

# Course Specification

<b>A. Course Information</b>											
<b>Final award title(s)</b>	MSc Radiographic Reporting PgD Radiographic Reporting PgC Radiographic Reporting										
<b>Intermediate exit award title(s)</b>	PgD Radiographic Reporting PgC Radiographic Reporting										
<b>UCAS Code</b>		<b>Course Code(s)</b>	MSc: 5066 Top Up PgD: 5065 Top Up PgC: 5064								
	London South Bank University										
<b>School</b>	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input checked="" type="checkbox"/> HSC <input type="checkbox"/> LSS										
<b>Division</b>	Allied Health Sciences										
<b>Course Director</b>	Michael Williams										
<b>Delivery site(s) for course(s)</b>	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input checked="" type="checkbox"/> Other: Distance Learning										
<b>Mode(s) of delivery</b>	<input type="checkbox"/> Full time <input type="checkbox"/> Part time <input type="checkbox"/> Other please specify										
<b>Length of course/start and finish dates</b>	<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>Up to 6 years</td><td>September</td><td>August</td></tr> </tbody> </table>			Mode	Length years	Start - month	Finish - month	Full time	Up to 6 years	September	August
Mode	Length years	Start - month	Finish - month								
Full time	Up to 6 years	September	August								
<b>Is this course generally suitable for students on a Tier 4 visa?</b>	No										
<b>Approval dates:</b>	Course(s) validated / Subject to validation		July 2017								
	Course specification last updated and signed off		September 2020								
<b>Professional, Statutory &amp; Regulatory Body accreditation</b>	Society & College of Radiographers										
<b>Reference points:</b>	Internal  External	Corporate Strategy 2015-2020 Academic Quality and Enhancement Manual School Strategy LSBU Academic Regulations									
		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>B. Course Aims and Features</b>	
<b>Distinctive features of course</b>	<p>This PgC, PgD, MSc suite of awards develops radiographers to competently perform reporting activities within their scope of practice.</p> <p>The course offers education in the latest theoretical and clinical developments relating to radiographic reporting in diagnostic imaging. It also develops research skills and critical thinking and provides the opportunity to conduct a research project, laying the foundations for independent research in the future and an extended evidence-based practitioner.</p>
<b>Course Aims</b>	<p>This PgC, PgD, MSc Radiographic Reporting course aims to:</p> <ol style="list-style-type: none"> <li>1 Provide the opportunity to critically reflect on theory, contemporary research, and evidence-based practice related to radiographic reporting in diagnostic imaging procedures in order to inform personal and professional practice and enhance stakeholder experience.</li> <li>2 Develop advanced knowledge and skills through the critical appraisal of theory and practice related to radiographic reporting within the context of UK and international health provisions.</li> <li>3 Develop the skills that will support active engagement in the process of lifelong learning and CPPD through critical reflection, to influence and enhance professional practice and future employability.</li> <li>4 Enable continued professional development through independent and multi-disciplinary learning, thereby demonstrating maintenance of the standard of proficiency articulated by the Health and Care Professions Council (HCPC) and other relevant professional bodies</li> </ol>
<b>Course Learning Outcomes</b>	<p>1) <b>Students gain knowledge and understanding such that they are able to:</b></p> <ul style="list-style-type: none"> <li>A1 Synthesise and critically analyse research and evidence-based practice which underpins the principles and theories of current methods in Diagnostic Imaging in the wider context of healthcare service and delivery.</li> <li>A2 Critically reflect on and develop knowledge of practice to enhance future professional standing and employability through the application of lifelong learning and continued professional development.</li> <li>A3 Justify, utilise, and apply knowledge in order to undertake research and service evaluation and improvement in Diagnostic Imaging; to ensure optimal stakeholder experience.</li> <li>A4 Critically discuss and analyse legal, ethical and professional issues relating to radiographic reporting and multi-disciplinary working in a diagnostic imaging environment</li> <li>A5 Develop critically, strategically and in depth a topic or area of interest arising from the work done within the taught postgraduate framework and in the student's area of academic or professional interest.</li> </ul>

*PgC = A1, A2, A4 PgD = A1 – A4, MSc = A1 – A5*

**2) Students will develop their intellectual skills such that they are able to:**

- B1 Critically evaluate research and evidence-based practice that underpins radiographic reporting practice.
- B2 Synthesise and critically reflect on the theory that informs patient management and service delivery in Diagnostic Imaging and reporting.
- B3 Utilise a range of information and data to justify decision making in new, varied, and challenging situations related to Diagnostic Imaging and reporting.
- B4 Critically reflect upon the professional and legal aspects of role extension, reporting, service improvement, and advanced practice in relation to health care policy and service delivery.

*PgC, PgD, MSc = B1 - B4*

**3) Students will acquire and develop practical skills such that they are able to:**

- C1 Critically evaluate the range of methods and modalities in Diagnostic Imaging and reporting with relation to patient management, quality, and service delivery.
- C2 Apply new theories and knowledge to aspects of Diagnostic Imaging and reporting which require management of challenging or complex situations.
- C3 Critically reflect on individual role and learning needs and that of others in relation to extended reporting practice and employability skills.
- C4 Comply with the quality standards required for advanced practice in reporting
- C5 Employ effective strategies, knowledge and the confidence necessary to apply and reflect on theory, research and evidence and manage a research project or original inquiry.

*PgC, PgD = C1- C4, MSc = C1 – C5*

**4) Students will acquire and develop transferable skills such that they are able to:**

- D1 Critically appraise, and actively contribute, to the contemporary research and evidence that underpins radiographic reporting practice.
- D2 Undertake critical reflection in relation to individual practice and maintain core competencies and continuing professional development in reporting.
- D3 Critically appraise and lead new developments in relation to individual reporting practice, patient management, service delivery, and quality mechanisms.
- D4 Critically evaluate inter-professional and stakeholder-centred practice in the context of individual professional reporting

	<p>practice and in a wider health care setting both in the UK and internationally</p> <p>D5 Demonstrate research skills through the identification, retrieval and critical analysis of published material and ability to write a feasible high quality proposal.</p> <p><i>PgC = D2 - D4, PgD = D1 – D4, MSc = D1 – D5</i></p>
<b>C. Teaching and Learning Strategy</b>	
<ul style="list-style-type: none"> <li>I. Face-to-face approaches that will include lectures, group work and discussion and feedback, workshops, tutorials.</li> <li>II. Use of a virtual learning environment (VLE) to engage students with self-directed learning activities.</li> <li>III. Blended learning activities</li> <li>IV. Structured feedback to develop literature search, analysis and synthesis skills</li> <li>V. Mentor (academic &amp; clinical) sessions to identify individual needs</li> <li>VI. Self and peer formative assessment</li> </ul>	
<b>D. Assessment</b>	
<ul style="list-style-type: none"> <li>I. Conventional ‘essay-style’ assignment.</li> <li>II. Article format, suitable for submission to a peer reviewed journal.</li> <li>III. Case-study</li> <li>IV. Clinical portfolio</li> <li>V. Dissertation</li> <li>VI. Objective structured clinical evaluation (OSCE)</li> <li>VII. Image evaluation</li> </ul>	
<b>E. Academic Regulations</b>	
<p>The University’s Academic Regulations apply for this course. Any course specific protocols will be identified here.</p>	

## F. Entry Requirements

Professional qualifications

- (i) A degree or diploma in diagnostic radiography
- (ii) Currently working in areas where appropriate experience of reporting images can be obtained. Normally they should have had a minimum of the equivalent of two years' full time experience in general radiography within the last five years.

Level of English language capability:-

If English is not the first language, students must have an IELTS average score of 7.0 on entry into the course. No individual elements should be below 7.0.

It will be a requirement for the student to provide written agreement from their Radiology Department, indicating that the necessary experience required is available to achieve the competences which these modules address.

A degree or diploma in diagnostic radiography

Use of Prior Credit (APL/APEL): prior certificated credit or prior experiential credit may be used within the Course in the following ways:-

Evidence of relevant academic and clinical expertise may be considered through the University's APL and APEL procedures for Recognition of Prior Learning. Consequently, students may be able to claim appropriate Master's level credits as approved by the University.

Students may be able to import specific credits into the MSc in support of previous relevant certified learning (APL) or provide evidence of experiential learning for they may be awarded credit (APEL). This is currently permitted up to a half of an overall award (90 credits of a 180 credit Master's).

The credits offered for APL to be considered must be current, at Master's level, and of an equivalent scale. Claims under the APL scheme will be considered by the course director and must be supported by acceptable evidence of proof of learning (for example transcripts, certificates, and module descriptors).

## G. Course structure(s)

The **MSc Radiographic Reporting** course (180 Credits) comprises;

### Mandatory Modules

- Dissertation (40 or 60 Credit options)
- Research in Health & Social Care (20 Credit options)
- Foundations of Image Interpretation (20 Credits)

Remaining credits may be made up of a selection from the following **specialist** modules:-

- Radiographic Reporting: Musculoskeletal (40)
- Radiographic Reporting: Axial Skeleton (20)
- Advances in Specialised Skeletal Imaging (20)
- Radiographic Chest Reporting (40)

The following **non-specialist** module may be selected as an alternative to one of the specialist modules above:-

Enhancing Practice through Work Based Learning (20)

The **PqD Radiographic Reporting** course (120 Credits) comprises;

**Mandatory** Modules;

- Research in Health & Social Care (20 Credits)
- Foundations of Image Interpretation (20)

Remaining credits may be made up of a selection from the following **specialist** modules:-

- Radiographic Reporting: Musculoskeletal (40)
- Radiographic Reporting: Axial Skeleton (20)
- Advances in Specialised Skeletal Imaging (20)
- Radiographic Chest Reporting (40)

The following **non-specialist** module may be selected as an alternative to one of the specialist modules above:-

Enhancing Practice through Work Based Learning (20)

The **PqC Radiographic Reporting** course (60 Credits) comprises;

**Mandatory**

- Foundations of Image Interpretation (20)

Remaining credits may be made up of a selection from the following **specialist** modules:-

- Radiographic Reporting: Musculoskeletal (40)
- Radiographic Reporting: Axial Skeleton (20)
- Advances in Specialised Skeletal Imaging (20)
- Radiographic Chest Reporting (40)

The following **non-specialist** module may be selected as an alternative to one of the specialist modules above:-

- Enhancing Practice through Work Based Learning (20)

**Placements information**

**None**

## **H. Course Modules**

<b>Module Code</b>	<b>Module Title</b>	<b>Level</b>	<b>Semester</b>	<b>Credit value</b>
AHP_7_065	Foundations of Image Interpretation	7	1 or 2	20
AHP_7_120	Radiographic Reporting: Musculoskeletal	7	1 & 2	40
AHP_7_100	Radiographic Reporting: Axial Skeleton	7	1 & 2	20
AHP_7_019	Advances in Specialised Skeletal Imaging	7	1 or 2	20
AHP_7_063	Radiographic Chest Reporting	7	1 & 2	40
AHP_7_097	Enhancing Practice through Work Based Learning (Taught)	7	1 & 2	20
AHP_7_114	Enhancing Practice through Work Based Learning (On-line)	7	1 & 2	20
TAR_7_014	Research in Health and Social Care (Online)	7	1 or 2	20
TAR_7_011 *	Research in Health and Social Care (Taught)	7	1 or 2	20
AHP_7_104	Dissertation - Allied Health Sciences (60 credits) (Online)	7	1 & 2	60
AHP_7_051	Dissertation – Allied Health Sciences (Taught - 60 credits)	7	1 & 2	60
AHP_7_098	Dissertation - Allied Health Sciences (40 credits) (Online)	7	1 & 2	40
AHP_7_064	Dissertation – Allied Health Sciences (Taught- 40 credits)	7	1 & 2	40

## **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-  
**K.** <https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses>

### **List of Appendices**

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## **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.

Module			Course outcomes															
Level	Title	Code	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
7	Foundations of Image Interpretation	AHP_7_065	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA			TDA	TDA
7	Radiographic Reporting: Musculoskeletal	AHP_7_120	TDA	TDA	TDA		TDA	TDA	TDA	TDA	TDA	TDA		TDA		TDA		TDA
7	Radiographic Reporting: Axial Skeleton	AHP_7_100	TDA	TDA	TDA		TDA	TDA	TDA	TDA		TDA		TDA		TDA		TDA
7	Advances in Specialised Skeletal Imaging	AHP_7_019	TDA	TDA	TDA		TDA	TDA	TDA	TDA	TDA	TDA		TDA			TDA	TDA
7	Radiographic Chest Reporting	AHP_7_063	TDA	TDA	TDA		TDA	TDA	TDA	TDA		TDA		TDA		TDA		TDA
7	Research in Health & Social Care (Online)	TAR_7_014	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA					TDA			TDA

7	Research in Health & Social Care (Taught)	TAR_7_011*	TDA						TDA			TDA							
7	Dissertation - Allied Health Sciences (60 credits) (Online)	AHP_7_104	TDA						TDA			TDA							
7	Dissertation – Allied Health Sciences (Taught - 60 credits)	AHP_7_051	TDA						TDA			TDA							
7	Dissertation - Allied Health Sciences (40 credits) (Online)	AHP_7_098	TDA						TDA			TDA							
7	Dissertation – Allied Health Sciences (Taught- 40 credits)	AHP_7_064	TDA						TDA			TDA							

## Appendix B: Personal Development Planning

A variety of terms are used in higher education to describe a process undertaken by individuals to gather evidence on, record and review their own learning and achievement, and identify ways in which they might improve themselves academically and more broadly. The term Personal Development Planning (PDP) is proposed to describe a structured process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan for their personal educational and career development. The purpose of this tool is to help HE teaching staff to explain where PDP is being used within a course or portfolio of modules.

