



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Progressive Radiotherapy and Oncology Studies				
Module Code	UZYSYN-30-3	Level	3	Version	1
Owning Faculty	Health and Applied Sciences	Field	Allied Health		
Contributes towards	BSc (Hons) Radiotherapy and Oncology				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	UZYSYL-30-2 Intermediate Radiotherapy and Oncology Studies	Co- requisites	UZYSYP-30-3 Radiotherapy Professional Practice 3		
Excluded Combinations	UZYSYF-40-3 Advanced Radiotherapy Studies	Module Entry requirements	N/A		
Valid From	September 2015	Valid to	September 2021		

CAP Approval Date	30 April 2015
--------------------------	---------------

Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Critically evaluate the evidence which informs and guides contemporary radiotherapy practice (Component A). • Discuss how policy in the field of cancer services has implications for radiotherapy practice (Component A) • Discuss innovative radiotherapy techniques which may impact upon current and future cancer management (Component A) • Evaluate cancer treatment strategies and protocols with respect to toxicity and survivorship (Component A) • Critically evaluate and reflect on own personal and professional development in meeting the professional benchmarks for qualification and registration (Component B).
Syllabus Outline	<ul style="list-style-type: none"> • Evaluating current and innovative radiotherapy techniques, e.g proton therapy; the need for future-proofing cancer services. • Minimising radiation morbidity, survivorship: Strategies for improving accuracy and delivery of radiotherapy. • Ethical and legal responsibilities of a radiotherapy radiographer, importance of compassionate care; whistle blowing and clinical

	<p>governance</p> <ul style="list-style-type: none"> • Evaluation of relevant clinical trials and protocols. The role of research in advancing practice. • Management of diverse patient groups/ service users who require specialised or emergency care, e.g. paediatrics and metastatic spinal cord compression cases. • Developing patient assessment skills: co-morbidities, relevant pharmacology for cancer care; decision- making and leadership skills. • Role of supportive therapy for patients with cancer, including complementary therapies • Role of therapeutic radiographers in the context of a multidisciplinary team approach to the holistic care of patients with cancer • Reflecting on professional self-development and own perceived future development needs. • Moving towards continuous professional development. Role extensions, advanced practice and consultancy
Contact Hours	<p>Students will engage in approximately 72 hours of contact time including key note lectures and practical sessions in small groups on the VERT system and radiotherapy planning computers (max 7-8 students per group). Students are expected to do additional self study within their own time. In addition, email contact with staff is available throughout the module and during scheduled tutorial time.</p>
Teaching and Learning Methods	<p>Scheduled learning includes lectures, seminars, tutorials, practical classes such as use of VERT and radiotherapy computer planning sessions.</p> <p>Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. Students will be expected to engage via Blackboard and student will be expected to spend 228 notional hours on these activities. Links will be made with underpinning previous practice experience and experience gained in the co-requisite module Radiotherapy Professional Practice 3</p>

<p>Key Information Sets Information</p>	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <table border="1" data-bbox="459 331 1369 725"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="4">Number of credits for this module</td> <td>30</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement Hours</th> <th>Allocated Hours</th> </tr> <tr> <td>300</td> <td>72</td> <td>228</td> <td>0</td> <td>300</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a - Coursework: Written assignment Practical Exam: Oral Presentation</p> <p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:</p> <table border="1" data-bbox="571 1034 1262 1267"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Coursework assessment percentage</td> <td>60%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td>40%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </tbody> </table>	Key Information Set - Module data					Number of credits for this module				30	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement Hours	Allocated Hours	300	72	228	0	300	Total assessment of the module:		Coursework assessment percentage	60%	Practical exam assessment percentage	40%		100%
Key Information Set - Module data																													
Number of credits for this module				30																									
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement Hours	Allocated Hours																									
300	72	228	0	300																									
Total assessment of the module:																													
Coursework assessment percentage	60%																												
Practical exam assessment percentage	40%																												
	100%																												
<p>Reading Strategy</p>	<p>Core reading It is essential that students read one of the many texts on research methods available through the Library. Module handbooks will also reflect the range of reading to be carried out.</p> <p>Further reading Students are expected to identify all other reading relevant to their chosen research topic for themselves. They will be encouraged to read widely using the library search, a variety of bibliographic and full-text databases, and Internet resources. Many resources can be accessed remotely.</p> <p>Access and skills The development of literature searching skills is supported by a Library seminar provided within the first semester. These level three skills will build upon skills gained by the student whilst studying at levels one and two. Additional support is available through the library web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the Library.</p>																												
<p>Indicative Reading List</p>	<p>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other</p>																												

