

Course Specification

A. Course Information											
Final award title(s)	BSc (Hons) Diagnostic Radiography										
Intermediate exit award title(s)	DipHE Diagnostic Imaging - 4292 CertHE Health Studies										
UCAS Code		Course Code(s)	FT 2384 Top up – 5599 FYED – 5355								
	London South Bank University										
School	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input type="checkbox"/> LSS <input checked="" type="checkbox"/> HSC										
Division	Radiography and Operating Department Practice										
Course Director	Claire Carter										
Delivery site(s) for course(s)	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Other: please specify										
Mode(s) of delivery	<input checked="" type="checkbox"/> Full time <input type="checkbox"/> Part time <input type="checkbox"/> other please specify										
Length of course/start and finish dates	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <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>Full time</td> <td>3</td> <td>September</td> <td>August</td> </tr> </tbody> </table>			Mode	Length years	Start - month	Finish - month	Full time	3	September	August
Mode	Length years	Start - month	Finish - month								
Full time	3	September	August								
Is this course generally suitable for students on a Tier 4 visa?	No										
Approval dates:	Course(s) validated / Subject to validation	March 2022									
	Course specification last updated and signed off	September 2023									
Professional, Statutory & Regulatory Body accreditation	Health and Care Professions Council College of Radiographers										
Reference points:	Internal	Corporate Strategy 2020 - 2025 School Strategy LSBU Academic Regulations Academic Quality and Enhancement Website									

	External	<p>Framework for Higher Education Qualifications Subject Benchmark Statements PSRB Competitions and Markets Authority SEEC Level Descriptors 2021 CoR Quality Standards for Practice Placements (2012) CoR Research Strategy (2021 - 2026) CoR Scope of Practice (2013) OfS Guidance</p>
B. Course Aims and Features		
Distinctive features of course	<p>The distinctive features of the BSc (Hons) Diagnostic Radiography programme include:</p> <ul style="list-style-type: none"> 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. equipping individuals with the knowledge and skills required for eligibility to apply for registration with the Health and Care Professions Council as a diagnostic radiographer. <p>This revision of the existing programme has encompassed the ongoing change in technology and the format of the changing healthcare environment with the aim of providing practitioners who are fit for purpose and fit for award.</p>	
Course Aims	<p>The aims of the programme are to:</p> <ul style="list-style-type: none"> ensure that the graduating radiography student achieves the competencies for eligibility to apply for registration as a diagnostic radiographer develop confident and competent practitioners who practise autonomously, compassionately, skilfully and safely whilst maintaining dignity and promoting health and wellbeing develop a graduate diagnostic radiographer who is a critical consumer of research and evidence foster independence in learning and commitment to lifelong learning develop the qualities and transferable skills necessary for employment 	
Course Learning Outcomes	<p>Students will acquire knowledge and understanding of:</p> <p>A1 Explain the context of medical imaging in the delivery of healthcare. A2 Recognise relevance of different modalities available in the practice of medical imaging. A3 Identify basic components and equipment used in routine examinations. A4 Explain the influence of exposure factors on the resultant radiographic image. A5 Outline and explain the main pieces of legislation surrounding the use of radiation in the clinical environment, and identify the statutory roles and responsibilities under IRR 2017 and IR(ME)R 2017 A6 Describe the theoretical concepts concerned with X-ray production, the interaction mechanisms of photons and charged particles with matter and the geometry of X-ray production. A7 Identify and discuss the components of the X-ray tube and an X-ray detector</p>	

A8 Describe the potential effects of ionising radiation to the body.

A9 Describe the gross anatomy of the integumentary, musculoskeletal, gastrointestinal, urinary, cardiovascular, and respiratory systems

A10 Outline the basic physiological processes associated with the integumentary, gastrointestinal, respiratory, urinary, cardiovascular and musculoskeletal systems

A11 Identify common pathologies affecting the integumentary, musculoskeletal, gastrointestinal, urinary, cardiovascular, and respiratory systems

A12 Describe the anatomy, physiology, radiographic technique, pathology and radiation protection principles relevant to the examinations identified - hand, fingers, thumb, wrist, forearm, elbow, humerus, shoulder, foot, ankle, tibia/fibula, knee, femur, chest and abdomen.

A13 Demonstrate an understanding of the context of Interprofessional and Collaborative Practice in Health and Social Care, including service user and carer roles and perspectives, with application of this context to the development and presentation of an interprofessional group project in the subject area.

