



## Course Specification

| <b>A. Course Information</b>  |   |   |  |                |              |               |                |           |                       |           |        |
|---|---|---|--|----------------|--------------|---------------|----------------|-----------|-----------------------|-----------|--------|
| <b>Final award title(s)</b>   | MSc Diagnostic Imaging<br>PgD Diagnostic Imaging<br>PgC Diagnostic Imaging  |   |  |                |              |               |                |           |                       |           |        |
| <b>Intermediate exit award title(s)</b>                                 | PgD Diagnostic Imaging<br>PgC Diagnostic Imaging  |   |  |                |              |               |                |           |                       |           |        |
| <b>UCAS Code</b>  |   | <b>Course Code(s)</b>                             | MSc 5069 – Top up<br>PgD 5068 – Top Up<br>PgC 5067 |                |              |               |                |           |                       |           |        |
|   | 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>   | Division of Radiography and ODP   |   |  |                |              |               |                |           |                       |           |        |
| <b>Course Director</b>  | Michael Williams  |   |  |                |              |               |                |           |                       |           |        |
| <b>Delivery site(s) for course(s)</b>                                   | <input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering<br><input checked="" type="checkbox"/> Other: Distance Learning   |   |  |                |              |               |                |           |                       |           |        |
| <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" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Mode</th> <th style="width: 25%;">Length years</th> <th style="width: 25%;">Start - month</th> <th style="width: 25%;">Finish - month</th> </tr> </thead> <tbody> <tr> <td>Part time</td> <td>Up to 6 years maximum</td> <td>September</td> <td>August</td> </tr> </tbody> </table> |   |  | Mode           | Length years | Start - month | Finish - month | Part time | Up to 6 years maximum | September | August |
|   | Mode  | Length years                                      | Start - month                                      | Finish - month |              |               |                |           |                       |           |        |
| Part time   | Up to 6 years maximum   | 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  |   |  |                |              |               |                |           |                       |           |        |
| <b>Reference points:</b>  | Internal  | Corporate Strategy 2020 - 2025<br>School Strategy |  |                |              |               |                |           |                       |           |        |

|                                       |  |  |
|---------------------------------------|--|--|
|                                       |  | LSBU Academic Regulations<br>Academic Quality and Enhancement Website  |
|                                       | External   | QAA Quality Code for Higher Education 2018<br>Framework for Higher Education Qualifications<br>Subject Benchmark Statements<br>PSRB<br>Competitions and Markets Authority<br>SEEC Level Descriptors 2021<br>OfS Guidance |
| <b>B. Course Aims and Features</b>    |  |  |
| <b>Distinctive features of course</b> | <p>This PgC, PgD, MSc suite of awards is designed to meet the continuous professional development requirements of health care professionals who utilise diagnostic imaging procedures in their practice, and in specific cases provides the necessary competence to practice.</p> <p>It seeks to prepare a specialist research-focused workforce that will help revolutionise 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, 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 MSc course offers education in the latest theoretical and clinical developments relating to 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 as an evidence-based practitioner.</p> |  |
| <b>Course Aims</b>                    | <p><b>This PgC, PgD, MSc Diagnostic Imaging course aims to:</b></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 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 a range of diagnostic imaging modalities and procedures relevant to current and future roles within the context of UK and international health provisions.</li> </ol>  |  |

