



## ACADEMIC SERVICES

Part 1: Basic Data	
<b>Awarding Institution</b>	University of the West of England
<b>Teaching Institution</b>	University of the West of England
<b>Delivery Location</b>	City of Bristol College / Glenside Campus, University of the West of England
<b>Faculty responsible for programme</b>	Health and Applied Sciences
<b>Department responsible for programme</b>	Allied Health Professions
<b>Modular Scheme Title</b>	Undergraduate
<b>Professional Statutory or Regulatory Body Links</b>	Health and Care Professions Council Society and College of Radiographers
<b>Highest Award Title</b>	BSc (Hons) Radiotherapy and Oncology
<b>Default Award Title</b>	BSc (Hons) Health and Social Studies
<b>Fall-back Award Title</b>	BSc (Hons) Health and Social Care Studies
<b>Interim Award Titles</b>	Certificate in Higher Education Health and Social Studies Diploma in Higher Education Health and Social Studies BSc Health and Social Studies
<b>UWE Progression Route</b>	N/A
<b>Mode(s) of Delivery</b>	Full Time (with Foundation Year) – 4 year
<b>Codes</b>	<b>UCAS:</b> <b>ISIS2:</b>
	<b>JACS:</b> <b>HESA:</b>
<b>Relevant QAA Subject Benchmark Statements</b>	Quality Assurance Agency (2001) Radiography Benchmark Statements QAA: London
<b>CAP Approval Date</b>	19 <sup>th</sup> November 2015, 15 November 2016 (v2)
<b>Valid from</b>	September 2015, November 2016 (v2)
<b>Valid until Date</b>	2021/22
<b>Version</b>	2

### Part 2: Educational Aims of the Programme

Accessing university to study for a chosen health career is not always possible for some people – life events and lack of opportunity can preclude this. This 4-year programme is a unique, alternative route into higher education. The first year of this 4-year programme will be taken at level 0, and delivered in the main by City of Bristol College. It offers a widening participation opportunity to more mature people who have little or no academic background. It is designed to up-skill the individual to the appropriate entry level for studying for a degree in Radiotherapy and Oncology. Its year 1 (level 0) studies, taught mainly at City of Bristol College, aim to develop the necessary foundation sciences and concepts to underpin

## **Part 2: Educational Aims of the Programme**

undergraduate studies from year 2 (level 1) onwards.

From there on, the main aim of the BSc (Hons) Radiotherapy and Oncology programme is to ensure that radiographers qualifying from the University of the West of England, Bristol, are fit for practice and purpose by being reflective, competent practitioners and critical thinkers.

The programme aims to enable the student to embrace the role of the radiographer as a practitioner, a support, leader and an advocate to the patient.

Graduates should be able to take responsibility for their own professional development and be able to implement safe, ethical and effective delivery of radiotherapy services in a wide variety of inter-professional and multicultural contexts.

The programme also aims to:

- Fulfil the requirements to be eligible for registration with the Health and Care Professions Council (HCPC) and membership of the Society and College of Radiographers (SCoR) with the protected title of Therapeutic Radiographer.
- Be self-aware, self-directed and sensitive to the needs of others. Be effective in self-management approaches and develop leadership potential
- Develop safe and effective graduate practitioners who undertake a reflective and evaluative approach to their professional practice
- Appreciate the broader context of health and social care activities and develop key interpersonal and professional skills to function effectively within the healthcare environment.
- Develop and promote a value base in practice that respects culture, equality and diversity
- Understand and implement research-based and evidence-based practice to the field/scope of practice
- Proactively engage students in the process of lifelong learning and continuing professional development (CPD)

## **Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)**

Radiotherapy graduates will demonstrate knowledge, skills and attributes necessary to provide effective and holistic care for patients.

Graduates will be able to integrate theory with practice using critical analysis, reasoning and autonomous judgment. They will undertake multi-professional team working and communicate effectively with service users, carers and the wider healthcare team. They will be competent, reflective practitioners with an understanding of clinical and key performance indicators with the ability to critique and review research evidence to inform practice.