Approach to PDP	Level 7
1 Supporting the development and recognition of skills through the personal tutor system.	Each student will engage with an allocated personal tutor at least once during each module to discuss their development <b>Evidence –Records of tutorials and personal tutor reviews.</b>
2 Supporting the development and recognition of skills in academic modules/modules.	All students are offered a personal tutorial during the academic module. Students on taught modules will be introduced to the learning support team/ service during the induction for the course. Students will be encouraged to submit formative work prior to the summative submission and receive feedback. Written feedback is given with all summative assignment submissions. <b>Evidence – Formative assignments, progress interviews, assignment feedback</b>
3 Supporting the development and recognition of skills through purpose designed modules/modules.	Each module has a specific focus on different aspects of learning, teaching, evaluation, portfolio development, curriculum perspectives, and research. Each module is specifically designed to develop skills in these areas <b>Evidence – Module guides</b>
4 Supporting the development and recognition of skills through research projects and dissertations works	All assessed work must be underpinned by theoretical concepts that demonstrate the student's understanding of the process of selecting the appropriate methods of teaching, learning and evaluating. This develops decision making skills <b>Evidence – Module guides</b>
5 Supporting the development and recognition of career management skills.	The course team work closely with the healthcare organisations to ensure that the skills that student are acquiring are relevant to modern provision. <b>Evidence- Stakeholder meetings and feedback</b>
6 Supporting the development and recognition of career management skills through work placements or work experience.	Continuing experience facilitates role development and the impact students have on healthcare practice. <b>Evidence –Assessment of competence</b>
7 Supporting the development of skills by recognising that they can be developed	Students are encouraged to maintain a healthy work/life balance <b>Evidence –Records of tutorials and personal tutor reviews.</b>

through extra curricula activities.	
8 Supporting the development of the skills and attitudes as a basis for continuing professional development.	Assignments are designed to engage in processes that encourage consideration of personal CPD enabling the development of skills to promote that of others <b>Evidence – Personal CPD portfolio</b>
9 Other approaches to personal development planning.	Students are encouraged to complete a reflective journal throughout the duration of the course illustrating how they have achieved the learning outcomes and feed CPD. <b>Evidence – Personal CPD portfolio</b>
10 The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper-based learning log or diary.	Students are supported throughout the course and individual modules. As adult learners, students will be invited to support reflections by their preferred method (written, electronic, audio or visual). Tutorials will also include reflection <b>Evidence – Personal CPD portfolio</b>

## 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]

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

<b>higher education provider</b>	organisations that deliver higher education
<b>independent learning</b>	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
<b>intensity of study</b>	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
<b>lecture</b>	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
<b>learning zone</b>	a flexible student space that supports independent and social earning
<b>material information</b>	information students need to make an informed decision, such as about what and where to study
<b>mode of study</b>	different ways of studying, such as full-time, part-time, e-learning or work-based learning
<b>modular course</b>	a course delivered using modules
<b>module</b>	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules
<b>national teaching fellowship</b>	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
<b>navigability (of websites)</b>	the ease with which users can obtain the information they require from a website
<b>optional module</b>	a module or course unit that students choose to take
<b>performance (examinations)</b>	a type of examination used in performance-based subjects such as drama and music
<b>professional body</b>	an organisation that oversees the activities of a particular profession and represents the interests of its members
<b>prospective student</b>	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

<b>regulated course</b>	a course that is regulated by a regulatory body
<b>regulatory body</b>	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
<b>scholarship</b>	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
<b>semester</b>	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
<b>seminar</b>	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
<b>summative assessment</b>	formal assessment of students' work, contributing to the final result
<b>term</b>	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
<b>total study time</b>	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
<b>tutorial</b>	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
<b>work/study placement</b>	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
<b>workload</b>	see 'total study time'
<b>written examination</b>	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions

## Appendix D: Modules

<b>Module Title</b>	<b>Foundations of Image Interpretation (Online)</b>	
<b>Course(s)</b>	<i>PgC/PgD/MSc Radiographic Reporting OR PgC/PgD/MSc Diagnostic Imaging</i>	
<b>Level</b>	7	
<b>Semester</b>	1	
<b>Ref No:</b>	AHP_7_065	
<b>Credit Value</b>	20 credit points	
<b>Student Study hours</b>	<b>Total</b> Contact Blended (Learning and Teaching Activities) Student Managed (Independent Guided Study)	<b>200 hours</b> There is no on site teaching 30 170
<b>Pre-requisite learning</b>	None	
<b>Co-requisites</b>	Student support for studying at Masters level is to be discussed with the pathway advisor. Students who have not previously undertaken study at academic Level 7 (Masters level) are advised to consider the module: Preparation for Masters Level Study (see CPPD online prospectus for more details).	
<b>Excluded combinations</b>	None	
<b>Module Coordinator</b>	Jerry Hughes	
<b>Parent Department</b>	Allied Health Sciences – Diagnostic Radiography	
<b>Parent Course</b>	PgC/PgD/MSc Radiographic Reporting OR PgC/PgD/MSc Diagnostic Imaging	
<b>Description</b>	This module introduces the principles of image perception and the opportunities for error in decision making. The implications for practice are considered from abnormality signalling through to written reporting, for integration within a modern healthcare system.	
<b>JACS Code</b>	<b>B821</b>	
<b>Aims</b>	The aim of this module is to enable health care professionals to develop an understanding of the principles of image perception and decision making factors, awareness of error by investigating the ways in which decision making error occurs in diagnostic imaging relative to the common processes adopted in clinical practice and the associated implications.	
<b>Learning outcomes</b>	<p>By engaging successfully with this module the student will be able to:</p> <p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>• Explain the underlying principles of image perception</li> <li>• Evaluate the practical and functional implications of viewing modalities in relation to reporting.</li> </ul> <p><b>Intellectual Skills</b></p> <ul style="list-style-type: none"> <li>• Critically evaluate the causes of error and the implications to practice</li> <li>• Evaluate the implications of decision making within the wider context of healthcare</li> </ul> <p><b>Practical Skills</b></p>	

	<ul style="list-style-type: none"> <li>• Demonstrate understanding of the cognitive and psychological concepts related to evaluation of diagnostic images</li> <li>• Critically evaluate the common output approaches to decision making in radiographic imaging</li> <li>• Demonstrate understanding of the basis and rationale for radiographic report formulation</li> </ul> <p><b>Transferable Skills</b></p> <ul style="list-style-type: none"> <li>• Undertake critical reflection in relation to individual practice and maintain core competencies and continuing professional development in reporting.</li> <li>• Critically appraise and lead new developments in relation to individual reporting practice, patient management, service delivery, and quality mechanisms.</li> <li>• Critically evaluate inter-professional and stakeholder-centred practice in the context of individual professional reporting practice and in a wider health care setting both in the UK and internationally</li> </ul>
<b>Employability</b>	Professionals undertaking this module will be able to use their knowledge and skills to enhance the service they provide in accordance with their employer's policies. Completion of the module may be used as evidence to support career progression, particularly where making reliable decisions from radiographic images is desirable or essential requirement.
<b>Teaching &amp; Learning Pattern</b>	<p>Learning for this module is based on distance learning principles (<b>e-learning</b>) using a VLE as the platform for delivery. The overall approach to learning and teaching throughout the module facilitates an active learning experience which engages the learner in, and promotes ownership and autonomy of learning. This strategy links development needs with professional practice involving the use of radiographic images commonly seen in practice.</p> <p>Active learning is encouraged using a series of structured activities throughout the module. Online learning objects and e-lectures will be used to identify and introduce the main themes of the subject area and to indicate themes for self-directed study. A range of media is used to present learning materials including slide presentations (some with audio accompaniment) and web-based learning packages. Directed reading of book chapters, online media, and case studies will be used to link clinical findings and image appearances.</p>
<b>Indicative content</b>	<p>The indicative module contents include:</p> <ul style="list-style-type: none"> <li>• principles of image perception</li> <li>• principles of report formulation</li> <li>• inter-observer and intra-observer variation</li> <li>• principles and consequent use of alternative modalities for equivocal findings</li> <li>• causes of error and misdiagnosis</li> <li>• approaches to communicating findings</li> <li>• assessment of performance (test, audit, and statistical underpinning)</li> <li>• professional responsibility and the law</li> <li>• Medico-legal aspects of role extension and delegation of medical tasks.</li> </ul>
<b>Assessment</b>	<p><b>Formative Assessment</b></p> <p>Activities during the module will develop the necessary skills required for image review, identification of error types, and analysis of error. Peer and tutor review of these activities will be encouraged via the use of online discussion forums and feedback is provided via tutor, peer, and self-evaluation.</p>

	<p><b>Summative Assessment</b></p> <p>4000 word essay based around the foundations of image interpretation with critical appraisal of contemporary literature.</p> <p><b>The pass mark is 50%.</b>  <b>100% weighting.</b></p>
<b>Core Reading</b>	<p>Crawford, L., Gray, I. &amp; Manson, S. (2015) <i>The Audit Process: Principles, Practice and Cases</i>. 6<sup>th</sup> ed. Cengage Learning.</p> <p>King, L. &amp; Wherry, D. (2010). <i>ABC of Imaging in Trauma</i>. [online]. Wiley-Blackwell.</p> <p>Medina, S., Blackmore, C., Applegate, K. (2011). <i>Evidence-based Imaging: Improving the Quality of Imaging in Patient Care</i>. 2<sup>nd</sup> ed. London, Springer.</p> <p>Romano, L. and Pinto, A.. (2012). <i>Errors in Radiology</i>. [online]. Milan, Springer.</p> <p>Singh, H.. &amp; Neutze, J. (2012). <i>Radiology Fundamentals: Introduction to Imaging and Technology</i>. 4<sup>th</sup> ed. [online]. Springer.</p>
<b>Optional Reading</b>	<p>Broder, J. (2012). <i>Diagnostic Imaging for the Emergency Physician</i>. [online]. Elsevier Saunders.</p> <p>Johnston, C. &amp; Bradbury, P. (2016) <i>100 Cases in Clinical Ethics and Law</i>, 2<sup>nd</sup> ed. CRC Press</p> <p>Marchiori, D. (2013). <i>Clinical Imaging: with Skeletal, Chest and Abdomen Pattern Differentials</i>. [online]. 3rd ed. St. Louis, Elsevier Mosby.</p>
<b>Other Learning Resources</b>	<p><b>Web resources:</b>  <a href="http://www.auntminnie.com/">http://www.auntminnie.com/</a>  <a href="http://radiopaedia.org/">http://radiopaedia.org/</a>  <a href="http://www.radiologyassistant.nl/">http://www.radiologyassistant.nl/</a></p> <p><b>Principal Journals:</b>  American Journal of Radiology  British Journal of Radiology  Clinical Radiology  Radiography</p>

<b>Module Title</b>	<b>Radiographic Reporting: Musculoskeletal</b>										
<b>Course(s)</b>	<i>PgC/PgD/MSc Radiographic Reporting OR PgC/PgD/MSc Diagnostic Imaging</i>										
<b>School</b>	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input checked="" type="checkbox"/> HSC <input type="checkbox"/> LSS										
<b>Division</b>	Division for Radiography & ODP										
<b>Parent Course</b>	<i>PgC/PgD/MSc Radiographic Reporting OR PgC/PgD/MSc Diagnostic Imaging</i>										
<b>Level</b>	7										
<b>Module Code:</b>	AHP_7_120										
<b>JACS Code</b>	B821										
<b>Credit Value</b>	40 credit points										
<b>Student Study hours</b>	<table> <tr> <td><b>Total</b></td><td><b>400 hours</b></td></tr> <tr> <td>Contact</td><td>48</td></tr> <tr> <td>Blended (Learning and Teaching Activities)</td><td>52</td></tr> <tr> <td>Student Managed (Independent Guided Study)</td><td>200</td></tr> <tr> <td>Mentor Supervised reporting</td><td>100</td></tr> </table>	<b>Total</b>	<b>400 hours</b>	Contact	48	Blended (Learning and Teaching Activities)	52	Student Managed (Independent Guided Study)	200	Mentor Supervised reporting	100
<b>Total</b>	<b>400 hours</b>										
Contact	48										
Blended (Learning and Teaching Activities)	52										
Student Managed (Independent Guided Study)	200										
Mentor Supervised reporting	100										
<b>Pre-requisite learning</b>	<p>Students should normally be qualified radiographers, registered and currently working in areas where appropriate experience of reporting images of the musculoskeletal system can be obtained.</p> <p>The student will need to provide written agreement from their Radiology Department, indicating that the necessary experience required is available to achieve the competence which this unit addresses.</p>										
<b>Co-requisites</b>	“Foundations of Image interpretation” module or equivalent at another university										
<b>Excluded combinations</b>	None										
<b>Module Coordinator</b>	<p>Michael Williams</p> <p>michael.william@lsbu.ac.uk</p>										
<b>Description</b>	This module enables the participant to achieve competence in the practice of radiographic reporting of the musculoskeletal system. The majority of the study element will be in the clinical environment working with a mentor in partnership with the module coordinator to ensure all academic components are met. Participants will be operating within the healthcare environment and must have access to the prescribed clinical practice which must include a mix of acute and non-acute musculoskeletal cases for review.										
<b>Aims</b>	The aim of this module is to develop skills in radiographic reporting of radiographic appearances of the musculoskeletal system.										
<b>Learning outcomes</b>	<p>On completion of this module, students will be able to:</p> <p><b>Knowledge and Understanding:</b></p>										

	<ul style="list-style-type: none"> <li>• Recognise the anatomical, and the pathological and physiological considerations related to the musculoskeletal system in the context of radiographic appearances.</li> <li>• Accurately interpret the appearances of the radiographic image and appropriately communicate findings according to national guidelines.</li> </ul> <p><b>Intellectual Skills</b></p> <ul style="list-style-type: none"> <li>• Analyse the impact of pathologies, age, ethnicity, and gender, relative to patient presentation</li> <li>• Building upon existing knowledge of how the quality of the radiographic examination can affect the accuracy of the report.</li> <li>• Critically evaluate mechanisms of injury and their seen or expected appearances</li> </ul> <p><b>Practical Skills</b></p> <ul style="list-style-type: none"> <li>• Critically evaluate the accuracy of reports so that they conform with effective written communication.</li> <li>• Discuss the radiological appearances of cases in both radiological and multidisciplinary team meetings.</li> </ul> <p><b>Transferable Skills</b></p> <ul style="list-style-type: none"> <li>• Appraise and incorporate the legislation in respect of professional practice and accountability.</li> <li>• Enable the use of reporting audit in practice (developed as part of the Foundations of Image Interpretation module).</li> <li>• Demonstrate multidisciplinary team working skills.</li> </ul>
<b>Employability</b>	Professionals undertaking this module will be able to use their knowledge and skills to enhance the service they provide in accordance with their employer's policies. Completion of the module may be used as evidence to support career progression, to include musculoskeletal system reporting as part of an Advanced Practitioner role
<b>Teaching &amp; Learning Pattern</b>	Contact hours includes the following: 48 <ul style="list-style-type: none"> <li>✓ Lectures                   <input type="checkbox"/> Group Work:</li> <li><input type="checkbox"/> Seminars               <input type="checkbox"/> Tutorial:</li> <li><input type="checkbox"/> Laboratory           <input checked="" type="checkbox"/> Workshops</li> <li><input type="checkbox"/> Practical              <input type="checkbox"/> VLE Activities</li> </ul>
<b>Indicative content</b>	<ul style="list-style-type: none"> <li>• All musculoskeletal system radiographic cases should be considered (paediatric, acute, non-acute etc.)</li> <li>• Physiology involving the musculoskeletal system.</li> <li>• Radiological anatomy and pathology of the musculoskeletal system.</li> <li>• Strategies for the reporting of radiographs of the musculoskeletal system.</li> <li>• Specific considerations of image evaluation relating to the musculoskeletal system.</li> </ul>

