

## Course Specification

<b>A. Course Information</b>											
<b>Final award title(s)</b>	MSc Radiotherapy & Oncology Pg Dip Radiotherapy & Oncology Pg Cert Radiotherapy & Oncology										
<b>Intermediate exit award title(s)</b>	Pg Dip Radiotherapy & Oncology Pg Cert Radiotherapy & Oncology										
<b>UCAS Code</b>		<b>Course Code(s)</b>	5070 - Pg Cert 5180 - PgDip 5071 – PgDip Top Up 5181 - MSc 5072 - MSc Top Up								
	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>	Radiography and ODP										
<b>Course Director</b>	Caroline Walker										
<b>Delivery site(s) for course(s)</b>	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Other: <i>please specify</i>										
<b>Mode(s) of delivery</b>	<input type="checkbox"/> Full time <input checked="" 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>Part time</td> <td>6 Years</td> <td>September</td> <td>August</td> </tr> </tbody> </table>			Mode	Length years	Start - month	Finish - month	Part time	6 Years	September	August
Mode	Length years	Start - month	Finish - month								
Part time	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 2023									
<b>Professional, Statutory &amp; Regulatory Body accreditation</b>	Society & College of Radiographers (SCoR)										
<b>Reference points:</b>	Internal	Corporate Strategy 2020 - 2025 School Strategy LSBU Academic Regulations Academic Quality and Enhancement Website									
	External	QAA Quality Code for Higher Education 2018 Framework for Higher Education Qualifications									

		Society and College of Radiographers Research Strategy (2016 – 2021) Knowledge and Skills Framework (2010) Clinical Leadership Competency Framework (2010) PSRB Competitions and Markets Authority SEEC Level Descriptors 2021 OfS Guidance
<b>B. Course Aims and Features</b>		
<b>Distinctive features of course</b>	<p>The PgC / PgD / MSc Radiotherapy &amp; Oncology suite of awards is designed to meet the continuous professional development requirements of health care professionals and provide a flexible, on-line learning pathway for therapeutic radiographers. It seeks to prepare a specialist research-focused workforce that will help revolutionize health and social care provision to better meet society's changing demographic health needs by using emerging technologies and more innovative and creative working practices.</p> <p>Developments in advanced practice have seen the extension of this concept to other non-medical health professionals such as physiotherapists, pharmacists and paramedics. For example, the Department of Health (2011) identified that the development of advanced practitioners within allied health professional's (AHP) could result in a significant contribution to high quality clinical care, organisational management, economic sustainability, productivity and all aspects of quality – patient safety, patient experience and the effectiveness of the care that patients receive.</p> <p>The course has been developed to enable students to apply scientific, research, professional and technical knowledge to their role within radiotherapy and oncology and also the wider health care team. The course will provide students' opportunities to build on their professional knowledge and clinical experience; enhance professional development and make a greater contribution to patients on the radiotherapy pathway. The course offers a wide variety of modules, all of which focus on current and future practice developments.</p> <p>The course offers education in the latest theoretical and clinical developments relating to radiotherapy and oncology. It also develops your research skills and critical thinking and provides the opportunity to conduct a research project, laying the foundations for independent research in the future and extend your role as an evidence-based practitioner.</p>	
<b>Course Aims</b>	<p>The PgC / PgD / MSc Radiotherapy &amp; Oncology aim to:</p> <ol style="list-style-type: none"> <li>1. Develop advanced knowledge, critical reflective and clinical reasoning skills within the practice of therapeutic radiography, relevant to current and future roles within the context of UK and international health provisions</li> <li>2. Provide the opportunity to critically reflect on theory, contemporary research, and evidence-based practice related to therapeutic radiography in order to inform personal and professional practice and contribute to cancer service delivery improvement.</li> </ol>	

