Course Specification

A. Course Information			
Final award title(s)	Pg Cert Children and Young People Imaging		
Intermediate exit award title(s)	None		
UCAS Code		**Course Code(s)**	5832
Awarding Institution	London South Bank University		
School	☐ ASC ☐ ACI ☐ BEA ☐ BUS ☐ ENG ☒ HSC ☐ LSS		
Division	Institute of Health and Social Care, School of Allied and Community Health, Division of Radiography and ODP		
Course Director	Michael Williams		
Delivery site(s) for course(s)	☐ Southwark ☐ ☐ Other: please specify		
Mode(s) of delivery	☐ ☐Part time ☐other please specify		

Length of course/start and finish dates				
	Mode	**Length years**	**Start - month**	**Finish - month**
	Part time	1 year	September	August

Is this course suitable for students on a Tier 4 visa?	No		
Approval dates:	Course(s) validation date		March 2022
	Course specification last updated and signed off		September 2023
Professional, Statutory & Regulatory Body accreditation	Society and College of Radiographers		
Link to Institute of Apprenticeship (IoA) Assessment Plan (Apprenticeship only)	N/A		
Reference points:	Internal		LSBU Corporate Strategy 2020-2025 LSBU Academic Quality and Enhancement Website School Strategy LSBU Academic Regulations

	External	QAA The UK Quality Code for Higher Education 2018
		Framework for Higher Education Qualifications
		Subject Benchmark Statements (Dated)
		PSRBs
		Competitions and Markets Authority
		SEEC Level Descriptors 2021
		OfS Guidance

B. Course Aims and Features

Distinctive features of course	This Pg Cert award is designed to meet the continuous professional development requirements of health care professionals who utilise paediatric diagnostic imaging procedures in their practice. The course offers education in the latest theoretical and clinical developments relating to paediatric diagnostic imaging. It also develops research skills and critical thinking and provides the opportunity for the students to further develop these skills by continuing with postgraduate studies in the MSc Diagnostic Imaging. The course lays the foundations for an extended role or advanced evidence-based practitioner.
Course Aims	The Pg Cert Children & Young People Imaging aims to: 1. Develop competent, compassionate and confident practitioners with an enhanced knowledge of imaging and related techniques specific to children and young people. 2. Develop an in-depth understanding of national guidance and legislation relevant to protecting and safeguarding children and young people that can be appropriately and safely applied in clinical practice. 3. Develop a reflective and analytical approach to working practice, engaging in research and audit processes with a lifelong commitment to learning, development and evidence-based practice.
Course Learning Outcomes	a) Students will have knowledge and understanding of: A1- Diagnostic imaging techniques and modalities used for imaging children and young people. A2 –Social, cultural and environmental risk factors contributing to a child or young person's vulnerability. A3 – Normal anatomical appearances, specific image interpretation assessment and radiographic signs consistent with specific pathology. A4- Research and evidence-based practice which underpins the principles and theories of current methods in Diagnostic Imaging of children and young people in the wider context of healthcare service and delivery. A5- Legal, ethical and professional issues relating to children and young people imaging, safeguarding and multi-disciplinary care.

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

B1- Critically evaluate research and evidence-based practice that underpins diagnostic imaging of children and young people.

B2- Synthesise and critically reflect on the theory that informs patient management, service delivery and safeguarding in children and young people imaging.

B3- Critically reflect upon the professional and legal aspects of role extension, service improvement, safeguarding and service delivery.

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

C1- Critically evaluate the effectiveness of communication and record keeping within multidisciplinary teams with regards to imaging and care for children and young people.

C2- Critically evaluate the range of methods and modalities in Diagnostic Imaging for children and young people with relation to patient management, quality, and service delivery.

C3- Apply new theories and knowledge to aspects of imaging children and young people which require management of challenging or complex situations.

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 children and young people imaging.

D2- Critically appraise and lead new developments in relation to children and young people imaging practice, patient management, service delivery, and quality mechanisms.