Radiotherapy graduates will adhere to professional codes of conduct and ethics and upon qualification be fit to practice as entry-level therapeutic radiographers.











## Part 4: Student Learning and Student Support

### Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated

Year 1 (level 0) is delivered mainly at City of Bristol College, with years 2-4 (levels 1-3) being taught at Glenside Campus, UWE. This Programme is designed to enable students from non-traditional backgrounds to access higher education health care programmes. In order to support students in their aspirations, teaching support in year 1 is intensive – particularly in the module 'Managing Numerical Data'. Whereas in the module 'Introduction to Evidence in Practice' students are expected to start to demonstrate their abilities as independent learners. This approach to graded lessening of teaching support has been demonstrated to work well with these students.

Students receive regular formative feedback in class based activities to facilitate the development of confidence in learning. Use of learning tools is also encouraged eg. MyMaths enables students to log and monitor their own progression. Students are given advice on how to improve marks -module and topic specific - and develop study skills required for their further undergraduate study. Students have access to the libraries of both institutions and similarly for access to Student Advisors. The Well-being Service at UWE is available for counselling, mentoring and individual health related support. There are similar health and welfare support services at City of Bristol College.

At UWE, Bristol there is a policy for a minimum average requirement of 12 hours/week contact time during years 2-4 (levels 1-3) of the undergraduate programme. This contact time encompasses a range of face to face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

On the BSc (Hons) Radiotherapy and Oncology programme, teaching is a mix of scheduled, independent and placement learning with a high level of contact time.

These include:-

**Scheduled learning** includes lectures, seminars, tutorials, practical classes including demonstration of skills and simulation, lab work, VERT workshops, planning suite workshops, project supervision, online learning and web based activities, external visits; placement based learning.

**Independent learning** includes hours engaged with essential reading, case study preparation, poster preparation, reflection, assignment preparation and completion, presentation practice etc.

**Placement learning** forms an indispensable and integral part of the learning process. Learning gained in practice settings is vital to the student's educational and professional development and to the fulfilment of the elements of practice. Students are therefore required to undertake 14 fourteen week practice placement each year within the practice environment with the exception of year 1 (level 0). Students are expected to attend a desirable minimum of 90% of clinical practice time and an absolute minimum of 80% of clinical practice time as stipulated by The Society and College of Radiographers in order to meet professional requirements satisfactorily. Attendance is monitored within the placement documentation. Students falling below the minimum 80% are referred in the module, regardless of whether they have extenuating



## Part 4: Student Learning and Student Support

circumstances. These students would then be granted a retrieval opportunity to achieve 80% at the discretion of the award board.

Clinical placements are primarily within the NHS but also include independent sector providers. The placement areas provide the student with opportunities to develop their clinical practice. During placements, learning is facilitated by appropriately qualified Radiotherapy Practice Placement Educators. These individuals will assess the student both formatively and summatively against the placement learning outcomes. The academic team supports both the student and Practice educators.

**Support for students** Individual student's needs are taken into account at the time of application (if disclosed) in the form of a pre-entry meeting where specific needs and support requirements are discussed. At the point of entry if specific needs are identified then an access plan meeting is convened between disability service, academics, student and clinical practice to explore student requirements and any additional support needs as appropriate.

### **Academic personal tutor.**

Each student will have an Academic Personal Tutor (APT). During year 1 (level 0), this support will be provided by one of the City of Bristol College tutors. From year 2 (level 1), the APT will be a member of the UWE undergraduate programme team, who will facilitate students to manage the transition into level 1 at UWE, and progress from one stage/level to the next. Tutors will support students to:

- develop university level learning skills and styles
- develop the capacity for effective group work and learning with and from peers
- see the importance of a student's role in UWE life and as a member of their subject degree group
- develop a rounded appreciation of the student's academic programme and the connections between modules and the wider world
- plan the student's 'preferred future' and develop the graduate skills, attributes and abilities that will help students achieve their goals
- recognise, describe and demonstrate their academic achievements and graduate skills.'