|  |  |
|--|--|
|  | <p>3 Help develop the skills that will support active engagement in the process of lifelong learning (CPPD) 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>1) <b>Students gain knowledge and understanding such that they are able to:</b></p> <p>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.</p> <p>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.</p> <p>A3 Justify, utilise, and apply knowledge in order to undertake research and service evaluation and improvement in Diagnostic Imaging; to ensure optimal stakeholder experience.</p> <p>A4 Critically discuss and analyse legal, ethical and professional issues relating to imaging and multi-disciplinary working in a diagnostic imaging environment.</p> <p>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.</p> <p style="text-align: center;"><i>PgC &amp; PgD = A1 - A4          MSc = A1 – A5</i></p> <p>2) <b>Students will develop their intellectual skills such that they are able to:</b></p> <p>B1 Critically evaluate research and evidence-based practice that underpins Diagnostic Imaging practice.</p> <p>B2 Synthesise and critically reflect on the theory that informs patient management and service delivery in Diagnostic Imaging.</p> <p>B3 Utilise a range of information and data to justify decisions making in new, varied, and challenging situations related to Diagnostic Imaging.</p> <p>B4 Critically reflect upon the professional and legal aspects of role extension, service improvement, and advanced practice in relation to health care policy and service delivery.</p> |

*PgC, PgD, MSc = B1, B2, B3, 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 with relation to patient management, quality, and service delivery.
- C2 Apply new theories and knowledge to aspects of Diagnostic Imaging 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 practice and employability skills.
- C4 Comply with the quality standards required for advanced practice
- 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 transferrable skills such that they are able to:**

- D1 Critically appraise, and actively contribute, to the contemporary research and evidence that underpins Diagnostic Imaging practice.
- D2 Undertake critical reflection in relation to individual practice and maintain core competencies and continuing professional development.
- D3 Critically appraise and lead new developments in relation to individual practice, patient management, service delivery, and quality mechanisms.
- D4 Critically evaluate inter-professional and stakeholder-centred practice in the context of individual professional practice and in a wider health care setting both in the UK and internationally.
- D5 Demonstrate research skills through the identification, retrieval and critical analysis of published material and ability to write a feasible high quality proposal.

*PgC & PgD = D1 - D4*

*MSc = D1 – D5*

**• C. Teaching and Learning Strategy**

- Face-to-face approaches that will include lectures, group work and discussion and feedback, workshops, tutorials.
- Use of a virtual learning environment (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**

- Coursework
- Essay
- Examination
- Presentation
- Formative assessment
- OSCE
- Viva

#### **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.

A degree or diploma in diagnostic radiography or any other relevant professional qualification.

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

**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)

#### Course overview

|                                   |  |
|-----------------------------------|--|
| <p><b>Course structure(s)</b></p> | <p>The <b>MSc Diagnostic Imaging</b> course (180 Credits) comprises;</p> <p><b>Mandatory Modules</b></p> <ul style="list-style-type: none"> <li>• Dissertation (60 Credits)</li> <li>• Research in Health &amp; Social Care (20 Credit option)</li> <li>• Foundations of Image Interpretation (20)</li> </ul> <p>Remaining credits may be made up of a selection from the following <b>specialist</b> modules:-</p> <ul style="list-style-type: none"> <li>• Radiographic Reporting: Musculoskeletal (40)</li> <li>• Radiographic Reporting: Axial Skeleton (20)</li> <li>• Advances in Specialised Skeletal Imaging (20)</li> <li>• Radiographic Chest Reporting (40)</li> <li>• Mammography Theory (20)</li> <li>• Mammography Practice (40)</li> <li>• Mammography Image Interpretation &amp; Reporting (40)</li> <li>• Clinical Breast Examination and Communication Skills (20)</li> <li>• Breast Ultrasound for Ultrasonographers (40)</li> <li>• Breast Ultrasound (60)</li> <li>• Ultrasound Guided Interventional Procedures (20)</li> <li>• Specialist Imaging Relating to Children or Young People</li> </ul> |
|-----------------------------------|--|

- Concepts of Children and Young People Imaging
- Protecting and Safeguarding Children and Young People

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

- Innovation for Excellence Leading Service Change (20)
- Leading Continuous Quality Improvement (20)
- Enhancing Practice through Work Based Learning (20)
- Leadership and quality improvement (20)

The **PgD Diagnostic Imaging** course (120 Credits) comprises;