	<p>3. Develop the skills that will support active engagement in the process of lifelong learning through critical reflection, to influence and enhance professional practice and future employability</p> <p>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</p>
<p><b>Course Learning Outcomes</b></p>	<p><b>1. Students will have knowledge and understanding of:</b></p> <p>A1 Relevant legal, ethical, professional and managerial frameworks and advise on these as appropriate.</p> <p>A2 A risk-benefit framework, having regard to the biological effects of radiation.</p> <p>A3 Engaging in audit, peer review and research for best practice, disseminating the outcomes.</p> <p>A4 Obtaining informed consent or ensure that it has been given.</p> <p>A5 The employer, practitioner, operator and referrer roles within IR(ME)R 2000 and its subsequent amendments as appropriate to professional practice.</p> <p>A6 Referrals and advising other Health and Social Care professionals about patients' needs where necessary.</p> <p><b>Students exiting with the PgCert Radiotherapy &amp; Oncology will have achieved A1 – A6</b></p> <p>A7 A comprehensive range of strategies to promote / improve and provide safe and effective evidence based care for patients</p> <p>A8 The impact of a wide range of contextual factors (social, ethical, legal, political, technological, cultural and economic) and trend, at local, national and international levels upon health and the leadership, management and culture of health care organisations, as well as health care practices and the roles of practitioner</p> <p>A9 A wide range of related theory and approaches enabling analysis of professional issues (such as professional identity, advocacy, autonomy, ethics and accountability) within the practice arena for the advancement of professional expertise, strategic leadership, service improvement and the patient care</p> <p>A10 A range of research and quality assurance methodologies and evidence bases that can be used to underpin, inform, enhance and challenge practice</p> <p><b>Students exiting with the PgDip Radiotherapy &amp; Oncology will have achieved A1 – A10</b></p>

	<p>A11 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.</p> <p>A12 Justify, utilise, and apply knowledge in order to undertake research and service evaluation and improve in Therapeutic Radiography to ensure optimal stakeholder experience</p> <p>A13 Critically discuss and analyse legal, ethical and professional issues relating to therapeutic radiography and multi-disciplinary working in the cancer patient pathway.</p> <p><b>Students exiting with the MSc Radiotherapy &amp; Oncology will have achieved A1 – A13</b></p> <p><b>B. Students will develop their intellectual skills such that they are able to:</b></p> <p>B1 Demonstrate accountability, recognising and responding appropriately to strengths and limitations in own knowledge, skills and attributes and to those of others.</p> <p>B2 Interpret and evaluate evidence for effective professional practice</p> <p>B3 Mentor and teach learners, support staff and other professionals, developing relevant learning materials.</p> <p>B4 Critically evaluate the effectiveness of quality assurance procedures and quality management systems and respond appropriately</p> <p><b>Students exiting with the PgCert Radiotherapy &amp; Oncology will have achieved B1-B4</b></p> <p>B5 Use clinical reasoning, critical thinking, problem-solving, reflection and analysis to make sound judgments and decisions and to explore potential solutions</p> <p>B6 Critically analyse the theoretical, research , clinical and professional underpinnings of advanced practice as a means to advance professional knowledge and develop skills to a higher learning</p> <p>B7 Synthesise information from a wide range of sources in order to gain a coherent understanding of, and new insight into, pertinent theoretical principles and their application to practice</p> <p><b>Students exiting with the PgDip Radiotherapy &amp; Oncology will have achieved B1 – B7</b></p> <p>B8 Explore and apply relevant intellectual approaches and practical skills, including those acquired in the taught components, to the chosen topic.</p> <p>B9 Critically evaluate research and evidence-based practice that underpins Therapeutic Radiography practice.</p>
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**Students exiting with the MSc Radiotherapy & Oncology will have achieved B1 – B9**

**C. Students will acquire and develop practical skills such that they are able to:**

- C1 Identify, evaluate and interpret normal and abnormal anatomy and pathophysiology relevant to clinical practice.
- C2 Assess patients and make reasoned decisions to initiate, continue, modify, suspend or cease imaging examinations or radiotherapy, advising others in complex situations.
- C3 Interpret results of imaging and, where necessary, carry out additional image manipulation, imaging or adaptation of treatment delivery.
- C4 Ensure imaging examinations/radiotherapy interventions and their outcomes are recorded accurately.
- C5 Supply, administer and prescribe medicines within the legal framework.

