University of the West of England
BRISTOL

ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data		
Awarding Institution	University of the West of England	
Teaching Institution	University of the West of England	
Delivery Location	Glenside Campus	
Faculty responsible for programme	Health and Applied Sciences	
Department responsible for programme	Allied Health Professions	
Modular Scheme Title	N/A	
Professional Statutory or Regulatory Body Links	*Health and Care Professions Council* *Society and College of Radiographers*	
Highest Award Title	MSc Radiotherapy and Oncology	
Default Award Title	MSc Health and Social Studies	
Fall-back Award Title		
Interim Award Titles	PG Certificate Health and Social Studies PG Diploma Health and Social Studies	
UWE Progression Route		
Mode(s) of Delivery	2 year full time	
Codes	**UCAS:**	**JACS:**
	ISIS2:	**HESA:**
Relevant QAA Subject Benchmark Statements	Quality Assurance Agency (2001) Radiography Benchmark Statements QAA: London	
CAP Approval Date		
Valid from	January 2016 September 2017 (v2)	
Valid until Date	January 2021	
Version	2	

Part 2: Educational Aims of the Programme
The main aim of the MSc Radiotherapy and Oncology programme is to ensure that these students qualifying from the University of the West of England, Bristol, are fit for practice in the radiotherapy profession. Transferable skills that students bring to the programme from their previous science degree, will be further developed alongside the programme requirements, to produce graduates who will be able to implement safe, ethical and effective delivery of radiotherapy services in a wide variety of inter-professional and multicultural contexts.

Part 2: Educational Aims of the Programme

The programme also aims to

- Fulfil the requirements to be eligible for registration with the Health and Care Professions Council 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)
- Critically evaluate knowledge which arises from practice
- Critically evaluate knowledge and practice in relation to theory

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

- Provide an accelerated route into the profession to meet the needs of the clinical stakeholders.
- 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 service users and their carers as well as interprofessional teams
- Facilitate the progressive development of master's level investigative skills to underpin research or problem solving in clinical practice

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 2: Educational Aims of the Programme

Part 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:

Learning Outcomes:	UZYSWU-15M	UZYSWQ-15M	UZYSWR-15M	UZYSWT-15M	UZYSWS-30M	UZYSWP-30M	UZWSUL-45M	UZYSWV-15M
A) Knowledge and understanding of:								
1. The legislation which governs the delivery of ionising and non-ionising radiations	X	X	X		X	X		
2. The legal and ethical frameworks within which therapeutic radiographers practice	X	X	X		X	X		
3. The theoretical basis that underpins oncology and radiotherapy practice	X	X	X	X	X	X	X	X
4. The implications of research evidence for professional practice in Radiotherapy.				X	X	X	X	
5. Current management strategies and emerging techniques to treat cancer patients	X	X	X	X	X	X	X	
(B) Intellectual Skills								
1. be able to integrate theory with practice using critical analysis, evaluation, reasoning and problem solving skills to enhance practice		X	X	X	X	X	X	
2. Critically analyse, debate and apply the legal and ethical issues which underpin radiotherapy practice and which may influence decisions of treatment				X	X	X	X	
3. Evaluate treatment techniques and suggest alternative strategies				X	X	X	X	
4. Adopt a proactive approach to future academic and/or professional (service) development through the demonstration of skills such as				X	X	X	X	

Part 3: Learning Outcomes of the Programme

leadership, research and service enhancement and innovation								
(C) Subject/Professional/Practical Skills								
1. Promote the optimisation of health and well-being through education, advice and empowerment within the scope of radiotherapy practice.		X	X		X	X		
2. Work within legislation and guidance in order to maintain confidentiality as part of an information governance framework			X	X	X	X	X	X
3. Adopt a holistic approach to the delivery of radiotherapy, which is responsive to the needs of the individual and service.		X	X		X	X		X
4. Demonstrate a pro-active approach to problem solving in a clinical setting		X	X	X	X	X		
5. Assess the needs of the service user and provide care with respect and dignity.		X	X		X	X		
6. Utilise radiotherapy equipment appropriately and effectively in accordance with clinical governance.			X		X	X		
7. Select and employ appropriate research methodologies for the retrieval and production of data and demonstrate the ability to analyse and report the outcomes				X			X	
8. Work safely, competently and autonomously within their scope of practice to maintain a safe working environment.			X		X	X		
(D) Transferable skills and other attributes								
1. Extract, synthesise, summarise and present information gained from primary and secondary sources demonstrating advanced critical thinking				X		X	X	
2. Effectively utilise investigative skills to critically evaluate research issues pertaining to radiotherapy and oncology practice				X		X	X	
3. Communicate effectively with service users, healthcare professionals and inter-agency groups.			X		X	X		X