A14 Describe the gross anatomy and basic physiological processes of the: accessory gastrointestinal, female reproductive, male reproductive, endocrine, neurovascular and lymphatics systems.

A15 Identify common pathologies of the: accessory gastrointestinal, female reproductive, male reproductive, endocrine, neurovascular and lymphatics systems.

A16 Explain the physical principles, clinical applications, patient management considerations and radiation protection issues of DEXA, interventional radiology, RNI, U/S, CT, MRI and “hybrid imaging”

A17 Discuss the processes and prognosis of a range of common diseases and the causes of symptoms that these conditions may be present with.

A18 Describe the anatomy, physiology, radiographic technique, pathology and radiation protection principles relevant to the examinations identified – pelvis/hips, spine, dental, facial bone and cranium.

A19 Understand the factors that prompt research to inform evidence based and contemporary practice whilst considering the need for ethical and legal principles.

A20 Explain the concept of research and how it can be conducted in a rigorous way to produce good quality evidence, understand data collection and analysis, and how different types of research can be conducted and presented.

A21 Critically explore relevant political, social and economic factors that can shape medical imaging services and practice

A22 Critically explore how service user/carer needs and perspectives can influence the development of medical imaging services

A23 Critically explore where relevant the importance of effective inter-professional working and collaboration for effective service delivery and management

A24 Critically evaluate the role of expertise, evidence, research, clinical audits, clinical governance and critical incidents in underpinning health and social care practice

A25 Discuss the relationship between technical components of imaging examinations and the resultant images obtained in the areas addressed - acute trauma, acute medical emergency, multi-trauma, older person and paediatrics.

A26 Discuss what constitutes effective report writing and the legal and ethical issues surrounding this

A27 Identify common pathologies within the examinations identified

A28 Describe the anatomy, physiology, radiographic technique, pathology and radiation protection principles relevant to the examinations identified - acute trauma, acute medical emergency, multi-trauma, older person and paediatrics.

A29 Define the key dimensions of quality in relation to health service planning and delivery.

A30 Assess and measure quality – specific problems and concerns using a range of quality improvement tools and framework

A31 Critically discuss the role of social responsibility, ethical decision making, and sustainability within quality improvement and change management initiatives.

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

B1 Demonstrate knowledge of clinical reasoning skills and their application to practice.

B2 Explain and apply the principals involved in the safe use of ionising radiation within a clinical environment to both themselves and to patients.

B3 Explain the broad level of risk of a radiological procedure in terms of equivalent exposure to background radiation.

B4 Explain the effects of common pathologies on imaging of the integumentary, musculoskeletal, gastrointestinal, urinary, cardiovascular, and respiratory systems.

B5 Apply imaging theory to radiographic practice

B6 Reflect on clinical practice and to demonstrate effective clinical decision-making skills

B7 Describe the workings, processes and practices of team development and the role of practices of effective teams, by applying theoretical principles to their collaborative working experience to demonstrate understanding and respect for diversity and difference within a team.

B8 Develop an awareness and appreciation of effective interpersonal, physical and digital communication, and interprofessional collaboration skills, through self-analysis of their individual progression and development whilst integrating respect and allyship for diversity and individuality.

B9 Explain the effects of common pathologies on imaging of the accessory gastrointestinal, female reproductive, male reproductive, endocrine, neurovascular and lymphatics systems

B10 Evaluate various imaging modalities to identify advantages, disadvantages and a range of related issues of each modality

B11 Discuss design features and the advantages and disadvantages of different types of digital imaging systems to facilitate effective patient imaging

B12 Develop understanding of implication of a patient's clinical presentation and previous medical history

B13 Evaluate the role differential diagnoses has on clinical practice

B14 Discriminate between types of research, design and demonstrate a basic understanding of quantitative, qualitative and mixed method approaches. Outline the differences of research questions and hypotheses, and demonstrate an awareness of how research proposals are formulated.

B15 Identify the components of 'good research' and explain their significance and methodological contribution, and through that, develop analysis and critical thinking skills.

B16 Critically reflect on one's own personal and professional development, in the context of an increasingly complex practice environment

B17 Collect, collate and synthesise data from different information sources to compose a paper for publication

B18 Evaluate the role of leadership and effective stakeholder engagement in change management projects.