**Students exiting with the PgCert Radiotherapy & Oncology will have achieved C1 – C5**

- C6 Manage the whole patient pathway, lead the delivery of complex treatments using advanced technologies
- C7 Work individually, collaboratively and/or in partnership to deliver person-centred care and interventions.
- C8 Develop, implement and review pathways of care, having regard to patients' health status and co-morbidities, promoting healthy living
- C9 Meet the care needs of individuals and their significant others sensitively and respectfully having regard to the impact of illness and trauma, and to socio-cultural differences.

**Students exiting with the PgDip Radiotherapy & Oncology will have achieved C1 – C9**

- C10 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.

**Students exiting with the MSc Radiotherapy & Oncology will have achieved C1 – C10**

**D. Students will acquire and develop transferrable skills such that they are able to:**

- D1 Gather and interpret information from different sources and make informed judgements about its quality and appropriateness.

	<p>D2 Demonstrate information management skills e.g. use of IT, internet</p> <p>D3 Work independently and as part of a group or team</p> <p><b>Students exiting with the PgCert Radiotherapy &amp; Oncology will have achieved D1 – D3</b></p> <p>D4 Demonstrate self-awareness, the ability to critically appraise individual learning needs, implement appropriate strategies for continuing professional and personal development and evaluate the impact</p> <p>D5 Communicate effectively with a wide of individuals using a variety of means, including ability to provide coherent and logical; arguments in support of decision making</p> <p><b>Students exiting with the PgDip Radiotherapy &amp; Oncology will have achieved D1 – D5</b></p> <p>D6 Demonstrate research skills through the identification, retrieval and critical analysis of published material and ability to write a feasible high quality proposal.</p> <p><b>Students exiting with the MSc Radiotherapy &amp; Oncology will have achieved D1 – D6</b></p>
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**C. Teaching and Learning Strategy**

- Use of VLE to engage students with self-directed learning activities.
- Blended learning activities
- Structured feedback to develop literature search, analysis and synthesis skills
- Mentor sessions to identify individual needs
- Self and peer formative assessment

**D. Assessment**

Assessments will be drawn from the following

- Clinical Portfolio
- Written assignments
- Case studies
- Imaging evaluation exercise
- On line quiz
- e-poster

**E. Academic Regulations**

The University's Academic Regulations apply for this course. Any course specific protocols will be identified here.

The school follows the university regulations apart from:

- Students will not be eligible for compensation in the modules as a pass in all elements of assessment is required to demonstrate competence.

## **F. Entry Requirements**

### **Professional qualifications**

Students must be registered to practice as a health practitioner in accordance with the professional requirements of their country. The programme is designed for Therapeutic radiographers, however nurses with appropriate experience may also be considered for the Radiotherapy on-treatment review module, as a stand-alone module.

### **The University will select non-standard entrants to the programme in the following ways:-**

All applications are assessed individually. Some flexibility may be exercised to the admissions criteria for students wishing to study individual modules for CPD. Some variation in terms of professional background and education may be accepted and will be considered individually by the course director. Regardless of these conditions, applicants must be able to satisfy the course director and admissions team of their suitability and ability to successfully complete the program of study applied for.

### **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 programme. No individual elements should be below 7.0.

### **Prior certificated credit or prior experiential credit may be used within the Programme 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 programme is designed to allow students to undertake any number of modules as required to provide professional development or to lead to an award.

The **MSc Radiotherapy & Oncology** (180 Credits) comprises:

### **Mandatory Modules**

- Dissertation – focussing on aspect of scope of practice for therapeutic radiography. (60) (Taught or DL)
- Dissertation – focussing on aspect of scope of practice for therapeutic radiography. (40) (Taught or DL)
- Research in Health and Social Care (20) (Taught or DL)

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

- Clinical application of radiotherapy treatment planning (20)
- Motion Management in Radiotherapy (20)
- Radiotherapy patient on treatment review (40)
- Hybrid imaging in Radiotherapy (20)
- Image Guided Radiotherapy (20)
- MRI - Clinical Applications in Radiotherapy (20)
- CT - Clinical Applications in Radiotherapy (20)
- Expert / Specialist Practice - Breast Cancer (20)
- Expert / Specialist Practice - Gynaecological Cancer (20)
- Expert / Specialist Practice - Head & Neck Cancer (20)
- Expert / Specialist Practice - Prostate Cancer (20)
- Expert / Specialist Practice – Palliative Care (20)

Students may also elect to utilise modules that comprise the Non-medical prescribing award. These are co-requisites and may not be taken as stand-alone modules. This award may be used within the Postgraduate Diploma award.