Part 3: Learning Outcomes of the Programme

4. Use IT competently and effectively to support both academic studies and radiotherapy practice	X	X	X	X	X	X	X	X
5. Organise and manage radiotherapy practice within a team and independently						X		
6. Critically reflect on own practice and learning	X	X	X	X	X	X	X	X
7. Take responsibility for continuing personal and professional development.	X		X		X	X	X	

Part 4: Student Learning and Student Support

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

At UWE, Bristol there is a policy for a minimum average requirement of 12 hours/week contact time over the course of the full 2 year programme. This contact time encompasses a range of face: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 MSc Radiotherapy and Oncology programme, teaching is a mix of scheduled, independent and placement learning.

These include:-

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

Independent learning includes hours engaged with essential reading, reflection on learning, undertaking wikis, poster preparation, 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 competencies of practice. Students are therefore required to undertake 3 fourteen week practice placements during the programme, within the practice environment. 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. (member only access)

Clinical placements are primarily within the NHS. Other placement areas could include independent sector providers. During placements, learning is facilitated by appropriately qualified Radiotherapy Practice Educators.

Part 4: Student Learning and Student Support
The placement areas provide the student with opportunities to develop their clinical practice. The Practice Educator will assess the student both formatively and summatively against the placement competencies (see placement documentation). The academic team supports both the student and Practice Educators.
Description of any Distinctive Features 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 in order to achieve clinical competence. Practice settings are located within the South West and may require students to travel or stay away from the main university site for periods of time. Students are based in 1 radiotherapy department predominantly, for the duration of the programme, primarily to help facilitate a clinical research based project and also to reinforce radiotherapy practice. On occasions, if a student/s requires additional experience which cannot be sought at the one department, alternative placement arrangements will be made to gain this experience. The progression from one placement to the next is reliant upon passing the previous placement portfolio. Inter-professional 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 within the radiotherapy patient pathway. During each clinical placement, students will need to undertake inter professional activities as part of the essential experiences of the programme. For example, students would need to observe the working of other health care professionals involved in the care of radiotherapy patients such as dieticians and nurses and be able to reflect on their role in the cancer pathway. During academic blocks, students have 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. This programme uses a variety of methods to deliver academic content that includes the use of expert practitioners, online facilitation and technology enhanced teaching tools. 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. Other distinct features include: • 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 portfolio which facilitates lifelong learning. • The theory-clinical link is demonstrated during placement at 1 through the completion of a series of summative case studies that allow the students to explore key areas of practice. This approach on professional practice placement is further developed in placement 2 & 3 through the students' continual use of their Practice Placement Portfolio that includes

Part 4: Student Learning and Student Support
further case studies. The case studies require supportive evidence to analyse and evaluate the current cancer management strategy. • Students' enhance their verbal and written reasoning skills within the programme and the assessment strategy includes opportunities for demonstration of both forms of communication. • Models for e-learning are integrated into all modules, which reflect the e-learning strategy of the Faculty. • Module assessment is staged in an attempt to reduce load on students. • Tutorials and computer-aided small group work encourage collaborative learning. • Peer assisted learning is effectively utilised throughout the programme to help support students in their learning and development. **Student Support** 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. Student support will be offered through: • An induction programme for all students • Personal tutor assigned to each student • Supervisor access whilst in placement to a Masters-level qualified practitioner • The support of a Practice Educator (appraiser) whilst on placement • Provision of Programme and Module handbooks • Module and Programme leaders and teams. • Clinical liaison (link) lecturer. • Access to libraries • VERT and computer suites • Info Point for advice • Well-Being Services • Student Advisors • Student Union membership • UWE web site information - Blackboard, Student Net • Placement Planning Office (PPO) • *Peer Assisted Learning from students on the BSc (Hons) Radiotherapy and Oncology programme • Peer support offered through a 'buddy' system for social support.