Whenever possible, students stay with the same APT for years 2-4 (levels 1-3) of the programme. This allows for continuity and the APT monitors the students' academic and personal progress year on year.

### **Peer Assisted Learning**

Peer assisted learning is an academic support scheme where students trained in facilitation and coaching techniques plan and deliver study support sessions for other students. Some academic sessions may be delivered by PALS leaders. Students will also have the opportunity to become a PAL's leader at the end of their first year of study if they can demonstrate a competent performance in their studies, good communication, listening and interpersonal skills. For information on the Pal's scheme access the following link:

<http://www1.uwe.ac.uk/students/studysupport/peerassistedlearning/becomeapalleader.aspx>

### **Description of any Distinctive Features**

Whilst on the BSc (Hons) Radiotherapy and Oncology programme students can access UWE Glenside-based lecturers and facilities – Glenside Campus has one of the best Libraries for

#### Part 4: Student Learning and Student Support

Health and Social Care in South West of England. This is in addition to the tutors and facilities based at City of Bristol College during year 1 (level 0).

Students can progress to level 1 of their undergraduate programme only on successful completion of the 120 credits specified at level 0.

During the programme students have exclusive access to a range of technology enhanced learning opportunities that include VERT, radiotherapy planning computers, radiographic software applications as well as university wide simulation technology.

The programme prides itself on the variety of methods used to deliver academic content that includes the use of expert practitioners, online facilitation and technology enhanced teaching tools with innovative assessment strategies. An androgogic and student-centred approach to learning is adopted where the students are encouraged and enabled to take responsibility for their own learning. Other distinct features include:

- Active research, exploration, feedback and teamwork, is expected in all aspects of the programme.
- Student ownership of continuing personal and professional development is facilitated by the use of a professional practice portfolio. This provides the basis for a personal CPD file which facilitates lifelong learning.
- PALS. Peer assisted learning is effectively utilised throughout levels 1-3 of the programme to help support students in their learning and development.
- Student-centred learning in professional practice settings is facilitated by the use of pre-determined placement competencies.
- There are opportunities at level 2 for collaborative learning with students from other health and social care professions within the interprofessional module.
- The academic study is underpinned on placement at level 1 through the completion of a series of summative case studies that allow the students to explore key areas of practice and to develop and enhance their knowledge and skills gained within both the practice and academic settings. This approach on professional practice placement is further developed at levels 2 & 3 through the students' use of their Practice Placement Portfolio that includes case studies and a summative presentation with supporting evidence. This enables students to explore pertinent areas of professional practice underpinned with supporting academic content and relevant literature to demonstrate the breadth and depth of knowledge required to practice safely and competently as a therapeutic radiographer.
- Students' learn verbal and written reasoning skills within the programme and the assessment strategy is designed to support this – it includes opportunities for demonstration of both forms of communication.

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

## Part 5: Assessment

Approved to [University Regulations and Procedures](#)

### Assessment Strategy

The Radiotherapy and Oncology programme has a coherent assessment strategy which plays out across the four levels and ties into principles of those levels

- level 0 provides the opportunity to develop new skills and refresh existing ones in the underpinning sciences, investigative and communication skills, preparing students for the development and practice of professional behaviours.
- level 1 lays down the **foundations** of the key concepts of the knowledge base and practical skills relevant to radiotherapy as well as what it means to be a student in an academic and health care setting.
- level 2 builds upon the foundations of key concepts, exploring more of the complex areas of radiotherapy and oncology practice. It develops **clinical reasoning skills** and the **application of evidence** to radiotherapy practice and what it means to be a health and social care professional.
- level 3 focusses on progressive radiotherapy practice and **evaluation and appraisal** of the role of radiotherapy within the changing landscape of health and social care, thereby developing a professional stance and understanding of the skill set of the profession.