more frequently updated mechanisms. Detailed reading lists will be made available through the module handbook and Blackboard.

Department of Health, Public Health England and NHS England (2013) *Improving Outcomes: A strategy for cancer*. 3rd annual report. Available from: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/264511/IOSC_3rd_Annual_Report_-_Proof_version_-_9_December_2013_v2.pdf [Accessed 13 November 2014].

Francis, R. QC. (2013) *Report of the Mid Staffordshire NHS Foundation Trust Public Enquiry. (Francis Report)* London: The Stationery Office

National Institute For Health and Clinical Excellence (2014) *Metastatic spinal cord compression: NICE Guidelines*. Available from: <https://www.nice.org.uk/guidance/qs56> [Accessed 13 November 2014].

Samuel, E and Boon, J. (2014) *Vision for Radiotherapy 2014-2024*. London: Cancer Research UK

Society and College of Radiographers, Childrens Cancer and Leukaemia group, The Royal College of Radiologists (2012) *Good practice guide for Paediatric Radiotherapy* Available from: [http://www.rcr.ac.uk/docs/oncology/pdf/BFCO\(12\)5_Good_practice.pdf](http://www.rcr.ac.uk/docs/oncology/pdf/BFCO(12)5_Good_practice.pdf) [Accessed 13 November 2014].

The Royal College of Radiologists, Institute of Physics and Engineering in Medicine (2008) *On target ensuring Geometric Accuracy for Radiotherapy*. Available from: [http://www.rcr.ac.uk/docs/oncology/pdf/BFCO\(08\)5_On_target.pdf](http://www.rcr.ac.uk/docs/oncology/pdf/BFCO(08)5_On_target.pdf) [Accessed 13 November 2014]

The Royal College of Radiologists, Society and College of Radiographers, Institute of Physics and Engineering in Medicine (2008) *Towards Safer Radiotherapy* Available from: http://www.rcr.ac.uk/docs/oncology/pdf/Towards_saferRT_final.pdf [Accessed 13 November 2014].

Part 3: Assessment

Assessment Strategy	<ul style="list-style-type: none"> • Component A: 20 minutes Oral presentation. – A reflection on personal and professional development in readiness for employment- to include 15 mins (max) presentation and 5 mins of critical questioning. Students will be marked using an approved marking framework that will allow distinction between bandings. (Presentations will have been introduced at each level of the programme and so students will have had the opportunity to have practised and had feedback. Students will also be directed to PALS presentation skills sessions and relevant web links). • Component B: 2500 Written assignment - allowing some flexibility in choice of topic area but focusing on ethical principles. Investigation of movement towards tailor-made therapy meeting the needs of the service user. Students will undertake critical evaluation of current policy, service improvement and innovation in the field of radiotherapy. (Formative feedback on a section of writing will be given post critical writing session)
---------------------	--

Identify final assessment component and element		
% weighting between components A and B (Standard modules only)	A:	B:
	40	60

First Sit	
Component A (controlled conditions) Description of each element	Element weighting
1. 20 minute presentation with critical questioning	100
Component B Description of each element	Element weighting
1. 2500 word written assignment	100

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting
1. 20 minute presentation with critical questioning	100
Component B Description of each element	Element weighting
1. 2500 word written assignment	100
<p>If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>	