

**Course Specification**

<b>A. Course Information</b>											
<b>Final award title(s)</b>	MSc Therapeutic Radiography										
<b>Intermediate exit award title(s)</b>	Pg Diploma Therapeutic Radiography Pg Dip in Health Studies Pg Cert in Health Studies  Only the MSc Therapeutic Radiography and Pg Diploma in Therapeutic Radiography awards confer eligibility to apply for registration with the Health and Care Professions Council										
<b>UCAS Code</b>		<b>Course Code(s)</b>	4958 – MSc 3927 – 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 checked="" 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>2</td> <td>September</td> <td>August</td> </tr> </tbody> </table>			Mode	Length years	Start - month	Finish - month	Full time	2	September	August
Mode	Length years	Start - month	Finish - month								
Full time	2	September	August								
<b>Is this course generally suitable for students on a Tier 4 visa?</b>	Please complete the International Office questionnaire Yes Students are advised that the structure/nature of the course is suitable for those on a Tier 4 visa but other factors will be taken into account before a CAS number is allocated.										
<b>Approval dates:</b>	Course(s) validated / Subject to validation	June 2016									
	Course specification last updated and signed off	September 2021									
<b>Professional, Statutory &amp; Regulatory Body accreditation</b>	Health and Care Professions Council College of Radiographers										
<b>Reference points:</b>	Internal	Corporate Strategy 2020 -2025 School Strategy LSBU Academic Regulations									
	External	QAA Quality Code for Higher Education 2018									

	<p>Framework for Higher Education Qualifications          HCPC Standards of Education and Training Guidance (2012)          HCPC Standards of Proficiency (2013)          College of Radiographers Education and Career Framework for the Radiography Workforce (2013)          Society and College of Radiographers Research Strategy (2016 – 2021)          Knowledge and Skills Framework (2010)          Clinical Leadership Competency Framework (2010)          Competitions and Markets Authority          SEEC Level Descriptors 2021</p>
<b>B. Course Aims and Features</b>	
<b>Distinctive features of course</b>	<ul style="list-style-type: none"> <li>• meeting the HCPC Standards of Proficiency (2013) and HCPC Standards of Education and Training (2012), and enable successful students to be eligible to apply for registration with the Health and Care Professions Council.</li> <li>• equipping individuals with the knowledge and skills required for eligibility to apply for registration with the Health and Care Professions Council as a therapeutic radiographer.</li> <li>• the possibility of undertaking a concurrent 60 credit dissertation module in year two to exit with an MSc award that will confer eligibility to register with the HCPC</li> <li>• it is an accelerated programme, over two years, for graduate students who already have a level 6 qualification.</li> <li>• Revision of the existing programme has encompassed the ongoing change in technology and the format of the changing healthcare environment with the aim of providing practitioners who are fit for purpose and fit for award.</li> </ul>
<b>Course Aims</b>	<ul style="list-style-type: none"> <li>• ensure that the graduating radiography student achieves the competencies for registration as a therapeutic radiographer</li> <li>• develop confident and competent practitioners who practise autonomously, compassionately, skilfully and safely whilst maintaining dignity and promoting health and wellbeing</li> <li>• develop a graduate therapeutic radiographer who is a critical consumer of research and evidence</li> <li>• foster independence in learning and commitment to lifelong learning</li> <li>• develop the qualities and transferable skills necessary for employment</li> </ul>
<b>Course Learning Outcomes</b>	<p><b><u>HCPC Standards of Proficiency</u></b></p> <p>Students will acquire knowledge and understanding of the importance to:</p> <ol style="list-style-type: none"> <li><b>1. be able to practise safely and effectively within their scope of practice</b> <ol style="list-style-type: none"> <li>1.1. know the limits of their practice and when to seek advice or refer to another professional</li> <li>1.2. be able to manage their own workload and resources effectively and be able to practise accordingly</li> </ol> </li> <li><b>2. be able to practise within the legal and ethical boundaries of their profession</b> <ol style="list-style-type: none"> <li>2.1. understand the need to act in the best interests of service users at all times</li> <li>2.2. understand what is required of them by the Health and Care Professions Council</li> <li>2.3. understand the need to respect and uphold the rights, dignity, values, and autonomy of service users including their role in the diagnostic and therapeutic process and in maintaining health and wellbeing</li> </ol> </li> </ol>