**Mandatory Modules:-**

- Research in Health & Social Care (20 Credit option)
- 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)
- Mammography Theory (20)
- Mammography Practice (40)
- Mammography Image Interpretation & Reporting (40)
- Clinical Breast Examination and Communication Skills (20)
- Breast Ultrasound for Ultrasonographers (40)
- Breast Ultrasound (60) Ultrasound guided interventional procedures (20)
- Specialist Imaging Relating to Children or Young People
- Concepts of Children and Young People Imaging
- Protecting and Safeguarding Children and Young People

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

- Innovation for Excellence Leading Service Change (20)
- Leading Continuous Quality Improvement (20)
- Enhancing Practice through Work Based Learning (20)
- Leadership and quality improvement (20)

The **PgC Diagnostic Imaging** course (60 Credits) comprises;

**Mandatory Module:**

- Foundations of Image Interpretation (20)

|  |   |
|--|---|
|  | <p>Remaining credits may be made up of a selection from the following <b>specialist</b> modules:-</p> <ul style="list-style-type: none"> <li>• Advances in Specialised Skeletal Imaging (20)</li> <li>• Specialist Imaging Relating to Children or Young People</li> <li>• Concepts of Children and Young People Imaging</li> <li>• Protecting and Safeguarding Children and Young People</li> </ul> <p>The following <b>non-specialist</b> module may be selected as an alternative to one of the inclusive modules above:-</p> <ul style="list-style-type: none"> <li>• Enhancing Practice through Work Based Learning (20)</li> <li>• Research in Health &amp; Social Care (20)</li> </ul> |
|--|---|

**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_019          | Advances in Specialised Skeletal Imaging | 7            | 1 or 2          | 20                  |
| 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_063          | Radiographic Chest Reporting             | 7            | 1 & 2           | 40                  |



|            |   |   |         |    |
|------------|---|---|---------|----|
| AHP_7_020  | Mammography Theory  | 7 | 1 or 2  | 20 |
| AHP_7_115  | Mammography Practice                                      | 7 | 1 and 2 | 40 |
| AHP_7_101  | Mammography Image Interpretation & Reporting              | 7 | 1 and 2 | 40 |
| AHP_7_075  | Clinical Breast Examination and Communication Skills      | 7 | 1 and 2 | 20 |
| AHP_7_074  | Breast Ultrasound for Ultrasonographers                   | 7 | 1 and 2 | 40 |
| AHP_7_073  | Breast Ultrasound   | 7 | 1 and 2 | 60 |
| AHP_7_076  | Ultrasound Guided Interventional Procedures               | 7 | 1 and 2 | 20 |
| LSI_7_001  | Innovation for Excellence - Leading Service Change        | 7 | 1 or 2  | 20 |
| WHN-7-126* | Leading Continuous Quality Improvement in Healthcare      | 7 | 1 or 2  | 20 |
| WBL_7_001  | Enhancing Practice through Work Based Learning (Taught)   | 7 | 1 or 2  | 20 |
| HCN_7_017  | Leadership and quality improvement in healthcare          | 7 | 1       | 20 |
| TAR_7_011  | Research in Health and Social Care (Taught)               | 7 | 1 & 2   | 20 |
| AHP_7_051  | Dissertation – Allied Health Sciences (60 credits) Taught | 7 | 1 & 2   | 60 |

|           |   |   |        |    |
|-----------|---|---|--------|----|
| AHP_7_017 | Specialist Imaging Relating to Children or Young People | 7 | 1 or 2 | 20 |
| AHP_7_118 | Concepts of Children and Young People Imaging           | 7 | 1      | 20 |
| HCN_7_013 | Protecting and Safeguarding Children and Young People   | 7 | 2      | 20 |

#### I. Timetable information

- Timetables will be on moodle

#### J. Costs and financial support

##### Course related costs

##### Tuition fees/financial support/accommodation and living costs

- Information on tuition fees/financial support can be found by clicking on the following link - <http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding> or
- <http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding>
- Information on living costs and accommodation can be found by clicking the following link- <https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses>

