, interventional radiology, RNI, U/S, CT, MRI and “hybrid imaging” A17 Discuss the processes and prognosis of a range of common diseases and the causes of symptoms that these conditions may be present with. A18 Describe the anatomy, physiology, radiographic technique, pathology and radiation protection principles relevant to the examinations identified – pelvis/hips, spine, dental, facial bone and cranium. A19 Understand the factors that prompt research to inform evidence based and contemporary practice whilst considering the need for ethical and legal principles. A20 Explain the concept of research and how it can be conducted in a rigorous way to produce good quality evidence, understand data collection and analysis, and how different types of research can by conducted and presented. Students will develop their intellectual skills such that they are able to: B1 Demonstrate knowledge of clinical reasoning skills and their application to practice. B2 Explain and apply the principals involved in the safe use of ionising radiation within a clinical environment to both themselves and to patients. B3 Explain the broad level of risk of a radiological procedure in terms of equivalent exposure to background radiation.

	B4 Explain the effects of common pathologies on imaging of the integumentary, musculoskeletal, gastrointestinal, urinary, cardiovascular, and respiratory systems. B5 Apply imaging theory to radiographic practice B6 Reflect on clinical practice and to demonstrate effective clinical decision-making skills B7 Describe the workings, processes and practices of team development and the role of practices of effective teams, by applying theoretical principles to their collaborative working experience to demonstrate understanding and respect for diversity and difference within a team. B8 Develop an awareness and appreciation of effective interpersonal, physical and digital communication, and interprofessional collaboration skills, through self-analysis of their individual progression and development whilst integrating respect and allyship for diversity and individuality. B9 Explain the effects of common pathologies on imaging of the accessory gastrointestinal, female reproductive, male reproductive, endocrine, neurovascular and lymphatics systems B10 Evaluate various imaging modalities to identify advantages, disadvantages and a range of related issues of each modality B11 Discuss design features and the advantages and disadvantages of different types of digital imaging systems to facilitate effective patient imaging B12 Develop understanding of implication of a patient's clinical presentation and previous medical history B13 Evaluate the role differential diagnoses has on clinical practice B14 Discriminate between types of research, design and demonstrate a basic understanding of quantative, qualitative and mixed method approaches. Outline the differences of research questions and hypotheses, and demonstrate an awareness of how research proposals are formulated. B15 Identify the components of 'good research' and explain their significance and methodological contribution, and through that, develop analysis and critical thinking skills. Students will acquire and develop practical skills such that they are able to: C1 Competently and safely perform a range of diagnostic imaging examinations including patient care, whilst appreciating personal accountability and professionalism with recognition of HCPC standards C2 Demonstrate an understanding for the rationale of the selection of appropriate diagnostic imaging modalities in relation to pathological change C3 Competently and safely perform a range of diagnostic imaging examinations including: preparing the patient effectively while appreciating the limitations in own skill and working under the supervision of a qualified radiographer at all times; manage and organise own workload within the department and work cohesively with other healthcare professionals to ensure the smooth and efficient management of patients with recognition of HCPC standards.

	Students will acquire and develop transferable skills such that they are able to: D1 Reflect on the importance of evidence-based practice for safety and quality of experience in health and social care D2 Personal management and digital literacy skills: searching for information using library databases, collaboration, time-management, interpersonal, team-working, examination technique and revision skills. D3 Demonstrate effective communication and patient care skills. D4 Development and demonstration of equity and justice-based service delivery, including advocation for service users and colleagues. D5 Develop reflective practice skills to recognise and describe their own values, responsibilities and scope of practice, whilst consolidating their experiences in the context of learning and development as an individual, and as part of an interprofessional group, to identify their own self-development needs. D6 Demonstrate effective communication, patient care and interprofessional working skills. D7 Demonstrate a commitment to lifelong learning and continuing professional development via a Continuing Professional Development (CPD) portfolio as a foundation for future practice with recognition of HCPC standards. D8 Analyse factors that influence the implementation of evidence in practice, using an evidence-based practice model and appreciate how research and quality improvement projects are disseminated.

C. Teaching and Learning Strategy

Teaching and learning strategy

- Module Co-ordinators are required to provide material on-line and are encouraged to explore the use of on-line technologies that provide virtual teaching and assessment environments (Moodle).
- 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
- Critical incident analysis to reflect upon practice-based issues
- Structured reading/guided study
- Workbooks to develop and update knowledge
- Small group exercises

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.