D3- Understand legislation and guidance with respect to their own professional practice and accountability and with working collaboratively with other agencies, safeguarding teams and families.

C. Teaching and Learning Strategy

- Overview of teaching: Keynote lectures, seminars, tutorials, workshops/small group work, blended learning activities, use of virtual learning environment (VLE) and formative assessment. Students will receive structured feedback to develop literature search, analysis and synthesis skills.
- Teaching will be delivered on campus or online.

- Students are expected and encouraged to engage with independent study of research and reading other sources of information beyond material provided, to further develop their knowledge and understanding.
- Students will have access to course material through the VLE and books, e-books and journals via the library resources.
- Students will be supported by the teaching team, module leaders and course director. Students can seek further support from the library and learning resources teams.
- Module content will be taught be academic lecturers, visiting fellows, hourly paid lecturers (HPL) and guest external clinical experts.

D. Assessment

- Formative assessment is designed and provided to guide students towards successful completion of summative assessment. Students will receive feedback at appropriate times prior to undertaking summative assessment.
- Summative assessment may comprise of:
    - Essay
    - Oral examination
    - Poster presentation
- Pass mark at level 7 is 50%, all modules must be passed for Pg Cert award.

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 or diploma in Diagnostic Radiography.

Non-academic entry criteria:
- Currently working within a clinical department where appropriate experience of imaging and care for children and young people can be obtained.

Other specific entry requirements:
- If English is not the first language, students must have an IELTS average score of 7.0 on entry onto the course. No individual elements should be below 7.0.

G. Course structure(s)

Course overview

Pg Cert Children and Young People Imaging (60 credits) – **Part time (1 year)**

- Concepts of children and young people imaging (20 credits)
- Specialist imaging related to children and young people (20 credits)
- Protecting and safeguarding children and young people (20 credits)

Whilst the modules enable the student to achieve the Pg Cert Children and Young People Imaging, they also form part of the PgDip/MSc Diagnostic Imaging pathway enabling the student to progress further with postgraduate education.

Placement information

N/A

H. Course Modules

Module Code	Module Title	Level	Semester	Credit value	Assessment
AHP_7_117	Specialist imaging related to children and young people	7	1	20	Poster presentation with 15-minute defence of material.
AHP_7_118	Concepts of children and young people imaging	7	1	20	4000-word essay.
HCN_7_013	Protecting and safeguarding children and young people	7	2	20	4000-word essay.

I. Timetable information

- Teaching schedules for each module will be available through the Virtual Learning Environment (VLE).
- Module dates can be access through the Year Plan via the VLE.

J. Costs and financial support

Course related costs

Tuition fees/financial support/accommodation and living costs

- Information on tuition fees/financial support can be found by clicking on the following link - http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding or

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

List of Appendices

Appendix A: Curriculum Map
Appendix B: Educational Framework (undergraduate courses)
Appendix C: Personal Development Planning (postgraduate courses)
Appendix D: 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.

Modules			Course outcomes														
Level	Title	Code	A 1	A 2	A 3	A 4	A 5	B 1	B 2	B 3	C 1	C 2	C 3	D 1	D 2	D 3
7	Specialist imaging relating to children and young people	AHP_7_117	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	T D A	T D A	T D A
7	Concepts of children and young people imaging	AHP_7_118	T D A		T D A	T D A		T D A	T D A	T D A	T D	T D A	T D A	T D A	T D A	T D A
7	Protecting and safeguarding children and young people	HCN_7_013		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.

This appendix to the course specification document enables course teams to evidence how their courses meet minimum expectations, at what level where appropriate, as the basis for embedding the Educational Framework in all undergraduate provision at LSBU.

