

Course Specification

A. Course Information			
Final award title(s)	Pg Cert Radiographic Reporting (Chest)		
Intermediate exit award title(s)	N/A		
UCAS Code		Course Code(s)	5960
Awarding Institution	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"/> IHSC <input type="checkbox"/> LSS		
Division	Radiography and ODP		
Course Director	Michael Williams		
Delivery site(s) for course(s)	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Croydon <input type="checkbox"/> Other: (please specify)		
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	Mode	Length years	Start - month
	Part time	1 year	September
Is this course suitable for a Visa Sponsored Student?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
Approval dates:	Course Validation date		June 2023
	Course Review date		June 2023
	Course Specification last updated		September 2023
Professional, Statutory & Regulatory Body accreditation	Society and College of Radiographers		

Link to Institute of Apprenticeship (IoA) Standard and Assessment Plan (Apprenticeship only)	N/A	
Reference points (add or remove from internal and external points as necessary)	Internal	<ul style="list-style-type: none"> • Corporate Strategy 2020-2025 • Academic Quality and Enhancement Website • School Strategy • LSBU Academic Regulations

	External	<ul style="list-style-type: none"> • QAA The UK Quality Code for Higher Education 2018 • Framework for Higher Education Qualifications • FHEQ Outcome Classification Descriptions for Level 6 • Subject Benchmark Statements (Dated) • OfS Guidance • PSRBs • SEEC Level Descriptors 2021 • Competitions and Markets Authority • CoR Education and Career Framework • CoR Research Strategy (2021-26) • CoR Scope of Practice (2013) • Ionising Radiation Regulations 2017 • Ionising Radiation (Medical Exposure) Regulations 2017 • RCR Standards for the Education Training and Preceptorship of Reporting Practitioners in Adult Chest X-ray
B. Course Aims and Features		
Distinctive features of course	The Pg Cert Radiographic Reporting (Chest) develops radiographers, or other health professionals, with enhanced practical skills and knowledge to competently practice as an	

	<p>autonomous clinical reporting practitioner, within their scope of practice.</p> <p>The programme provides education in the latest theoretical and clinical developments relating to clinical reporting. Participants will develop enhanced practice skills that lay the foundation for further development and training towards advanced clinical practice.</p>
<p>Course Aims</p>	<p>The Pg Cert Radiographic Reporting (Chest) aims to:</p> <ol style="list-style-type: none"> 1. Develop knowledgeable, skilled and competent enhanced practitioners within the practice of clinical reporting. 2. Provide an opportunity to critically reflect upon theory, contemporary research and evidence-based practice related to clinical radiographic reporting in order to inform personal and professional practice and enhance stakeholder experience. 3. Develop advanced knowledge and skills, beyond that of graduate level, through the critical appraisal of theory and practice related to clinical reporting, within the context of UK health provisions. 4. Develop the skills and practice required to effectively support lifelong engagement with CPD to maintain relevant professional standards of practice, enhance professional practice to the benefit of the health service and enhance future employability.
<p>Course Learning Outcomes</p>	<p>a) Students will have knowledge and understanding of:</p> <p>A1 – Principles and methods of clinical reporting through the synthesis and critical analysis of contemporary research and evidence based practice.</p> <p>A2 – Legal, ethical and professional issues that they can critically discuss and evaluate to enhance their own reporting practice and multi-disciplinary working.</p> <p>A3 – Anatomy, pathology and physiology and how it presents and alters upon clinical imaging so that they can</p>

competently interpret the imaging appearance and provide a meaningful clinical report positively impacting upon service user care and management.

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

B1 – Critically evaluate contemporary research and evidence-based practice that underpins clinical radiographic reporting practice.

B2 – Synthesise and critically reflect on the theory that informs service user management and service delivery in clinical imaging and reporting.

B3 – Critically reflect upon the professional and legal aspects of enhanced practice, clinical reporting, service improvement and advanced practice in relation to health care policy and service delivery.

B4 – Utilise a range of information and data to justify decision making in new, varied and challenging situations related to clinical reporting and imaging.

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

C1 – Competently and autonomously provide comprehensive and concise clinical reports that provide meaning and impact patient management.

C2 – Critically evaluate the range of methods and modalities within diagnostic imaging and reporting with relation to service user management, quality and service delivery.

C3 – Critically reflect and evaluate one's own practice, role and learning needs relating to clinical reporting and effectively strategise methods of learning and improvement thus improving overall practice.

C4 – Comply with the quality standards for enhanced practice and clinical radiographic reporting.

