

Course Specification

A. Course Information											
Final award title(s)	Pg Cert Interventional Radiography										
Intermediate exit award title(s)	N/A										
UCAS Code		Course Code(s)	5888								
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"/> HSC <input type="checkbox"/> LSS										
Division	Division of Radiography and ODP, School of Health and Social Care, Institute of Health										
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	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Mode</th> <th style="width: 20%;">Length years</th> <th style="width: 25%;">Start - month</th> <th style="width: 40%;">Finish - month</th> </tr> </thead> <tbody> <tr> <td>Part time</td> <td>1 year</td> <td>September</td> <td>July</td> </tr> </tbody> </table>			Mode	Length years	Start - month	Finish - month	Part time	1 year	September	July
	Mode	Length years	Start - month	Finish - month							
Part time	1 year	September	July								
Is this course suitable for a Visa Sponsored Student?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No										
Approval dates:	Course validation date		May 2022								
	Course specification last updated and signed off		September 2022								
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:	Internal	Corporate Strategy 2020-2025 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 FHEQ Outcome Classification Descriptions for Level 6 Subject Benchmark Statements OfS Guidance PSRBs SEEC Level Descriptors 2021 Competitions and Markets Authority
B. Course Aims and Features		
Distinctive features of course	<p>The Pg Cert Interventional Radiography offers healthcare professionals with a keen interest in interventional radiology specialism an opportunity to develop their knowledge and understanding of imaging and procedures.</p> <p>The course is designed that participants may choose to study theoretical modules significantly developing their understanding of the specialty that can be applied to practice.</p>	
Course Aims	<p>The Pg Cert Interventional Radiography aims to:</p> <ol style="list-style-type: none"> 1. Develop participants advance knowledge of interventional radiology imaging equipment and non-imaging devices. 2. To develop professionals who have a thorough and critical understanding of interventional radiology procedures and patient care. 3. Enable participants to apply current relevant legislation and professional guidance to their clinical practice. 4. Facilitate clinical training for participants to extend their scope of practice. 	
Course Learning Outcomes	<p>a) Students will have knowledge and understanding of:</p> <p>A1 – a range of common and complex interventional radiology procedures.</p> <p>A2 – patient care from patient preparation, intra-procedural care and post procedural recovery.</p> <p>A3 – interventional radiology equipment, devices and imaging equipment.</p> <p>A4 – current legislation and professional guidance relevant to interventional radiology.</p> <p>b) Students will develop their intellectual skills such that they are able to:</p> <p>B1 – critically evaluate multidisciplinary teamwork, roles and responsibilities.</p> <p>B2 – critically evaluate and reflect upon their impact on the service.</p> <p>B3 – critically evaluate the rationale for interventional procedures and patient care</p> <p>B4 - Critically evaluate research and evidence-based practice that underpins interventional radiology.</p>	

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

C1 – competently perform interventional procedures independently with the application of patient informed consent (if undertaking the relevant module).

C2 – competently and safely contribute towards patient care within the interventional radiology department.

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

D1 – apply theoretical knowledge of interventional radiology procedures to improve their competence and efficiency when working in the clinical setting.

D2 – use complex information and communication technology software and equipment relevant to interventional radiography.

D3 – communicate effectively within the multidisciplinary teams of the clinical department.

D4 = search for and appraise literature and evidence-based research, and present information to peers at a high academic standard.

C. Teaching and Learning Strategy

- Teaching will be delivered through lectures, seminars, tutorials, 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.
- 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 by 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:
 - Written examination
 - Oral examination
 - Essay
 - Poster presentation

- Coursework
- Case study
- Pass mark at level 7 is 50%, all modules must be passed for Pg Cert award.

E. Academic Regulations

The University's Academic Regulations and the Institute of Health's CPPD Scheme Guide apply for this course.

The school follows the university regulations apart from:

- Learners will not be eligible for compensation in the modules as a pass in all elements of assessment is required to demonstrate competence.

F. Entry Requirements

Academic entry criteria:

- A degree, diploma or other equivalent qualification in Diagnostic Radiography or other healthcare profession.

Non-academic entry criteria:

- If the participant will be undertaking practical clinical training the applicant must work within, or have access to, a clinical department willing to support the participants specific training. The applicant must supply a signed letter as proof of training support, at the point of application.

Accredited prior learning (APL)

- Applicants with previous credits for similar modules can be considered for APL towards award.

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

The Pg Cert Interventional Radiography is a one-year part-time course. Participants must obtain 60 credits to be awarded by the awarding institution. Participants must study the compulsory module and choose TWO out of three optional modules.

Compulsory module:

Interventional Radiography Imaging and Equipment (20 credits)

Optional modules:

Theoretical Concepts of Interventional Radiology Procedures (20 credits)

Advanced Patient Care in Interventional Radiology (20 credits)

Extended Practice in Interventional Radiography (20 credits)

Pg Cert Interventional Radiography – **Part time**

	Semester 1		Semester 2	
Year 1	Interventional Radiography Imaging and Equipment (Compulsory module)	20 credits	Advanced Patient Care in Interventional Radiology (Optional module)	20 credits
	Theoretical Concepts of Interventional Radiology Procedures (Optional module)	20 credits		
	Extended Practice in Interventional Radiography (Optional module)			20 credits

Placement information

Participants undertaking practical clinical training will be employed within a clinical department.

H. Course Modules

Provide information on:

- Core and optional modules
- The circumstances when optional modules may not run
- How and when students will be informed if optional modules are changed

Module Code	Module Title	Level	Semester	Credit Value	Assessment
	Interventional Radiography Imaging and Equipment	7	1	20	Exam
	Theoretical Concepts of Interventional Radiology Procedures	7	1	20	Presentation
	Extended Practice in Interventional Radiography	7	1 and 2	20	Portfolio
	Advanced Patient Care in Interventional Radiology	7	2	20	Case study

I. Timetable Information

- Teaching schedules for each module will be available through the Virtual Learning Environment (VLE).

- Module dates can be accessed through the year plan via the VLE.

J. Costs and Financial Support

Course related costs

N/A

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 1	A 2	A 3	A 4	B 1	B 2	B 3	B 4	C 1	C 2	D 1	D 2	D 3	D 4
7	Interventional Radiography Imaging and Equipment				T D A	T D A			T D A			T D A		T D		T D
7	Theoretical Concepts of Interventional Radiology Procedures		T D A	T D	T D A	T D	T D A	T D	T D A	T D A			T D			T D A
7	Extended Practice in Interventional Radiography		T D	T D	T D	T D		T D A	T D	T D	T D A	T D A	T D A	T D A	T D	
7	Advanced Patient Care in Interventional Radiology			T D A	T D	T D A	T D		T D A	T D A		T D			T D	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 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> There is one optional module that requires participants to develop their skills through their own work placement. 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 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.	<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. 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.	<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 and evaluative practice is an encouraged element within all modules. In particular, the Extended Practice in Interventional Radiography module has the participants keep a reflective journal of their practice that they must then critically analyse and evaluate.

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
distance-learning course	a course of study that does not involve face-to-face contact between students and tutors

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.
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
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
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	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)
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	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