	<ul style="list-style-type: none"> <li>• Appearances of degeneration, pathology and congenital defects to the skeleton.</li> <li>• Principles of clinical evaluation of patients with trauma to the musculoskeletal system, mechanisms of injury, healing processes, patient management.</li> <li>• Overview of orthopaedic assessments and treatments related to the musculoskeletal system.</li> </ul>				
<b>Assessment</b>	<p><b><u>Formative Assessment</u></b></p> <p>Image interpretation tests and case study presentations are integrated into the module as scaffolding for the summative assessment.</p> <p><b><u>Summative assessment:</u></b></p> <p><b>Element 1 - Exam 1 Image Reporting (Pass/Fail)</b>  OSCE a student must demonstrate accuracy and achieve a mark of 90% accuracy in this element in order to pass. This will be assessed by students writing radiological reports.  Two days (4 sessions) 120 mixed cases, During the second semester from commencement of the module. Reports may be in bullet point form.  The students must have attempted reporting on a minimum of 500 mixed cases before they can sit exam 1, this is demonstrated by the portfolio.</p> <table> <tr> <td><b>Element 2 – Exam 2: 2 hour OSCE Pass Mark 50%</b></td> <td><b>Weighting 100%</b></td> </tr> <tr> <td>Will involve both theoretical knowledge assessment and reporting skills.</td> <td></td> </tr> </table> <p><b>Element 3 – CW1: Clinical Portfolio (Pass/Fail)</b>  Students will undertake monthly audits of reporting practice and by reflection and discussion with mentor, learn from any errors to improve accuracy over the module.  A log of cases should be recorded in this portfolio.  A minimum of 750 mixed cases must be recorded. This portfolio should demonstrate a consistency of at least 90% accuracy in all skeletal reporting for at least 250 cases following successful completion of Exam 1.</p> <p><b>All elements must be passed in order to pass the module</b></p>	<b>Element 2 – Exam 2: 2 hour OSCE Pass Mark 50%</b>	<b>Weighting 100%</b>	Will involve both theoretical knowledge assessment and reporting skills.	
<b>Element 2 – Exam 2: 2 hour OSCE Pass Mark 50%</b>	<b>Weighting 100%</b>				
Will involve both theoretical knowledge assessment and reporting skills.					
<b>Mode of resit assessment (if applicable)</b>	Summative assessment: Same as above.				
<b>Core Reading</b>	<ol style="list-style-type: none"> <li>1. Care Quality Commission (2018) Radiology review: a national review of radiology reporting within the NHS in England. <i>Care Quality Commission</i>.</li> </ol>				

	<ol style="list-style-type: none"> <li>2. Chan, O. (2013) <i>ABC of Emergency Radiology (ABC)</i>. 3<sup>rd</sup> ed. ABC Series) [Paperback and eBook] Wiley</li>   <li>3. Davies, S.G. (2009) <i>Aids to Radiological Differential Diagnosis</i>. Saunders</li>   <li>4. Greenspan, A. (2010) <i>Orthopedic Imaging: A Practical Approach</i>. 5<sup>th</sup> ed Lippincott Williams and Wilkins.</li>   <li>5. Health and Safety Executive (2017) Ionising Radiation Regulations. London: Health and Safety Executive</li>   <li>6. Helms, C. (2013) <i>Fundamentals of Skeletal Radiology</i>. Saunders</li>   <li>7. Raby, N., Berman, L. and de Lacey, G. (2015) <i>Accident and Emergency Radiology</i>. 5<sup>th</sup> ed: A Survival Guide Saunders</li>   <li>8. Royal College of Radiologists (2017) The radiological investigation of suspected physical abuse in children. London: RCR.</li>   <li>9. Royal College of Radiologists (2018) Standards for interpretation and reporting of imaging investigation. Second edition. London: RCR.</li> </ol>
<b>Optional Reading</b>	<ol style="list-style-type: none"> <li>1. Dandy, D.J. &amp; Edwards, D.J. (2009) <i>Essential Orthopaedics and Trauma</i>. Churchill Livingstone</li>   <li>2. Grainger, R.G. &amp; Allison, D. J. (ed). (2001) <i>Diagnostic Radiology</i>. 4<sup>th</sup> ed. Churchill Livingstone</li> </ol>
<b>Other Learning Resources</b>	<p><b>Web resources:</b>  <a href="http://www.auntminnie.com/">http://www.auntminnie.com/</a>  <a href="http://radiopaedia.org/">http://radiopaedia.org/</a>  <a href="http://www.radiologyassistant.nl/">http://www.radiologyassistant.nl/</a>  <a href="https://www.radiologymasterclass.co.uk/">https://www.radiologymasterclass.co.uk/</a></p> <p><b>Principal Journals:</b>  American Journal of Radiology  British Journal of Radiology  Clinical Radiology  Radiography</p>

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<b>Module Title</b>	<b>Radiographic Reporting: Axial Skeleton</b>	
<b>Course(s)</b>	<i>PgC/PgD/MSc Radiographic Reporting OR PgC/PgD/MSc Diagnostic Imaging</i>	
<b>Level</b>	7	
<b>Semester</b>	1 & 2	
<b>Ref No:</b>	AHP_7_100	
<b>Credit Value</b>	20 credit points	
<b>Student Study hours</b>	Total Contact Blended (Learning and Teaching Activities) Student Managed (Independent Guided Study) Mentor Supervised reporting	200 hours 24 26 100 50
<b>Pre-requisite learning</b>	Students should normally be qualified radiographers, registered and currently working in general radiography where appropriate experience of reporting images of the axial skeleton can be obtained. They should have had a minimum of the equivalent of two years' full time experience in general radiography. The student will need to provide written agreement from their Radiology Department, indicating that the necessary experience required is available to achieve the competence which this module addresses.	
<b>Co-requisites</b>		
<b>Excluded combinations</b>	None	
<b>Module Coordinator</b>	Jane Gooch	
<b>Parent Department</b>	Allied Health Sciences – Diagnostic Radiography	
<b>Parent Course</b>	<i>PgC/PgD/MSc Radiographic Reporting OR PgC/PgD/MSc Diagnostic Imaging</i>	
<b>Description</b>	This module forms a component of the programme enabling the participant to achieve competence in the practice of radiographic image reporting of the axial skeleton. The majority of the study element will be in the clinical environment working with a mentor in partnership with the module coordinator to ensure all academic components are met. Participants will be	

	operating currently within the healthcare environment and must have access to the prescribed clinical practice which should include a mix of acute and non-acute axial cases for review.
<b>JACS Code</b>	B821
<b>Aims</b>	The aim of this module is to develop skills in radiographic reporting of radiographic appearances of the axial skeleton.
<b>Learning outcomes</b>	<p>By engaging successfully with this module the student will be able to:</p> <p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>Interpret and effectively communicate the anatomical, pathological and physiological considerations related to radiographic appearances of the axial skeleton</li> </ul> <p><b>Intellectual Skills</b></p> <ul style="list-style-type: none"> <li>Analyse the particular considerations of presenting patients' specific features eg. Paediatric, Geriatric.</li> <li>Demonstrate understanding of the principles of examination in the orthopaedic and trauma situation.</li> <li>Evaluate mechanisms of injury and their seen or expected appearances</li> </ul> <p><b>Practical Skills</b></p> <ul style="list-style-type: none"> <li>Demonstrate consistent accuracy of reports that conforms with good practice.</li> <li>Demonstrate the ability to discuss the radiological appearances of cases in both radiological and multidisciplinary team meetings.</li> </ul> <p><b>Transferable Skills</b></p> <ul style="list-style-type: none"> <li>Understand legislation in respect of professional practice and accountability.</li> <li>Demonstrate the use of reporting audit in practice (developed as part of the Foundations of Image Interpretation module).</li> <li>Demonstrate multidisciplinary team working skills.</li> </ul>
<b>Employability</b>	Professionals undertaking this module will be able to use their knowledge and skills to enhance the service they provide in accordance with their employer's policies. Completion of the module may be used as evidence to support career progression, to include Axial Skeleton reporting as part of an Advanced Practitioner role
<b>Teaching &amp; Learning Pattern</b>	The module will be delivered via block release at the university primarily through the means of keynote lectures, seminars and workshops/small group work. Lectures will serve as a means of presenting an underpinning framework to be developed during the students' experiential learning and private study. A series of student-led threads on the discussion board and in class will enable students to engage in research and guided learning.
<b>Indicative content</b>	<ul style="list-style-type: none"> <li>All axial radiographic cases should be considered (paediatric, acute, non-acute etc.)</li> <li>Radiological anatomy and pathology of the axial skeleton.</li> </ul>

	<ul style="list-style-type: none"> <li>• Radiological anatomy of overlying structures (mediastinum, abdomen and pelvic contents)</li> <li>• Observation and reporting of radiographs of the axial skeleton.</li> <li>• Specific considerations of image evaluation relating to the axial skeleton.</li> <li>• Principles of clinical evaluation of patients with trauma to the axial skeleton, mechanisms of injury, healing processes, patient management.</li> <li>• Appearances of degeneration, pathology and congenital defects to the skeleton.</li> <li>• Appearances of mediastinal, abdominal or pelvic contents that may either mimic spinal pathology or be a pathology that should be commented upon.</li> <li>• Overview of orthopaedics related to the axial skeleton</li> </ul>
<b>Assessment</b>	<p>Formative Assessment</p> <p>Students will undertake monthly audits of reporting practice and by reflection, learn from any errors to improve accuracy over the module. In addition image interpretation tests are integrated into the module as scaffolding for the summative assessment.</p> <p>Summative Assessment</p> <p>Comprises two elements:</p> <ol style="list-style-type: none"> <li>1. ‘Progression Test’ (Pass/Fail) OSCE a student must demonstrate accuracy and achieve a mark of 95% in this element.</li> <li>2. 1 hour OSCE Pass Mark 50% Weighting: 100%</li> </ol> <p>Both elements must be passed</p>
<b>Core Reading</b>	<p>Davies, S.G., Chapman, S. and Nakielny, R. (2009a) Aids to radiological differential diagnosis. 5th ed. Edinburgh: Elsevier Health Sciences.</p> <p>Dähnert, W., Center, A.B.M., Bay, G., Wisconsin and Dähnert, W. (2011) Radiology review manual. 7th ed. Philadelphia: Wolters Kluwer Health/Lippincott Williams Wilkins.</p> <p>Greenspan, A. (2014) Orthopaedic imaging: A practical approach. 6th ed. Philadelphia, PA, United States: Lippincott Williams and Wilkins.</p> <p>Helms, C.A. (2013) Fundamentals of skeletal radiology. 3rd ed. Philadelphia: Elsevier Health Sciences.</p> <p>Raby, N., De Lacey, G. and Berman, L. (2014) Accident and emergency Radiology: A survival guide. Edinburgh, United Kingdom: Saunders.</p>
<b>Optional Reading:</b>	<p>Reinus, W.R., Khurana, J.S. and Bonakdar-Pour, A. (2009) Diagnostic imaging of Musculoskeletal diseases: A systematic approach. Edited by Akbar Bonakdarpour. Boulder, CO, United States: Springer-Verlag.</p> <p>Hardy, M., Snaith, B. (2011). Musculoskeletal Trauma. Edinburgh: Churchill Livingstone.</p> <p>Manaster, B.J., May, D.A., Disler, D.G. (2013). Musculoskeletal Imaging: The requisites. 4th ed. Edinburgh: Saunders</p>

**Other Learning Resources**

Web resources:  
<http://www.auntminnie.com/>  
<http://radiopaedia.org/>  
<http://www.radiologyassistant.nl/>  
<http://www.radiologymasterclass.co.uk>

Principal Journals:

American Journal of Radiology  
British Journal of Radiology  
Clinical Radiology  
Radiography  
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<b>Module Title</b>	<b>Advances in Specialised Skeletal Imaging</b>								
<b>Course(s)</b>	<i>PgC/PgD/MSc Radiographic Reporting OR PgC/PgD/MSc Diagnostic Imaging</i>								
<b>Level</b>	7								
<b>Semester</b>	1 or 2								
<b>Ref No:</b>	AHP_7_019								
<b>Credit Value</b>	20 credit points								
<b>Student Study hours</b>	<table> <tr> <td><b>Total</b></td><td><b>200 hours</b></td></tr> <tr> <td>Contact</td><td>24</td></tr> <tr> <td>Blended (Learning and Teaching Activities)</td><td>26</td></tr> <tr> <td>Student Managed (Independent Guided Study)</td><td>150</td></tr> </table>	<b>Total</b>	<b>200 hours</b>	Contact	24	Blended (Learning and Teaching Activities)	26	Student Managed (Independent Guided Study)	150
<b>Total</b>	<b>200 hours</b>								
Contact	24								
Blended (Learning and Teaching Activities)	26								
Student Managed (Independent Guided Study)	150								
<b>Pre-requisite learning</b>	Students should normally be radiographers with a minimum of 2 years post qualification experience however the module is also open to other healthcare professionals.								
<b>Co-requisites</b>									
<b>Excluded combinations</b>	None								
<b>Module Coordinator</b>	Jerry Hughes								
<b>Parent Department</b>	Allied Health Sciences – Diagnostic Radiography								
<b>Parent Course</b>	PgC/PgD/MSc Radiographic Reporting OR PgC/PgD/MSc Diagnostic Imaging								
<b>Description</b>	This module concentrates on the contribution of specialised modalities in confirming or contributing to the diagnosis and further investigation of musculoskeletal plain image reports. The module is of value to students studying on either Radiographic Reporting or Diagnostic Imaging award pathways but may also be taken stand-alone.								
<b>JACS Code</b>	B821								
<b>Aims</b>	<p>This module enables the participant to;</p> <ul style="list-style-type: none"> <li>• Acquire an understanding of supplementary value of CT, MR, RNI and ultrasound imaging that will complement plain film reporting of musculoskeletal structures.</li> </ul>								