#### List of Appendices

- Appendix A: Curriculum Map
- Appendix B: Personal Development Planning
- 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.

| Module |  |            | Course outcomes |             |             |             |     |             |             |             |             |             |             |             |             |     |     |             |             |             |     |
|--------|--|------------|-----------------|-------------|-------------|-------------|-----|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-----|-----|-------------|-------------|-------------|-----|
| Level  | Title  | Code       | A 1             | A 2         | A 3         | A 4         | A 5 | B 1         | B 2         | B 3         | B 4         | C 1         | C 2         | C 3         | C 4         | C 5 | D 1 | D 2         | D 3         | D 4         | D 5 |
| 7      | Specialist Skills Development - Breast Imaging       | AHP_7_071  | T<br>D<br>A     | T<br>D<br>A |             | T<br>D<br>A |     | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A |             | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A |     |     | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A |     |
| 7      | Radiographic Reporting: Musculoskeletal              | AHP_7_120  | T<br>D<br>A     | T<br>D<br>A | T<br>D<br>A |             |     | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A |             | T<br>D<br>A |     |     | T<br>D<br>A |             | T<br>D<br>A |     |
| 7      | Radiographic Reporting: Axial Skeleton               | AHP_7_100  | T<br>D<br>A     | T<br>D<br>A | T<br>D<br>A |             |     | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A |             | T<br>D<br>A |             | T<br>D<br>A |     |     | T<br>D<br>A |             | T<br>D<br>A |     |
| 7      | Radiographic Chest Reporting                         | AHP_7_063  | T<br>D<br>A     | T<br>D<br>A | T<br>D<br>A |             |     | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A |             | T<br>D<br>A |             | T<br>D<br>A |     |     | T<br>D<br>A |             | T<br>D<br>A |     |
| 7      | Mammography Theory                                   | AHP_7_020* | T<br>D<br>A     | T<br>D<br>A |             | T<br>D<br>A |     | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A |             |     |     | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A |     |
| 7      | Mammography Practice                                 | AHP_7_115  | T<br>D<br>A     | T<br>D<br>A |             | T<br>D<br>A |     | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A |             |     |     | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A |     |
| 7      | Mammography Image Interpretation & Reporting         | AHP_7_101  | T<br>D<br>A     | T<br>D<br>A |             | T<br>D<br>A |     | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A |             |     |     | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A |     |
| 7      | Clinical Breast Examination and Communication Skills | AHP_7_075  |                 | T<br>D<br>A |             | T<br>D<br>A |     |             |             |             | T<br>D<br>A |             |             |             | T<br>D<br>A |     |     | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A |     |
| 7      | Breast Ultrasound for Ultrasonographers              | AHP_7_074  | T<br>D<br>A     | T<br>D<br>A |             | T<br>D<br>A |     | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A |             |     |     | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A |     |
| 7      | Breast Ultrasound                                    | AHP_7_073  | T<br>D<br>A     | T<br>D<br>A |             | T<br>D<br>A |     | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A |             |     |     | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A |     |
| 7      | Ultrasound Guided Interventional Procedures          | AHP_7_076  | T<br>D<br>A     | T<br>D<br>A |             | T<br>D<br>A |     | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A |             |     |     | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A |     |

