University of the West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Complex issues in Radiotherapy and Oncology Practice					
Module Code	UZYSWP-30-M		Level	M	Version	1
Owning Faculty	Faculty of Health and Applied Sciences		Field	Allied Health Professions		
Contributes towards	MSc Radiotherapy and Oncology					
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Professional Practice	
Pre-requisites	none		Co- requisites	none		
Excluded Combinations	none		Module Entry requirements	None		
Valid From	January 2016		Valid to	January 2021		

CAP Approval Date	6 October 2015

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1. Discuss oncological principles to tumours requiring more complex management strategies (Component A and B) 2. Critically evaluate the research evidence which informs and guides contemporary radiotherapy practice (Component A and B) 3. Analyse current and innovative strategies and protocols for improving outcomes for service users (Component A and B) 4. Critically reflect on professional practice (Component A) 5. Explore the nature, scope and significance of policy in the context of critically evaluating the implications for cancer services (Component A and B) 6. Debate the ethical implications related to the delivery and complications of radiotherapy practice (Component A and B) 7. Produce and evaluate treatment plans for common treatment sites (Component A)

Syllabus Outline	• Emerging developments in cancer management • Innovations in Radiotherapy • Cancer survivorship • Paediatric oncology and management of the child with cancer • Management of patients with diverse needs • Ethical and legal responsibilities in radiotherapy practice • Professional portfolio to include evidence of: management of a wide variety of patients with cancer from the pre-treatment stage to radiotherapy delivery; adoption of appropriate professional and ethical behaviour; application of current radiation regulations, health and safety policies and guidelines for practice. • Clinical Governance; Role extension and continuous professional development; patient assessment skills, decision making; policy context of practice. • Radiation morbidity; radiotherapy errors. Strategies for improving delivery of radiotherapy: evaluation of current clinical trials and protocols; equipment, implications of research, innovations and changes for the radiotherapy radiographer and service. • Moving towards Band 5 and employability using the clinical portfolio as CPD
Contact Hours	**Academic** The academic schedule for this module runs over a period of 5 weeks prior to clinical placement. During this time, students will have approximately 30 hours of scheduled learning time to include lectures, seminars, practical sessions and online learning activities. The students will be expected to engage in blended learning with the majority of the content being explored independently. **Placement** Prior to placement there is the delivery of clinical documentation (including Professional code of conduct) and clinical skills sessions (e.g. Basic Life Support and Manual Handling). Whilst on placement there are support visits by a link liaison lecturer. *Students will be informed prior to placement if they are required to go for a period of time during the placement to another clinical site. This is to ensure they gain the breadth of experience needed for assessment of competency.* Students will engage in a 14 week clinical practice placement at a designated Radiotherapy department within the Southwest region. This will include one half days study per week (excluding bank holiday weeks). The total working week will be equivalent to 37.5 hours. This is approximately 472.5 hours (not including bank holidays). 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. https://www.sor.org/learning/document-library/student-radiographer-attendance-management-guidelines/student-radiographer-attendance-management (members only access).
Teaching and Learning Methods	**Scheduled learning** includes lectures, seminars, tutorials, practical classes. **Independent learning** includes hours engaged with essential reading, presentation skills, portfolio development, online activities. These sessions constitute an average time per level as indicated in the table below. **Placement learning** Involves rotating around a number of radiotherapy areas (please see placement documentation) undertaking approximately 472.5 hours clinical time.A bank holiday occurs during this time period and therefore no half days will be taken during this week in order to increase clinical time. Clinical competencies are assessed by qualified Practice Educators within a Radiotherapy department.
Key Information Sets Information	Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.

