

FACULTY OF HEALTH AND LIFE SCIENCES

HEALTH AND SOCIAL CARE

POSTGRADUATE MODULAR SCHEME

MSc Radiotherapy and Oncology

PROGRAMME SPECIFICATION

Validation September/October 2010

PROGRAMME SPECIFICATION

Section 1: Basic Data

Version 1

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| Awarding institution/body | University of the West of England |
| Teaching institution | University of the West of England |
| Delivery Location(s) | University of the West of England |
| Faculty responsible for programme | Health and Life Sciences |
| Modular Scheme title | Postgraduate Modular Scheme |
| Professional Statutory or Regulatory Body Links (type and dates) | Health Professions Council- approval Society and College of Radiographers - accreditation |
| Highest award title | MSc Radiotherapy and Oncology |
| Default award title | MSc Health and Social Studies |
| Interim award titles | PG Cert Health and Social Studies PG Dip Health and Social Studies |
| UWE progression route | |
| Mode(s) of delivery | 3 years full time |
| Codes | |
| UCAS code | JACS code |
| ISIS code | HESA code |
| Relevant QAA subject benchmark statements | Radiotherapy (2001) |
| On-going/valid until* (*delete as appropriate/insert end date) | |
| Valid from (insert date if appropriate) | January 2011 |
| Original Validation Date: | n/a |
| Latest Committee Approval... | Date:... |

Version Code 1

For coding purposes, a numerical sequence (1, 2, 3 etc.) should be used for successive programme specifications where 2 replaces 1, and where there are no concurrent specifications. A sequential decimal numbering (1.1; 1.2, 2.1; 2.2 etc) should be used where there are different and concurrent programme specifications

Section 2: Educational aims of the programme

The programme aims to enable students to:

- Fulfil the requirements for certification/registration/qualification
- Appreciate the broader context of health and social care activities
- Be self aware, self directed and sensitive to the needs of others
- Critically evaluate knowledge which arises from practice
- Critically evaluate knowledge and practice in relation to theory
- Develop key and transferable skills
- Develop effective and appropriate relationships with service users and carers, colleagues and other agencies
- Function effectively within the inter-professional team whilst understanding and maintaining patient confidentiality
- Be effective in self management approaches
- Develop leadership and organisational management potential
- Develop and promote a value base in practice that respects equality and diversity
- Understand and implement research based and evidence based practice to the field/scope of practice
- Engage in the critical analysis of academic discourse
- Accept their responsibility to be committed to Lifelong Learning

Specific aims of the Masters in Radiotherapy and Oncology Award are to:

- Provide a sound science foundation to underpin radiotherapy practice;
- Provide the underpinning skills and knowledge for the post graduate radiotherapy radiographer to safely manage and administer ionising radiation;
- Provide a balanced, progressive and integrated academic and clinical experience;
- Provide the appropriate academic and clinical experience for the graduate to be eligible for registration as a radiographer;
- Develop the appropriate interpersonal skills for interacting effectively with users and their carers and interprofessional groups;
- Facilitate the progressive development of master's level investigative skills to underpin research or problem solving in clinical practice.

Section 3: Learning outcomes of the programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas: ...

A Knowledge and understanding

| Learning outcomes | Teaching, Learning and Assessment Strategies |
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| <p>A Knowledge and understanding of:</p> <ol style="list-style-type: none"> 1. The legislation which governs the delivery of ionising and non-ionising radiations; 2. The clinical and radiation sciences which underpin oncology and radiotherapy practice; 3. The legal and ethical frameworks within which therapeutic radiographers practice; 4. Current management strategies for the patient with cancer; 5. The most appropriate imaging modalities which may be used in the diagnosis of malignant disease and the management of the patient with cancer; 6. The implications of research evidence for professional practice in radiotherapy; 7. The most appropriate radiotherapy modalities and techniques used in the treatment of patients with cancer. | <p>Teaching/learning methods and strategies:</p> <p>A variety of learning methods are employed supporting the students in their responsibility for own learning e.g. key lectures, demonstrations, student-led seminars, small group work and student-directed studies including web-based study and Virtual Environment for Radiotherapy Training (VERT). (1-6)</p> <p>Computer-aided small group work provides a student centred approach encouraging students to participate actively in the learning process.(1,2,4,5,7)</p> <p>Throughout the programme, it is essential that the learner is supported and encouraged to undertake independent reading both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject. (1-7)</p> <p>Assessment:</p> <p>The assessment of knowledge and understanding is undertaken by a variety of means including written assignments (1-7), clinical appraisals (1,3-5,7), unseen and part-seen written examinations (1-7), objective structured clinical examinations (OSCEs) (1,2,4,5,7), oral and poster presentations (1-7) and reflective portfolios of practice-based evidence (1-7).</p> |