A range of assessment methods are used throughout the programme to enable students to demonstrate achievement of learning outcomes in both academic and practice settings. The link between theory and practice is also explored at all levels within the programme. The team recognises that students have preferred learning styles and try to ensure that a variety of teaching and assessment methods are utilised throughout the course delivery. The radiotherapy programme at all times aims to develop self-directed and reflective practitioners.

#### Level 0:

The programme recognises that adult learners seek assurance that their learning is appropriate and that they develop confidence in their developing knowledge and competences. The assessment of knowledge and understanding is undertaken by a variety of means including laboratory reports, written assignments, written examinations, projects, presentations and portfolios. Practical skills are assessed by the research process, written assignments, lab reports and portfolios. Transferable skills are assessed by vocational study, laboratory and experimental reports, presentations, word processed assignments and the production of a portfolio.

Summative assessments are complimented by a variety of formative assessments in each module. These include short peer-reviewed tests, class quizzes and mini presentations. The outcome of these enhances the student's growing understanding of topics, self-esteem and communication skills, which ultimately contribute to the overall module assessment.'

#### Level 1:

At level 1 students begin to develop their academic study skills and literature searching skills. Modules are designed to deliver content within key topic areas such as radiation physics and ionising/non ionising radiation, anatomy and physiology, the application of imaging within clinical practice and fundamentals of radiotherapy and oncology practice. The modules are delivered at appropriate times throughout the year to enable students to gain the building blocks of knowledge required before moving on and exploring this in greater detail. With this in mind the

## Part 5: Assessment

Radiation physics module and Anatomy and Physiology module are delivered in the first semester. This allows students to learn and demonstrate the underpinning physics and anatomical knowledge required before undertaking the applied Science module in Semester 2 which builds upon the academic content of these modules. The professional practice (academic) modules run throughout semester 1 and 2 allowing students to integrate the theory learnt from other modules into the professional aspects of radiotherapy and Oncology practice. The clinical practice module is in Semester 3. This allows students to fully integrate the theoretical aspects learnt at level 1 into their practice placement experience.

Written examinations seek a breadth and depth of comprehension, integration and application appropriate for students who have not yet experienced professional practice, e.g. Modules: Anatomy and Physiology for Radiographers, Radiation Physics, Applied Sciences for Radiographers, Introduction to radiotherapy and Oncology. Written assessments at levels 0-1 will give the students an opportunity to develop key academic writing and literature researching skills in preparation for further writing at levels 2 and 3, e.g. modules, Introduction to Radiotherapy and Oncology and Preparation for Radiotherapy Practice. Due to the timing of the clinical practice placements some assessments will fall outside of the normal assessment period.

Formative assessment opportunities are provided within all modules. These include mock practical exams, peer review feedback, and sample exam questions. Formative presentation assessments encourage students to develop clinical reasoning skills and develop appropriate professional communication skills and achieve practical skills which are underpinned by sound knowledge, e.g. Preparation for Radiotherapy Practice.

Practice Placement is assessed via formative and summative assessment competencies and case studies. The summative mark is pass/fail for clinical competencies. In addition, students are given formative feedback by the practice educator on progress against a range of criteria. This facilitates student understanding of their competence. Clinical case studies allow students to explore areas of clinical practice in greater depth allowing for integration of theory into practice.

### **Level 2:**

At level 2 there is still a good range of formative assessment and study skills support, but not to the same intensity as at levels 0-1. Students are encouraged to become more autonomous in their learning and a greater degree of self-directed study is evident. Specific library skills session on literature searching and critiquing evidence are evidence within this level e.g., Research principles for radiography.

