

Course Specification

| A. Course Information | | | | | | | | | | | |
|---|---|---|----------------|------|--------------|---------------|----------------|-----------|---|-----------|--------|
| Final award title(s) | Postgraduate Certificate (PgC) Breast Imaging | | | | | | | | | | |
| Intermediate exit award title(s) | None | | | | | | | | | | |
| UCAS Code | | Course Code(s) | 5142 | | | | | | | | |
| | 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 checked="" type="checkbox"/> HSC <input type="checkbox"/> LSS | | | | | | | | | | |
| Division | Allied Health Sciences | | | | | | | | | | |
| Course Director | Katie Fordyce | | | | | | | | | | |
| Delivery site(s) for course(s) | <input type="checkbox"/> Southwark <input type="checkbox"/> Havering <input checked="" type="checkbox"/> Other: National Breast Training Centre, King's College NHS Foundation Trust | | | | | | | | | | |
| Mode(s) of delivery | <input type="checkbox"/> Full time <input checked="" 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;"> <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>1</td> <td>September</td> <td>August</td> </tr> </tbody> </table> <p>Students have up to two years to complete the course</p> | | | Mode | Length years | Start - month | Finish - month | Part time | 1 | September | August |
| Mode | Length years | Start - month | Finish - month | | | | | | | | |
| Part time | 1 | September | August | | | | | | | | |
| Is this course generally suitable for students on a Tier 4 visa? | No | | | | | | | | | | |
| Approval dates: | Course(s) validated / Subject to validation | July 2017 | | | | | | | | | |
| | Course specification last updated and signed off | September 2020 | | | | | | | | | |
| Professional, Statutory & Regulatory Body accreditation | Society and College of Radiographers Consortium for the Accreditation of Sonographic Education | | | | | | | | | | |
| Reference points: | Internal | Corporate Strategy 2015-2020 Academic Quality and Enhancement Manual School Strategy LSBU Academic Regulations | | | | | | | | | |
| | External | QAA Quality Code for Higher Education 2013 Framework for Higher Education Qualifications Subject Benchmark Statements (Dated) PSRB Competitions and Markets Authority | | | | | | | | | |

| SEEC Level Descriptors 2016 | |
|---------------------------------------|--|
| B. Course Aims and Features | |
| Distinctive features of course | <p>This course and the modules listed within it form the franchised agreement between London South Bank University and the National Breast Training Centre, King's College NHS Foundation Trust</p> <p>The course focuses on competency development and attainment within the breast imaging and breast care fields, adhering to the national standards of the NHS Breast Screening Programme, the Royal College of Radiologists, the Society and College of Radiographers and the Consortium for the Accreditation of Sonographic Education.</p> |
| Course Aims | <p>The Postgraduate Certificate in Breast Imaging aims to:</p> <ol style="list-style-type: none"> 1. ensure that the graduating students achieve the competency requirements as outlined by the Society and College of Radiographers for mammography practice, the NHSBSP for breast imaging and breast care and/or the Royal College of Radiologists Ultrasound training recommendations 2. develop confident and competent practitioners who practice autonomously, compassionately, skilfully, and safely whilst maintaining dignity and promoting health and wellbeing in the breast care services 3. develop a reflective and analytical approach to working practice, engaging in research and audit processes <p>fostering a lifelong commitment to learning, development and evidence based practice</p> |
| Course Learning Outcomes | <p>1) Students will have knowledge and understanding of:</p> <p>A1 normal breast anatomy, recognising benign and malignant changes in the breast and axilla and disease progression</p> <p>A2 the ways in which Practitioners can influence and support health promotion and health education in the breast care services</p> <p>A3 the legislative, policy, ethical and research framework that underpin, inform and influence the breast care services</p> <p>A4 current and new developments within breast imaging and the breast care services</p> <p style="text-align: center;"><i>PgC = A1, A2, A3, A4</i></p> <p>2) Students will develop their intellectual skills such that they are able to:</p> <p>B1 critically evaluate the development of patient care or investigation strategies encountered in practice including moral and ethical issues and initiate action appropriate for the individual</p> <p>B2 critically reflect on practice, in particular research evidence, ensuring an evidence-based approach</p> <p>B3 demonstrate clinical reasoning skills based on judgements made from the collection, interrogation and interpretation of data from a range of sources and provided by a variety of methods</p> |