	<ul style="list-style-type: none"> <li>Provide advanced imaging modality knowledge that can be applied to reporting practice.</li> <li>Understand and utilise the rationales for different imaging modalities; enabling the student the appropriate clinical reasoning skills to recommend further imaging (dependent upon their department protocols)..</li> </ul>
<b>Learning outcomes</b>	<p>By engaging successfully with this module the student will be able to:</p> <p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>Discuss and understand the concept and accurate application (including limitations) of conventional x-ray, MRI, CT and diagnostic US in the diagnosis of musculoskeletal conditions.</li> <li>Demonstrate awareness of anatomical appearances on diagnostic images of the skeletal system using imaging modalities other than plain radiography</li> <li>Identify &amp; recognise signs in images consistent with specific disorders</li> <li>Evaluate the diagnostic effectiveness and role of the various imaging methods.</li> </ul> <p><b>Intellectual Skills</b></p> <ul style="list-style-type: none"> <li>Analyse the particular considerations of presenting patients' in relation to CT, MR NM or ultrasound.</li> <li>Demonstrate understanding of the principles of examination in CT, MR NM or ultrasound.</li> <li>Evaluate mechanisms of injury and their seen or expected appearances in the alternate (eg MR,CT, NM or ultrasound) image in the axial skeleton</li> </ul> <p><b>Practical Skills</b></p> <ul style="list-style-type: none"> <li>Evaluate individual cases found in work placement and make reasoned choices for further diagnostic imaging</li> <li>Effectively manage the local environment for accurate viewing of diagnostic images</li> </ul> <p><b>Transferable Skills</b></p> <ul style="list-style-type: none"> <li>Enable communication of a professional opinion based on the interpretation of a wide range of diagnostic imaging modalities</li> </ul>
<b>Employability</b>	Professionals undertaking this module will be able to use their knowledge and skills to enhance the service they provide in accordance with their employer's policies. Completion of the module may be used as evidence to support career progression, to include reporting as part of an Advanced Practitioner role
<b>Teaching &amp; Learning Pattern</b>	The module will be delivered via block release at the university primarily through the means of keynote lectures, seminars and workshops/small group work. Lectures will serve as a means of presenting an underpinning framework to be developed during the students' experiential learning and private study. A series of student-led threads on the discussion board and in class will enable students to engage in research and guided learning.
<b>Indicative content</b>	<ul style="list-style-type: none"> <li>Image generation with MRI, CT, US and RNI.</li> <li>Normal appearances of specific regions in MRI &amp; CT: Upper and lower limbs; facial bones and spine.</li> <li>Selected (common/typical) abnormal appearances of specific regions in MRI &amp; CT: Upper and lower limbs; facial bones and spine.</li> <li>Joint and local soft tissue appearances in US</li> <li>An overview of image interpretation for musculoskeletal diagnosis using CT, US, MRI, NM, or Hybrid</li> </ul>
<b>Assessment</b>	<p>Formative Assessment</p> <p>Activities during the module will develop the necessary skills required to select suitable cases for the summative assessment. Peer and tutor review of these</p>

	<p>activities will be encouraged via the use of online discussion forums and feedback is provided via tutor, peer, and self-evaluation.</p> <p><b>Summative Assessments</b> 4000 word equivalent ePoster (100% weighting)</p> <p>The ePoster will consider a range of image modalities relative to a selected pathology</p> <p>The pass mark is 50% 100% weighting.</p>
<b>Core Reading</b>	<p>Beggs, I. (2013) Musculoskeletal Ultrasound Lippincott</p> <p>Berquist, T. H. (2013) MRI of the Musculoskeletal System. 6th ed. Philadelphia: Lippincott Williams and Wilkins Health</p> <p>Bonakdarpour, A., Reinus, W.R. &amp; Khurana, J.S. (eds) (2009) Diagnostic Imaging of Musculoskeletal Diseases: A Systematic Approach. Humana Press. Heineman</p> <p>Davis, S. (2014) Chapman &amp; Nakielny's Aids to Radiological Differential Diagnosis, 6th ed. Edinburgh: Saunders.</p> <p>Greenspan, A. (2014) Orthopaedic Imaging: A Practical Approach. 6th Rev ed. Lippincott Williams and Wilkins;</p>
<b>Optional Reading</b>	<p>Dähnert, W., Center, A.B.M., Bay, G., Wisconsin and Dähnert, W. (2011) Radiology review manual. 7th ed. Philadelphia: Wolters Kluwer Health/Lippincott Williams Wilkins.</p>
<b>Other Learning Resources</b>	<p>Web resources:  <a href="http://www.auntminnie.com/">http://www.auntminnie.com/</a>  <a href="http://radiopaedia.org/">http://radiopaedia.org/</a>  <a href="http://www.radiologyassistant.nl/">http://www.radiologyassistant.nl/</a></p> <p>Principal Journals:  American Journal of Radiology  British Journal of Radiology  Clinical Radiology  Radiography</p>

<b>Module Title</b>	<b>Radiographic Chest Reporting</b>	
<b>Course(s)</b>	<i>PgC/PgD/MSc Radiographic Reporting OR PgC/PgD/MSc Diagnostic Imaging</i>	
<b>Level</b>	7	
<b>Semester</b>	1 & 2	
<b>Ref No:</b>	AHP_7_063	
<b>Credit Value</b>	40 credit points	
<b>Student Study hours</b>	Total Contact Blended (Learning and Teaching Activities) Student Managed (Independent Guided Study) Mentor Supervised reporting	400 hours 48 52 200 100
<b>Pre-requisite learning</b>	<p>Students should normally be radiographers, registered and currently working in areas where appropriate experience of reporting images of acute and non-acute chest can be obtained. They should have had a minimum of two years' full time experience in general radiography.</p> <p>The student will need to provide written agreement from their Radiology Department, indicating that the necessary experience required is available to achieve the competence which this module addresses.</p>	
<b>Co-requisites</b>		
<b>Excluded combinations</b>	None	
<b>Module Coordinator</b>	Jerry Hughes	
<b>Parent Department</b>	Allied Health Sciences	
<b>Parent Course</b>	<i>PgC/PgD/MSc Radiographic Reporting OR PgC/PgD/MSc Diagnostic Imaging</i>	
<b>Description</b>	<p>This module enables the participant to achieve competence in the practice of radiographic reporting of the chest. The vast majority of the study element will be in the clinical environment working with a mentor. Participants will be operating within the healthcare environment and must have access to the prescribed clinical practice which must include acute and non-acute chest cases for review.</p>	
<b>JACS Code</b>	B821	

<b>Aims</b>	The aim of this module is to recognise the common pathologies encountered and to develop skills in Chest Reporting
<b>Learning outcomes</b>	<p>By engaging successfully with this module the student will be able to:</p> <p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>Interpret and effectively communicate the anatomical, pathological and physiological components related to radiographic appearances of the chest.</li> </ul> <p><b>Intellectual Skills</b></p> <ul style="list-style-type: none"> <li>Analyse the considerations of the presenting patients' clinical history</li> <li>Demonstrate understanding of the principles of examination in the Intensive care, non-acute and trauma situation.</li> <li>Evaluate mechanisms of disease and their seen (or expected) appearances in the radiographic image in the chest.</li> </ul> <p><b>Practical Skills</b></p> <ul style="list-style-type: none"> <li>Demonstrate consistent accuracy of reports that conforms with good practice.</li> <li>Demonstrate the ability to discuss the radiological appearances of cases in both radiological and multidisciplinary team meetings.</li> </ul> <p><b>Transferable Skills</b></p> <ul style="list-style-type: none"> <li>Understand legislation in respect of professional practice and accountability.</li> <li>Demonstrate the use of reporting audit in practice.</li> <li>Demonstrate multidisciplinary team working skills.</li> </ul>
<b>Employability</b>	Professionals undertaking this module will be able to use their knowledge and skills to enhance the service they provide in accordance with their employer's policies. Completion of the module may be used as evidence to support career progression, to include Chest reporting as part of an Advanced Practitioner role
<b>Teaching &amp; Learning Pattern</b>	The module will be delivered via block release during two semesters at the university primarily through the means of keynote lectures, seminars and workshops/small group work. Lectures will serve as a means of presenting an underpinning framework to be developed during the students' experiential learning and private study. A series of student-led threads on the discussion board and in class will enable students to engage in research and guided learning.
<b>Indicative content</b>	<ul style="list-style-type: none"> <li>All adult chest cases should be considered (acute, non-acute etc.)</li> <li>Respiratory and cardiovascular physiology, radiological anatomy and pathologies.</li> <li>Observation and reporting of radiographs of the chest.</li> <li>Lung parenchyma – differentiating alveolar and interstitial disease. Infections, aspirations.</li> <li>Pleural abnormalities, lobar collapse, hilar disease.</li> <li>Mediastinal appearances</li> <li>Cardiac pathologies, pacemaker placement.</li> </ul>

	<ul style="list-style-type: none"> <li>• Bronchial and other lung cancers</li> <li>• Overview of intensive care treatments related to the chest (drains, lines etc)</li> <li>• An overview of CT appearances of chest disease to support understanding of chest radiograph appearances</li> </ul>
<b>Assessment</b>	<p><b>Formative Assessment</b> Image interpretation tests and case study presentations are integrated into the module as scaffolding for the summative assessment.</p> <p><b>Summative Assessment</b> This comprises three elements</p> <p><b>Element 1 - ‘Progression Test’ (Pass/Fail)</b> OSCE a student must demonstrate accuracy and achieve a mark of 90% accuracy in this element in order to pass. This will be assessed by students writing radiological reports. Two days (4 sessions) 120 mixed cases, During the second semester of the commencement of the module. t. Reports may be in bullet point form. The students must have attempted reporting on a minimum of 500 mixed cases before they can sit this progression test, this is demonstrated by the portfolio.</p> <p><b>Element 2 – Clinical Portfolio (Pass/Fail)</b> Students will undertake monthly audits of reporting practice and by reflection and discussion with mentor, learn from any errors to improve accuracy over the module. A log of cases should be recorded in this portfolio. A minimum of 750 mixed cases must be recorded. This portfolio should demonstrate a consistency of at least 90% accuracy in all skeletal reporting for at least 250 cases following successful completion of the Progression Test.</p> <p><b>Element 3 – 2 hour OSCE</b> <span style="float: right;"><b>Weighting</b></span> <b>100%</b> <b>Pass Mark 50%</b> Will involve both theoretical knowledge assessment and reporting skills.</p> <p><b>All elements must be passed in order to pass the module</b></p>
<b>Core Reading</b>	<p>Corne,J. (2015). <i>Chest X-Ray Made Easy</i>. 4<sup>th</sup> ed. Eslevier</p> <p>Crundwell, N. &amp; Joarder, R.(2009). <i>Chest X-Ray in Clinical Practice</i>. [online]. London, Springer.</p> <p>Davies, S.G. (2014) <i>Aids to Radiological Differential Diagnosis</i> Saunders</p> <p>Dähnert, W. (2014) <i>Radiology Review Manual</i>. Philadelphia: Wolters Kluwer Health/Lippincott Williams Wilkins.</p>

	<p>De Lacey, G. Morley, S. &amp; Berman, L. (2008) <i>The Chest X-Ray: A Survival Guide</i> Saunders</p> <p>Rosado de Christenson, M. &amp; OVID TECHNOLOGIES. (2012). <i>Diagnostic Imaging: chest.</i> [online]. 2<sup>nd</sup> ed. Salt Lake City, Amirsy</p>
<b>Optional Reading</b>	<p>Ajhtar, M.R. Ahmed,N. Khan, N. (2017) <i>The Unofficial Guide to Radiology: 100 Practice Chest X-Rays with Full Colour Annotations and Full X-Ray Reports</i> Zeshan Qureshi</p> <p>Clarke C. Dux, A. (2011) <i>Chest x-rays for Medical Students</i> Wiley-Blackwell</p>
<b>Other Learning Resources</b>	<p><b>Web resources:</b>  <a href="http://www.auntminnie.com/">http://www.auntminnie.com/</a>  <a href="http://radiopaedia.org/">http://radiopaedia.org/</a>  <a href="http://www.radiologyassistant.nl/">http://www.radiologyassistant.nl/</a></p> <p><b>Principal Journals:</b>  American Journal of Radiology  British Journal of Radiology  Clinical Radiology  Radiography</p>

<b>Module Title</b>	<b>Research in Health and Social Care (Online)</b>		
<b>Programme(s) / Course</b>	MSc/PgDip Radiotherapy & Oncology MSc/PgDip Radiographic Reporting MSc/PgDip Diagnostic Imaging MSc/PgDip Advancing Practice in Occupational Therapy		
<b>Level</b>	7		
<b>Semester</b>	One or Two		
<b>Ref No:</b>	TAR_7_014		
<b>Credit Value</b>	20 credits		
<b>Student Study hours</b>	Total	<b>200 hours</b>	
	Contact	Online	
	Blended (Learning and Teaching Activities)	30	
	Student Managed (Independent Guided Study)		170
<b>Co-requisites</b>			
<b>Module Coordinator</b>	Dr Martin Benwell		
<b>Parent Department</b>	School of Health and Social Care		
<b>Description</b>	The purpose of this module is to consolidate and extend students' knowledge of research approaches and methods and enhance their ability to be critical users of research evidence. The module examines philosophical and theoretical perspectives underpinning health and social care research approaches including exploration of research design and key aspects of data gathering and interpretation of both qualitative and quantitative analyses. The module will develop practical skills for identifying, critical reviewing and synthesising research evidence relevant to professional practice.		
<b>JACS Code</b>	B900		
<b>Aims</b>	This module aims to develop a comprehensive understanding of key concepts and methods in health and social care research together with the skills to find, appraise and use the evidence to address policy and practice issues.		
<b>Learning outcomes</b>	<p>By engaging successfully with this module the student will be able to</p> <p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>• Recognise and discuss the contemporary philosophical issues, challenges and innovations relating to research approaches</li> <li>• Understand and critically discuss the principles of quantitative and qualitative research methods and their application.</li> <li>• Comprehensive understanding of a range of different critical appraisal tools.</li> <li>• Comprehensive understanding of the critical appraisal process</li> </ul> <p><b>Intellectual Skills</b></p> <ul style="list-style-type: none"> <li>• Critically evaluate the potential contribution of a variety of methods in answering health and social care research questions</li> <li>• Critically appraise and analyse published research reports independently</li> </ul>		