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

C1 Competently and safely perform a range of diagnostic imaging examinations including patient care, whilst appreciating personal accountability and professionalism with recognition of HCPC standards

C2 Demonstrate an understanding for the rationale of the selection of appropriate diagnostic imaging modalities in relation to pathological change

C3 Competently and safely perform a range of diagnostic imaging examinations including: preparing the patient effectively while appreciating the limitations in own skill and working under the supervision of a qualified radiographer at all times; manage and

organise own workload within the department and work cohesively with other healthcare professionals to ensure the smooth and efficient management of patients with recognition of HCPC standards.

C4 Draw on developing skills of self-appraisal

C5 Demonstrate effective and accurate image interpretation in the parameters of the examinations covered by the module: chest, abdominal, appendicular skeleton, axial skeleton, paediatrics including suspected physical abuse, CT head and CT body images for the newly qualified radiographer.

C6 Devise and communicate an evidence based practice change proposal, with reference to leadership, change management and quality improvement methodology.

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

D1 Reflect on the importance of evidence-based practice for safety and quality of experience in health and social care

D2 Personal management and digital literacy skills: searching for information using library databases, collaboration, time-management, interpersonal, team-working, examination technique and revision skills.

D3 Demonstrate effective communication and patient care skills.

D4 Development and demonstration of equity and justice-based service delivery, including advocacy for service users and colleagues.

D5 Develop reflective practice skills to recognise and describe their own values, responsibilities and scope of practice, whilst consolidating their experiences in the context of learning and development as an individual, and as part of an interprofessional group, to identify their own self-development needs.

D6 Demonstrate effective communication, patient care and interprofessional working skills.

D7 Demonstrate a commitment to lifelong learning and continuing professional development via a Continuing Professional Development (CPD) portfolio as a foundation for future practice with recognition of HCPC standards.

D8 Analyse factors that influence the implementation of evidence in practice, using an evidence-based practice model and appreciate how research and quality improvement projects are disseminated.

D9 Use recognised databases to retrieve primary and secondary data, which can then be analysed using the appropriate critiquing tool, and be able to communicate its contribution to evidence informed practice, integrate professional and allyship approaches to the literature review process, and recognise the impact on practice placement. of the importance of effective interprofessional collaboration to quality improvement and change.

D10 Demonstrate respect and allyship for professional and personal diversity and individuality.

C. Teaching and Learning Strategy

Teaching and learning strategy

- Module Co-ordinators are required to provide material on-line and are encouraged to explore the use of on-line technologies that provide virtual teaching and assessment environments (Moodle).
- Lectures will be used to introduce and provide new information and update existing knowledge
- Seminars and discussions to share varied ideas amongst students
- Tutorials with individuals and groups
- Formative assessments
- Skills lab workshops to prepare students for clinical placements
- Critical incident analysis to reflect upon practice-based issues
- Structured reading/guided study

- Workbooks to develop and update knowledge
- Small group exercises

Students can expect, as part of the teaching and learning strategy, to be pro-active participants in the development of intellectual skills through discussion and peer presentation and subject reporting.

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- Workbooks to develop and update knowledge
- Small group exercises

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

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- Tutorials with individuals and groups

A. Assessment

Assessment methods are specified in each Module Guide and cover the module and programme learning outcomes prescribed in the Module Guide. Content, knowledge and understanding is assessed through unseen written examination, presentation, coursework and/or competencies. Assessment can take many forms based on the practical or theoretical content of the modules.

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

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

E. Academic Regulations

The University's Academic Regulations apply for this course: [LSBU Academic Regulations](#)

1.0 Compensation

The schools follows the university regulations apart from:

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

2.0 Third Attempts

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

Eligibility criteria

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

This protocol does not apply to:

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

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

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

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

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

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

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

1. Satisfactory outcome of an interview;
2. Occupational Health clearance;
3. Satisfactory outcome of an Enhanced Disclosure and Barring Service application

Potential students may also apply for exemption for certain modules on the basis of prior learning and/or experience through the AP(E)L process when applying. This will reviewed by the APEL team in the School for consideration of exemption.