The summative assessments are designed to assess knowledge, understanding and clinical reasoning skills, and require students to demonstrate a depth of comprehension, integration and application appropriate to a student who has experienced professional practice. Critical appraisal skills and evaluation is more overt within the learning outcomes and assessment strategies. Students are given a greater level of autonomy in determining topic areas for the assessments for some modules (e.g. Professional Issues in radiography) to enable them to explore an area of personal/professional interest within the boundaries of the assessment strategy. The professional practice modules build upon the content of the level 1 modules and focus on exploring more complex aspects of radiotherapy and Oncology practice. Following Stakeholder evidence increased cross sectional anatomy and radiotherapy planning has been introduced within these modules with students undertaking a planning portfolio assessment to enable them to demonstrate an understanding of the planning process and explore the rationale for the plan produced (Radiotherapy Planning and dosimetry module). This is mirrored within the clinical practice module where students undertake a wide variety of practice experiences such as pre-treatment as well as treatment.

## **Part 5: Assessment**

Clinical Practice is assessed by a portfolio of prescribed competencies and a presentation with supporting evidence. This provides an opportunity for the student to demonstrate clinical competence through formative and summative assessment. The portfolio of competencies is assessed in practice and marked as pass / fail as students need to meet a minimum requirement to practice safely at this level. The academic team will oversee and moderate the marking of the portfolio. There is opportunity for students to demonstrate progression of competencies (where appropriate) and receive formative feedback throughout the placement. The presentation with supporting evidence provides an opportunity for the student to evaluate how theoretical knowledge supports clinical practice and to demonstrate an in depth knowledge of key practice areas. A presentation will help prepare the student for similar assessment methods at level 3 and interview technique.

### **Level 3**

At level 3, the summative assessments are designed to allow student to demonstrate an analytical and enquiring approach to their practice via clinical reasoning, problem solving, and the integration of theory/research/guidelines. The assessment strategy is designed to help students achieve autonomous practitioner status on completion of their degree. There are less formative assessments but students continue to receive study skills support from the library and academic personal tutor scheme, alongside their dissertation supervisor.

The professional practice modules encourage students to debate and evaluate the rationale for current treatment strategies and also seek to explore innovative radiotherapy and oncology practice. Leadership skills are promoted along with the continued development of a CPD portfolio and lifelong learning philosophy. The assessment strategy is designed to prepare students for interview whilst also allowing them to engage in piece of written work that enables them to critically explore the future practice of radiotherapy.

Communication skills are explored in greater depth within a bespoke communication skills in Cancer and Palliative care module. This allows students to build upon the communication skills gained throughout their degree and explore and analyse appropriate communication strategies for patients and families.

The dissertation module allows students to undertake a piece of contemporary research in relation to an area of interest in their professional practice. The word count reflects the complexity of undertaking a research project and the critical process involved in writing and presenting a cohesive piece of work.

### **Placement Learning and formative feedback**

The role of the Practice Educators during students' professional practice is to assess students' performance against a range of competences suitable for the level of the programme they have reached. They assess if the student is competent or not, this is marked as pass or fail. Formative feedback is given at regular intervals throughout the clinical practice placement and overseen by a member of the academic team. All Practice educators have undertaken a recognised qualification in teaching and assessing and/or have completed the Society and College of Radiographers Practice Educator Accreditation Scheme.



	UZYSXH-15-1 Introduction to Radiotherapy and Oncology UZYS1V-30-1	A (50)				B (50)							
	Preparation for Radiotherapy practice UZYS1W-15-1					A (100)							
	Radiotherapy Professional Practice 1 UZYSYG-30-1						B (100)					A (100) Pass/Fail	
<b>Compulsory Modules Level 2</b>	Professional Issues in Radiography UZYSXT-15-2					A (100)							
	Research Principles for Radiography UZYSWX-15-2					A (100)							
	Service Improvement – A Collaborative Approach UZYSNA-15-2								A (100)				
	Intermediate Radiotherapy and Oncology Studies UZYSYL-30-2		A (100)										
	Radiotherapy Planning and Dosimetry UZYS1X-15-2									A (100)			
	Radiotherapy Professional Practice 2 UZYSYK-30-2					B (100)						A (100) Pass/Fail	
<b>Compulsory Modules Level 3</b>	Radiotherapy Professional Practice 3 UZYSYP-30-3					B (100)						A (100) Pass/Fail	
	Communication Skills in Cancer and Palliative Care UZYSYV-15-3					A (100)							
	Progressive Radiotherapy and Oncology Studies UZYSYN-30-3				A (50)	B (50)							
	Research Project for Radiography UZYSXU-30-3											A (100)	
	Radiotherapy Imaging in Practice UZYSYM-15-3						A2 (60)		A1 (40)				