Part 4: Student Learning and Student Support
*Peer assisted learning is an academic support scheme where students are trained in facilitation and coaching techniques to plan and deliver study support sessions for other students. Some academic sessions may be delivered by PALS leaders.

Part 5: Assessment
Delete one of the following statements as appropriate A: Approved to University Regulations and Procedures B: Approved variant to University Academic Regulations and Procedures
Assessment Strategy Assessment strategy to enable the learning outcomes to be achieved and demonstrated: The MSc Radiotherapy and Oncology programme has a coherent assessment strategy which aims to support the students with their learning. For the total of 8 modules there are 10 forms of summative assessment, and opportunities throughout, for formative assessment and feedback. 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. The first 2 modules (Science and Technology in Radiotherapy and Principles of Radiotherapy and Oncology) lay down the foundations of the key concepts relevant to radiotherapy and oncology. Therefore the most appropriate way to assess this knowledge and understanding is within a written examination. The 2 hour duration for each of these examinations, ensures time for breadth and depth of comprehension, integration and application, appropriate for students who have not yet experienced professional practice. The 3rd module to be undertaken (after the first two modules assessments) is Research Methods in Radiotherapy and Oncology. As all of the students have already undertaken a research project in their previous degree, this assessment hones in on preparing them for the dissertation module assessment. This is achieved by allowing them to write a research proposal and by using their critically writing skills, the aim is for them to produce a proposal which is suitable to be used for their final dissertation module. The first clinical placement allows students to fully integrate the theoretical aspects learnt already into their practice placement experience. Practice Placement is assessed via a portfolio of summative assessment competencies and case studies. The portfolio as an assessment will be deemed either pass/fail. During placement, students are given formative feedback by a 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. The critical evaluation of each case study is given feedback by the academic team, to further develop their academic writing skills and enquiry based learning. The Radiotherapy and Oncology Theory and Practice module builds on the knowledge gained

Part 5: Assessment

from the first radiotherapy and oncology module, as well as placement 1. The module combines the theoretical content and practice placement and therefore 2 components of assessment are used. A clinical portfolio will be undertaken, with summative competencies and case studies. This component will be pass/fail to demonstrate clinical competency. The second component builds on the students skills in critical reading and writing and they are provided with seen questions. They will undertake a 2 hour examination in which they can take in supporting literature in order to write comprehensive arguments around the topic areas.

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 programme and explore and analyse appropriate communication strategies for patients, carers and other health care professionals.

The final theory and practice module, Complex issues in Radiotherapy and Oncology 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. The assessment for this is a clinical portfolio with summative competencies and case studies. This component will be pass/fail to demonstrate clinical competency. The clinical practice case studies 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 second form of assessment is a presentation which draws upon the knowledge already gained from theoretical content and placement, and students will have 30 minutes to discuss a subject in depth and be adaptable and able to problem solve for the critical questioning, This form of assessment allows students to enhance skills for interviewing.

The dissertation module is started in year 1 and allows students to undertake a piece of contemporary research in relation to an area of interest in their professional practice. Students will be undertaking a research project and the assessment engages them in writing for publication which will enhance their employability.

Placement Learning and formative feedback

The role of the Practice Educators during students' professional practice is the 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.

Assessment Map

The programme encompasses a range of **assessment methods** including; written examinations, essays, presentations. These are detailed in the following assessment map:

Assessment Map for MSc Radiotherapy and Oncology pre-registration

Part 5: Assessment

		Type of Assessment*									
Instructions: *Add the Component (A or B) to the appropriate column for each Module Number and add the weighting for that assessment in brackets (as per the examples given)* *Add further columns as necessary**		Unseen Written Exam	Open Book Written Exam	In-class Written Test	Practical Exam	Practical Skills Assessment	Oral assessment and/or presentation	Written Assignment	Report / Project	Dissertation	Portfolio
Compulsory Modules Level 1	**Module No UZYSWU-15-M**	A (100)									
	Module No UZYSWQ-15-M	A (100)									
	Module No UZYSWR-15-M										A (100) Pass/Fail
	Module No UZYSWT-15-M							A (100)			
	Module No UZYSWS-30-M		B (100)								A (100) Pass/Fail
	Module No. UZWSUL-45-M										A (100)
Compulsory Modules Level 2	**Module No UZYSWV-15-M**							A (100)			
	Module No UZYSWP-30-M						B (100)				A (100) Pass/Fail