	<p><b>Practical Skills</b></p> <ul style="list-style-type: none"> <li>• Demonstrate effective information retrieval skills using appropriate databases</li> <li>• Demonstrate critical appraisal skills requiring the use of appropriate tools</li> <li>• Demonstrate appropriate skills in writing up the critical appraisal process and conclusions.</li> </ul> <p><b>Transferable Skills</b></p> <ul style="list-style-type: none"> <li>• The ability to analyse and synthesise research evidence which underpins professional practice</li> <li>• Identification of appropriate research evidence and ways of applying this in order to inform and ultimately improve practice</li> <li>• Demonstration of effective written skills.</li> </ul>
<b>Employability</b>	Given the increasing requirement for practice in the health and social care professions to be evidence based and this evidence being largely generated by research, it can be assumed that the candidate's employment opportunities will be enhanced on completion of a research module such as this. Furthermore, now that the entry level qualification for most health and social care professions is a Bachelor's Degree, on completion of postgraduate study the student will meet the higher academic requirements for eligibility to apply for higher grade/level professional clinical and academic posts and thus enhance their employability prospects.
<b>Teaching &amp; Learning Pattern</b>	<p>The teaching approach will be through a combination of attendance at taught sessions that incorporate student participation, blended learning and solely student managed study and learning. Studying the module requires attendance at lectures and participation in group work leading to discussion in which students will explore the module content through the working of practical examples and through critically appraising research evidence. Students will be given the opportunity to undertake supervised literature searching exercises using computer databases.</p> <p><b>Moodle (VLE)</b></p> <p>LSBU's electronic learning environment will provide the main vehicle for content delivery of the Module.</p> <p>Directed reading, relevant to the programme of learning, will be indicated or provided on a regular basis.</p>
<b>Indicative content</b>	<ul style="list-style-type: none"> <li>• Contemporary philosophical issues, challenges and innovations relating to research methods and paradigms</li> <li>• How research questions are developed</li> <li>• Understanding research terminology</li> <li>• Issues in evidence based practice including types of evidence</li> <li>• Techniques for finding evidence</li> <li>• Techniques utilized in accessing evidence to underpin professional practice</li> <li>• Theoretical and practical issues in research</li> <li>• Principles of quantitative and qualitative methods of sampling and data gathering</li> </ul>

	<ul style="list-style-type: none"> <li>• Analysis and interpretation of quantitative and qualitative data</li> <li>• Critical appraisal of evidence including introduction to a range of frameworks to support critical review</li> <li>• Explore the role of audit and service evaluation in supporting evidence based practice</li> <li>• Introduction to the purpose and processes of systematic reviews and meta-analysis and the role of such reviews in evidence based practice.</li> <li>• Techniques and conventions in writing a critical appraisal-based assignment</li> </ul>
<b>Assessment method</b>	<p>4000 word written assignment incorporating a detailed search strategy, a literature review and critical appraisal of the evidence in a clinically relevant topic of the students choosing.</p> <p><b>Pass Mark – 50%</b>  <b>Weighting - 100%</b></p>
<b>Core Reading</b>	<p>Bowling, A. (2014) <i>Research Methods in Health: Investigating Health and Health Services</i>. 4<sup>th</sup> ed. Open University Press, Milton Keynes.</p> <p>Greenhalgh, T. (2014) <i>How to Read a Paper: The Basics of Evidence-Based Medicine</i>. 5<sup>th</sup> ed. Wiley-Blackwell, Chichester.</p> <p>Gomm, R., Needham, G. &amp; Bullman, A. (2000) (Eds) <i>Evaluating Research in Health and Social Care: A Reader</i>. Sage Publications, London.</p> <p>Mason, J. (2002) <i>Qualitative Researching</i>. 2<sup>nd</sup> ed. Sage, London.</p> <p>Parahoo, K. (2014) <i>Nursing Research: Principles, Process and Issues</i>. 3<sup>rd</sup> ed. Palgrave Macmillan, Basingstoke.</p>
<b>Optional Reading</b>	<p>Aveyard, H. (2014) <i>Doing A Literature Review In Health And Social Care: A Practical Guide</i>. 3<sup>rd</sup> ed. McGraw Hill Education, London.</p> <p>Bettany-Saltikov, J. and McSherry, R. (2016) <i>How To Do a Systematic Literature Review in Nursing: A Step-By-Step Guide</i>. 2<sup>nd</sup> ed. McGraw Hill Education, London.</p> <p>Bland, M. (2015) <i>An Introduction to Medical Statistics</i>. 4<sup>th</sup> ed. Oxford University Press, Oxford.</p> <p>Bryman, A. (2012) <i>Social Science Research Methods</i>. 4<sup>th</sup> ed.. Oxford University Press.</p> <p>Cowan, D.T. (2009) <i>Research Issues in Health and Social Care</i>. M&amp;K Update Publishing Ltd. Keswick, UK.</p> <p>Creswell, J.W. (2012) <i>Qualitative Inquiry and Research Design: Choosing Among Five Approaches</i>. 3<sup>rd</sup> ed. London: Sage.</p> <p>Crombie, I.K. (1996) <i>The Pocket Guide to Critical Appraisal</i>. BMJ Publishing, London.</p>

	<p>De Poy, E. &amp; Gitlin, L.N. (2015) <i>Introduction to Research: Understanding and Applying Multiple Strategies</i>. 5<sup>th</sup> ed. Mosby, St Louis.</p> <p>Green, J. &amp; Thorogood, N. (2013) <i>Qualitative Methods for Health Research</i>. 3<sup>rd</sup> ed. London, Sage.</p> <p>Grix, J. (2010) <i>The Foundations of Research</i>. 2<sup>nd</sup> ed. Basingstoke, Palgrave Macmillan.</p> <p>Jadad, A.R. &amp; Enkin, M.W. (2009) <i>Randomised Controlled Trials: Questions, Answers and Musings</i>. 2<sup>nd</sup> ed. Blackwell Publishing, Oxford.</p> <p>Patton, M.Q. (2014) <i>Qualitative Research and Evaluation Methods: Integrating Theory and Practice</i>. 4<sup>th</sup> ed. Sage, London.</p> <p>Pope, C, Mays, N. &amp; Popay, J. (2007) <i>Synthesizing Qualitative and Quantitative Health Evidence. A Guide to Methods</i>. Open University Press, Maidenhead.</p> <p>Robson, C. &amp; McCartan, K. (2015) <i>Real World Research</i>. 4<sup>th</sup> ed. Wiley- Blackwell, Chichester.</p> <p>Whittaker, A. (2012) <i>Research Skills for Social Work</i>. 2<sup>nd</sup> ed. Exeter: Learning Matters.</p>
<b>Other Learning Resource:</b>	<p><b>Critical Appraisal Skills Programme (CASP)</b> Learning Resources. CASP has helped to develop an evidence-based approach in health and social care: <a href="http://www.casp-uk.net/checklists"><u>www.casp-uk.net/checklists</u></a></p> <p><b>The McMaster Evidence Based Practice Research Group</b> have developed appraisal tools and guidelines to accompany them. Downloadable at : <a href="http://srs-mcmaster.ca/research/evidence-based-practice-research-group/"><u>http://srs-mcmaster.ca/research/evidence-based-practice-research-group/</u></a></p> <p><b>The National Institute for Health and Clinical Excellence (NICE)</b> is the independent organisation responsible for providing national guidance on the promotion of good health and the prevention and treatment of ill health: <a href="http://www.nice.org.uk/"><u>www.nice.org.uk/</u></a></p> <p><b>Social Care Institute for Excellence (SCIE)</b>. SCIE's purpose is to collect and synthesise up-to-date knowledge about what works in social care, and to make that knowledge available and accessible: <a href="http://www.scie.org.uk/"><u>http://www.scie.org.uk/</u></a></p>

<b>Module Title</b>	<b>Research in Health and Social Care (Taught) (VALIDATED)</b>
<b>Programme(s) / Course</b>	MSc/PgDip Radiotherapy & Oncology MSc/PgDip Radiographic Reporting MSc/PgDip Diagnostic Imaging MSc/PgDip Advancing Practice in Occupational Therapy
<b>Level</b>	7
<b>Semester</b>	One or Two
<b>Ref No:</b>	TAR_7_011
<b>Credit Value</b>	20 credits
<b>Student Study hours</b>	<b>Total</b> 200 hours Contact 30 Student Managed (Independent Guided Study) 170
<b>Co-requisites</b>	
<b>Module Coordinator</b>	Dr Martin Benwell
<b>Parent Department</b>	School of Health and Social Care
<b>Description</b>	The purpose of this module is to consolidate and extend students' knowledge of research approaches and methods and enhance their ability to be critical users of research evidence. The module examines philosophical and theoretical perspectives underpinning health and social care research approaches including exploration of research design and key aspects of data gathering and interpretation of both qualitative and quantitative analyses. The module will develop practical skills for identifying, critical reviewing and synthesising research evidence relevant to professional practice.
<b>JACS Code</b>	B900
<b>Aims</b>	This module aims to develop a comprehensive understanding of key concepts and methods in health and social care research together with the skills to find, appraise and use the evidence to address policy and practice issues.
<b>Learning outcomes</b>	<p>By engaging successfully with this module the student will be able to:</p> <p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>• Recognise and discuss the contemporary philosophical issues, challenges and innovations relating to research approaches</li> <li>• Understand and critically discuss the principles of quantitative and qualitative research methods and their application.</li> <li>• Comprehensive understanding of a range of different critical appraisal tools.</li> <li>• Comprehensive understanding of the critical appraisal process</li> </ul> <p><b>Intellectual Skills</b></p> <ul style="list-style-type: none"> <li>• Critically evaluate the potential contribution of a variety of methods in answering health and social care research questions</li> <li>• Critically appraise and analyse published research reports independently</li> </ul> <p><b>Practical Skills</b></p> <ul style="list-style-type: none"> <li>• Demonstrate effective information retrieval skills using appropriate databases</li> <li>• Demonstrate critical appraisal skills requiring the use of appropriate tools</li> <li>• Demonstrate appropriate skills in writing up the critical appraisal process and conclusions.</li> </ul>

	<p><b>Transferable Skills</b></p> <ul style="list-style-type: none"> <li>• The ability to analyse and synthesise research evidence which underpins professional practice</li> <li>• Identification of appropriate research evidence and ways of applying this in order to inform and ultimately improve practice</li> <li>• Demonstration of effective written skills.</li> </ul>
<b>Employability</b>	Given the increasing requirement for practice in the health and social care professions to be evidence based and this evidence being largely generated by research, it can be assumed that the candidate's employment opportunities will be enhanced on completion of a research module such as this. Furthermore, now that the entry level qualification for most health and social care professions is a Bachelor's Degree, on completion of postgraduate study the student will meet the higher academic requirements for eligibility to apply for higher grade/level professional clinical and academic posts and thus enhance their employability prospects.
<b>Teaching &amp; Learning Pattern</b>	<p>The teaching approach will be through a combination of attendance at taught sessions that incorporate student participation, blended learning and solely student managed study and learning. Studying the module requires attendance at lectures and participation in group work leading to discussion in which students will explore the module content through the working of practical examples and through critically appraising research evidence. Students will be given the opportunity to undertake supervised literature searching exercises using computer databases.</p> <p><b>Moodle (VLE)</b></p> <p>LSBU's electronic learning environment will provide the main vehicle for content delivery of the Module.</p> <p>Directed reading, relevant to the programme of learning, will be indicated or provided on a regular basis.</p>
<b>Indicative content</b>	<ul style="list-style-type: none"> <li>• Contemporary philosophical issues, challenges and innovations relating to research methods and paradigms</li> <li>• How research questions are developed</li> <li>• Understanding research terminology</li> <li>• Issues in evidence based practice including types of evidence</li> <li>• Techniques for finding evidence</li> <li>• Techniques utilized in accessing evidence to underpin professional practice</li> <li>• Theoretical and practical issues in research</li> <li>• Principles of quantitative and qualitative methods of sampling and data gathering</li> <li>• Analysis and interpretation of quantitative and qualitative data</li> <li>• Critical appraisal of evidence including introduction to a range of frameworks to support critical review</li> <li>• Explore the role of audit and service evaluation in supporting evidence based practice</li> <li>• Introduction to the purpose and processes of systematic reviews and meta-analysis and the role of such reviews in evidence based practice.</li> <li>• Techniques and conventions in writing a critical appraisal-based assignment</li> </ul>

<b>Assessment method</b>	4000 word written assignment incorporating a detailed search strategy, a literature review and critical appraisal of the evidence in a clinically relevant topic of the students choosing.  <b>Pass Mark – 50%</b> <b>Weighting - 100%</b>
<b>Core Reading</b>	<p>Bowling, A. (2014) <i>Research Methods in Health: Investigating Health and Health Services</i>. 4<sup>th</sup> ed. Open University Press, Milton Keynes.</p> <p>Greenhalgh, T. (2014) <i>How to Read a Paper: The Basics of Evidence-Based Medicine</i>. 5<sup>th</sup> ed. Wiley-Blackwell, Chichester.</p> <p>Gomm, R., Needham, G. &amp; Bullman, A. (2000) (eds) <i>Evaluating Research in Health and Social Care: A Reader</i>. Sage Publications, London.</p> <p>Mason, J. (2002) <i>Qualitative Researching</i>. 2<sup>nd</sup> ed. Sage, London.</p> <p>Parahoo, K. (2014) <i>Nursing Research: Principles, Process and Issues</i>. 3<sup>rd</sup> ed. Palgrave Macmillan, Basingstoke.</p>
<b>Optional Reading</b>	<p>Aveyard, H. (2014) <i>Doing A Literature Review In Health And Social Care: A Practical Guide</i>. 3<sup>rd</sup> ed. McGraw Hill Education, London.</p> <p>Bettany-Saltikov, J. &amp; McSherry, R. (2016) <i>How To Do a Systematic Literature Review in Nursing: A Step-By-Step Guide</i>. 2<sup>nd</sup> ed. McGraw Hill Education, London.</p> <p>Bland, M. (2015) <i>An Introduction to Medical Statistics</i>. 4<sup>th</sup> ed. Oxford University Press, Oxford.</p> <p>Bryman, A. (2012) <i>Social Science Research Methods</i>. 4<sup>th</sup> ed.. Oxford University Press.</p> <p>Cowan, D.T. (2009) <i>Research Issues in Health and Social Care</i>. M&amp;K Update Publishing Ltd. Keswick, UK.</p> <p>Creswell, J.W. (2012) <i>Qualitative Inquiry and Research Design: Choosing Among Five Approaches</i>. 3<sup>rd</sup> ed. London: Sage.</p> <p>Crombie, I.K. (1996) <i>The Pocket Guide to Critical Appraisal</i>. BMJ Publishing, London.</p> <p>De Poy, E. &amp; Gitlin, L.N. (2015) <i>Introduction to Research: Understanding and Applying Multiple Strategies</i>. 5<sup>th</sup> ed. Mosby, St Louis.</p> <p>Green, J. &amp; Thorogood, N. (2013) <i>Qualitative Methods for Health Research</i>. 3<sup>rd</sup> ed. London, Sage.</p> <p>Grix, J. (2010) <i>The Foundations of Research</i>. 2<sup>nd</sup> ed. Basingstoke, Palgrave Macmillan.</p>