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

D1 – Undertake critical reflection in relation to individual practice and maintain core competencies and continuing professional development in radiographic reporting.

D2 – Critically appraise and lead new developments in relation to individual reporting practice, patient management, service delivery and quality mechanisms.

D3 – Critically evaluate inter-professional and stakeholder-centred practice in the context of individual professional reporting practice and in a wider health care setting.

C. Teaching and Learning Strategy

- **Teaching will take a hybrid delivery** blended between on-campus and on-line delivery through lectures, tutorials, blended learning activities and use of the virtual learning environment (VLE).
- Students are expected and encouraged to engage with independent study of research and reading of other sources beyond teaching material provided to further develop their knowledge and understanding. Additionally, a large component of the reporting module is self-directed study and reporting practice within the students employing site to maximise the time needed to gain the level of skill and accuracy required for competent clinical reporting.
- All students have access to LSBU library resources with on-campus library and virtual access to books, journal databases and support. Access to the physical library and virtual resources are 24 hours a day, 7 days a week. Students will have the use of DICOM imaging for radiographic reporting practice.
- Students will be supported by the teaching team, comprised of qualified diagnostic radiographers and reporting radiographers, external expert guest speakers, visiting fellows, module leaders and a course director.
- All students will have access to the virtual learning environment for the course and individual modules containing course information, module information, teaching material, assessment information and additional learning resources and activities.

D. Assessment

- Formative assessment has no weighting to the module grade but is provided for each module is designed to guide students to successful completion of the summative assessment. Students will receive feedback via the VLE within appropriate timeframe prior to the summative assessment.
- Summative assessment bears weighting towards the module grade and may comprise of:
 - Written essay
 - Audio-visual podcast
 - Examination
 - Case study
 - Clinical portfolio
- All elements of summative assessment must be passed in order to pass the module overall.
- Pass mark for assessment at level 7 is 50%.

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.

F. Entry Requirements

Academic entry criteria:

- A degree / diploma in Diagnostic Radiography or another related health care profession.

Non-academic entry criteria:

- Prospective students should be employed within a clinical department with access to diagnostic images for the practice of radiographic clinical reporting.

- Prospective students must provide a signed letter from their named mentor to support the clinical training with time and experience of radiographic reporting.

Applications are made directly through the LSBU website.

Accredited prior learning (APL) or accredited prior experiential learning (APEL):

- Potential applicants with previous credits for similar modules can be considered for APL towards an award. No more than 50% of the credits for an award can be from APL'd credits.

IELTS identify level of English required:

- If English is not the first language then potential applicants must have an IELTS average score of 7.0 upon entry to the programme. No individual elements should be below a score of 7.0.

G. Course Structure(s)

Course overview

The **Pg Cert Radiographic Reporting (Chest)** course (60 Credits) comprises:

Mandatory modules:

- Foundations of Image Interpretation (20-credits)
- Radiographic Chest Reporting (40-credits)

Pg Cert Radiographic Reporting (Chest) – **Part time**

Semester 1		Semester 2	
Year 1	Foundations of Image Interpretation	20 credits	
	Radiographic Chest Reporting		40 credits

Placement information

None, participants must be employed and have the support of a Radiology department to facilitate clinical training.

H. Course Modules

Module Code	Module Title	Level	Semester	Credit value	Assessment
AHP_7_065	Foundations of Image Interpretation	7	1	20	Essay or podcast
AHP_7_063	Radiographic Chest Reporting	7	1 & 2	40	Examination 1 Examination 2 Clinical portfolio

If there are insufficient number of applications then the course and modules will not run for the academic year.

I. Timetable Information

Provide as much information as possible:

- Students will have access to central timetable for room bookings via LSBU infrastructure, MyAccount
- Students will have module teaching schedules available upon module launch via VLE sites.
- Module dates will be available prior to the start of the programme and modules.

J. Costs and Financial Support

Course related costs

No additional costs.

Tuition fees/financial support/accommodation and living costs

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

List of Appendices

Appendix A: Curriculum Map

Appendix B: Personal Development Planning (postgraduate courses)

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.

The letters T for taught, D for developed and A for assessed should be added as appropriate to each Course Outcome.