- 2.4. recognise that relationships with service users should be based on mutual respect and trust, and be able to maintain high standards of care even in situations of personal incompatibility
  - 2.5. know about current legislation applicable to the work of their profession
  - 2.6. be able to practise in accordance with current legislation governing the use of ionising and non-ionising radiation for medical and other purposes
  - 2.7. understand the importance of and be able to obtain informed consent
  - 2.8. be able to exercise a professional duty of care
  - 2.9. understand the legislative, policy, ethical and research frameworks that underpin, inform and influence the practice of radiography
- 3 be able to maintain fitness to practise**
- 3.1. understand the need to maintain high standards of personal and professional conduct
  - 3.2. understand the importance of maintaining their own health
  - 3.3. understand both the need to keep skills and knowledge up to date and the importance of life-long learning
- 4 be able to practise as an autonomous professional, exercising their own professional judgement**
- 4.1. be able to assess a professional situation, determine the nature and severity of the problem and call upon the required knowledge and experience to deal with the problem
  - 4.2. be able to make reasoned decisions to initiate, continue, modify or cease radiotherapy treatment or diagnostic imaging examinations and record the decisions and reasoning appropriately
  - 4.3. be able to initiate resolution of problems and be able to exercise personal initiative
  - 4.4. recognise that they are personally responsible for and must be able to justify their decisions
  - 4.5. be able to make and receive appropriate referrals
  - 4.6. understand the importance of participation in training, supervision and mentoring
- 5 be aware of the impact of culture, equality, and diversity on practice**
- 5.1. understand the requirement to adapt practice to meet the needs of different groups and individuals
  - 5.2. understand the emotions, behaviours and psychosocial needs of people undergoing radiotherapy or diagnostic imaging, as well as that of their families and carers
  - 5.3. be able to provide appropriate information and support for service users throughout their radiotherapy treatment and care or diagnostic imaging examinations
- 6 be able to practise in a non-discriminatory manner**
- 7 understand the importance of and be able to maintain confidentiality**

- 7.1. be aware of the limits of the concept of confidentiality
  - 7.2. understand the principles of information governance and be aware of the safe and effective use of health and social care information
  - 7.3. be able to recognise and respond appropriately to situations where it is necessary to share information to safeguard service users or the wider public
- 8 be able to communicate effectively**
- 8.1. be able to demonstrate effective and appropriate verbal and non-verbal skills in communicating information, advice, instruction and professional opinion to service users, colleagues and others
  - 8.2. be able to communicate in English to the standard equivalent to level 7 of the International English Language Testing System, with no element below 6.5
  - 8.3. understand how communication skills affect assessment and engagement of service users and how the means of communication should be modified to address and take account of factors such as age, capacity, learning ability and physical ability
  - 8.4. be aware of the characteristics and consequences of verbal and non-verbal communication and how this can be affected by factors such as age, culture, ethnicity, gender, socio-economic status and spiritual or religious beliefs
  - 8.5. understand the need to provide service users or people acting on their behalf with the information necessary to enable them to make informed decisions
  - 8.6. understand the need to assist the communication needs of service users such as through the use of an appropriate interpreter, wherever possible
  - 8.7. recognise the need to use interpersonal skills to encourage the active participation of service users
  - 8.8. be able to advise other healthcare professionals about the relevance and application of radiotherapy or imaging modalities to the service user's needs
  - 8.9. be able to formulate and provide information to service users about the treatment or imaging process and procedures, with regular reappraisal of their information needs, as appropriate
- 9 be able to work appropriately with others**
- 9.1. be able to work, where appropriate, in partnership with service users, other professionals, support staff and others
  - 9.2. understand the need to build and sustain professional relationships as both an independent professional and collaboratively as a member of a team
  - 9.3. understand the need to engage service users and carers in planning and evaluating their radiotherapy pre-treatment planning, treatment and follow-up
  - 9.4. be aware of the need to empower service users to participate in the decision-making processes related to their radiotherapy
  - 9.5. be able to contribute effectively to work undertaken as part of a multi-disciplinary team

9.6. be able to understand, interpret and act upon information from other healthcare professionals, in order to maximise health gain whilst minimising radiation dose to the service user

**10 be able to maintain records appropriately**

10.1. be able to keep accurate, comprehensive and comprehensible records in accordance with applicable legislation, protocols and guidelines

10.2. recognise the need to manage records and all other information in accordance with applicable legislation, protocols and guidelines