B Intellectual Skills

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| <p>B Intellectual Skills</p> <p>On successful completion of the programme students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate and realise the capacity for inquiry, inductive and deductive reasoning and critical analysis; 2. Critically analyse and present information in an appropriate format to inform radiotherapy practice; 3. Evaluate treatment techniques and suggest alternative strategies; 4. Critically analyse, debate and apply the legal and ethical issues which underpin radiotherapy practice and which may influence decisions of treatment; 5. Adopt a proactive approach to future academic and/or professional (service) development | <p>Teaching/learning methods and strategies</p> <p>Intellectual skills are developed through the use of Enquiry-based learning and case studies or scenarios designed to enable the student to explore aspects of a given situation and consider his/her professional contribution (1,3,4,5).</p> <p>Computer-aided group work and self-directed study will promote critical thinking and professional practice modules will allow the student to reflect on the effectiveness of clinical procedures (1,3,4).</p> <p>Enquiry-based learning will develop analytical enquiry skills in processing information. Focused learning points are deliberately designed to trigger exploration, discussion and to confront pre-conceived ideas, beliefs and values (1-5).</p> <p>Assessment</p> <p>A variety of assessment methods are employed e.g. written examination (1-3), assignments (1-4), oral and poster presentations (1-5), individually-negotiated research dissertation project (1-5) and portfolio of practice-based evidence (1-5)</p> |
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C Subject, Professional and Practical Skills

| C Subject/Professional/Practical Skills | Teaching/learning methods and strategies |
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| <p>On successful completion of the programme students will be able to:</p> <ol style="list-style-type: none"> 1. Communicate effectively with users, and their carers, general public, the oncology team and inter-professional groups; 2. Work within legislation and guidance in order to maintain confidentiality as part of an information governance framework 3. Work competently and independently within clinical or healthcare settings; 4. Demonstrate a pro-active approach to problem solving in a clinical setting; 5. Organise and manage their own practice; 6. Utilise radiotherapy equipment appropriately and effectively; 7. Reflect on and critically evaluate their own performance in radiotherapy practice. 8. Select and employ appropriate research methodologies for the retrieval and production of data and demonstrate the ability to analyse and report the outcomes; 9. Plan and manage the workload of themselves and others. | <p>Demonstrations and practice of professional skills with experiential learning will take place in practical sessions, which may utilise a Peer Assisted Learning approach (3-5, 9).</p> <p>Learning contracts in conjunction with predetermined learning objectives will be used to enable the student to take responsibility for their own learning while on practice placement (1,3-5,9).</p> <p>Completion of a portfolio of practice-based evidence will enable the student to maintain a record of their clinical education and develop their ability to reflect critically on situations that have contributed to their personal and professional development (1-9).</p> <p>The development of the practical skills, which form a key component of the award, will be facilitated by small group work linked directly to clinical reasoning and problem solving (4,5,7,8).</p> <p>In particular, the use of enquiry-based learning will give students the opportunity to study and explore in depth, real life situations with all the attendant complexities. This approach enables students to resolve specific 'problems' which are typical of those resolved in professional practice (1,3,4,7,9).</p> <p>Assessment</p> <p>Professional and practical skills are primarily assessed by clinical appraisals (1-5,9). A predetermined appraisal proforma facilitates the assessment of professional and clinical skills at each level (2). Assessment of reflection and the ability to analyse, evaluate and synthesise is achieved through the research process, written assignments, including reflective work logs, and oral presentations (4,7,8).</p> |