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

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

It is anticipated that applicants will have a wide a variety of academic backgrounds, but they should ideally possess one of the following

- All applicants must be 18 years or over at the commencement of the course.
 - 3 A-Levels at grade B or BTEC Level 3 extended diploma DDD (before 2010 known as BTEC national diploma level 3) (DMM); Plus 5 GCSEs A-C including Maths, English and Physics/Combined Science (reformed GCSEs grade 4 or above).
 - Access to HE course in Science or Health Studies or similar with 45 credits at L3 (minimum 24 credits at distinction and 21 credits at merit grade) and 15 credits at L2 or
 - a Foundation degree/higher apprenticeship in a professionally relevant subject
- or
- an Honours degree (minimum 2:2 Classification) in a subject related to science or health, for example, physics, biology, health sciences.

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

Students for whom English is not their first language must achieve a minimum score of 7 overall or equivalent with not less than 7.5 in listening/speaking and not less than 6 in writing and reading for the International English Language Test Score (IELTS) [or TOEFL: 570 including 55 in the Test of Spoken English (TSE) and at least 5 in the Test of Written English (TWE)], at the time of application.

Applications made via UCAS.

G. Course structure(s)

Full time 3 year					
Year one		Year two		Year three	
Semester one	Semester two	Semester one	Semester two	Semester one	Semester two
Medical Imaging Practice 1		Medical Imaging Practice 2		Medical Imaging Practice 3	
Concepts of Interprofessional and Collaborative Practice		Appraising evidence-based practice for diagnostic radiography		Improving quality, change management and leadership (Leadership and service innovation)	
Systemic anatomy and physiology 1	Clinical Reasoning in Medical Imaging	Systemic anatomy and physiology 2		Professional identity, autonomy and accountability	Contemporary issues in medical imaging
Introduction to radiation science		Medical imaging modalities	Medical imaging of pathology and disease processes	Interpretation of medical imaging	

Placements information

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

B. Course Modules

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

physiology 1 (20)			
Introduction to radiation science (20)	1	mock exam paper	2-hour unseen exam (100%)
Clinical reasoning in medical imaging (20)	2	500-word draft or plan of summative assignment	3000 word written assignment <u>OR</u> 20-minute podcast (100%)
Medical Imaging Practice 1 (40)	1 & 2	Mock exam and continuous clinical monitoring via clinical portfolio	2-hour written examination (50%), Workstation examination (50%) & Clinical Portfolio (Pass/Fail)
Level 5			
Appraising evidence-based practice for Diagnostic Radiography (20)	1 & 2	500-word draft or plan of summative assignment	3000 word written assignment (100%)
Systemic Anatomy and Physiology 2 (20)	1	mock exam paper	2-hour unseen exam (100%)
Medical Imaging Practice 2 (40)	1 & 2	Mock exam and continuous clinical monitoring via clinical portfolio	2-hour written examination (50%), Workstation examination (50%) & Clinical Portfolio (Pass/Fail)
Medical Imaging of pathology and disease processes (20)	2	500-word draft or plan of summative assignment	3000-word written assignment <u>OR</u> 20-minute podcast (100%)
Medical Imaging Modalities (20)	1	Group presentation	Poster presentation examination (100%)
Level 6			
Improving quality, change management and leadership (20)	1 & 2	500-word draft or plan of summative assignment	3000 word written change proposal (100%)
Medical Imaging Practice 3 (40)	1 & 2	Mock exam and continuous clinical monitoring via clinical portfolio	2-hour written examination (50%), Workstation examination (50%) & Clinical Portfolio (Pass/Fail)
Professional identity, autonomy and accountability (20)	1	500-word draft or plan of summative assignment	3000 written assignment <u>OR</u> 20-minute podcast (100%)
Interpretation of medical imaging (20)	1	Mock examination	2-hour unseen workstation written examination (100%)

Contemporary issues in medical imaging (20)	2	500-word draft or plan of summative assignment	3000-word literature review (100%)
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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