\*Assessment should be shown in terms of either **Written Exams**, **Practical exams**, or **Coursework** as indicated by the colour coding above.

## Part 6: Programme Structure

The award route is a full time course, divided into four levels that equate with four academic years. Level 0 of the programme is full-time and mostly college based, there are no placements. Level 1 is University based for terms one and two, and concludes with a period of 14 weeks professional practice for term three. Level 2 consists of an academic term one within the University followed by a period of 14 weeks professional practice for term two. This is followed by an academic term three. Level 3 consists of a period of 14 weeks professional practice for term one, followed by two terms of academic study. Although the levels build upon one another, progress through each module of the award is perceived to be dynamic; the various components being inter-related and inter-dependent. All modules are compulsory requirements for the award of BSc (Hons) Radiotherapy and Oncology.

The programme structure reflects the primacy of radiotherapy as a discipline but also reflects the inter-professional nature of professional practice and seeks to acknowledge other disciplines that inform and enhance radiotherapy education. Emphasis is placed on integrating theory and practice, clinical reasoning and problem solving in order to provide the best possible education for the student and optimal patient care.

The programme consists of a variety of module credit sizes to reflect the nature and scope of subject areas in line with SCoR and HCPC Standards of Education and Training (SETS) and Standards of Proficiency (SOPS). The rationale for this strategy is to ensure that the values and principles of the NHS constitution are incorporated alongside the technical scientific aspects of the profession in order for students to meet the required standards as stipulated by HCPC and SCoR. All professional clinical practice modules are 30 credits to recognise the importance of the clinical placement component of a student's training. The total amount of the module credits is significantly weighted to the importance of professional practice competencies. This is then supported by key modules relating to safeguarding and ethical practice, service improvement, research and innovation, health education and promotion and communication skills.

Borderline assessment marks will be considered for condonement on an individual basis and will take into account the student's assessment profile (as advised by SCoR).

**No aegrotat award with registration is available.**

ENTRY		Compulsory Modules	
Year 1	UZYRFK-15-0	Foundation Human Biology	Successful completion of all level 0 modules required to permit progression to level 1.
	UZYRGS-15-0	Human Anatomy and Physiology	
	UZYRF8-15-0	Communication and Study Skills	
	UZYRGT-15-0	Managing Numerical Data	
	UZYRGW-15-0	Social Sciences	
	UZYREU-15-0	Combined Sciences	
	UZYRGU-15-0	Research Basics	
	UZYRHK-15-0	Introduction to Evidence In Practice	

> ☉	Compulsory Modules	Interim Awards
-----	--------------------	----------------



	UZYSXH-15-1 <b>Anatomy &amp; Physiology for Radiographers</b>	<b>Cert HE Health and Social Care</b>  Credit Requirements 120 credits at level 0 or above of which not less than 100 are at level 1 or above
	UZYSXS-15-1 <b>Radiation Physics</b>	
	UZYSXJ-15-1 <b>Applied Sciences for Radiographers</b>	
	UZYS1V-30-1 <b>Introduction to Radiotherapy and Oncology</b>	
	UZYS1W-15-1 <b>Preparation for Radiotherapy Practice</b>	
	UZYSYG-30-1 <b>Radiotherapy Professional Practice 1</b>	