B4 appraise the factors impinging on the delivery of continuity of care within a multidisciplinary team

PgC = B1, B2, B3, B4

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

C1 competently perform the breast imaging examination(s) including image evaluation

C2 competently record, interpret and report outcomes of examinations within the breast care services

C3 consistently demonstrate skills in communication, information giving and developing therapeutic relationships including preparing the patient both physically and psychologically in order to carry out an effective clinical procedure

PgC = C1, C2, C3

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

D1 Engage confidently in academic and professional communication within the professional setting

D2 Engage in reflective practice and self and department clinical audit processes

D3 Use information and communications technology effectively, both in the practical situation and as a learning resource

D4 Identify and present material and the evidence base to support a reasoned argument

PgC = D1, D2, D3, D4

C. Teaching and Learning Strategy

- I. Face-to-face approaches that will include lectures, group work and discussion and feedback, workshops, tutorials.
- II. Use of a virtual learning environment (VLE) to engage students with self-directed learning activities.
- III. Blended learning activities including online lectures
- IV. Structured feedback to develop literature search, analysis and synthesis skills
- V. Mentor sessions to identify individual needs
- VI. Self and peer formative assessment

D. Assessment

- I. Conventional 'essay-style' assignment.
 - II. Case-study
 - IV. Clinical portfolio
 - V. Dissertation
 - VI. Objective Structured Clinical Examination (OSCE)
 - VII. Image evaluation
- Written examinations

E. Academic Regulations

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

F. Entry Requirements

Registered Practitioners with appropriate access to the Breast Imaging Department and/or Breast Clinic within their base hospital site. Students must therefore be employed within the Breast Care field.

Students must have the support of the Line Manager due to the nature of the clinical competency requirements of the individual modules.

Students must be registered to practice as a health practitioner in accordance with their professional requirements.

Level of English language capability:-

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

G. Course structure(s)

Course overview

The PgC Breast Imaging programme (60 Credits) may be made up of a selection from the following **specialist** modules, all taught at the National Breast Training Centre, King's College NHS Foundation Trust;

- Mammography Theory (20)
- Mammography Practice (40)
- Mammography Image Interpretation & Reporting (40)
- Clinical Breast Examination and Communication Skills (20)
- Clinical Breast Evaluation (40) NEW
- Breast Ultrasound for Ultrasonographers (40)
- Breast Ultrasound (60)
- Ultrasound guided interventional procedures (20)

Whilst these modules enable the student to achieve the PgC Breast Imaging adhering to UK national standards, they also form part of the PgD/MSc Diagnostic Imaging award, enabling the student to progress beyond PgC

Placements information

None

H. Course Modules

| Module Code | Module Title | Level | Semester | Credit value | Assessment |
|-------------|--|-------|----------|--------------|---|
| AHP_7_020* | Mammography Theory | 7 | 1 or 2 | 20 | 4000 word essay |
| AHP_7_115 | Mammography Practice | 7 | 1 and 2 | 40 | <ul style="list-style-type: none"> • Two (from the three options) reflective evaluations • Clinical portfolio • OSCE |
| AHP_7_101 | Mammography Image Interpretation & Reporting | 7 | 1 and 2 | 40 | <ul style="list-style-type: none"> • Portfolio • 4000 word essay • OSCE |
| AHP_7_075 | Clinical Breast Examination and Communication Skills | 7 | 1 and 2 | 20 | <ul style="list-style-type: none"> • Portfolio • 4000 word essay |
| AHP_7_119 | Clinical Breast Evaluation | 7 | 1 and 2 | 40 | <ul style="list-style-type: none"> • 2000 word essay • Portfolio • OSCE |
| AHP_7_074 | Breast Ultrasound for Ultrasonographers | 7 | 1 and 2 | 40 | <ul style="list-style-type: none"> • Portfolio • OSCE |
| AHP_7_073 | Breast Ultrasound | 7 | 1 and 2 | 60 | <ul style="list-style-type: none"> • Portfolio • Exam • OSCE |
| AHP_7_076 | Ultrasound guided interventional procedures | 7 | 1 and 2 | 20 | <ul style="list-style-type: none"> • Portfolio • 2000 word essay |