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- Appendix B: Terminology

Appendix A: Curriculum Map

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

BSc (Hons) Diagnostic Radiography															
	Clinical Reasoning in Medical Imaging	Introduction to Radiation Science	Systemic Anatomy and Physiology 1	Concepts of Interprofessional and Collaborative Practice	Medical Imaging Practice 1	Systemic Anatomy and Physiology 2	Medical Imaging modalities	Medical Imaging of pathology and disease processes	Appraising evidence for research informed practice	Medical Imaging Practice 2	Professional Identity, Autonomy and Accountability	Contemporary Issues in Medical Imaging	Interpretation of Medical Imaging	Improving quality, change management and leadership	Medical Imaging Practice 3
A. Knowledge and understanding															
A1	TDA	D			TDA		TDA	D		TDA	D	D			TDA
A2	TDA	D			TDA		TDA	D		TDA			D		TDA
A3	D	TDA			TDA		TDA			TDA					TDA
A4	D	TDA			TDA		D			TDA					TDA
A5	TDA	TDA			TDA		D			TDA					TDA
A6	D	TDA			TDA		D			TDA					TDA
A7	D	TDA			TDA		D			D					D
A8	D	TDA			D		D			D					D
A9			TDA		TDA	TDA		D		DA			D		DA
A10			TDA		TDA	TDA		D		DA			D		DA
A11			TDA		TDA	TDA		D					D		DA
A12	DA		D		TDA	D		D		DA			D		DA
A13	D			TDA	DA					DA	DA			D	DA
A14						TDA	D	D		DA			D		DA
A15						TDA	D	D		DA			D		DA
A16							TDA	D		TDA			D		DA
A17	D		D		TDA	D	DA	TDA		TDA			DA		TDA

A18						D	D	D		TDA			DA		DA
A19										TDA			TDA	D	
A20										TDA			TDA	D	
A21					D					D	TDA	D			D
A22				TDA	D					D	TDA	D			D
A23				TDA	D					D	TDA	D			D
A2430					DA				D	DA	D	TDA		D	DA
A25					DA					DA					TDA
A26					D					D			TDA		D
A27					DA					DA			TDA		DA
A28					DA					DA					TDA
A29					D					D				TDA	D
A30														TDA	
A31													TDA		

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	Clinical Reasoning in Medical Imaging	Introduction to Radiation Science	Systemic Anatomy and Physiology 1	Concepts of Interprofessional and Collaborative Practice	Medical Imaging 1	Systemic Anatomy and Physiology 2	Medical Imaging Modalities	Medical Imaging of pathology and disease processes	Appraising evidence for research informed practice	Medical Imaging 2	Professional Identity, Autonomy and Accountability	Contemporary Issues in Medical Imaging	Interpretation of Medical Imaging	Improving quality, change management and leadership	Medical Imaging 3
B. Intellectual Skills															
B1	TDA				TDA		DA			TDA			DA		TDA
B2	DA	TDA			TDA		D			TDA					TDA
B3	D	TDA			TDA		DA			TDA					TDA
B4			TDA		TDA		D	TDA		TDA			TDA		TDA
B5					TDA					TDA					TDA
B6	TDA			D	DA		D			DA	TDA				DA
B7				TDA	DA					DA	TDA				DA
B8				TDA	D					D					D

B9						TDA		TDA		TDA			TDA		DA
B10	DA						TDA	DA		DA					DA
B11							TDA			DA					DA
B12	DA					TDA				TDA			DA		TDA
B13						TDA				TDA			DA		TDA
B14										TDA			TDA		
B15										TDA			TDA		
B16				D	DA					DA	TDA				DA
B17													TDA		
B18														TDA	
Practical Skills															
C1						TDA				TDA					TDA
C2	D					D		TDA	TDA				D		TDA
C3						D				TDA					TDA
C4				TDA		D				D	TDA				D
C5						D				D			TDA		D
C6														TDA	

BSc (Hons) Diagnostic Radiography															
	Clinical Reasoning in Medical Imaging	Introduction to Radiation Science	Systemic Anatomy and Physiology 1	Concepts of Interprofessional and Collaborative Practice	Medical Imaging 1	Systemic Anatomy and Physiology 2	Medical Imaging modalities	Medical Imaging of pathology and disease processes	Appraising evidence for research informed practice	Medical Imaging 2	Professional Identity, Autonomy and Accountability	Contemporary Issues in Medical Imaging	Interpretation of Medical Imaging	Improving quality, change management and leadership	Medical Imaging 3
D. Transferable Skills															
D1	D	D		TDA	TDA		D	D	D	TDA	D	D		TDA	TDA
D2	D	D	TDA	D	D	TDA	D	D	D	D	D	TDA	D	D	D
D3					TDA					TDA					TDA
D4					TDA					TDA					TDA
D5	DA	DA	DA	TDA	DA	DA	TDA	DA	DA	DA	DA	DA	DA	DA	DA
D6					TDA					TDA					TDA

D7					DA					DA	TDA				DA	
D8												TDA			TDA	
D9				TDA	D					D	D				TDA	D
D10	TA			TDA	TDA					TDA	TDA				TDA	TDA

Appendix B: Terminology

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

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

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

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