	<p>Jadad, A.R. &amp; Enkin, M.W. (2009) <i>Randomised Controlled Trials: Questions, Answers and Musings</i>. 2<sup>nd</sup> ed. Blackwell Publishing, Oxford.</p> <p>Patton, M.Q. (2014) <i>Qualitative Research and Evaluation Methods: Integrating Theory and Practice</i>. 4<sup>th</sup> ed. Sage, London.</p> <p>Pope, C, Mays, N. &amp; Popay, J. (2007) <i>Synthesizing Qualitative and Quantitative Health Evidence. A Guide to Methods</i>. Open University Press, Maidenhead.</p> <p>Robson, C. &amp; McCartan, K. (2015) <i>Real World Research</i>. 4<sup>th</sup> ed. Wiley-Blackwell, Chichester.</p> <p>Whittaker, A. (2012) <i>Research Skills for Social Work</i>. 2<sup>nd</sup> ed. Exeter: Learning Matters.</p>
<b>Other Learning Resource:</b>	<p><b>Critical Appraisal Skills Programme (CASP)</b> Learning Resources. CASP has helped to develop an evidence-based approach in health and social care: <a href="http://www.casp-uk.net/checklists"><u>www.casp-uk.net/checklists</u></a></p> <p><b>The McMaster Evidence Based Practice Research Group</b> have developed appraisal tools and guidelines to accompany them. Downloadable at : <a href="http://srs-mcmaster.ca/research/evidence-based-practice-research-group/"><u>http://srs-mcmaster.ca/research/evidence-based-practice-research-group/</u></a></p> <p><b>The National Institute for Health and Clinical Excellence (NICE)</b> is the independent organisation responsible for providing national guidance on the promotion of good health and the prevention and treatment of ill health: <a href="http://www.nice.org.uk/"><u>www.nice.org.uk/</u></a></p> <p><b>Social Care Institute for Excellence (SCIE)</b>. SCIE's purpose is to collect and synthesise up-to-date knowledge about what works in social care, and to make that knowledge available and accessible: <a href="http://www.scie.org.uk/"><u>http://www.scie.org.uk/</u></a></p>

<b>Module Title</b>	<b>Dissertation – Allied Health Sciences (60 Credits - Online)</b>
<b>Course(s)</b>	<i>MSc Diagnostic Imaging</i> <i>MSc Radiographic Reporting</i> <i>MSc Advancing Practice in Occupational Therapy</i> <i>MSc Radiotherapy and Oncology</i>
<b>Level</b>	7
<b>Semester</b>	1 and 2
<b>Ref No:</b>	AHP_7_104
<b>Credit Value</b>	60 credits
<b>Student Study hours</b>	<b>Total 600 hours</b> Distance learning comprising: 1 to 1 Supervision: 18 Blended learning: 73 Student Managed Learning: 509
<b>Pre-requisite learning</b>	120 Level 7 credits from appropriate programme modules in the above stated Masters programmes.
<b>Co-requisites</b>	
<b>Excluded combinations</b>	None
<b>Module Coordinator</b>	Dr Chris Wright
<b>Parent Department</b>	Allied Health Sciences
<b>Parent Course</b>	<i>MSc Diagnostic Imaging</i> <i>MSc Radiographic Reporting</i> <i>MSc Advancing Practice in Occupational Therapy</i> <i>MSc Radiotherapy and Oncology</i>
<b>Description</b>	This module enables the student to plan and conduct an in-depth investigation of a topic that contributes to professional practice. It provides the opportunity to apply an understanding of research methods to the investigation and allows demonstration of their ability to work with relative autonomy in undertaking a sustained, in-depth piece of independent learning. It promotes the dissemination of findings to the relevant professional community.
<b>JACS Code</b>	B990
<b>Aims</b>	<ul style="list-style-type: none"> <li>• To enable students to identify a topic area for original enquiry in a chosen area of professional practice.</li> <li>• To provide students with the necessary research skills to undertake a research/work-based project or systematic review.</li> <li>• To support students in the practical and ethical aspects of undergoing a research/work-based project or systematic review</li> </ul>

	<ul style="list-style-type: none"> <li>To enable students to take responsibility for their own learning through self-directed study and supervised dissertation preparation based on critical awareness and self-evaluation.</li> </ul>
<b>Learning outcomes</b>	<p>On completion of this module, students will be able to:</p> <p><b>Knowledge and Understanding:</b></p> <ul style="list-style-type: none"> <li>Critically discuss the values and assumptions underlying research paradigms and approaches which inform the evidence base of professional practice.</li> <li>Demonstrate knowledge and understanding of the ethical and governance dimensions of research.</li> <li>Understand how evidence is used in evaluation, audit and policy making and how it influences the research and development agenda.</li> </ul> <p><b>Intellectual Skills:</b></p> <ul style="list-style-type: none"> <li>Undertake in a rigorous manner a major piece of independent work, designed to examine an aspect of professional practice.</li> <li>Transfer research-based knowledge and skills into the development of practice.</li> <li>Critically appraise, analyse and interpret research and other evidence.</li> <li>Disseminate findings in written format.</li> </ul> <p><b>Practical Skills:</b></p> <ul style="list-style-type: none"> <li>Employ effective strategies, knowledge and the confidence necessary to apply and reflect on theory, research and evidence in the workplace.</li> <li>Employ effective strategies, knowledge and skills necessary to manage a research project or original inquiry.</li> </ul> <p><b>Transferable Skills:</b></p> <ul style="list-style-type: none"> <li>Develop the ability to write a feasible high quality proposal.</li> <li>Demonstrate research skills through the identification, retrieval and critical analysis of published material.</li> <li>Demonstrate oral and written communication skills that enable dissemination of the findings of the project.</li> </ul>
<b>Employability</b>	<p>On completion of this module (and the MSc award) the student will meet the higher academic requirements for eligibility to apply for higher grade/level professional clinical and academic posts and thus enhance their employability prospects, including the potential for promotion.</p>
<b>Teaching &amp; Learning Pattern</b>	<p>The emphasis in this module is on learning through independent and autonomous study.</p> <p>A dissertation supervisor will be allocated who will provide the student with academic and professional support and guidance regarding the selection of the research topic, the methodology/research methods, data analysis, and preparation for submission/publication.</p>

<b>Indicative content</b>	<ul style="list-style-type: none"> <li>• Developing a research question and research proposal</li> <li>• Literature searching and selection skills</li> <li>• Research governance and ethical submission procedures</li> <li>• Research design</li> <li>• Data collection and synthesis skills</li> <li>• Data analysis skills (including use of SPSS and qualitative analysis methods where appropriate for the project)</li> </ul>
<b>Assessment</b>	<p>The assessment has two options:</p> <ol style="list-style-type: none"> <li>1. A 12,000 word dissertation research/work-based project such as service evaluation or audit.</li> <li>2. A 12,000 word dissertation mini systematic review – a review that aspires to the rigour of a Cochrane review but recognises the student has time limits.</li> <li>3. An academic paper suitable for publication in a peer-reviewed Journal (approx. 5,000 words) plus literature review (5,000 words).</li> </ol> <p><b>The pass mark is 50%.</b> <b>Weighting = 100%</b></p>
<b>Core Reading</b>	<p>Aveyard, H., Payne, S. &amp; Preston, N (2016) <i>A Post-Graduate's Guide to Doing a Literature Review</i>. Berkshire: OUP.</p> <p>Biggam, J. (2015) <i>Succeeding with your Master's Dissertation: A Step-By-Step Handbook</i>, Maidenhead, Open University Press.</p> <p>Bowling, A. (2014) <i>Research Methods in Health</i>. 4th ed. Maidenhead: Open University Press.</p> <p>Creswell, J. W. &amp; Plano Clark, V. L. (2011) <i>Designing and Conducting Mixed Methods Research</i>. 2nd ed. SAGE</p> <p>Martin, W. E. &amp; Bridgmon, K. D. (2012) <i>Quantitative and Statistical Research Methods</i>. Jossey-Bass</p>
<b>Optional reading</b>	<p>Cowan, D. (2009) <i>Research Issues in Health and Social Care</i>. Keswick, Cumbria, M&amp;K Update.</p> <p>Cresswell, J. W. (2013) <i>Qualitative Inquiry and Research Design: Choosing Among Five Approaches</i>, Los Angeles, SAGE Publications.</p> <p>Gough, D., Oliver, S. &amp; Thomas, J. (2012) <i>An Introduction to Systematic Reviews</i>. London, SAGE.</p> <p>De Braun C, Pearce-Smith, N., Heneghan, C., Perera, R. &amp; Badenoch, D. (2014) <i>Searching Skills Toolkit: Finding The Evidence</i>. Chichester: Wiley-Blackwell.</p> <p>Denscombe, M (2014) <i>The Good Research Guide: for Small-Scale Social Research Projects</i>. Buckingham: Open University</p> <p>Greenhalgh, T. (2014) <i>How to Read a Paper: The Basics of Evidence-Based Medicine</i> (5th edition), Chichester: Wiley-Blackwell.</p> <p>Green, J. &amp; Thoroughgood, N. (2009) <i>Qualitative Methods for Health Research</i>, London: Sage.</p> <p>Grix, J. (2012) <i>The Foundations of Research</i>. Basingstoke: Palgrave Macmillan</p> <p>Higgins, J. &amp; Green, S. (2011) <i>Cochrane Handbook for Systematic Reviews of Interventions</i>. The Cochrane Collaboration. <a href="http://handbook.cochrane.org">http://handbook.cochrane.org</a></p>

	Offredy, M. & Vickers, P. (2010) Developing A Healthcare Research Proposal: An Interactive Student Guide. Chichester: Wiley-Blackwell Silverman, D. (2009) Doing Qualitative Research. A Practical Handbook. 3rd ed. London: Sage.
<b>Other Learning Resources</b>	Health Research Authority <a href="http://www.hra.nhs.uk/">http://www.hra.nhs.uk/</a> Health Care Quality Improvement Partnership <a href="http://www.hqip.org.uk">www.hqip.org.uk</a> NHS England Clinical audit <a href="https://www.england.nhs.uk/ourwork/qual-clin-lead/clinaudit/">https://www.england.nhs.uk/ourwork/qual-clin-lead/clinaudit/</a> University of York Centre for Reviews and Dissemination <a href="http://www.york.ac.uk/crd/">http://www.york.ac.uk/crd/</a>

<b>Module Title</b>	<b>Dissertation – Allied Health Sciences (60 Credits - Taught)</b>
<b>Course(s)</b>	<i>MA Practice Education</i> <i>MSc Advancing Practice in Occupational Therapy</i> <i>MSc Adult Nursing</i> <i>MSc Advanced Nurse Practitioner</i> <i>MSc Childrens Nursing</i> <i>MSc Healthcare</i> <i>MSc Leadership and Service Improvement in Healthcare</i> <i>MSc Mental Health Nursing</i> <i>MSc Occupational Therapy</i> <i>MSc Occupational Therapy(Top Up)</i> <i>MSc Public Health and Health Promotion</i> <i>MSc Midwifery</i> <i>MSc Diagnostic Imaging</i> <i>MSc Radiographic Reporting</i> <i>MSc Radiotherapy and Oncology</i>
<b>Level</b>	7
<b>Semester</b>	1 and 2
<b>Ref No:</b>	AHP_7_051
<b>Credit Value</b>	60 credits
<b>Student Study hours</b>	<p><b>Contact Hours:</b>            18 in classroom            9 in 1-1 supervision  <b>Total contact hours 27</b></p> <p>Blended Learning Hours: 73</p> <p>Student Managed Learning Hours: 500</p> <p><b>Total: 600 hours</b></p>
<b>Pre-requisite learning</b>	120 Level 7 credits from appropriate programme modules in the above stated Masters programmes. For some modules this may include the Research in Health and Social Care module.
<b>Co-requisites</b>	
<b>Excluded combinations</b>	None
<b>Module Coordinator</b>	Dr Nicola Thomas
<b>Parent Department</b>	Adult Nursing and Midwifery
<b>Parent Course</b>	The course where the module belongs, unless it is a stand-alone module.