- Pharmacology and Applied Therapeutics (20)
- Practical Aspects of Prescribing (20)
- Prescribing for Clinical Practice (20)

A maximum of ONE of the following **non-specialist** modules may be selected as an alternative to the specialist modules above:-

- Leadership and Quality Improvement for Allied Health Professionals (20)
- An Introduction to Counselling Skills for Health Care Professionals (20)
- Enhancing Practice through Work Based Learning (20)
- Mentorship for Allied Health Professions (20)
- An Introduction to Teaching in Higher Education for Allied Health Professionals (20)
- Innovation for Excellence Leading Service Change (20)
- Ethics and law in Professional Practice (20)
- Intravenous Administration of Pharmaceutical Substances for Diagnostic or Therapeutic Purposes (10)
- Entrepreneurship for Allied Health Professionals (20)
- An Introduction to Economic Evaluation for Allied Health Professionals (20)

## **Postgraduate Diploma**

**120 credits**

To obtain a Postgraduate Diploma students will need to gain 120 credits at level 7, of which at least 60 credits must be drawn from the therapeutic radiography modules

The **PgD Radiotherapy & Oncology** (120 Credits) comprises:

### **Mandatory Module**

- Research in Health and Social Care (20) (Taught or DL)

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

- Clinical application of radiotherapy treatment planning (20)



- Motion Management in Radiotherapy (20)
- Radiotherapy patient on treatment review (40)
- Hybrid imaging in Radiotherapy (20)
- Image Guided Radiotherapy (20)
- MRI - Clinical Applications in Radiotherapy (20)
- CT - Clinical Applications in Radiotherapy (20)
- Expert / Specialist Practice - Breast Cancer (20)
- Expert / Specialist Practice - Gynaecological Cancer (20)
- Expert / Specialist Practice - Head & Neck Cancer (20)
- Expert / Specialist Practice - Prostate Cancer (20)
- Expert / Specialist Practice – Palliative Care (20)

Students may also elect to utilise modules that comprise the Non-medical prescribing award. These are co-requisites and may not be taken as stand-alone modules. This award may be used within the Postgraduate Diploma award.

- Pharmacology and Applied Therapeutics (20)
- Practical Aspects of Prescribing (20)
- Prescribing for Clinical Practice (20)

A maximum of ONE of the following **non-specialist** modules may be selected as an alternative to the specialist modules above:-

- Leadership and Quality Improvement for Allied Health Professionals (20)
- An Introduction to Counselling Skills for Health Care Professionals (20)
- Enhancing Practice through Work Based Learning (20)
- Mentorship for Allied Health Professions (20)
- An Introduction to Teaching in Higher Education for Allied Health Professionals (20)
- Innovation for Excellence Leading Service Change (20)
- Ethics and law in Professional Practice (20)
- Intravenous Administration of Pharmaceutical Substances for Diagnostic or Therapeutic Purposes (10)
- Entrepreneurship for Allied Health Professionals (20)
- An Introduction to Economic Evaluation for Allied Health Professionals (20)

## **Postgraduate Certificate**

**60 credits**

The **PgC Radiotherapy & Oncology** (60 Credits) may be made up of a selection from the following **specialist** modules:-

- Clinical application of radiotherapy treatment planning (20)
- Motion Management in Radiotherapy (20)
- Radiotherapy patient on treatment review (40)
- Hybrid imaging in Radiotherapy (20)
- Image Guided Radiotherapy (20)
- MRI - Clinical Applications in Radiotherapy (20)
- CT - Clinical Applications in Radiotherapy (20)
- Expert / Specialist Practice - Breast Cancer (20)
- Expert / Specialist Practice - Gynaecological Cancer (20)
- Expert / Specialist Practice - Head & Neck Cancer (20)
- Expert / Specialist Practice - Prostate Cancer (20)