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- Small group exercises

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

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- Seminars and discussions to share varied ideas amongst students
- Tutorials with individuals and groups

A. Assessment

Assessment methods are specified in each Module Guide and cover the module and programme 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.

A variety of assessment methods are used to assess practical skills.

- Written Examination
- Written Assignment
- Workstation Examination
- Skills workshops
- Clinical Competency Portfolio
- Presentations
- Podcasts

E. Academic Regulations

The University's Academic Regulations apply for this course: LSBU Academic Regulations

1.0 Compensation

The schools follows the university regulations apart from:

- Students/Apprentices will not be eligible for compensation in any module as a pass in all elements of assessment is required to demonstrate competence.

2.0 Third Attempts

An application for an exceptional third attempt at a single assessment in the final year of a pre-registration health and social care course may only be considered by the examination board in accordance with both of the following eligibility criteria for a single module.

Eligibility criteria

1. Increase in mark between first attempt and second.
2. Second attempt mark to be within 5% of the pass mark.

This protocol does not apply to:

1. Post-registration courses
2. CPPD stand-alone modules
3. Apprenticeship courses

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

An overview of the recruitment requirements and AP(E)L process are detailed in the Generic Document (Document C).

The admission and selection procedures outlined are based on the following principles:
• Fitness for practice
• An imperative to ensure flexibility of entry in accordance with Department of Health guidance
• The course team's commitment to facilitate equal opportunities at the point of entry and throughout the course.

The university operates an equal opportunities policy where there is no discrimination in view of age, gender, race, marital status, sexual orientation, socio-economic background, disability or religious beliefs.

All offers of places on the programme are conditionally based on:
1. Satisfactory outcome of an interview;
2. Occupational Health clearance;
3. Satisfactory outcome of an Enhanced Disclosure and Barring Service application
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 reviewed by the APEL team in the School for consideration of exemption.

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

All applicants must be 18 years or over at the commencement of the course.
It is anticipated that applicants will have a wide a variety of academic backgrounds, but they should ideally possess one of the following
• All applicants must be 18 years or over at the commencement of the course.
• 3 A-Levels at grade B or BTEC Level 3 extended diploma DDD (before 2010 known as BTEC national diploma level 3) (DMM); Plus 5 GCSEs A-C including Maths, English and Physics/Combined Science (reformed GCSEs grade 4 or above).
• Access to HE course in Science or Health Studies or similar with 45 credits at L3 (minimum 24 credits at distinction and 21 credits at merit grade) and 15 credits at L2 or
• a Foundation degree/higher apprenticeship in a professionally relevant subject
or
• an Honours degree (minimum 2:2 Classification) in a subject related to science or health, for example, physics, biology, health sciences.
Consideration will also be given to other relevant qualifications recognised as equivalent to the above.
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.

Applications made via UCAS.

G. Course structure(s)

Full time 2 year			
Year one		Year two	
Semester one	Semester two	Semester one	Semester two
Medical Imaging Practice 1		Medical Imaging Practice 2	
Concepts of Interprofessional and Collaborative Practice		Appraising evidence-based practice for diagnostic radiography	
Systemic anatomy and physiology 1	Clinical Reasoning in Medical Imaging	Systemic anatomy and physiology 2	
Introduction to radiation science		Medical imaging modalities	Medical imaging of pathology and disease processes

Placements information

Practice experience begins early in the programme (first semester) and students will gain practice experience through blocks of clinical placement throughout the programme. Academic and clinical blocks are structured to enable effective theory practice links to be established. Within the programme approximately 50% of student activity is based in practice.