D Transferable Skills and other attributes

| D Transferable skills and other attributes | Teaching/learning methods and strategies |
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| <p>On successful completion of the programme students will be able to:</p> <ol style="list-style-type: none"> 1. Extract, synthesise, summarise and present information gained from primary and secondary sources demonstrating advanced critical thinking; 2. Effectively utilise problem-management skills; 3. Effectively utilise investigative skills to critically evaluate research issues pertaining to radiotherapy and oncology practice; 4. Communicate effectively, via the relevant media, utilising appropriate professional terminology; 5. Manipulate the numerical data that underpins radiotherapy practice; 6. Use IT competently and effectively to support both academic studies and radiotherapy practice; 7. Organise and manage radiotherapy practice within a team framework; 8. Plan and act independently in planning and effecting tasks (organisation); 9. Critically reflect on own practice and learning. | <p>Students will be encouraged and facilitated to explore inter-professional aspects of care within both multiprofessional and uniprofessional groups, using practice placement experience, enquiry-based learning and case studies (1-4,7-9).</p> <p>The acquisition of key and transferable skills will be acquired during small group work including VERT and the planning suite, and during practice placement using learning contracts and portfolio development (1-9).</p> <p>The investigative skills are developed in the undertaking of the research project and other assignments (1,3,4,6).</p> <p>Assessment</p> <p>Transferable skills identified on the clinical appraisal proformas will be assessed in clinical practice (2,4,5-8). Reflective work-logs will encourage continued personal and professional development (9). In addition, transferable skills are assessed by the research project, oral/poster presentations and written assignments (1-4,6).</p> |

Section 4: Programme structure:

This programme is designed to run over three years. The programme incorporates one 14 week clinical placement (full-time) in each of the three years of the programme. The third year incorporates a pre-qualifying placement.

All modules in the programme are compulsory and there are no optional module choices.

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| Year 1 | <p>Compulsory modules</p> <ul style="list-style-type: none"> • UZYSHL-20-M Fundamentals of Radiotherapy and Oncology • UZYSHM-20-M Fundamentals of Anatomy, Physiology and Radiographic Science • UZYSGH-20-3 Fundamentals of Radiotherapy and Oncology Practice | <p>Interim Award: Post Graduate Certificate Health and Social Studies</p> <ul style="list-style-type: none"> • Credit requirements <p>60 credits at level 3 or above of which not less than 40 are at level M</p> <p>Interim Award: Post Graduate Diploma Health and Social Studies</p> <ul style="list-style-type: none"> • Credit requirements <p>120 credits at level 3 or above of which not less than 80 credits are at level M</p> |
| Year 2 | <p>Compulsory modules</p> <ul style="list-style-type: none"> • UZYSGL-40-M Radiotherapy Technology and Oncology Practice • UZYSGN-20-M Research Methodology for Clinical Practice (PSRB Pre-registration) • UZTR7R-20-M Communication Skills in Cancer and Palliative Care | <p>Default Award: MSc Health and Social Studies</p> <ul style="list-style-type: none"> • Credit requirements <p>180 credits at level 3 or above of which not less than 120 are at level M and must include the dissertation module</p> <p>Target/Highest Award:</p> |
| Year 3 | <p>Compulsory modules</p> <ul style="list-style-type: none"> • UZYSGK-40-M Contemporary Radiotherapy and Oncology Studies • UZYRS8-40-M Dissertation Module | <p>MSc Radiotherapy and Oncology</p> <ul style="list-style-type: none"> • Credit requirements <p>220 credits at level 3 or above of which not less than 120 are at level M</p> <p>In order to be eligible to apply for HPC registration all modules must be passed</p> |

Section 5: Entry requirements

- Graduate in a relevant subject (subjects will be reviewed on an individual basis but should be from a scientific / health related subject, and may include a first degree in diagnostic imaging)
- Degree must include research to at least an honours level
- Degree award must be 2:2 or higher
- GCSE (or equivalent) Maths, Science, English Language at grade C or above
- Consideration will also be given to individuals background/life experiences, for example from the previous first degree or relevant work experience opportunities in relation to their knowledge and understanding of the profession of radiotherapy

Accreditation of prior (experiential) learning will be evaluated on an individual basis in accordance with university regulations. Where a student has studied and gained credit in a similar subject then Accreditation of Learning (AL) may be applied for, Accreditation of Experiential Learning relates to learning achieved through experience gained outside formalised learning arrangements and may also be applied for. Please see further information including the administrator contact details at <http://hsc.uwe.ac.uk/net/student/Default.aspx?pageid=64>

And also

<http://acreg.uwe.ac.uk/caat.asp>

An example where AL may be appropriate could be a graduate in Diagnostic Imaging who has undertaken postgraduate study.