- Expert / Specialist Practice – Palliative Care (20)

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

- Research in Health and Social Care (20) (Taught or DL)

The **PgC Non-medical Prescribing** (60 Credits) comprises the following co-requisite modules:

- Pharmacology and Applied Therapeutics (20)
- Practical Aspects of Prescribing (20)
- Prescribing for Clinical Practice (20)

### Placements information

None

### H. Course Modules

E. Course Modules				
Module Code	Module Title	Level	Semester	Credit value
AHP_7_052*	Clinical application of radiotherapy treatment planning	7	1 & 2	20
AHP_7_090	Motion Management in Radiotherapy	7	1 & 2	20
AHP_7_044*	Radiotherapy patient on treatment review	7	1 & 2	40
AHP_7_088	Hybrid imaging in Radiotherapy	7	1 & 2	20
AHP_7_089	Image Guided Radiotherapy	7	1 & 2	20
AHP_7_091	MRI - Clinical Applications in Radiotherapy	7	1 & 2	20
AHP_7_082	CT - Clinical Applications in Radiotherapy	7	1 & 2	20
AHP_7_083	Expert / Specialist Practice - Breast Cancer	7	1 & 2	20
AHP_7_084	Expert / Specialist Practice - Gynaecological Cancer	7	1 & 2	20
AHP_7_085	Expert / Specialist Practice - Head & Neck Cancer	7	1 & 2	20
AHP_7_087	Expert / Specialist Practice - Prostate Cancer	7	1 & 2	20
AHP_7_086	Expert / Specialist Practice – Palliative Care	7	1 & 2	20
AHP_7_045*	Pharmacology and Applied Therapeutics	7	1 & 2	20
AHP_7_046*	Practical Aspects of Prescribing	7	1 & 2	20
AHP_7_047*	Prescribing for Clinical Practice	7	1 & 2	20

AHP_7_102	Leadership and Quality Improvement for Allied Health Professionals (Taught)	7	1 & 2	20
AHP_7_105	Leadership and Quality Improvement for Allied Health Professionals (On-line)	7	1 & 2	20
AHP_7_038*	An Introduction To Counselling Skills for Health Care Professionals	7	1 & 2	20
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
AHP_7_081	Mentorship for Allied Health Professions (Taught)	7	1 & 2	20
AHP_7_106	Mentorship for Allied Health Professions (On-line)	7	1 & 2	20
AHP_7_077	An Introduction to Teaching in higher education for Allied Health Professionals (Taught)	7	1 & 2	20
AHP_7_116	An Introduction to Teaching in higher education for Allied Health Professionals (On-line)	7	1 & 2	20
LSI_7_001*	Innovation for excellence leading service change	7	1 & 2	20
WHN_7_124*	Ethics and law in professional practice	7	1 & 2	20
AHP_6_023*	Intravenous Administration of Pharmaceutical Substances for Diagnostic or Therapeutic Purposes	6	1 & 2	10
AHP_7_079	Entrepreneurship for Allied Health Professionals (Taught)	7	1 & 2	20
AHP_7_107	Entrepreneurship for Allied Health Professionals (On-line)	7	1 & 2	20
AHP-7-050*	An Introduction to Economic Evaluation for Allied Health Professionals (On-line)	7	1 & 2	20
TAR_7_014*	Research in Health and Social Care (On-line)	7	1 & 2	20
TAR_7_011*	Research in Health and Social Care	7	1 & 2	20
AHP_7_051*	Dissertation - Allied Health Sciences (60 credits) (On-line)	7	1 & 2	60
AHP_7_104*	Dissertation - Allied Health Sciences (60 credits)	7	1 & 2	60
AHP_7_064	Dissertation - Allied Health Sciences (40 credits)	7	1 & 2	40
AHP_7_098	Dissertation - Allied Health Sciences (40 credits) (On-line)	7	1 & 2	40