Modules																	
Level	Title	Code	A	A	A	B	B	B	B	C	C	C	C	D	D	D	
			1	2	3	1	2	3	4	1	2	3	4	1	2	3	
7	Foundations of Image Interpretation	AHP_7_065	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	Radiographic Chest Reporting	AHP_7_063	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: Personal Development Planning (For Postgraduate Courses Only)

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.	<ul style="list-style-type: none"> • All students can be provided pastoral support through the Course Director, teaching staff and module leaders when needed • Students can request meetings with the Course Director formally through MyAccount • Each student can request personal tutoring meetings if needed.
2 Supporting the development and recognition of skills in academic modules/modules.	<ul style="list-style-type: none"> • Formative work promotes reflection upon personal academic development. • A standard marking grid is applied throughout appropriate assignments. • Formative and summative assessment allow formal feedback from the assessor. • The teaching, learning and assessment strategy aims to encourage students to identify preferred learning styles and self-management of an independent learner.
3 Supporting the development and recognition of skills through purpose designed modules/modules.	<ul style="list-style-type: none"> • The teaching, learning and assessment strategies aim to target skills development through effective approaches to competence development.

	<ul style="list-style-type: none"> All modules have specific relevant aims and learning outcomes.
4 Supporting the development and recognition of skills through research projects and dissertations work.	<ul style="list-style-type: none"> All modules develop research and evidence-based practice. Upon completion of the Pg Cert students can continue postgraduate studies with additional modules further developing their research synthesis and critical analysis skills through projects or dissertation.
5 Supporting the development and recognition of career management skills.	<ul style="list-style-type: none"> Students are already qualified healthcare professionals with PDPs /CPD profiles as required by professional registration bodies. This programme is designed to enhance career development in a specialist area.
6 Supporting the development and recognition of career management skills through work placements or work experience.	<ul style="list-style-type: none"> The reporting module requires participants to develop their skills through their own work. No placement or work experience will be arranged by the university because participants will be employed within, or have access to, a clinical department.
7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.	<ul style="list-style-type: none"> All students have access to all university student support services, VLE, e-resources and non-academic activities. Participants are mature part time students with health related careers, often at significant distance from the university.
8 Supporting the development of the skills and attitudes as a basis for continuing professional development.	<ul style="list-style-type: none"> The modules are underpinned with aims and learning outcomes that are transparent and develop students' skills. Assessment feedback is detailed and highlights areas of achievement and for future improvement.

	<ul style="list-style-type: none"> • Participants will be employed in clinical departments nationally providing an opportunity to learn from peers in their work. • Opportunities to reflect upon practice throughout the course allow the participant to develop these skills and challenge professional practice.
9 Other approaches to personal development planning.	<ul style="list-style-type: none"> • Personal development planning is introduced at induction and module launch.
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"> • Reflective practice is an encouraged element within all modules. • In particular the radiographic reporting module has the participants complete monthly reflective records where they can critically analyse and evaluate their practice.

Appendix C: Terminology

(Please review the definitions and add those 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:

accelerated degree	accelerated degrees (also known as two-year degrees) are full bachelor's degrees (undergraduate courses) you can complete in a condensed time period
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
end-point assessment	End-point assessment (EPA) tests the knowledge, skills and behaviours that an apprentice has gained during their training. Unique to each standard, EPA demonstrates the competence of an apprentice in their role. Only approved End-Point

	Assessor Organisations (EPAOs) can carry out assessments as set out in the assessment plan.
extended degree	an extended degree provides a bridging route for students who don't meet the initial entry requirements for the undergraduate degree. The first year provides the necessary knowledge and skills before students begin the degree-level course.
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
foundation	foundation year programmes are designed to develop skills and subject-specific knowledge to ensure a student can advance to a degree course. They may be offered as stand-alone one-year courses or integrated into degree programmes.
gateway	gateway takes place before an End-Point Assessment (EPA) can start. The employer and LSBU will review their apprentice's knowledge, skills and behaviours to see if they have met the minimum requirements of the apprenticeship set out in the apprenticeship standard, and are ready to take the assessment. Usually includes off the job training and reviews.
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
integrated	an integrated Master's degree combines undergraduate and postgraduate study. In relation to Apprenticeships, integrated

	would usually mean that the End-Point Assessment (EPA) is integrated with the academic award
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
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
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 '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
non-integrated	in relation to Apprenticeships, non-integrated would usually mean that the End-Point Assessment (EPA) is not integrated with the academic award
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
pre-registration (HSC only)	a pre-registration course is designed for students who are not already registered with an independent regulator such as the Nursing and Midwifery Council (NMC)
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 / regulatory body	a course that is regulated by a regulatory body, which is 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)
top-up degree	A top-up degree is the final year (Level 6) of an undergraduate degree course. It allows students to top-up an existing qualification to a full BA, BSc or BEng.
total study time / workload	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
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