Applicants whose first language is not English must have a minimum IELTS score of 7 overall with a minimum of 6.5 in any section, (or equivalent)

Health checks and criminal record bureau checks will be undertaken on all prospective students once a place has been accepted in accordance with university, faculty and programme policies – UWE will initiate this process by contacting prospective students directly.

All applicants are strongly recommended to visit a radiotherapy department prior to enrolling on the programme and should reflect on this experience within their application.

Applicants that meet the entry requirements will be invited to attend an interview with a member of staff from the academic team and a member of staff from clinical service.

Section 6: Assessment Regulations

Approved to University Academic Regulations and Procedures

MSc Radiotherapy and Oncology will be assessed according to the University Academic Regulations and Procedures with the award specific requirements, detailed as follows:

A student must achieve a pass in the Research Methodology for Clinical Practice (PSRB Pre-registration) module in order to be allowed to commence the dissertation module.

Full attendance at professional practice and taught sessions is normally expected. Attendance is monitored and recorded by module leaders and overseen by the

programme leader.

Professional practice placements must be taken in order; students are required to pass each placement before being allowed to commence their next placement.

Students will be required to complete the MSc Radiotherapy and Oncology programme within 5 years of date of commencement.

No aegrotat award with registration is available.

The programme will have at least one external examiner appointed who is appropriately experienced and qualified and is from the relevant part of the HPC register.

Section 7: Student learning: distinctive features and support

The structure of the programme enables emphasis to be placed on integrating theory and practice, problem solving and clinical reasoning, thus promoting the development of increasing levels of professional competency and autonomy, as well as acquisition of a sound and comprehensive knowledge base at Masters level.

The programme comprises periods of learning in the practice setting, practice settings are within the South West and may require students to travel or stay away from the main delivery site for periods of time – information regarding funding in relation to bursaries, loans, and travel/accommodation can be found on the UWE webpage;

<http://courses.uwe.ac.uk/b82a1>

Interprofessional clinical experiences and reflections are integral to the programme and are designed to enable the students to examine cross-boundary health care provision and services, and the nature of inter-professional collaboration necessary for the delivery of high quality health and social care. This assists in the development of skills that underpin interprofessional collaborative working.

The design of the programmes has been influenced by a variety of factors.

- The pre-qualifying framework of the Faculty which enables programmes to share common elements and to develop within students the ability to experience interprofessional education.
- The requirements of the Society and College of Radiographers.
- The requirements of the Health Professions Council.
- QAA Benchmark Statements for Radiotherapy (2001)
- QAA Master's degree characteristics (March 2010)
- A need to widen access and promote educational opportunity for graduate entry and career progression.
- The development within the AHP School of e-based and other student centred learning methods including VERT.
- A need to reduce attrition levels in radiotherapy programmes (CoR 2009).
- Enhancement of recruitment.
- Modernisation agenda, e.g. Health Informatics, Department of Health Policies and Initiatives.
- Respond to the recommendations in the *The Assessment of Workforce Strategies – 2009/10 (NHS Workforce Review Team, 2009)*
- Provide the radiotherapy workforce with individuals:
 - Capable of demonstrating a systematic understanding of knowledge
 - Informed by, the forefront of the discipline, field of study or area of professional practice.
 - Capable of demonstrating originality in their application of that knowledge and in addressing problems.
 - Will have demonstrated a comprehensive understanding of the techniques applicable to their own research or advanced scholarship.

The distinctive features of the student learning within this programme are:

Learning is based on an androgogic/student-centred approach, where the students are encouraged and enabled to take responsibility for their own learning. Active research, exploration, feedback and teamwork are expected in all aspects of the programme.