**11 be able to reflect on and review practice**

11.1. understand the value of reflection on practice and the need to record the outcome of such reflection

11.2. recognise the value of multidisciplinary team reviews and other methods of review

**12 be able to assure the quality of their practice**

12.1. be able to engage in evidence-based practice, evaluate practice systematically, and participate in clinical and other audit procedures

12.2. be able to gather feedback and information that helps to evaluate the response of service users to their care

12.3. understand the principles of quality control and quality assurance as they apply to the practice of therapeutic radiography

12.4. be aware of the role of audit and review in quality management, including quality control, quality assurance and the use of appropriate outcome measures

12.5. be able to maintain an effective audit trail and work towards continual improvement

12.6. be aware of, and be able to participate in, quality assurance programmes, where appropriate

12.7. recognise the need to monitor and evaluate the quality of practice and the value of contributing to the generation of data for quality assurance and improvement programmes

**13 understand the key concepts of the knowledge base relevant to their profession**

13.1. understand the philosophy underpinning the development of the profession of radiography

13.2. understand the concept of leadership and its application to practice

13.3. understand the role of the radiographer in the promotion of health and health education in relation to healthy living and health screening for disease detection

13.4. recognise the role of other professions and services in health and social care

13.5. understand the structure and function of the human body, together with knowledge of health, disease, disorder and dysfunction relevant to their profession

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|  | <p>13.6. understand the radiobiological principles on which the practice of radiography is based</p> <p>13.7. understand the risk-benefit philosophy and principles involved in the practice of therapeutic radiography</p> <p>13.8. be aware of the principles and applications of scientific enquiry, including the evaluation of treatment efficacy and the research process</p> <p>13.9. understand and be able to apply the physical principles of ionising radiation production, interaction with matter, beam modification and radiation protection for diagnostic imaging or radiotherapy treatment</p> <p>13.10. know the physical and scientific principles on which image formation using ionising and non-ionising radiation is based</p> <p>13.11. understand radiation dosimetry and the principles of dose calculation</p> <p>13.12. understand the theoretical basis underpinning patient assessment prior to and during radiotherapy</p> <p>13.13. understand the capability, applications and range of technological equipment used in radiotherapy</p> <p>13.14. be able to distinguish between normal and abnormal appearances evident on images</p> <p>13.15. know the concepts and principles involved in the practice of radiotherapy and how these inform and direct clinical judgement and decision making</p> <p>13.16. know the pharmacology of drugs used in diagnostic imaging or during radiotherapy treatments</p> <p>13.17. understand the methods of administration of drugs</p> <p>13.18. be able to remove and re-apply dressings and supports appropriately and in a safe, effective and considerate manner</p> <p>13.19. understand the quality assurance processes in place within radiotherapy</p> <p>13.20. be aware of the current developments and trends in the science and practice of radiography</p> <p>13.23. understand the structure and function of the human body in health and disease, including: – regional and cross-sectional anatomy of the head, neck, thorax, pelvis and abdomen – common pathologies and mechanisms of disease with a concentration on cancer, histology, haematology and the lymphatic and immune systems</p> <p>13.24. understand: – oncology, the pathophysiology of solid and systemic malignancies – epidemiology – aetiology – the management and effect of cancer</p> <p>13.25. know the physiological signs and symptoms, clinical investigations and diagnostic procedures that result in referral for radiotherapy</p> <p>13.26. know the biochemical science of radiation pathophysiology</p> |
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- 13.27. understand the influence of adjuvant treatment including surgery and chemotherapy on radiotherapy dose prescription, timing of radiotherapy and post radiotherapy complications
- 14 be able to draw on appropriate knowledge and skills to inform practice**
- 14.1. be able to conduct appropriate diagnostic or monitoring procedures, treatment, therapy or other actions safely and accurately
- 14.2. be able to formulate specific and appropriate management plans including the setting of timescales
- 14.3. be able to assess, monitor and care for the service user before, during and after radiotherapy treatments
- 14.4. be able to use independent methods to establish and confirm service user identity prior to delivering radiotherapy treatments
- 14.5. be able to undertake or arrange investigations as appropriate
- 14.6. be able to undertake and record a thorough, sensitive and detailed clinical assessment, selecting and using appropriate techniques and equipment
- 14.7. be able to gather appropriate information
- 14.8. be able to use physical, graphical, verbal and electronic methods to collect and analyse information from a range of sources including service user's clinical history, diagnostic images and reports, pathological tests and results, dose recording and treatment verification systems
- 14.9. be able to interrogate and process data and information gathered accurately in order to conduct the imaging procedure or radiotherapy most appropriate to the service user's needs
- 14.10 be able to appraise image information for clinical manifestations and technical accuracy, and take further action as required
- 14.11 be able to manage complex and unpredictable situations including the ability to adapt planned diagnostic imaging examinations, interventions or treatments
- 14.12 be able to demonstrate a logical and systematic approach to problem solving
- 14.13 be able to change their practice as needed to take account of new developments, technologies and changing contexts
- 14.14 be able to use research, reasoning and problem solving skills to determine appropriate actions
- 14.15 be aware of a range of research methodologies
- 14.16 recognise the value of research to the critical evaluation of practice
- 14.17 be able to evaluate research and other evidence to inform their own practice
- 14.18 be able to operate radiotherapy or diagnostic imaging equipment safely and accurately
- 14.19 be able to demonstrate spatial awareness, visual precision and manual dexterity in the precise and safe manipulation of treatment units or imaging equipment and related accessory equipment