Year 3	Compulsory Modules	Interim Awards
	UZYSXT-15-2 <b>Professional issues in Radiography</b>	Dip HE Health and Social Care
	UZYSWX-15-2 <b>Research Principles for radiography</b>	Credit requirements
	UZYSNA-15-2 <b>Service Improvement- A collaborative approach</b>	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
	UZYSYL-30-2 <b>Intermediate Radiotherapy and Oncology Studies</b>	
	UZYS1X-15-2 <b>Radiotherapy Planning and Dosimetry</b>	
	UZYSYK-30-2 <b>Radiotherapy Professional Practice 2</b>	

Year 4	Compulsory Modules	Interim Awards
	UZYSYP-30-3 <b>Radiotherapy Professional Practice 3</b>	<b>BSc Health and Social Studies</b>
	UZYSYN-30-3 <b>Progressive Radiotherapy and Oncology Studies</b>	Credit requirements
	UZYSYV-15-3 <b>Communications Skills in Cancer and Palliative care</b>	300 credits, at level 0 or above of which not less than 280 are at level 1 or above, not less than 100 are at level 2 or above and not less than 60 are at level 3 or above
	UZYSXU-30-3 <b>Research Dissertation for Radiography</b>	Target/Highest Award: <b>BSc (Hons) Radiotherapy and Oncology</b>
	UZYSYM-15-3 <b>Radiotherapy Imaging in Practice</b>	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.  In order to be eligible to apply for HCPC Registration a student must graduate with a BSc (Hons) Radiotherapy and Oncology award.

**GRADUATION**

**Part time:  
Not available**

## Part 7: Entry Requirements

The University's Standard Entry Requirements apply with the following additions/exceptions: Applicants are selected from non-traditional backgrounds in line with University of the West of England's Widening Participation Policy. As a result they do not hold standard entry requirements. They are assessed at interview in terms of their understanding of the profession they have selected, demonstration of care and compassion, and a strong commitment to engage in four years of full-time 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.

**Health Assessment/Declaration** - applicants must be in good health. Those offered a place are required to complete a questionnaire and be prepared to undergo a medical examination if necessary.

**Disclosure of Criminal Background** - the Rehabilitation of Offenders Act 1974 does not apply and all convictions, including those which are spent, must be disclosed. This is in accordance with the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975. Applicants who are offered a place must undergo a Disclosure and Barring Service (DBS) check and will be required to complete a Disclosure Application Form. All information will be treated in confidence and only taken into account when absolutely necessary.

**Interview** - shortlisted applicants will be invited to attend an interview.

The core values of the NHS Constitution are embedded throughout the programme and within its recruitment process.

## Part 8: Reference Points and Benchmarks

The programme reflects the philosophy, core values and skills and knowledge base as described in a range of profession specific drivers.

At its core, the programme's learning outcomes are built on the Health and Care Professions Council's Standards of Proficiency for Radiographers; Standards of Education and Training, Guidance on Student Conduct and Ethics and The QAA Radiography benchmark statements.

This is further supported by the Standard of education and practice requirements set by the Society and College of Radiographers which comprehensively outlines the requirements for the education and training of radiographers in the UK.

The UWE strategic framework is embedded at all levels of study with particular reference to providing a strong student focus, ensuring the best experience both academically and socially; to ensuring open and responsive communications and showing full commitment to equity, fairness and inclusivity.

The design of the BSc (Hons) Radiotherapy and Oncology programme at all levels is based on the reference points and benchmarks set out by the:

- Health and Care Professions Council (2014) Standards of Education and Training HCPC: London
- Health and Care Professions Council (2012) Guidance on Conduct and Ethics for Students HCPC: London
- Health and Care Professions Council (2013) Standards of Proficiency: Radiographers HCPC: London

## Part 8: Reference Points and Benchmarks

- Quality Assurance Agency (2001) Radiography Benchmark Statements QAA: London
- Society and College of Radiographers (2009) Approval and accreditation board handbook SCoR: London
- Society and College of Radiographers (2013) Code of conduct and ethics SCoR: London
- Society and College of Radiographers (2013) Scope of Practice SCoR: London
- Society and College of Radiographers (2004) The Approval and Accreditation of Education Programmes and Professional Practice in Radiography: Guidance on Implementation of Policy and Principles SCoR: London

University of the West of England (2014) Strategic Framework.