Dimension of the Educational Framework	Minimum expectations and rationale	How this is achieved in the course
Curricula informed by employer and industry need	<u>Outcomes focus and professional/employer links</u> All LSBU courses will evidence the involvement of external stakeholders in the curriculum design process as well as plan for the participation of employers and/or alumni through guest lectures or Q&A sessions, employer panels, employer-generated case studies or other input of expertise into the delivery of the course provide students with access to current workplace examples and role models. Students should have access to employers and/or alumni in at least one module at level 4.	
Embedded learning development	<u>Support for transition and academic preparedness</u> At least two modules at level 4 should include embedded learning development in the curriculum to support student understanding of, and familiarity with, disciplinary ways of thinking and practising (e.g. analytical thinking, academic writing, critical reading, reflection). Where possible, learning development will be normally integrated into content modules rather than as standalone modules. Other level 4 modules should reference and reinforce the learning development to aid in the transfer of learning.	
High impact pedagogies	<u>Group-based learning experiences</u> The capacity to work effectively in teams enhances learning through working with peers and develops student outcomes, including communication, networking and respect for diversity of perspectives relevant to **professionalism** and **inclusivity**. At least one module at level 4 should include an opportunity for group working. Group-based learning can also be linked to assessment at level 4 if	

	appropriate. Consideration should be given to how students are allocated to groups to foster experience of diverse perspectives and values.	
Inclusive teaching, learning and assessment	<u>Accessible materials, resources and activities</u> All course materials and resources, including course guides, PowerPoint presentations, handouts and Moodle should be provided in an accessible format. For example, font type and size, layout and colour as well as captioning or transcripts for audio-visual materials. Consideration should also be given to accessibility and the availability of alternative formats for reading lists.	
Assessment *for* learning	<u>Assessment and feedback to support attainment, progression and retention</u> Assessment is recognised as a critical point for at risk students as well as integral to the learning of all students. Formative feedback is essential during transition into university. All first semester modules at level 4 should include a formative or low-stakes summative assessment (e.g. low weighted in final outcome for the module) to provide an early opportunity for students to check progress and receive prompt and useable feedback that can feed-forward into future learning and assessment. Assessment and feedback communicates high expectations and develops a commitment to **excellence**.	
High impact pedagogies	<u>Research and enquiry experiences</u> Opportunities for students to undertake small-scale independent enquiry enable students to understand how knowledge is generated and tested in the discipline as well as prepare them to engage in enquiry as a highly sought after outcome of university study. In preparation for an undergraduate dissertation at level 6, courses should provide opportunities for students to develop research skills at level 4 and 5 and should engage with open-ended problems with appropriate support. Research opportunities should	

	build student autonomy and are likely to encourage **creativity** and problem-solving. Dissemination of student research outcomes, for example via posters, presentations and reports with peer review, should also be considered.	
Curricula informed by employer and industry need / Assessment *for* learning	<u>Authentic learning and assessment tasks</u> Live briefs, projects or equivalent authentic workplace learning experiences and/or assessments enable students, for example, to engage with external clients, develop their understanding through situated and experiential learning in real or simulated workplace contexts and deliver outputs to an agreed specification and deadline. Engagement with live briefs creates the opportunity for the development of student outcomes including **excellence**, **professionalism**, **integrity** and **creativity**. A live brief is likely to develop research and enquiry skills and can be linked to assessment if appropriate.	
Inclusive teaching, learning and assessment	<u>Course content and teaching methods acknowledge the diversity of the student cohort</u> An inclusive curriculum incorporates images, examples, case studies and other resources from a broad range of cultural and social views reflecting diversity of the student cohort in terms of, for example, gender, ethnicity, sexuality, religious belief, socio-economic background etc. This commitment to **inclusivity** enables students to recognise themselves and their experiences in the curriculum as well as foster understanding of other viewpoints and identities.	
Curricula informed by employer and industry need	<u>Work-based learning</u> Opportunities for learning that is relevant to future employment or undertaken in a workplace setting are fundamental to developing student applied knowledge as well as developing work-relevant student outcomes such as networking, **professionalism** and **integrity**. Work-based learning can take the form of work experience, internships or placements as	