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|  | <p>14.20 be able to check that equipment is functioning accurately and within the specifications, and to take appropriate action in the case of faulty functioning and operation</p> <p>14.21 be able to use information and communication technologies appropriate to their practice</p> <p>14.22 be able to apply the risk-benefit philosophy to radiation exposure to protect both individual service users and the population gene pool</p> <p>14.23 be able to select and explain the rationale for examination and treatment techniques and immobilisation procedures appropriate to the service user's physical and disease management requirements</p> <p>14.24 be able to position and immobilise service users correctly for safe and accurate diagnostic imaging examinations or radiotherapy treatments</p> <p>14.36 be able to plan appropriate radiotherapy procedures</p> <p>14.37 be able to generate a treatment plan and verify treatment parameters ensuring optimal radiotherapy prescription delivery</p> <p>14.38 be able to use to best effect the image processing and related technology, including computer-based imaging systems for radiotherapy purposes</p> <p>14.39 be able to perform the full range of radiotherapy processes and techniques accurately and safely</p> <p>14.40 be able to calculate radiation doses and exposures</p> <p>14.41 be able to scrutinise and interpret the radiation prescription in such a way that radiotherapy is delivered accurately and reproducibly</p> <p>14.42 be able to manage and assist with fluoroscopic procedures, including those requiring the use of contrast agents</p> <p>14.43 be able to assist in performing standard computed tomographic (CT) planning procedures</p> <p>14.44 be able to assist in the construction of appropriate immobilisation devices, individualised to the specific needs of each patient and the treatment regime prescribed</p> <p>14.45 be able to undertake complex radiation dose delivery calculations involving a range of radiation types and energies</p> <p>14.46 be able to localise the target volume precisely in relation to external surface and anatomical reference markings using a range of techniques including computed tomography and magnetic resonance imaging</p> <p>14.47 be able to manipulate exposure and image recording parameters to optimal effect and interpret and evaluate images obtained during radiotherapy planning and treatment</p> <p>14.48 be able to interpret and evaluate images obtained during radiotherapy planning and treatment</p> |
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- 14.49 be able to identify organs at risk on images to provide information for radiotherapy treatment planning
- 14.50 be able to recognise changing signs, symptoms and progression of disease, and make appropriate decisions not to treat or to review further before proceeding with treatment
- 15 understand the need to establish and maintain a safe practice environment**
- 15.1. understand the need to maintain the safety of both service users and those involved in their care
- 15.2. be aware of applicable health and safety legislation, and any relevant safety policies and procedures in force at the workplace, such as incident reporting and be able to act in accordance with these
- 15.3. understand the need to ensure the physical and radiation safety of all individuals in the immediate work environment at all times
- 15.4. be able to establish safe environments for practice, which minimise risks to service users, those treating them and others, including the use of hazard control and particularly infection control
- 15.5. be able to work safely, including being able to select appropriate hazard control and risk management, reduction or elimination techniques in a safe manner and in accordance with health and safety legislation
- 15.6. be able to select appropriate personal protective equipment and use it correctly
- 15.7. be able to use basic life support techniques and be able to deal safely with clinical emergencies
- 15.8. know and be able to apply appropriate moving and handling techniques
- 15.9. know the correct principles and applications of disinfectants, methods for sterilisation and decontamination, and for dealing with waste and spillages correctly
- 15.10 be aware of immunisation requirements and the role of occupational health

**SoR: Education and Career Framework for the Radiography Workforce**

Students will acquire knowledge and understanding of the importance to:

1. Practice safely within relevant legal, ethical, professional and managerial frameworks
2. Demonstrate accountability, recognising and responding appropriately to strengths and limitations in own knowledge, skills and attributes and to those of others.
3. Select and justify evidence for safe, effective, professional practice
4. Engage in audit, research and continuing professional development.
5. Contribute to the development of radiographic practice for the benefit of patients.
6. Manage self and workload effectively and in a timely way.
7. Use information management systems effectively.