University of the West of England, Bristol (2014) Sustainability Plan 2013 – 2020. UWE, Bristol. [Online] Available at:

<http://www1.uwe.ac.uk/aboutus/visionandmission/sustainability/sustainabilityaction/sustainabilitydocuments.aspx>

### **UWE 2020 Strategy**

The UWE 2020 Strategy is very pertinent to the Radiotherapy and Oncology programme and two of the priorities (outstanding learning, and ready and able graduates) permeate the curriculum at all levels. As discussed in the assessment strategy and other sections within this specification, students' learning is supported in a specific stratified approach across the three years. Academic study skills will be front loaded in level 1. Radiotherapy is a very practical based profession; this is reflected in the curriculum delivery. Evidence based practice is integral to the programme and Level 3 modules support consolidation and reflection on previous and current learning, along with development of specific employability skills and attributes. This approach gives the students an outstanding learning experience, helps them fulfill their potential and enables them to graduate as 'ready and able' radiographers. Our networks with service providers, are part of this outstanding learning experience, as are our many supportive service users who come in to teach, interview applicants for the programme and help with curriculum development. The City of Bristol College works closely with the University of the West of England and other stakeholders at a strategic level to provide a strong focus for widening participation within the City.

### **Education for Sustainable Development**

UWE is committed to ensuring that its students and future graduates, are equipped with the skills knowledge and attributes that will enable them to thrive in the challenging environment of the 21<sup>st</sup> century. As part of this commitment the university has developed a comprehensive approach to embedding Education for Sustainable Development (ESD) within the curricula of the University (UWE, 2014).

The programme team maintains strong links with the Society and College of Radiographers (SCoR) with several being members of national fora. Some members of the team retain a clinical work load, whilst others are research active – this contributes to the student learning experience, and ensures the teams' awareness of current developments and issues within the profession.

Alongside the curriculum changes which are influenced by extrinsic factors, direct feedback from students, through Student Rep Staff Forum (SRSFs) and other mechanisms impacts upon the learning opportunities and experiences of future students – this feedback is an important and integral part of the day to day functioning of the programme and enriches the experience for staff as well as students.

The methods used to evaluate and improve the quality and standards of learning throughout the academic year include student feedback measures, standard university monitoring methods, reviews and consultation with external stakeholders and external examiners, Annual monitoring

## Part 8: Reference Points and Benchmarks

and reviews from SCoR and, leading up to the programme 5 yearly review, a series of strategic programme development meetings throughout the year to synthesize programme data and feedback and reshape the programme to continue to meet the needs of the students, the regulatory body and the profession.

The student feedback measures include student evaluation forms at the end of modules, verbal feedback within module review sessions, student representative feedback at SRSFs (two students per cohort), as well as feedback through the National Student Survey and the Student Experience Survey (SES). The SES is an internal UWE survey of students' experiences on the programme at levels 1 and 2.

There are a standard 4 SRSFs a year. There is a yearly stakeholders meeting for clinicians, service users and carers, graduates and current students to feed into programme developments, Programme Management Committees, and a yearly monitoring form completed for SCoR. All of these mechanisms allow for evaluation, reflection, feedback and changes to the programme to enhance quality.

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, available on the [University's website](#).

### FOR OFFICE USE ONLY

First CAP Approval Date	19 November 2015			
Revision CAP Approval Date	15 November 2016	Version	2	<a href="#">Link to RIA</a>
Next Periodic Curriculum Review due date	2021/22			
Date of last Periodic Curriculum Review				