<b>Description</b>	This module provides the student with the opportunity to undertake original enquiry in a chosen area of professional practice, either through a systematic review of the literature or a research/work-based project such as service evaluation or audit. Students will be able to consolidate and extend their knowledge and understanding of research and evaluation design and associated methods of enquiry during six taught sessions. They will subsequently be supported by a named supervisor to develop the practical skills necessary to plan and carry out their chosen project.
<b>JACS Code</b>	B990
<b>Aims</b>	<p>To enable students to identify a topic area for original enquiry in a chosen area of professional practice.</p> <p>To provide students with the necessary research skills to undertake a research/work-based project or systematic review.</p> <p>To support students in the practical and ethical aspects of undergoing a research/work-based project or systematic review.</p> <p>To enable students to take responsibility for their own learning through self-directed study and supervised dissertation preparation based on critical awareness and self-evaluation.</p>
<b>Learning outcomes</b>	<p>On completion of this module, students will be able to:</p> <p><b>Knowledge and Understanding:</b></p> <ul style="list-style-type: none"> <li>• Critically discuss the values and assumptions underlying research paradigms and approaches which inform the evidence base of professional practice.</li> <li>• Demonstrate knowledge and understanding of the ethical and governance dimensions of research.</li> <li>• Understand how evidence is used in evaluation, audit and policy making and how it influences the research and development agenda.</li> </ul> <p><b>Intellectual Skills:</b></p> <ul style="list-style-type: none"> <li>• Undertake in a rigorous manner a major piece of independent work, designed to examine an aspect of professional practice.</li> <li>• Transfer research-based knowledge and skills into the development of practice.</li> <li>• Critically appraise, analyse and interpret research and other evidence.</li> <li>• Disseminate findings in written format.</li> </ul> <p><b>Practical Skills:</b></p> <ul style="list-style-type: none"> <li>• Employ effective strategies, knowledge and the confidence necessary to apply and reflect on theory, research and evidence in the workplace.</li> <li>• Employ effective strategies, knowledge and skills necessary to manage a research project or original inquiry.</li> </ul>

	<p><b>Transferable Skills:</b></p> <ul style="list-style-type: none"> <li>• Develop the ability to write a feasible high quality proposal.</li> <li>• Demonstrate research skills through the identification, retrieval and critical analysis of published material.</li> <li>• Demonstrate oral and written communication skills that enable dissemination of the findings of the project.</li> </ul>
<b>Employability</b>	On completion of this module (and the MSc award) the student will meet the higher academic requirements for eligibility to apply for higher grade/level professional clinical and academic posts and thus enhance their employability prospects, including the potential for promotion.
<b>Teaching &amp; Learning Pattern</b>	One preparatory afternoon followed by six taught sessions of 3 hours each. The remaining time will be student directed, and consist of independent study. The student will be supported by at least one internal supervisor who will provide tutorials for individual academic support (9 hours maximum)..
<b>Indicative content</b>	<p>Taught sessions will include:</p> <ul style="list-style-type: none"> <li>• Developing a research question and research proposal</li> <li>• Literature searching and selection skills</li> <li>• Research governance and ethical submission procedures</li> <li>• Research design</li> <li>• Data collection and synthesis skills</li> <li>• Data analysis skills (including use of SPSS and qualitative analysis methods where appropriate for the project)</li> </ul>
<b>Assessment</b>	<p>The assessment has three options:</p> <ol style="list-style-type: none"> <li>1. A 12,000 word dissertation on either a research/work-based project such as service evaluation or audit.</li> <li>2. A 12,000 word dissertation on a mini systematic review – a review that aspires to the rigor of a Cochrane review but recognises the student has time limits.</li> <li>3. An academic paper suitable for publication in a peer-reviewed Journal (approx. 5,000 words) plus literature review (5,000 words).</li> </ol> <p><b>The pass mark is 50%.</b>  <b>Weighting = 100%</b></p>
<b>Core reading</b>	<p>Bell, J. (2014) <i>Doing Your Research Project. A Guide for First Time Researchers in Education and Social Science</i>. 5<sup>th</sup> ed. Maidenhead: Open University Press.</p> <p>Bettany-Saltikov, J. (2012) <i>How to do a Systematic Literature Review in Nursing: A Step-By-Step Guide</i>. Maidenhead: Open University</p>

	<p>Biggam, J. (2015) <i>Succeeding with your master's dissertation: a step-by-step handbook</i>. Maidenhead, Open University Press.</p> <p>Bowling, A. (2014) <i>Research Methods in Health</i>. 4<sup>th</sup> ed. Maidenhead: Open University Press.</p> <p>Gough, D., Oliver, S. &amp; Thomas, J. (2012) <i>An Introduction to Systematic Reviews</i>. London, SAGE.</p>
<b>Optional reading</b>	<p>Aveyard, H., Payne, S. and Preston, N (2016) <i>A Post-Graduate's Guide to Doing a Literature Review</i>. Berkshire: OUP.</p> <p>Cowan, D. (2009) <i>Research Issues in Health and Social Care</i>. Keswick, Cumbria, M&amp;K Update.</p> <p>Cresswell, J. W. <i>Qualitative Inquiry and Research Design: Choosing Among Five Approaches</i>. Los Angeles, SAGE Publications.</p> <p>De Braun, C, Pearce-Smith, N., Heneghan, C., Perera, R. &amp; Badenoch, D. (2014) <i>Searching Skills toolkit: Finding the Evidence</i>. Chichester: Wiley-Blackwell.</p> <p>Denscombe, M. (2014) <i>The Good Research Guide: for Small-Scale Social Research Projects</i>. Buckingham: Open University</p> <p>Greenhalgh, T. (2014) <i>How To Read A Paper: The Basics of Evidence-Based Medicine</i>. 5<sup>th</sup> ed. Chichester: Wiley-Blackwell.</p> <p>Green, J. &amp; Thoroughgood, N. (2009) <i>Qualitative Methods for Health Research</i>. London: Sage.</p> <p>Grix, J. (2012) <i>The Foundations of Research</i>. Basingstoke: Palgrave Macmillan</p> <p>Higgins, J. &amp; Green, S. (2011) <i>Cochrane Handbook for Systematic Reviews of Interventions</i>. The Cochrane Collaboration. <a href="http://handbook.cochrane.org">http://handbook.cochrane.org</a></p> <p>Offredy, M. &amp; Vickers, P. (2010) <i>Developing A Healthcare Research Proposal: An Interactive Student Guide</i>. Chichester: Wiley-Blackwell</p> <p>Robson, C. (2011) <i>Real World Research: A Resource for Users of Social Research Methods in Applied Settings</i>. Chichester: Wiley Blackwell.</p> <p>Silverman, D. (2009) <i>Doing Qualitative Research. A Practical Handbook</i>. 3<sup>rd</sup> ed. London: Sage.</p>
<b>Other Learning Resources</b>	<p><b>Health Research Authority</b> <a href="http://www.hra.nhs.uk/">http://www.hra.nhs.uk/</a></p> <p><b>Health Care Quality Improvement Partnership</b> <a href="http://www.hqip.org.uk">www.hqip.org.uk</a></p> <p><b>NHS England Clinical audit</b>  <a href="https://www.england.nhs.uk/ourwork/qual-clin-lead/clinaudit/">https://www.england.nhs.uk/ourwork/qual-clin-lead/clinaudit/</a></p> <p><b>University of York Centre for Reviews and Dissemination</b>  <a href="http://www.york.ac.uk/crd/">http://www.york.ac.uk/crd/</a></p>



<b>Module Title</b>	<b>Dissertation – Allied Health Sciences (40 Credits - Online)</b>						
<b>Course(s)</b>	<i>MSc Diagnostic Imaging</i> <i>MSc Radiographic Reporting</i> <i>MSc Advancing Practice in Occupational Therapy</i> <i>MSc Radiotherapy and Oncology</i>						
<b>Level</b>	7						
<b>Semester</b>	1 and 2						
<b>Ref No:</b>	AHP_7_098						
<b>Credit Value</b>	40 credits						
<b>Student Study hours</b>	<p><b>Total</b> <b>400 hours</b></p> <table> <tr> <td>1 to 1 Supervision:</td> <td>18</td> </tr> <tr> <td>Blended learning:</td> <td>73</td> </tr> <tr> <td>Student Managed Learning:</td> <td>309</td> </tr> </table>	1 to 1 Supervision:	18	Blended learning:	73	Student Managed Learning:	309
1 to 1 Supervision:	18						
Blended learning:	73						
Student Managed Learning:	309						
<b>Pre-requisite learning</b>	140 Level 7 credits from appropriate programme modules in the above stated Masters programmes.						
<b>Co-requisites</b>							
<b>Excluded combinations</b>	None						
<b>Module Coordinator</b>	Dr Chris Wright						
<b>Parent Department</b>	Allied Health Sciences						
<b>Parent Course</b>	<i>MSc Diagnostic Imaging</i> <i>MSc Radiographic Reporting</i> <i>MSc Advancing Practice in Occupational Therapy</i> <i>MSc Radiotherapy and Oncology</i>						
<b>Description</b>	This module enables the student to plan and conduct an investigation of a topic that contributes to professional practice. It provides the opportunity to apply an understanding of research methods to the investigation and allows demonstration of their ability to work with relative autonomy in undertaking a sustained, in-depth piece of independent learning. It promotes the dissemination of findings to the relevant professional community.						
<b>JACS Code</b>	B990						
<b>Aims</b>	<ul style="list-style-type: none"> <li>• To enable students to identify a topic of contemporary practice or an area for original enquiry.</li> <li>• To provide students with the necessary skills to undertake a research/work-based project or critical review.</li> <li>• To encourage students to engage with the complexity of developing and delivering contemporary practice</li> </ul>						

	<ul style="list-style-type: none"> <li>To enable students to take responsibility for their own learning through self-directed study and supervised dissertation preparation based on critical awareness and self-evaluation.</li> </ul>
<b>Learning outcomes</b>	<p>On completion of this module, students will be able to:</p> <p><b>Knowledge and Understanding:</b></p> <ul style="list-style-type: none"> <li>Critically discuss the values and assumptions underlying research paradigms and approaches which inform the evidence base of professional practice.</li> <li>Demonstrate knowledge and understanding of the ethical and governance dimensions of research informed practice.</li> <li>Understand how evidence is used in evaluation, audit and policy making and how it influences the research and practice development agenda.</li> </ul> <p><b>Intellectual Skills:</b></p> <ul style="list-style-type: none"> <li>Apply research-based knowledge and skills to the development of practice.</li> <li>Critically appraise research and other forms of evidence.</li> </ul> <p><b>Practical Skills:</b></p> <ul style="list-style-type: none"> <li>Employ effective strategies, knowledge and reflection to evidence informed practice.</li> <li>Employ effective strategies, knowledge and skills to manage an independent project.</li> </ul> <p><b>Transferable Skills:</b></p> <ul style="list-style-type: none"> <li>Scope a feasible study of relevance to practice.</li> <li>Demonstrate research skills through the identification, retrieval and critical analysis of published material.</li> <li>Demonstrate written communication skills that enable dissemination of the findings of the project.</li> </ul>
<b>Employability</b>	On completion of this module (and the MSc award) the student will meet the higher academic requirements for eligibility to apply for higher grade/level professional clinical and academic posts and thus enhance their employability prospects, including the potential for promotion.
<b>Teaching &amp; Learning Pattern</b>	<p>The emphasis in this module is on learning through independent and autonomous study.</p> <p>A dissertation supervisor will be allocated who will provide the student with academic and professional support and guidance.</p>
<b>Indicative content</b>	<ul style="list-style-type: none"> <li>Developing a feasible study proposal</li> <li>Literature searching and selection skills</li> <li>Research and ethical governance</li> <li>Research or protocol design</li> </ul>

	<ul style="list-style-type: none"> <li>• Data or source capture and synthesis skills</li> <li>• Writing for publication &amp; dissemination</li> </ul>
<b>Assessment</b>	<p><u>Option 1</u></p> <p>Literature Review (5,000 words) on an aspect of contemporary practice.      PLUS      3,000 word report analysing the literature review in relation to the delivery of contemporary practice</p> <p><u>Option 2</u></p> <p>4,000 word research based academic paper suitable for publication in a peer-reviewed journal      PLUS      3,000 word essay critiquing the literature</p> <p><b>Pass mark is 50%.</b>  <b>Weighting = 100%</b></p>
<b>Core Reading</b>	<p>Aveyard, H., Payne, S. &amp; Preston, N. (2016) <i>A Post-Graduate's Guide to Doing a Literature Review</i>. Berkshire: OUP.</p> <p>Biggam, J. (2015) <i>Succeeding with your Master's Dissertation: A Step-By-Step Handbook</i>, Maidenhead, Open University Press.</p> <p>Bowling, A. (2014) <i>Research Methods in Health</i>. 4<sup>th</sup> ed. Maidenhead: Open University Press.</p> <p>Creswell, J. W. &amp; Plano Clark, V. L. (2011) <i>Designing and Conducting Mixed Methods Research</i>. 2<sup>nd</sup> ed. SAGE</p> <p>Martin, W. E. &amp; Bridgmon, K. D. (2012) <i>Quantitative and Statistical Research Methods</i>. Jossey-Bass</p>
<b>Optional reading</b>	<p>Cowan, D. (2009) <i>Research Issues in Health and Social Care</i>. Keswick, Cumbria, M&amp;K Update.</p> <p>Cresswell, J. W. (2013) <i>Qualitative Inquiry and Research Design: Choosing Among Five Approaches</i>, Los Angeles, SAGE Publications.</p> <p>Gough, D., Oliver, S. &amp; Thomas, J. (2012) <i>An Introduction to Systematic Reviews</i>. London, SAGE.</p> <p>De Braun, C., Pearce-Smith, N., Heneghan, C., Perera, R. &amp; Badenoch, D. (2014) <i>Searching Skills Toolkit: Finding The Evidence</i>. Chichester: Wiley-Blackwell.</p> <p>Denscombe, M. (2014) <i>The Good Research Guide: for Small-Scale Social Research Projects</i>. Buckingham: Open University</p> <p>Greenhalgh, T. (2014) <i>How to Read a Paper: The Basics of Evidence-Based Medicine</i> (5<sup>th</sup> edition), Chichester: Wiley-Blackwell.</p>

	<p>Green, J. &amp; Thoroughgood, N. (2009) <i>Qualitative Methods for Health Research</i>, London: Sage.</p> <p>Grix, J. (2012) <i>The Foundations of Research</i>. Basingstoke: Palgrave Macmillan</p> <p>Higgins, J. &amp; Green, S (2011) <i>Cochrane Handbook for Systematic Reviews of Interventions. The Cochrane Collaboration</i>. <a href="http://handbook.cochrane.org">http://handbook.cochrane.org</a></p> <p>Offredy, M. &amp; Vickers, P. (2010) <i>Developing A Healthcare Research Proposal: An Interactive Student Guide</i>. Chichester: Wiley-Blackwell</p> <p>Silverman, D. (2009) <i>Doing Qualitative Research. A Practical Handbook</i>. 3<sup>rd</sup> ed. London: Sage.</p>
<b>Other Learning Resources</b>	<p><b>Health Research Authority</b> <a href="http://www.hra.nhs.uk/">http://www.hra.nhs.uk/</a></p> <p><b>Health Care Quality Improvement Partnership</b> <a href="http://www.hqip.org.uk">www.hqip.org.uk</a></p> <p><b>NHS England Clinical audit</b>  <a href="https://www.england.nhs.uk/ourwork/qual-clin-lead/clinaudit/">https://www.england.nhs.uk/ourwork/qual-clin-lead/clinaudit/</a></p> <p><b>University of York Centre for Reviews and Dissemination</b>  <a href="http://www.york.ac.uk/crd/">http://www.york.ac.uk/crd/</a></p>

