



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	On Treatment Review: Radiotherapy				
Module Code	UZYRJU-15-M	Level	M	Version	1
Owning Faculty	Faculty of Health and Applied Sciences	Field	Allied Health Professions		
Contributes towards					
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Project
Pre-requisites	None		Co-requisites	None	
Excluded Combinations	None		Module Entry requirements	Relevant experience within the Oncology field	
Valid From	01/09/2014		Valid to	01/09/2020	

CAP Approval Date	20/11/2014
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <p>Knowledge and understanding</p> <ul style="list-style-type: none"> • Demonstrate critical knowledge and understanding of treatment review within the radiotherapy acute setting • Demonstrate a comprehensive understanding and critical evaluation of patient centred, holistic and evidence based management for patients undergoing radiotherapy <p>Intellectual skills</p> <ul style="list-style-type: none"> • Independently evaluate current working practices and areas for potential service development • Critically analyse complex situations and formulate ethical solutions, arguments and strategies for change in the workplace

	<p>Subject, Professional and Practice skills</p> <ul style="list-style-type: none"> • Critically evaluate the role of treatment review within the therapeutic radiographers / allied health professional development • Discuss the potential medico-legal and ethical implications for treatment review within the acute setting <p>Transferable skills</p> <ul style="list-style-type: none"> • Critically evaluate the various aspects of service re-design / enhancement, whilst demonstrating an awareness of clinical legislation / governance
Syllabus Outline	<ul style="list-style-type: none"> • General principles of on treatment review including evidence based care, holistic management and patient centred – individualised care • Consultation and effective communication skills including theoretical frameworks and history taking • Clinical decision making models • Patient centred care and the multidisciplinary team • Medico legal issues e.g. record keeping, duty of care • Site-specific side-effect assessment and management • Pain control management • Psychological assessment and support • The development and implementation of patient group directives
Contact Hours	<ul style="list-style-type: none"> • Face to face contact with staff includes four days of delivery based at the Bristol Haematology & Oncology centre (collaborative partners) • Further contact is variable as candidates have access to feedback on a draft submission (plan) of their assignment in order to critically evaluate a key area of service enhancement
Teaching and Learning Methods	<p>A variety of approaches will be used which may include lectures, discussions, seminars and presentations. Student centred learning is guided by work based learning and on-line discussions.</p>
Key Information Sets Information	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which a requirement is 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> <p style="text-align: center;">Not applicable</p>

Key Information Set - Module data				
<i>Number of credits for this module</i>				15
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
150	37	113	0	150



The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test

Coursework: Written assignment or essay, report, dissertation, portfolio, project

Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

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:

Total assessment of the module:		
Written exam assessment percentage		100%
Coursework assessment percentage		0%
Practical exam assessment percentage		0%
		100%

Reading Strategy

Access and Skills

All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively. Additional support is available through the iSkillZone available via the Library web pages. This includes interactive tutorials on search skills and on the use of specific electronic library resources. Sign up workshops are also offered by the Library.

Further Reading

Both prior and further reading is identified both to supplement material delivered in the face to face sessions of the module and also to facilitate discussion for the assignment afterwards.

Blackboard

This module is supported by Blackboard where students will be able to find all necessary module information. Direct links to information sources will also be provided from within Blackboard

Indicative Reading List	<p>Brennan, J., Gingell, P., Brant, H. & Hollingworth, W. 2012, "Refinement of the Distress Management Problem List as the basis for a holistic therapeutic conversation among UK patients with cancer", <i>Psycho-Oncology</i>, vol. 21, no. 12, pp. 1346-1356.</p> <p>Colyer, H. 2000, "The role of the radiotherapy treatment review radiographer", <i>Radiography</i>, vol. 6, no. 4, pp. 253-260.</p> <p>Cox, C.L., Hill, M.C. & Lack, V. 2012, <i>Advanced practice in healthcare: skills for nurses and allied health professionals</i>, Routledge, London.</p> <p>Hollingworth, W, Metcalfe, C, Mancero, S, Harris, S, Campbell, R, Biddle, L, McKell-Redwood, D & Brennan, 2013 'Are Needs Assessments Cost Effective in Reducing Distress Among Patients With Cancer? A Randomized Controlled Trial Using the Distress Thermometer and Problem List', <i>Journal of Clinical Oncology</i>, vol 31., pp. 3631-3638</p> <p>Lees, L. 2008, "The role of the 'on treatment' review radiographer: what are the requirements?", <i>Journal of Radiotherapy in Practice</i>, vol. 7, no. 3, pp. 113.</p> <p>Parsons, G. & Preece, W. 2010, <i>Principles and practice of managing pain: a guide for nurses and allied health professionals</i>, Open University Press, Maidenhead.</p>
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Part 3: Assessment

Assessment Strategy	<p>A 2500 word reflective assignment will enable students to critically evaluate the specialist knowledge as regards radiotherapy clinical practice in relation to their workplace and reflect upon the learning outcomes accordingly whilst considering potential areas for service improvement</p> <p>Where students are from the same clinical setting then they can liaise with each other / senior management to identify a key area of practice/service provision to address from differing perspectives.</p>
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Identify final assessment component and element		
% weighting between components A and B (Standard modules only)	A: 100%	B:
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	

1. 2500 word reflective assignment	100%
Component B Description of each element	Element weighting (as % of component)
1. Not applicable	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. 2500 word reflective assignment	100%
Component B Description of each element	Element weighting (as % of component)
1. Not applicable	
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.	