8. Demonstrate highly developed interpersonal and communication skills.
9. Use and give professional supervision.
10. Mentor and teach learners, support staff and other professionals.
11. Ensure the radiation safety of all individuals in the working environment.
12. Practise within a risk-benefit framework, having regard to the biological effects of radiation.
13. When entitled to do so by the employer, undertake practitioner, operator and referrer roles within IR(ME)R 2000 and its subsequent amendments as appropriate to professional practice.
14. Participate in quality assurance and undertake equipment testing, responding appropriately.
15. Identify, evaluate and interpret normal and abnormal anatomy and pathophysiology relevant to clinical practice.
16. Assess patients and make reasoned decisions to initiate, continue, modify, suspend or cease imaging examinations or radiotherapy.
17. Employ effective positioning and immobilisation, customising devices as appropriate.
18. Manipulate exposure factors and image recording parameters to optimal effect.
19. Monitor and assess the adequacy of images.
20. Interpret results and, where necessary, carry out additional image manipulation, imaging or adaptation of treatment delivery.
21. Record imaging examinations/radiotherapy interventions and their outcomes accurately.
22. Evaluate the range of imaging or radiotherapy modalities to make informed professional judgements about their application.
23. Supply, administer and prescribe medicines within the legal framework.
24. Generate an optimal treatment plan and interpret radiotherapy prescriptions accurately, modifying these during treatment when necessary.
25. Select and justify imaging and treatment modalities and operate equipment safely and effectively.
26. Work individually, collaboratively and/or in partnership to deliver person-centred care and interventions.
27. 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.
28. Have due regard to patients' health status and co-morbidities, promoting healthy living.
29. Demonstrate proficiency in basic life-support techniques, infection control and moving and handling.
30. Obtain informed consent or ensure that it has been given.

31. Advise other Health and Social Care professionals about patients' needs, referring them where necessary.

### **C. Teaching and Learning Strategy**

- Key note lectures will be used to introduce and update existing knowledge
- Module co-ordinators provide material on-line and students are encouraged to explore the use of on-line technologies that provide virtual teaching and assessment environments.
- Self-directed learning through structured reading/guided study supplemented by e-activities on the VLE
- Virtual Environment Radiotherapy Treatment (VERT), imaging and dosimetry skills lab workshops to prepare students for clinical placements
- Seminars, discussions and small group exercises to share ideas, undertake critical incident analysis and reflect on practice based issues
- Tutorials with individuals and groups
- Formative assessments
- Lectures
- Seminars
- Group work
- Clinical education
- Tutorials within clinical placements
- Enquiry based learning
- Tutorials
- Formative assessments
- E discussions
- Observation and demonstration of practices within clinical placements
- Workshops / role play / simulation
- Independent reading / learning
- E-learning will be incorporated as a teaching and learning strategy throughout.

### **D. Assessment**

Assessment methods are specified in each Module Guide and cover the module and course learning outcomes prescribed in the Module Guide. Content, knowledge and understanding is assessed through a variety of means and is aligned to the practical or theoretical content of the modules.

Assessment tasks are drawn from the following:

- Written Examination
- Written Assignment
- Objective Structured Clinical Examination
- E-activities
- Clinical Competency Portfolio
- Poster Presentation
- Oral presentations
- Oral examinations

### **E. Academic Regulations [Not sure if this information is current]**

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

The school follows the university regulations apart from:

- Third attempts
- Protocol Fail, Condonement or Compensated Pass

### **Third Attempt Protocol – HSC Pre Registration Students**

Where a student has failed a module, the Award and Progression Examination Board will exercise its discretion to permitted the opportunity for an exceptional third attempt at a single assessment in accordance with all of the following eligibility criteria:

#### **Eligibility criteria**

1. Increase in mark between first attempt and second (therefore there must have been an attempt).
2. Second attempt mark to be within 5 marks of the pass mark.