	well as, for example, case studies, simulations and role-play in industry-standards settings as relevant to the course. Work-based learning can be linked to assessment if appropriate.	
Embedded learning development	<u>Writing in the disciplines: Alternative formats</u> The development of student awareness, understanding and mastery of the specific thinking and communication practices in the discipline is fundamental to applied subject knowledge. This involves explicitly defining the features of disciplinary thinking and practices, finding opportunities to scaffold student attempts to adopt these ways of thinking and practising and providing opportunities to receive formative feedback on this. A writing in the disciplines approach recognises that writing is not a discrete representation of knowledge but integral to the process of knowing and understanding in the discipline. It is expected that assessment utilises formats that are recognisable and applicable to those working in the profession. For example, project report, presentation, poster, lab or field report, journal or professional article, position paper, case report, handbook, exhibition guide.	
High impact pedagogies	<u>Multi-disciplinary, interdisciplinary or interprofessional group-based learning experiences</u> Building on experience of group working at level 4, at level 5 students should be provided with the opportunity to work and manage more complex tasks in groups that work across traditional disciplinary and professional boundaries and reflecting interprofessional work-place settings. Learning in multi- or interdisciplinary groups creates the opportunity for the development of student outcomes including **inclusivity**, communication and networking.	
Assessment *for* learning	<u>Variation of assessment</u> An inclusive approach to curriculum recognises diversity and seeks to create	

	a learning environment that enables equal opportunities for learning for all students and does not give those with a particular prior qualification (e.g. A-level or BTEC) an advantage or disadvantage. An holistic assessment strategy should provide opportunities for all students to be able to demonstrate achievement of learning outcomes in different ways throughout the course. This may be by offering alternate assessment tasks at the same assessment point, for example either a written or oral assessment, or by offering a range of different assessment tasks across the curriculum.	
Curricula informed by employer and industry need	Career management skills Courses should provide support for the development of career management skills that enable student to be familiar with and understand relevant industries or professions, be able to build on work-related learning opportunities, understand the role of self-appraisal and planning for lifelong learning in career development, develop resilience and manage the career building process. This should be designed to inform the development of **excellence** and **professionalism**.	
Curricula informed by employer and industry need / Assessment *for* learning / High impact pedagogies	Capstone project/dissertation The level 6 project or dissertation is a critical point for the integration and synthesis of knowledge and skills from across the course. It also provides an important transition into employment if the assessment is authentic, industry-facing or client-driven. It is recommended that this is a capstone experience, bringing together all learning across the course and creates the opportunity for the development of student outcomes including **professionalism**, **integrity** and **creativity**.	

Appendix C: 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.	• All students can be provided pastoral support through teaching staff and module leaders. Students can also request a meeting with the Course Director. • Each student can request personal tutorial meetings, if needed.
2 Supporting the development and recognition of skills in academic modules/modules.	• Formative work promotes reflection upon personal academic development. • A standardised marking grid is applied in appropriate assignments. • Formative and summative assessment allow 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.	• The teaching, learning and assessment strategies aim to target skills development through effective approaches to competence development. • All modules have specific and relevant aims and learning outcomes.
4 Supporting the development and recognition of skills through research projects and dissertations work.	• All modules develop research and evidence-based practice. • Upon completion of the PgC 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.	• Students are already qualified healthcare professionals with required PDPs/CPD files as required by professional registration bodies. • This programme is designed to enhance career development in specialist interest area.
6 Supporting the development and recognition of career management skills through work placements or work experience.	• Students are already employed healthcare professionals and there is no practical element to the modules within this award.
7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.	• All students have access to all the university's student support resources, VLE and other e-resources. • Participants are mature part time students with health-related

	careers, often at a significant distance from the university.
8 Supporting the development of the skills and attitudes as a basis for continuing professional development.	• 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. • Participants will be employed in a variety of departments nationally and within different roles, providing an opportunity to learn from their peers. • Opportunities to reflect on practice throughout the course allow the participant to develop these skills and challenge professional practice.
9 Other approaches to personal development planning.	• 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.	• Reflective and evaluative practice is an element of all modules. • In particular, the Concepts of Children and Young People Imaging module has the participants keep a reflective journal of their practice that they must then critically analyse and evaluate.

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]

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 earning
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