<b>Module Title</b>	<b>Dissertation – Allied Health Sciences (40 Credits - Taught)</b>
<b>Course(s)</b>	<i>MSc Diagnostic Imaging</i> <i>MSc Radiographic Reporting</i> <i>MSc Advancing Practice in Occupational Therapy</i> <i>MSc Radiotherapy and Oncology</i> <i>MA Practice Education</i> <i>MSc Advancing Practice in Occupational Therapy</i> <i>MSc Adult Nursing</i> <i>MSc Advanced Nurse Practitioner</i> <i>MSc Childrens Nursing</i> <i>MSc Healthcare</i> <i>MSc Leadership and Service Improvement in Healthcare</i> <i>MSc Mental Health Nursing</i> <i>MSc Public Health and Health Promotion</i> <i>MSc Midwifery</i>
<b>Level</b>	7
<b>Semester</b>	1 and 2
<b>Ref No:</b>	AHP_7_064
<b>Credit Value</b>	40 credits
<b>Student Study hours</b>	<b>Total</b> 400 hours Contact 18 1 to 1 Supervision: 9 Blended learning: 73 Student Managed Learning: 300
<b>Pre-requisite learning</b>	140 Level 7 credits from appropriate programme modules in the above stated Masters programmes.
<b>Co-requisites</b>	
<b>Excluded combinations</b>	None
<b>Module Coordinator</b>	Dr Nicola Thomas
<b>Parent Department</b>	Adult Nursing and Midwifery
<b>Parent Course</b>	<i>The course where the module belongs, unless it is a stand-alone module.</i>
<b>Description</b>	This module enables the student to plan and conduct an investigation of a topic that contributes to professional practice. It provides the opportunity to apply an understanding of research methods to the investigation and allows demonstration of their ability to work with relative autonomy in undertaking a sustained, in-depth piece of independent learning. It promotes the dissemination of findings to the relevant professional community.
<b>JACS Code</b>	B990

<b>Aims</b>	<ul style="list-style-type: none"> <li>• To enable students to identify a topic of contemporary practice or an area for original enquiry.</li> <li>• To provide students with the necessary skills to undertake a research/work-based project or critical review.</li> <li>• To encourage students to engage with the complexity of developing and delivering contemporary practice</li> <li>• To enable students to take responsibility for their own learning through self-directed study and supervised dissertation preparation based on critical awareness and self-evaluation.</li> </ul>
<b>Learning outcomes</b>	<p>On completion of this module, students will be able to:</p> <p><b>Knowledge and Understanding:</b></p> <ul style="list-style-type: none"> <li>• Critically discuss the values and assumptions underlying research paradigms and approaches which inform the evidence base of professional practice.</li> <li>• Demonstrate knowledge and understanding of the ethical and governance dimensions of research informed practice.</li> <li>• Understand how evidence is used in evaluation, audit and policy making and how it influences the research and practice development agenda.</li> </ul> <p><b>Intellectual Skills:</b></p> <ul style="list-style-type: none"> <li>• Apply research-based knowledge and skills to the development of practice.</li> <li>• Critically appraise research and other forms of evidence.</li> </ul> <p><b>Practical Skills:</b></p> <ul style="list-style-type: none"> <li>• Employ effective strategies, knowledge and reflection to evidence informed practice.</li> <li>• Employ effective strategies, knowledge and skills to manage an independent project.</li> </ul> <p><b>Transferable Skills:</b></p> <ul style="list-style-type: none"> <li>• Scope a feasible study of relevance to practice.</li> <li>• Demonstrate research skills through the identification, retrieval and critical analysis of published material.</li> <li>• Demonstrate written communication skills that enable dissemination of the findings of the project.</li> </ul>
<b>Employability</b>	<p>On completion of this module (and the MSc award) the student will meet the higher academic requirements for eligibility to apply for higher grade/level professional clinical and academic posts and thus enhance their employability prospects, including the potential for promotion.</p>
<b>Teaching &amp; Learning Pattern</b>	<p>The emphasis in this module is on learning through independent and autonomous study.</p> <p>A dissertation supervisor will be allocated who will provide the student with academic and professional support and guidance.</p>

<b>Indicative content</b>	<ul style="list-style-type: none"> <li>• Developing a feasible study proposal</li> <li>• Literature searching and selection skills</li> <li>• Research and ethical governance</li> <li>• Research or protocol design</li> <li>• Data or source capture and synthesis skills</li> <li>• Writing for publication &amp; dissemination</li> </ul>
<b>Assessment</b>	<p><u>Option 1</u></p> <p>Literature Review (5,000 words) on an aspect of contemporary practice.      PLUS      3,000 word report analysing the literature review in relation to the delivery of contemporary practice</p> <p><u>Option 2</u></p> <p>4,000 word research based academic paper suitable for publication in a peer-reviewed journal      PLUS      3,000 word essay critiquing the literature</p> <p><b>Pass mark is 50%.</b>  <b>Weighting = 100%</b></p>
<b>Core Reading</b>	<p>Aveyard, H., Payne, S. &amp; Preston, N. (2016) <i>A Post-Graduate's Guide to Doing a Literature Review</i>. Berkshire: OUP.</p> <p>Biggam, J. (2015) <i>Succeeding with your Master's Dissertation: A Step-By-Step Handbook</i>, Maidenhead, Open University Press.</p> <p>Bowling, A. (2014) <i>Research Methods in Health</i>. 4<sup>th</sup> ed. Maidenhead: Open University Press.</p> <p>Creswell, J. W. &amp; Plano Clark, V. L. (2011) <i>Designing and Conducting Mixed Methods Research</i>. 2<sup>nd</sup> ed. SAGE</p> <p>Martin, W. E. &amp; Bridgmon, K. D. (2012) <i>Quantitative and Statistical Research Methods</i>. Jossey-Bass</p>
<b>Optional reading</b>	<p>Cowan, D. (2009) <i>Research Issues in Health and Social Care</i>. Keswick, Cumbria, M&amp;K Update.</p> <p>Cresswell, J. W. (2013) <i>Qualitative Inquiry and Research Design: Choosing Among Five Approaches</i>, Los Angeles, SAGE Publications.</p> <p>Gough, D., Oliver, S. &amp; Thomas, J. (2012) <i>An Introduction to Systematic Reviews</i>. London, SAGE.</p> <p>De Braun C, Pearce-Smith, N., Heneghan, C., Perera, R. &amp; Badenoch, D. (2014) <i>Searching Skills Toolkit: Finding The Evidence</i>. Chichester: Wiley-Blackwell.</p>

	<p>Denscombe, M. (2014) <i>The Good Research Guide: for Small-Scale Social Research Projects</i>. Buckingham: Open University</p> <p>Greenhalgh, T. (2014) <i>How to Read a Paper: The Basics of Evidence-Based Medicine</i> (5<sup>th</sup> edition), Chichester: Wiley-Blackwell.</p> <p>Green, J. &amp; Thoroughgood, N. (2009) <i>Qualitative Methods for Health Research</i>, London: Sage.</p> <p>Grix, J. (2012) <i>The Foundations of Research</i>. Basingstoke: Palgrave Macmillan</p> <p>Higgins, J &amp; Green, S (2011) <i>Cochrane Handbook for Systematic Reviews of Interventions</i>. The Cochrane Collaboration. <a href="http://handbook.cochrane.org">http://handbook.cochrane.org</a></p> <p>Offredy, M. &amp; Vickers, P. (2010) <i>Developing A Healthcare Research Proposal: An Interactive Student Guide</i>. Chichester: Wiley-Blackwell</p> <p>Silverman, D. (2009) <i>Doing Qualitative Research. A Practical Handbook</i>. 3<sup>rd</sup> ed. London: Sage.</p>
<b>Other Learning Resources</b>	<p><b>Health Research Authority</b> <a href="http://www.hra.nhs.uk/">http://www.hra.nhs.uk/</a></p> <p><b>Health Care Quality Improvement Partnership</b> <a href="http://www.hqip.org.uk">www.hqip.org.uk</a></p> <p><b>NHS England Clinical audit</b>  <a href="https://www.england.nhs.uk/ourwork/qual-clin-lead/clinaudit/">https://www.england.nhs.uk/ourwork/qual-clin-lead/clinaudit/</a></p> <p><b>University of York Centre for Reviews and Dissemination</b>  <a href="http://www.york.ac.uk/crd/">http://www.york.ac.uk/crd/</a></p>

<b>Module Title</b>	CPPD for academic development
<b>Course(s)</b>	<p><i>Standalone</i></p> <p><i>MSc Diagnostic Imaging</i></p> <p><i>MSc Radiographic Reporting</i></p> <p><i>MSc Advancing Practice in Occupational Therapy</i></p> <p><i>MSc Radiotherapy and Oncology</i></p> <p><i>MA Practice Education</i></p> <p><i>MSc Advancing Practice in Occupational Therapy</i></p> <p><i>MSc Adult Nursing</i></p> <p><i>MSc Advanced Nurse Practitioner</i></p> <p><i>MSc Childrens Nursing</i></p> <p><i>MSc Healthcare</i></p> <p><i>MSc Leadership and Service Improvement in Healthcare</i></p> <p><i>MSc Mental Health Nursing</i></p> <p><i>MSc Public Health and Health Promotion</i></p> <p><i>MSc Midwifery</i></p>
<b>Level</b>	7
<b>Semester</b>	1 & 2
<b>Ref No:</b>	WBL_7_003
<b>Credit Value</b>	20
<b>Student Study hours</b>	Contact hours: 4 hours Blended learning hours: 46 hours Student managed learning hours: 150 hours Placement hours: N/A
<b>Pre-requisite learning</b>	Students undertaking this module are already employed within the field of health and social care. Students who have not previously undertaken study at academic Level 7 (Masters level) are advised to consider the module: Preparation for Masters Level Study (see CPPD online prospectus for more details).
<b>Co-requisites</b>	None
<b>Excluded combinations</b>	None
<b>Module Coordinator</b>	Name: Rachel Picton Email: pictonr@lsbu.ac.uk
<b>Parent Department</b>	AHS
<b>Parent Course</b>	Standalone
<b>Description</b>	This work-based learning module enables students to gain academic credits for CPPD undertaken. The module aims to support the development of higher level academic skills, in particular critical reflection and the ability to appraise the evidence and apply it to the student's area of practice. Students are expected to develop a portfolio of evidence to support this,
<b>JACS Code</b>	
<b>Aims</b>	<ul style="list-style-type: none"> <li>• To allow students to develop more specialist knowledge in their area of choice</li> <li>• To further develop student's skills in appraising the evidence in their area of choice, and applying this to their practice</li> </ul>

	<ul style="list-style-type: none"> <li>To enable critical reflection and encourage students to consider their own continued development needs in light of their area of practice</li> </ul>
<b>Learning outcomes</b>	<p>On successful completion of the module, students will be able to:</p> <p><b>Knowledge and Understanding:</b></p> <ul style="list-style-type: none"> <li>Demonstrate systematic knowledge of the evidence base pertaining to an area of study relevant to their workplace</li> </ul> <p><b>Intellectual Skills:</b></p> <ul style="list-style-type: none"> <li>Critically appraise and synthesise the evidence base in the chosen area of study and apply this to practice.</li> <li>Critically reflect upon the learning undertaken and the impact of this on their personal and professional development.</li> </ul> <p><b>Practical Skills:</b></p> <ul style="list-style-type: none"> <li>Demonstrate verbal communication skills in discussing evidence and defending professional decisions/understanding in their chosen area.</li> </ul> <p><b>Transferable Skills:</b></p> <ul style="list-style-type: none"> <li>Demonstrate the ability to identify learning needs and take action to address these</li> <li>Demonstrate skills in self-management and continuing personal and professional development</li> </ul>
<b>Employability</b>	The module can be used by the student to enhance their knowledge of a subject relevant to their work, which will inherently meet the needs of the workforce and enhance employability and effectiveness in their current and future roles.
<b>Teaching &amp; Learning Pattern</b>	Contact hours includes the following: (please click on the checkboxes as appropriate) <input type="checkbox"/> Lectures <input type="checkbox"/> Group Work: <input type="checkbox"/> Seminars <input checked="" type="checkbox"/> Tutorial: <input type="checkbox"/> Laboratory <input type="checkbox"/> Workshops <input type="checkbox"/> Practical <input checked="" type="checkbox"/> VLE Activities
<b>Indicative content</b>	<p>Students will however be expected to:</p> <ul style="list-style-type: none"> <li>Demonstrate engagement in self directed study in a specified area relevant to their workplace, reflective of the study hours required of the module.</li> <li>Demonstrate evidence of subject-specific educational activities (e.g. non accredited training) in their chosen area of study</li> <li>Collate information from their reading and other learning activities to demonstrate their understanding theory and practice in their chosen area of study</li> <li>Critically reflect on their learning</li> </ul>
<b>Assessment</b>	<p><b>Formative assessment:</b> Develop and submit a portfolio plan, detailing how the student can demonstrate the required hours of learning for the module</p> <p><b>Summative assessment:</b> 1: A portfolio of work demonstrating 150 hours of self-directed study in a chosen area relevant to the student's place of work. This must demonstrate critical reflection</p>

	<p>and well as demonstrating the student's ability to search and use the relevant literature in practice.</p> <p>50% Weighting</p> <p>2: A 20 minute professional conversation, which discusses at least 4 pieces of evidence from the portfolio, demonstrating the students ability to critically appraise , synthesise and apply the literature to their chosen area of practice.</p> <p>50% weighting</p>
<b>Core Reading</b>	<p>Bolton, G.E.J. (2014) <i>Reflective Practice : Writing and Professional Development</i>. 4<sup>th</sup> ed. SAGE.</p> <p>Helyer, R. (ed.) (2015) <i>The Work-Based Learning Student Handbook</i>. 2<sup>nd</sup> ed Palgrave Macmillan .</p> <p>Mazurek, B. &amp; Fineout-Overholt, M. (2013) <i>Evidence-Based Practice in Nursing &amp; Healthcare: A Guide to Best Practice</i>. Routledge 2<sup>nd</sup> ed.</p> <p>Mulholland, J. &amp; Turnock, C. (2010) <i>Learning in the Workplace. : A Toolkit for Facilitating Learning and Assessment in Health and Social Care Settings</i>. [electronic resource]</p> <p>Optional reading:</p> <p>Aveyard, H., Payne, S. &amp; Preston, N. (2016) <i>A Post-Graduates Guide to Doing a Literature Review: in Health and Social Care</i>. Open University Press, 1<sup>st</sup> ed.</p> <p>Bassot, B. (2015) <i>The Reflective Practice Guide: An Interdisciplinary Approach to Critical Reflection</i> . Routledge</p> <p>Cook, V., Daly C. &amp; Newman, M. (eds.) (2012) <i>Work-Based Learning in Clinical Settings: Insights from Socio-Cultural Perspectives</i>. Radcliffe Publishing</p> <p>Knowles, M., Holton III, E. &amp; Swanson, R. (2014) <i>The Adult Learner: The Definitive Classic in Adult Education and Human Resource Development</i>: Routledge, London, 8<sup>th</sup> Edition</p> <p>LoBiondo-Wood, G. &amp; Haber, J. (2014) <i>Nursing Research: Methods and Critical Appraisal for Evidence-Based Practice</i> 8<sup>th</sup> edition</p>
<b>Optional reading</b>	
<b>Other Learning Resources</b>	