#### **Non-eligibility criteria**

1. No increase in academic mark between first and second attempt.
2. Second attempt mark more than 5 marks under the pass mark.

This protocol is limited to 1 module per academic year and excludes the dissertation.

All modules must be successfully completed before the student is allowed to progress to the next stage.

#### **Protocol Fail, Condonement or Compensated Pass**

- Protocol fail, Condonement or compensated passes are not permitted for students within IHSC

### **F. Entry Requirements**

Applicants to these programmes will need to meet the following entry criteria (or recognised equivalent):  
All applicants must be 18 years or over at the commencement of the course.

It is anticipated that applicants will possess:

- an Honours degree (minimum 2:1 Classification) in a subject related to science or health, for example, physics, biology, health sciences.

Consideration will also be given to other relevant qualifications recognised as equivalent to the above.

All applicants must be 18 years or over at the commencement of the course.

Students for whom English is not their first language must achieve the following minimum International English Language Test Score (IELTS) results at the time of applying:

- 7.0 overall or equivalent
- 7.0 in the listening and reading sections
- 7.0 in the writing and speaking sections

Application is by UKPASS.

The admission and selection procedures outlined are based on the following principles:

- Fitness for practice
- An imperative to ensure flexibility of entry in accordance with Department of Health guidance
- The course team's commitment to facilitate equal opportunities at the point of entry and throughout the course.

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

All offers of places on the programme are conditionally based on:

1. Satisfactory outcome of an interview;

2. Occupational Health clearance;
3. Satisfactory outcome of an Enhanced Criminal Records Bureau Disclosure

Potential students may also apply for exemption for certain modules on the basis of prior learning and/or experience through the AP(E)L process when applying. This will be reviewed by the APEL team in the school for consideration of exemption. An overview of the recruitment requirements and AP(E)L process are detailed in the Generic Document (Document C).

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

**In addition to the appropriate academic qualifications, students will need to demonstrate the following abilities:**

- Communicate effectively both verbally and in writing
- Demonstrate reasons for interest in chosen field of Therapeutic Radiography
- Demonstrate values and attitudes consistent with the principles of values based recruitment
- Undertake independent study, prioritise own workload and possess time management/organisational skills
- Articulate their understanding of the role of the Radiographer including the value base of the profession
- Meet the professional demands of the Health and Care Professions Council, Society & College of Radiographers and the course of study to be undertaken
- Demonstrate due regard for dignity, respect for persons, confidentiality and equal opportunities.
- Reflect upon their life skills and the relevance to Therapeutic Radiography

**G. Course structure(s)**

**Course overview**

The programme is structured in order to maximise coherence of academic and clinical study. The programme extends over a period of two calendar years (102 weeks) inclusive of holidays. In each year academic delivery of the modules is organised across the two university semesters. The relative balance of academic to clinical practice reflects the expectation that graduate entry will provide students with skills necessary to work at an accelerated rate in the academic environment.

Where appropriate academic sessions will be shared with the relevant undergraduate therapeutic radiography modules; on other occasions the PgDiploma students will be taught alone. Shared teaching has been well received in the past, particularly when students from different clinical environments can discuss issues of common interest. In the clinical environment the Pg Diploma students complete all the clinical competencies required of the undergraduates, but over a period of two rather than three years.

Practice is integrated throughout the two years and the importance of this particularly in the second year is indicated by the inclusion of the 40 credit unit. This structure recognises that clinical practice needs to be developed at a pace that is appropriate to the particular clinical environment.

**Placements information**

Radiography is a practice-based profession, competency is achieved through experimental learning and active participation, supported by the acquisition of a necessary extensive knowledge base. During the programme all students are required to gain a range of experience; all radiotherapy centres used for placement are able to provide an appropriate range of experience however there are occasions when specific experience is unavailable in a particular placement and at these times students may need to attend an alternative placement site. Allocation of placement sites is influenced by personal circumstances, geography and clinical capacity. Seconded students will complete the majority of their clinical training at the trust which is supporting their training.