B. Course Modules

Level 4			
Module and credits	**Semester**	**Formative Assessment**	**Summative Assessment (weighting)**
Concepts of interprofessional and collaborative practice (20)	1 & 2	500-word draft or plan of summative assignment	3000 word written assignment (100%)
Systemic anatomy and	1	mock exam paper	2-hour unseen exam (100%)

physiology 1 (20)			
Introduction to radiation science (20)	1	mock exam paper	2-hour unseen exam (100%)
Clinical reasoning in medical imaging (20)	2	500-word draft or plan of summative assignment	3000 word written assignment OR 20-minute podcast (100%)
Medical Imaging Practice 1 (40)	1 & 2	Mock exam and continuous clinical monitoring via clinical portfolio	2-hour written examination (50%), Workstation examination (50%) & Clinical Portfolio (Pass/Fail)
Level 5			
Appraising evidence-based practice for Diagnostic Radiography (20)	1 & 2	500-word draft or plan of summative assignment	3000 word written assignment (100%)
Systemic Anatomy and Physiology 2 (20)	1	mock exam paper	2-hour unseen exam (100%)
Medical Imaging Practice 2 (40)	1 & 2	Mock exam and continuous clinical monitoring via clinical portfolio	2-hour written examination (50%), Workstation examination (50%) & Clinical Portfolio (Pass/Fail)
Medical Imaging of pathology and disease processes (20)	2	500-word draft or plan of summative assignment	3000-word written assignment OR 20-minute podcast (100%)
Medical Imaging Modalities (20)	1	Group presentation	Poster presentation examination (100%)

I. Timetable information

Timetables will be on Moodle.

J. Costs and financial support

Course related costs

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

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.

	Clinical Reasoning in Medical Imaging	Introduction to Radiation Science	Systemic Anatomy and Physiology 1	Concepts of Interprofessional and Collaborative Practice	Medical Imaging Practice 1	Systemic Anatomy and Physiology 2	Medical Imaging modalities	Medical Imaging of pathology and disease processes	Appraising evidence for research informed practice	Medical Imaging Practice 2
A1	TDA	D			TDA		TDA	D		TDA
A2	TDA	D			TDA		TDA	D		TDA
A3	D	TDA			TDA		TDA			TDA
A4	D	TDA			TDA		D			TDA
A5	TDA	TDA			TDA		D			TDA
A6	D	TDA			TDA		D			TDA
A7	D	TDA			TDA		D			D
A8	D	TDA			D		D			D
A9			TDA		TDA	TDA		D		DA
A10			TDA		TDA	TDA		D		DA
A11			TDA		TDA	TDA		D		
A12	DA		D		TDA	D		D		DA
A13	D			TDA	DA					DA
A14						TDA	D	D		DA
A15						TDA	D	D		DA
A16							TDA	D		TDA
A17	D		D		TDA	D	DA	TDA		TDA
A18						D	D	D		TDA
A19									TDA	
A20									TDA	

	Clinical Reasoning in Medical Imaging	Introduction to Radiation Science	Systemic Anatomy and Physiology 1	Concepts of Interprofessional and Collaborative Practice	Medical Imaging 1	Systemic Anatomy and Physiology 2	Medical Imaging Modalities	Medical Imaging of pathology and disease processes	Appraising evidence for research informed practice	Medical Imaging 2
B1	TDA				TDA		DA			TDA
B2	DA	TDA			TDA		D			TDA
B3	D	TDA			TDA		DA			TDA
B4			TDA		TDA		D	TDA		TDA
B5					TDA					TDA
B6	TDA			D	DA		D			DA
B7				TDA	DA					DA
B8				TDA	D					D
B9						TDA		TDA		TDA
B10	DA						TDA	DA		DA
B11							TDA			DA
B12	DA				TDA			TDA		TDA
B13					TDA			TDA		TDA
B14									TDA	

B15									TDA	
C1					TDA					TDA
C2	D				D		TDA	TDA		TDA
C3					D					TDA

	Clinical Reasoning in Medical Imaging	Introduction to Radiation Science	Systemic Anatomy and Physiology 1	Concepts of Interprofessional and Collaborative Practice	Medical Imaging 1	Systemic Anatomy and Physiology 2	Medical Imaging modalities	Medical Imaging of pathology and disease processes	Appraising evidence for research informed practice	Medical Imaging 2
D1	D	D		TDA	TDA		D	D	D	TDA
D2	D	D	TDA	D	D	TDA	D	D	D	D
D3					TDA					TDA
D4					TDA					TDA
D5	DA	DA	DA	TDA	DA	DA	TDA	DA	DA	DA
D6					TDA					TDA
D7					DA					DA
D8										

Appendix B: Terminology

[Please provide a selection of definitions according to your own course and context to help prospective students who may not be familiar with terms used in higher education. Some examples are listed below]

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