I. Timetable information

- Timetable 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
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- 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.

| Units | | | Programme outcomes | | | | | | | | | | | | | | | |
|-------|--|------------|--------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|--|
| Level | Title | Code | A 1 | A 2 | A 3 | A 4 | B 1 | B 2 | B 3 | B 4 | C 1 | C 2 | C 3 | D 1 | D 2 | D 3 | D 4 | |
| 7 | *Mammography Theory | AHP_7_020* | T D A | T D A | T D A | T D A | T D A | T D A | T D A | T D A | T D A | T D A | T D A | T D A | T D A | T D A | T D A | |
| 7 | Mammography Practice | AHP_7_115 | T D A | T D A | T D A | T D A | T D A | T D A | T D A | T D A | T D A | T D A | T D A | T D A | T D A | T D A | T D A | |
| 7 | Mammography Image Interpretation & Reporting | AHP_7_101 | T D A | T D A | T D A | T D A | T D A | T D A | T D A | T D A | T D A | T D A | T D A | T D A | T D A | T D A | T D A | |
| 7 | Clinical Breast Examination and Communication Skills | AHP_7_075 | T D A | T D A | T D A | T D A | T D A | T D A | T D A | T D A | T D A | T D A | T D A | T D A | T D A | T D A | T D A | |
| 7 | Clinical Breast Evaluation | AHP_7_119 | T D A | T D A | T D A | T D A | T D A | T D A | T D A | T D A | T D A | T D A | T D A | T D A | T D A | T D A | T D A | |
| 7 | Breast Ultrasound for ultrasonographers | AHP_7_074 | T D A | T D A | T D A | T D A | T D A | T D A | T D A | T D A | T D A | T D A | T D A | T D A | T D A | T D A | T D A | |
| 7 | Breast Ultrasound | AHP_7_073 | T D A | T D A | T D A | T D A | T D A | T D A | T D A | T D A | T D A | T D A | T D A | T D A | T D A | T D A | T D A | |
| 7 | Ultrasound guided interventional procedures | AHP_7_076 | T D A | T D A | T D A | T D A | T D A | T D A | T D A | T D A | T D A | T D A | T D A | T D A | T D A | T D A | T D A | |

Appendix B: Embedding the Educational Framework for Undergraduate Courses

The Educational Framework at London South Bank University is a set of principles for curriculum design and the wider student experience that articulate our commitment to the highest standards of academic knowledge and understanding applied to the challenges of the wider world.

The Educational Framework reflects our status as University of the Year for Graduate Employment awarded by *The Times and The Sunday Times Good University Guide 2018* and builds on our 125 year history as a civic university committed to fostering social mobility through employability and enterprise, enabling our students to translate academic achievement into career success.

There are four key characteristics of LSBU's distinctive approach to the undergraduate curriculum and student experience:

- Develop students' professional and vocational skills through application in industry-standard facilities
- Develop our students' graduate attributes, self-awareness and behaviours aligned to our EPIIC values
- Integrate opportunities for students to develop their confidence, skills and networks into the curriculum
- Foster close relationships with employers, industry, and Professional, Statutory and Regulatory Bodies that underpin our provision (including the opportunity for placements, internships and professional opportunities)

The dimensions of the Educational Framework for curriculum design are:

- **informed by employer and industry** needs as well as professional, statutory and regulatory body requirements
- **embedded learning development** for all students to scaffold their learning through the curriculum taking into account the specific writing and thinking requirements of the discipline/profession
- **high impact pedagogies** that enable the development of student professional and vocational learning through application in industry-standard or authentic workplace contexts
- **inclusive teaching, learning and assessment** that enables all students to access and engage the course
- **assessment for learning** that provides timely and formative feedback

All courses should be designed to support these five dimensions of the Educational Framework. Successful embedding of the Educational Framework requires a systematic approach to course design and delivery that conceptualises the student experience of the curriculum as a whole rather than at modular level and promotes the progressive development of understanding over the entire course. It also builds on a well-established evidence base across the sector for the pedagogic and assessment experiences that contribute to high quality learning.

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 |
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| 1 Supporting the development and recognition of skills through the personal tutor system. | <ul style="list-style-type: none"> At the National Breast Training Centre, King's College Hospital NHS Foundation Trust there is a number of members of staff that the student can request to meet and who provide pastoral support, these include the KCH Course Director, the Training Manager and the Training Co-ordinator. They can also request to meet with the LSBU Course Director. Students are offered an individual tutorial on request. |
| 2 Supporting the development and recognition of skills in academic modules/modules. | <ul style="list-style-type: none"> Competencies, case study and reflection assignments promote reflection on personal development. A standardised marking grid is applied in appropriate assessments. Modules are assessed with electronic feedback provided by the assessor. The teaching, learning and assessment strategy aims to encourage participants to learn how to learn and how to self-manage towards becoming an independent learner |
| 3 Supporting the development and recognition of skills through purpose designed modules/modules. | <ul style="list-style-type: none"> Where appropriate the teaching, learning and assessment strategies aim to target skills development through effective approaches to competence development. Where appropriate each element of assessment emphasises a particular perspective of practice education. |
| 4 Supporting the development and recognition of skills through research projects and dissertations work. | <ul style="list-style-type: none"> All of the modules encompass evidence based practice and developing critical analysis skills. The assessment for the mammography image interpretation module specifically requires the students to produce a literature review which in the past have been at a publishable standard. |
| 5 Supporting the development and recognition of career management skills. | <ul style="list-style-type: none"> Participants are already professionally qualified in their field with existing PDP/CPD files as required by the HCPC, NMC or GMC This is a vocational orientated programme, designed to enhance career development |
| 6 Supporting the development and recognition of career management skills through work placements or work experience. | <ul style="list-style-type: none"> Where appropriate, participants are required to demonstrate achievement of practice competencies as a safe competent practitioner aligning with NHSBSP and CoR. |
| 7 Supporting the development of skills by recognising that they can be developed through extra curricula activities. | <ul style="list-style-type: none"> Participants have full access to all the university's student resources, including the virtual learning environment and other e-learning resources. Participants are part-time mature students with careers often working at a distance from the university and KCH sites. |
| 8 Supporting the development of the skills and attitudes as a basis for continuing professional development. | <ul style="list-style-type: none"> Opportunities for reflection throughout the course allow participants to develop skills and challenge attitudes and practice. The Scheme is underpinned with adult education principles and values that are made transparent. Assignment feedback is detailed and highlights areas of strength and areas for development. |

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| | <ul style="list-style-type: none"> Participants come from multi-disciplinary areas; this provides opportunities to learn from each other and to develop better understandings of different roles, responsibilities and professional identities. |
| 9 Other approaches to personal development planning. | <ul style="list-style-type: none"> Personal development planning is introduced at induction and in tutorials. |
| 10 The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper-based learning log or diary. | <ul style="list-style-type: none"> For all of the modules apart from Mammography Theory the students are required to complete a portfolio which documents competency development throughout the module. Within the Mammography Theory module, students are required to arrange clinical visits to all of the core departments within the breast care field. Evidence of reflective practice is a core requirement of all of the modules within the course |

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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| 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 |

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| 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 |

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| 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 |

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| 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 |