**H. Course Modules**

Module Code	Module Title	Level	Semester	Credit value	Assessment
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TRT_6_001	Radiation Science & Technology	6	Both	20	2 hr unseen examination
TRT_7_001	Applied Biological Sciences	7	Both	20	2 hr unseen examination 3000-word assignment
TRT_7_006	Radiotherapy Theory and Practice 1	7	Both	20	2 hr unseen examination Clinical Competency Portfolio
TRT_7_008	Patient Care and Resources Management in Radiotherapy	7	Both	20	3000-word assignment Oral presentation
TRT_7_007	Radiotherapy Theory and Practice 2	7	Both	40	Multi-modal clinical judgement assessment Clinical Competency Portfolio
AHP_7_051	Dissertation	7	Both	60	

### I. Timetable information

Week	PgTR Year 1	PgTR Year 2	Week
52	Induction		52
1	AC	Clinical	1
2	AC	Clinical	2
3	AC	Clinical	3
4	AC	Clinical	4
5	AC	Clinical	5
6	AC	Clinical	6
7	AC	Clinical	7
8	Clinical	READING	8
9	Clinical	AC	9
10	Clinical	AC	10
11	AC	AC	11
12	Hol	Hol	12
13	Hol	Hol	13
14	Clinical	Clinical	14
15	Clinical	Clinical	15
16	REVISION	Clinical	16
17	AC	AC	17
18	AC	Clinical	18
19	AC	Clinical	19
20	AC	Clinical	20
21	AC	Clinical	21
22	AC	Clinical	22
23	AC	READING	23
24	Clinical	Clinical	24
25	Clinical	Clinical	25
26	Clinical	AC	26
27	Clinical	AC	27
28	Clinical	AC	28
29	Clinical	AC	29
30	Clinical	AC	30
31	SPRING	SPRING	31
32	BREAK	BREAK	32
33	READING	READING	33
34	REVISION	REVISION	34
35	ASSESS	ASSESS	35

Relative Percentage		
	Academic	Clinical
Year 1	38%	44%
Year 2	28%	54%

36	HOL	Clinical	36
37	HOL	Clinical	37
38	HOL	Clinical	38
39	HOL	Clinical	39
40	HOL	Clinical	40
41	READING	Clinical	41
42	Clinical	READING	42
43	Clin / Resit	Clin / Resit	43
44	Clinical	Clinical	44
45	Clinical	Elective	45
46	Clinical	Elective	46
47	Clinical	HOL	47
48	Clin / Resit	HOL / RESIT	48
49	Clinical	HOL	49
50	Clinical	HOL	50
51	Clinical		51
52	Clinical		52

II.

Students can expect to receive a confirmed timetable for study commitments once they have enrolled onto the programme. During academic teaching blocks Wednesday have been identified as self-directed study days to enable students to participate in sporting/cultural activities to enhance their wellbeing and mindfulness. There may be circumstances when mandatory training sessions are scheduled during allocated study days.

All United Kingdom Bank holidays are upheld within the timetable.

#### J. Costs and financial support

##### Course related costs

The learning and resource centre strives to provide maximum availability of core learning material via e-library therefore access to WiFi is imperative.

Clinical placements are varied in geographical location and availability, students should be aware that there will be travel and potentially accommodation costs associated with clinical placement attendance.

Uniforms and radiation badges are provided by the university. However, it is the responsibility of the student to provide and wear suitable footwear for placement.

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

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

#### List of Appendices

- Appendix A: Curriculum Map
- Appendix B: Personal Development Planning (postgraduate courses)
- Appendix C: Terminology

**Appendix A: Curriculum Map [No longer applicable]**

	Radiation science & Technology	Applied Biological sciences	Radiotherapy Theory & Practice 1	Patient Care & Resource Management	Radiotherapy Theory & Practice 2	MSc only Dissertation
<b>A. Knowledge and understanding</b>						
A1	D		TDA	D	DA	
A2		TDA		TDA	TDA	
A3		T	TDA		DA	
A4		TDA	TDA		TDA	
A5		TDA	TDA		TDA	
A6		TDA	TDA		DA	
A7		TDA	TDA		DA	
A8	TD	TDA	DA		DA	
A9	TD	TD	TD		DA	
A10				TDA	TD	TDA
A11	TDA		TDA		DA	
A12	TDA		TD		D	
A13					TDA	
A14			TD		TDA	
A15	TDA		D		D	
A16			D		DA	
A17		T		TD	DA	
A18	TD	TD	DA		DA	DA
A19	T	TD		D	TDA	DA
A20		T			TDA	
A21			TDA		TDA	
A22			TD	DA	DA	
A23	T		TDA	D	TDA	TDA
A24			T	D	D	DA
A25			TD	T	D	D
<b>B Intellectual skills</b>						

