University of the West of England
BRISTOL

FACULTY OF HEALTH AND LIFE SCIENCES

HEALTH AND SOCIAL CARE

UNDERGRADUATE MODULAR SCHEME

2010 PRE-REGISTRATION CURRICULUM

BSc (Hons) Radiotherapy and Oncology

PROGRAMME SPECIFICATION

Approved May 2010

University of the West of England
BRISTOL

PROGRAMME SPECIFICATION

Section 1: Basic Data	Version 2
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	
Professional Statutory or Regulatory Body Links (type and dates)	Health Professions Council (HPC) - approval Society and College of Radiographers - accreditation
Highest award title	BSc (Hons) Radiotherapy and Oncology
Default award title	
Interim award titles	BSc Health and Social Studies DipHE Health and Social Studies CertHE Health and Social Studies
UWE progression route	
Mode(s) of delivery	3 years full time
Codes	
UCAS code B822	**JACS code**
ISIS code	**HESA code**
Relevant QAA subject benchmark statements	Radiography (2001)
On-going/valid until* (*delete as appropriate/insert end date)	
Valid from (insert date if appropriate)	September 2011

Original Validation Date: Reapproval

Latest Committee Approval… **Date:…**

Version Code

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

Programme-specific aims

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
- Evaluate knowledge which arises from practice
- Evaluate knowledge and practice in relation to theory
- Develop key and transferable skills
- Develop effective and appropriate relationships with service users, colleagues and other agencies
- Function effectively within the inter-professional team
- Be effective in self management approaches
- Develop leadership 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 analysis of academic discourse
- Accept their responsibility to be committed to Lifelong Learning

Specific aims of the Radiotherapy an Oncology Award are to:

- Provide a sound science foundation to underpin radiotherapy practice;
- Provide the underpinning skills and knowledge for the 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 interprofessional groups;
- Facilitate the progressive development of 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
A Knowledge and understanding of: 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 they 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.	**Teaching/learning methods and strategies:** A variety of learning methods are employed to move the student towards taking 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) Computer-aided small group work provides a student centred approach encouraging students to participate actively in the learning process.(1,2,4,5,7) Throughout, the learner is 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) **Assessment:** 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).

B Intellectual Skills

On successful completion of the programme students will be able to:

1. Demonstrate the capacity for inquiry, inductive and deductive reasoning and critical analysis;

2. Analyse and present information in an appropriate format to inform radiotherapy practice;

3. Evaluate treatment techniques and suggest alternative strategies;

4. 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 development

Teaching/learning methods and strategies

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).

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).

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).

Assessment

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 project (1-5) and portfolio of practice-based evidence (1-5).

C Subject, Professional and Practical Skills

C Subject/Professional/Practical Skills

On successful completion of the programme students will be able to:

1. Communicate effectively with users, general public, the oncology team and interprofessional groups;

2. Work competently and independently within clinical or healthcare settings;

3. Demonstrate a pro-active approach to problem solving in a clinical setting;

4. Organise and manage their own practice;

5. Utilise radiotherapy equipment appropriately and effectively;

6. Reflect on and evaluate their own performance in radiotherapy practice.

7. Select and employ appropriate research methodologies for the retrieval and production of data and demonstrate the ability to analyse and report the outcomes;

8. Plan and manage the workload of themselves and others.

Teaching/learning methods and strategies

Demonstrations and practice of professional skills with experiential learning will take place in practical sessions (2-5).

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 (1-5,8).

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 (1-4,6-8).

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 (3,4,6,7).

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 (1-3,6,8).

Assessment

Professional and practical skills are primarily assessed by clinical appraisals (1-5,8). A predetermined appraisal proforma facilitates the assessment of professional and clinical skills at each level. 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 (3,6,7).

D Transferable Skills and other attributes

D Transferable skills and other attributes

On successful completion of the programme students will be able to:

1. Extract, synthesise, summarise and present information gained from primary and secondary sources (critical thinking);

2. Utilise problem-management skills;

3. Utilise investigative skills to 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. Reflect on own practice and learning.

Teaching/learning methods and strategies

Students will be encouraged and facilitated to explore inter-professional aspects of care within both multiprofessional and uniprofessional groups, using enquiry-based learning and case studies (1-4,7-9).

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).

The investigative skills are developed in the undertaking of the research project and other assignments (1,3,4,6).

Assessment

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).