Students have an opportunity to learn alongside other health-related professions, working together to explore or resolve practice and person related health and social care situations. This approach should ultimately enhance responsiveness to the 'service user' perspective and promote the best possible care.

The following characteristics are essential components:

1. Self-directed focused learning units (self-study packs) are supported by negotiated learning contracts and personal development plans.
2. Tutorials and computer-aided small group work encourage participative learning.
3. Models for e-learning are integrated into all modules, which reflects the e-learning strategy of the faculty.
4. Module assessment is staged in an attempt to reduce load on students.
5. Clinical skills are developed by the use of structured staged objectives.
6. The use of a portfolio of evidence aids the demonstration of personal understanding of the underlying scientific, technical and patient care aspects associated with clinical practice.

Student Support

Student support will be offered through:

- Personal tutorials – each student is assigned a personal tutor.
- Negotiation and discussion of contents of learning contract with personal tutor and-practice educator (appraiser).
- Supervisor access whilst in placement to a Masters-level qualified practitioner.
- The support of a practice educator (appraiser) who is a radiographer.
- An induction programme for all students.
- Provision of Faculty, Programme and Module handbooks.
- Module and Programme leaders.
- Clinical liaison (link) lecturer.
- Access to libraries VERT and computer suites
- Student One-stop Shop
- Student advisors
- Student Union membership
- UWE web site information - Blackboard, Student Net
- Placement learning unit.

More details of support for post graduate students may be found at this webpage: <http://www.uwe.ac.uk/study/pg/what-support.shtml>

Section 8 Reference points/benchmarks

- QAA benchmark statements for Radiotherapy (2001)
- QAA Framework for HE qualifications (2008)
- QAA Master's Degree Characteristics (2010)
- HPC Standards of Proficiency (2009)
- HPC Standards of Education and Training (2009)

Reference points: The following publications have been used as reference points in the development of this programme: -

- DOH (2000) *The NHS Plan: A plan for investment, a plan for reform*. London. The Stationery Office
- DOH (2000) *Meeting the Challenge: A Strategy for the Allied Health Professions*. London. The Stationery Office
- DOH (2000) *The NHS Cancer Plan-Making Progress*: London. The Stationery Office
- DOH (2007) *The Cancer Reform Strategy*: London The Stationary Office
- DOH (2008) *High Quality Care for All. NHS next stage review. Final report*: London The Stationary Office
- National Radiotherapy Advisory Group (2007) *Radiotherapy: Developing a world class service for England*. London The Stationary Office
- SCOR (2002) *Interim Guidance on Implementing the Society and College of Radiographers Career Progression Framework in Radiography*. London. SOR
- SCOR (2007) *Learning and Development Framework for Clinical Imaging and Oncolog* : London. SOR
- SCOR (2004) *The Approval and Accreditation of Education Programmes and Professional Practice in Radiography: Guidance on implementation of Policies and Procedures*: London. SOR
- SCOR (2004) *The Approval and Accreditation of Education Programmes and Professional Practice in Radiography: Policy and Principles*: London. SOR
- SCOR (2005) *Education Strategy*: London. SCOR
- SCOR (2006) *Clinical Education and Training: Guidance and strategies for effective relationships between education providers, placement providers and learners*: London. SCOR
- SCOR (2008) *Code of conduct and ethics*: London. SCOR
- SCOR (2008) *Information Management and Technology: further advice and guidance on curriculum*: London SCOR
- College and Society of Radiographers (2009) *Approval and Accreditation Board. Annual Report*. The College of Radiographers. September 2007-August 2008.
- NAO (2001) *Educating and training the future health professional workforce for England*. London. The Stationery Office
- QAA (2010) *Master's Degree Characteristics* [Online] available from <http://www.ukcge.ac.uk/OneStopCMS/Core/CrawlerResourceServer.aspx?resource=BA136B04-7C71-47E1-B5D2-26D83AF2D112&mode=link&guid=384a3d1543dc40c58dd5d38538352d37>

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications. These are available on the University Intranet.

Programme monitoring and review may lead to changes to approved programmes. There may be a time lag between approval of such changes/modifications and their incorporation into an authorised programme specification. Enquiries about any recent changes to the programme made since this specification was authorised should be made to the relevant Faculty Academic Registrar.