B1	TD	TD	TD		TDA	DA
B2				TDA	TDA	DA
B3					TDA	
B4					TDA	
B5					TDA	
B6				TDA	D	DA
B7			TDA		TDA	DA
B8				D	TDA	TDA
B9			TDA		TDA	DA
B10			TD		TDA	DA
B11			TD		TDA	DA
B12					TDA	D
	Radiation science & Technology	Applied Biological sciences	Radiotherapy Theory & Practice 1	Patient Care & Resource Management	Radiotherapy Theory & Practice 2	MSc only Dissertation
C Practical skills						
C1			TDA		DA	
C2			TDA		TDA	
C3			TDA		DA	
C4			TDA		TDA	
C5			TDA	TD	TDA	
C6			TDA		DA	
C7			TDA		TDA	
C8					TDA	
C9					TDA	
C10					TDA	
C11					TDA	
C12					TDA	
C13			TDA		TDA	
C14			TDA		TDA	
C15			DA		DA	
C16			T		DA	
C17			T		DA	D

C18					DA	
D Transferable skills						
D1			TDA	TDA	DA	DA
D2			TDA	D	TDA	
D3			TDA		TDA	DA
D4	TDA	TD	D	D	DA	DA
D5				D	TDA	D
D6			TDA		DA	DA
D7			TDA		TDA	DA
D8			D	DA	DA	DA
D9			TD		TDA	
D10			TDA		TDA	
D11			DA		DA	
D12			TDA		DA	

## Appendix B: Personal Development Planning

Personal Development Planning (PDP) is a structured process by which an individual reflects upon their own learning, performance and/or achievement and identifies ways in which they might improve themselves academically and more broadly. Course teams are asked to indicate where/how in the course/across the modules this process is supported.

Approach to PDP	Level 7
1 Supporting the development and recognition of skills through the personal tutor system.	Students are signposted to the university Health and Wellbeing service for support in a variety of circumstances. Academic staff are available to support students throughout their pre-registration training and students are encouraged to seek support through the appropriate channels.
2 Supporting the development and recognition of skills in academic modules/modules.	Critical evaluate and writing skills are provided through the Learning and Resource Centre, these sessions are embedded within the core teaching and assessment to enable students to excel.
3 Supporting the development and recognition of skills through purpose designed modules/modules.	Radiography is a practice based profession, therefore students are provided with the opportunity to develop these skills as a fundamental component of their training.
4 Supporting the development and recognition of skills through research projects and dissertations work.	There is an expectation that students have already completed undergraduate research skills, therefore research is utilised throughout the teaching to inform evidence based practice.
5 Supporting the development and recognition of career management skills.	As a pre-registration degree the final year clinical module assessment enables the students to practice key skills often utilised within an interview setting. The clinical competencies reflect the Standards of Proficiency of a Radiographer, therefore allowing successful students to apply to join the Health and Care Professions Council.
6 Supporting the development and recognition of career management skills through work placements or work experience.	Academic and clinical blocks are structured to enable effective theory practice links to be established, the proportion of clinical to academic increasing each year. Practice placement in the first year begins in the first semester to enable orientation and familiarisation of the student to the clinical environment, with the remainder of the practice occurring across the whole year. The integration and application of academic knowledge in the practice setting is developed through the three Radiotherapy Practice modules and is fundamental to the therapeutic radiographer's role. Elective placement opportunities are actively promoted and students are encouraged to negotiate and attend these placements during their final year of study.
7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.	Students are encouraged to participate in clinical audit within their clinical departments. The annual student conference by the Society and College of Radiographers is actively promoted within the programme.
8 Supporting the development of the skills and attitudes as a basis for continuing professional development.	Students are required to achieve success in a clinical competency portfolio for each year of study. This clinical portfolio reflects the Standard of Proficiency of Radiographers published by the Health and Care Council. The clinical portfolio includes several sections including elements on professional behaviour, mandatory training, clinical competence and reflective

	practice. Quality standard and quality assurance are core elements within the pre-registration programme educating students of the importance and implications of quality management within clinical practice.
9 Other approaches to personal development planning.	Publication of pre-registration academic work and other tools of recognition are actively encouraged within the training programme.
10 The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper-based learning log or diary.	Paper-based clinical portfolio are utilised to as a record of achievement.

## Appendix D: 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