Section 4: Programme structure

Normally completed in 3 years, and incorporates one 14 week full-time clinical placements in each year and a 5 week pre-qualifying placement at level 3. There is a 50-50 split between academic and clinical education.

<table>
<tr>
<td>level 1</td>
<td>Compulsory modules

• UZYSDM-20-1
Radiotherapy Practice 1

• UZYRHP-30-1
Radiographic Science

• UZYRHM-30-1
Foundation Clinical Sciences for Radiography

• UZYSDP-40-1
Principles of Radiotherapy and Oncology</td>
<td rowspan="3">Interim Award:

Cert HE Health and Social Studies
• Credit requirements:

120 credits at level 0 or above of which not less than 100 are at level 1 or above

Interim Award:

Dip HE Health and Social Studies

• Credit requirements:

240 credits at level 0 or above of which not less than 220 are at level 1 or above and not less than 100 are at level 2 or above

Interim Award:

BSc Health and Social Studies

• Credit requirements:

300 credits, at level 0 or above of which not less than 280 are at level 1 or above, not less than 60 are at level 2 or above and not less than 60 are at level 3 or above.

Target/Highest Award:

BSc (Hons) Radiotherapy and Oncology

• Credit requirements:

360 credits at level 0 or above of which not less than 340 are at level 1 or above, not less than 200 are at level 2 or above and not less than 100 at level 3 or above

A student must pass all modules to qualify for the award of BSc (Hons) Radiotherapy and Oncology and be eligible to apply for registration with the Health Professions Council.</td>
</tr>
<tr>
<td>level 2</td>
<td>Compulsory modules

• UZYSDN-20-2
Radiotherapy Practice 2

• UZYSEG-40-2
Clinical Oncology and Radiotherapy Technology

• UZYRJD-20-2
Research Methods for Radiography

• UZYRJA-20-2
Patient Health and Wellbeing in Radiography

• UZYSFD-20-2 The purpose, scope and context of Interprofessional collaboration (IPA)</td>
</tr>
<tr>
<td>level 3</td>
<td>Compulsory modules

• UZYRKF-40-3
Advanced Radiotherapy Studies

• UZYRK5-40-3
Research Project for Radiography

• UZTR3X-20-3
Communication Skills in Cancer and Palliative Care

• UZYSFE-20-3
Exploring Quality Practice for Interprofessional / Inter-agency collaboration (IPB)</td>
</tr>
</table>

Section 5: Entry requirements

All applicants must have:

- 5 GCSEs at grade C or above including English Language, Mathematics and Double Science/Additional science or equivalent.

PLUS
Tariff points as appropriate for the year of entry (refer to the UWE website).

OR
Access Diploma (refer to UWE website for requirements)

OR
UWE / City of Bristol Foundation Programme for Health Professions

OR
European Baccalaureate 68-72 ***must include*** Science/Social Science

Students who have gained a Cert (HE) in Radiotherapy at UWE are eligible to apply for direct entry onto level 2 of the undergraduate BSc (Hons) Radiotherapy and Oncology degree programme.

*(Non standard entry applicants may be considered with a lower tariff point on individual merit).

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 candidates in accordance with university, faculty and programme policies.

Section 6: Assessment Regulations

Approved to University Academic Regulations and Procedures

Professional Progression

BSc (Hons) 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 all the professional practice modules of a specific level in order to be allowed to commence any of the professional practice placements of the next level.

Full attendance at professional practice and taught sessions is normally expected.

The programme should normally be completed within 5 years of commencement of study.

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
Programme design

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.

Interprofessional modules are integral to all programmes within the pre-qualifying framework 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 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 Radiography
- A need to widen access and promote flexibility of educational opportunity.
- The development within the AHP School of e-based and other student centred learning methods including VERT.
- A need to reduce attrition levels.
- Enhancement of recruitment.
- Modernisation agenda, e.g. Health Informatics, Department of Health Policies and Initiatives.

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).
- Graduate Development Programme (GDP)
- 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.

Section 8 Reference points/benchmarks

- QAA benchmark statements for Radiotherapy (2001)
- Framework of competencies for people looking after patients with cancer.
- Health Professions Council (2009) *Standards of Education and Training*
- Health Professions Council (2009) *Standards of Proficiency for Radiographers*
- Health Professions Council (2008) *Standards of Conduct, Performance, and Ethics*

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 (2003) *A Curriculum Framework for Radiography* : 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

NAO (2001) *Educating and training the future health professional workforce for England.* London. The Stationery Office

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.