| Module |   |           | Course outcomes |             |     |             |     |     |             |             |     |             |             |             |     |     |     |             |     |     |     |
|--------|---|-----------|-----------------|-------------|-----|-------------|-----|-----|-------------|-------------|-----|-------------|-------------|-------------|-----|-----|-----|-------------|-----|-----|-----|
| Level  | Title   | Code      | A 1             | A 2         | A 3 | A 4         | A 5 | B 1 | B 2         | B 3         | B 4 | C 1         | C 2         | C 3         | C 4 | C 5 | D 1 | D 2         | D 3 | D 4 | D 5 |
| 7      | Innovation for Excellence - Leading Service Change      | LSI_7_001 | T<br>D<br>A     | T<br>D<br>A |     | T<br>D<br>A |     |     |             | T<br>D<br>A |     |             | T<br>D<br>A |             |     |     |     | T<br>D<br>A |     |     |     |
| 7      | Enhancing Practice through Work Based Learning (Taught) | WBL_7_001 | T<br>D<br>A     | T<br>D<br>A |     | T<br>D<br>A |     |     |             |             |     |             |             |             |     |     |     |             |     |     |     |
| 7      | Leadership and Quality Improvement in Healthcare        | HCN_7_017 | T<br>D<br>A     | T<br>D<br>A |     | T<br>D<br>A |     |     | T<br>D<br>A | T<br>D<br>A |     | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A |     |     |     | T<br>D<br>A |     |     |     |

| Module |   |           | Course outcomes |             |             |             |             |             |             |             |             |     |             |             |             |             |             |             |        |             |             |
|--------|---|-----------|-----------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-----|-------------|-------------|-------------|-------------|-------------|-------------|--------|-------------|-------------|
| Level  | Title   | Code      | A 1             | A 2         | A 3         | A 4         | A 5         | B 1         | B 2         | B 3         | B 4         | C 1 | C 2         | C 3         | C 4         | C 5         | D 1         | D 2         | D 3    | D 4         | D 5         |
| 7      | Research in Health & Social Care (Taught)                   | TAR_7_011 | T<br>D<br>A     | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A |             | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A |     |             |             |             |             | T<br>D<br>A |             |        |             | T<br>D<br>A |
| 7      | Dissertation – Allied Health Sciences (60 credits) (Taught) | AHP_7_051 | T<br>D<br>A     | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A |     |             |             |             | T<br>D<br>A | T<br>D<br>A |             |        |             | T<br>D<br>A |
| 7      | Specialist Imaging Relating to Children or Young People     | AHP_7_017 | D<br>A          | D           |             |             |             | A           | D<br>A      | D           |             |     | T<br>D<br>A | T<br>D<br>A |             |             | T<br>D<br>A | D           | D<br>A |             | D<br>A      |
| 7      | Concepts of Children and Young People Imaging               | AHP_7_118 | D<br>A          | T<br>D<br>A | T<br>D<br>A | T<br>D<br>A | D<br>A      | D<br>A      | D<br>A      | D<br>A      |             |     | D<br>A      | T<br>D<br>A | T<br>D<br>A |             | D<br>A      | T<br>D<br>A |        | T<br>D<br>A |             |
| 7      | Protecting and Safeguarding Children and Young People       | HCN_7_013 | D<br>A          | T<br>D      | D<br>A      | T<br>D<br>A |             | D           | T<br>D<br>A | T<br>D<br>A |             |     | T<br>D<br>A | D<br>A      | D<br>A      |             | D<br>A      | D           |        | T<br>D<br>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<br><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.<br><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<br><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<br><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.<br><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.<br><b>Evidence –Assessment of competence</b>   |

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| <p>7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.</p>                         | <p>Students are encouraged to maintain a healthy work/life balance<br/> <b>Evidence –Records of tutorials and personal tutor reviews.</b></p>   |
| <p>8 Supporting the development of the skills and attitudes as a basis for continuing professional development.</p>                                 | <p>Assignments are designed to engage in processes that encourage consideration of personal CPD enabling the development of skills to promote that of others<br/> <b>Evidence – Personal CPD portfolio</b></p>  |
| <p>9 Other approaches to personal development planning.</p>   | <p>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.<br/> <b>Evidence – Personal CPD portfolio</b></p>   |
| <p>10 The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper-based learning log or diary.</p> | <p>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<br/> <b>Evidence – Personal CPD portfolio</b></p> |

## 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]

|                                 |   |
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| <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   |

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| <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 |
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| <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   |

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| <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'   |

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| <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 |
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