Key Information Set - Module data

Number of credits for this module				30
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
300	30	120	472.5	**622.5**

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

Coursework: portfolio
Practical Exam: Oral presentation

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	0%
Portfolio assessment percentage	50%
Practical exam assessment percentage	50%
	100%

Reading Strategy	**Core reading** It is essential that students read some of the articles and documents relating to emerging radiotherapy technologies and their implications to service delivery and patient care. Module handbooks will also reflect the range of reading to be carried out and sign-post learners to relevant professional documentation and policies. **Further reading** Students are expected to identify all other reading relevant to their chosen research topic for themselves. They will be encouraged to read widely using the library search, a variety of bibliographic and full-text databases, and Internet resources. Many resources can be accessed remotely. **Access and skills** These post graduate students will utilise their searching and critically reading literature skills to find relevant literature. Additional support is available through the library web pages and sign-up workshops are also offered by the Library should this be needed.
Indicative Reading List	The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms. Department of Health, Public Health England and NHS England (2013) *Improving Outcomes: A strategy for cancer*. 3rd annual report. Available from: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/264511/IOSC_3rd_Annual_Report_-_Proof_version_-_9_December_2013_v2.pdf [Accessed 13 November 2014]. The Royal College of Radiologists, Institute of Physics and Engineering in Medicine (2008) *On target ensuring Geometric Accuracy for Radiotherapy.* Available from: http://www.rcr.ac.uk/docs/oncology/pdf/BFCO(08)5_On_target.pdf [Accessed 13 November 2014] The Royal College of Radiologists, Society and College of Radiographers, Institute of Physics and Engineering in Medicine (2008) *Towards Safer Radiotherapy* Available from: http://www.rcr.ac.uk/docs/oncology/pdf/Towards_saferRT_final.pdf [Accessed 13 November 2014]. Francis, R. QC. (2013) *Report of the Mid Staffordshire NHS Foundation Trust Public Enquiry. (Francis Report)* London: The Stationery Office National Institute For Health and Clinical Excellence (2014) *Metastatic spinal cord compression*: *NICE Guidelines*. Available from: https://www.nice.org.uk/guidance/qs56 [Accessed 13 November 2014]. Samuel, E and Boon, J. (2014) *Vision for Radiotherapy 2014-2024.* London: Cancer Research UK Society and College of Radiographers, Childrens Cancer and Leukaemia group, The Royal College of Radiologists (2012) *Good practice guide for Paediatric Radiotherapy*Available from: http://www.rcr.ac.uk/docs/oncology/pdf/BFCO(12)5_Good_practice.pdf [Accessed 13 November 2014].

Part 3: Assessment

Assessment Strategy	**Component A:** To consist of a portfolio of critically evaluative case studies and prescribed clinical competencies based on the Society and College of Radiographers (SCOR) Education Framework and Health and Care Professions Council (HCPC) Standards of Proficiency for Radiographers. The competencies build upon the previous competencies from placement 1 and 2. The critically evaluative case studies are undertaken as identified in the practice assessment document. Rationale: An opportunity for the student to demonstrate clinical competence in line with the requirements of the SCOR Education Framework and HCPC Standards of Proficiency for Radiographers, through formative and summative assessment. The portfolio 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 mark the critically evaluative case studies. Case studies will be based on clinical reasoning and a critical evaluation of techniques and technologies used in practice. There is opportunity for students to receive formative feedback throughout the placement. **Component B** : A 30 minute poster presentation to include critical questioning. Rationale: A presentation gives the students the opportunity to reflect on an aspect of the module which addresses the learning outcomes, with reference to a specific malignancy. Having already completed formative presentations in 2 earlier modules, they can build on the feedback received, to enhance this presentation. This form of assessment also gets them confidently discussing issues in radiotherapy which could also enhance their employability prospects when being interviewed for Band 5 radiography positions. These students will design a poster on their chosen topic area to discuss in the presentation and there will be the potential for these students to take this to a conference.

Identify final assessment component and element	**A**	
% weighting between components A and B (Standard modules only)	**A:**	**B**:
First Sit		
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**	
1. Clinical Portfolio	Pass/Fail	
Component B **Description of each element**	**Element weighting** **(as % of component)**	
1. Presentation with critical questioning (30 minutes maximum)	100%	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. 1. Portfolio	Pass/Fail
Component B **Description of each element**	**Element weighting** **(as % of component)**
1. Presentation with critical questioning (30 minutes maximum)	100%
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.	