### List of Appendices

Appendix A: Curriculum Map

Appendix B: PDP

## Appendix C: Terminology

## Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

Modules															
Level	Title	Code													
Knowledge and Understanding			A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12	A13
7	Clinical application of radiotherapy treatment planning	AHP_7_052	TD	TDA			TD A		TD A	D	D	D	TD A	D	TD
7	Motion Management in Radiotherapy	AHP_7_090	TD	TDA	TD A		TD A		TD A	D	D	TD A	DA	TD A	TD
7	Radiotherapy patient on treatment review	AHP_7_044	TD A	TDA	TD A	TD A		TD A	TD A	TD A	TD A	D	DA	TD A	TD A
7	Hybrid imaging in Radiotherapy	AHP_7_088	TD	TD	TD A		TD A		TD A	D	D	TD A	DA	TD A	
7	Image Guided Radiotherapy	AHP_7_089	TD	TDA	TD A		TD A		TD A	D	D	TD A	DA	TD A	TD
7	MRI - Clinical Applications in Radiotherapy	AHP_7_091	TD	TD	TD A		TD A		TD A	D	D	TD A	DA	TD A	TD
7	CT - Clinical Applications in Radiotherapy	AHP_7_082	TD	TD	TD A		TD A		TD A	D	D	TD A	TD A	TD A	TD
7	Expert / Specialist Practice - Breast Cancer	AHP_7_083	TD A	TDA	TD A	TD A		TD A	TD A	TD A	TD A	D	DA	TD A	TD
7	Expert / Specialist Practice - Gynaecological Cancer	AHP_7_084	TD A	TDA	TD A	TD A		TD A	TD A	TD A	TD A	D	DA	TD A	TD
7	Expert / Specialist Practice - Head & Neck Cancer	AHP_7_085	TD A	TDA	TD A	TD A		TD A	TD A	TD A	TD A	D	DA	TD A	TD
7	Expert / Specialist Practice - Prostate Cancer	AHP_7_087	TD A	TDA	TD A	TD A		TD A	TD A	TD A	TD A	D	DA	TD A	TD

7	Expert / Specialist Practice – Palliative Care	AHP_7_086	TD A	TDA	TD A	TD A		TD A	TD A	TD A	TD A	D	DA	TD A	TD
7	Pharmacology and Applied Therapeutics	AHP_7_045			TD A			TD A	TD A		TD A				
7	Practical Aspects of Prescribing	AHP_7_046	TD A		TD A	TD A		TD A	TD A	TD A	TD A	TD A	TD A		
7	Prescribing for Clinical Practice	AHP_7_047	TD A		TD A	TD A		TD A	TD A	TD A	TD A	TD A	TD A		
7	Leadership and Quality Improvement for Allied Health Professionals	AHP_7_102	TD A		TD A				D	TD A	TD A	TD A	TD A		
7	Leadership and Quality Improvement for Allied Health Professionals (On-line)	AHP_7_105	TD A		TD A				D	TD A	TD A	TD A	TD A		
7	An Introduction To Counselling Skills for Health Care Professionals	AHP_7_038	TD A					TD A	TD A	TD A	TD A	TD A	TD A		TD A
7	Enhancing Practice through Work Based Learning	AHP_7_097	TD A		TD A				TD A	TD A	TD A	TD A	TD A	TD A	TD A
7	Enhancing Practice through Work Based Learning (On-line)	AHP_7_114	TD A		TD A				TD A	TD A	TD A	TD A	TD A	TD A	TD A

## 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 programme. 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 work.	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 programme 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 they have on healthcare practice. <b>Evidence –Assessment of competence</b>
7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.	Students are encouraged to maintain a healthy work/life balance <b>Evidence –Records of tutorials and personal tutor reviews.</b>

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 – CPD portfolio</b>
9 Other approaches to personal development planning.	Students are encouraged to complete a reflective journal throughout the duration of the programme illustrating how they have achieved the learning outcomes and feed CPD. <b>Evidence – 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 programme 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 – 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 learning
<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