Part 6: Programme Structure
This programme is designed to be completed within two years. The programme incorporates three 14 week clinical placements (full-time) within the 2 years of the programme. All modules in the programme are compulsory and there are no optional module choices. This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**, including: level and credit requirements interim award requirements module diet, including compulsory and optional modules **No aegrotat award with registration is available.**

ENTRY

	Compulsory Modules	Optional Modules	Interim Awards
Year 1	Module number: **UZYSWU-15-M** Module name: **Science and Technology in radiotherapy**	None	PG Certificate Health and Social Studies Credit requirements: 60 credits at level 3 or above of which not less than 40 are at level M PG Dip Health and Social Studies Credit requirements: 120 credits at level 3 or above of which not less than 80 are at level M.
	Module number: **UZYSWQ-15-M** Module name: **Principles of Oncology and Radiotherapy**	None	
	Module number: **UZYSWR-15-M** Module name: **Radiotherapy and Oncology Practice**	None	
	Module number: **UZYSWT-15-M** Module name: **Research Methods in Radiotherapy**	None	
	Module number: **UZWSUL-45-M** Module name: **Dissertation**	None	
	Module number: **UZYSWS-30-M** Module name: **Radiotherapy and Oncology Theory and Practice**	None	

	Compulsory Modules	Optional Modules	Interim Awards
Year 2	Module number: **UZYSWP-30-M** Module name: **Complex Issues in Radiotherapy and Oncology Practice**	None	MSc Health and Social studies 180 credits at level 3 or above of which not less than 120 are at level M and must include the dissertation module Target/Highest **Target/Highest Award:** **MSc Radiotherapy and Oncology** Credit requirements: 180 credits at level 3 or above of which not less than 120 are a level M In order to be eligible to apply for HCPC registration all modules must be passed.
	Module number: **UZYSWV-15-M** Module name: **Communications Skills in Cancer and Palliative care**	None	

Part 7: Entry Requirements
The University's Standard Entry Requirements apply with the following additions/exceptions: • 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 2:1 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. "The core values of the NHS Constitution are embedded throughout the programme and within its recruitment process." **Additional selection criteria:**

Part 7: Entry Requirements

Accreditation of prior (experiential) learning will be evaluated on an individual basis in accordance with university regulations and if capacity allows. 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. 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 assessment/declaration/vaccinations. Applicants must be in good health and be up-to-date with routine immunisations e.g. tetanus, diphtheria, polio and MMR. Applicants who are offered a place will be required to complete a questionnaire and must be prepared to undergo a medical examination. Applicants will also be required to confirm their status in respect of a number of infectious diseases and immunisations (tuberculosis, measles, mumps, rubella, chicken pox, varicella, hepatitis B, hepatitis C, HIV antibodies) and be prepared to have all required vaccinations. If vaccinations are not up-to-date this will affect ability to continue on the course. Concerns with regards to vaccinations should be raised at the point of application.

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.

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.

Part 8: Reference Points and Benchmarks

Description of ***how*** the following reference points and benchmarks have been used in the design of the programme:

QAA UK Quality Code for HE
- National qualification framework
- Subject benchmark statements

University strategies and policies

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.

Part 8: Reference Points and Benchmarks

The UWE strategic framework is embedded at both 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 MSc Radiotherapy and Oncology programme at both 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
- 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
- Mapping of modules to SCoR career framework for the Radiography Workforce
- University of the West of England (2014) Strategic Framework.

UWE Strategies and Policies

The UWE 2020 Strategy is very pertinent to the pre-registration Radiotherapy and Oncology programme and two of the priorities (outstanding learning, and ready and able graduates) permeate the curriculum. As discussed in the assessment strategy and other sections within this specification, students' learning is supported in a specific stratified approach across the two years with themes running throughout the programme to enrich the students' knowledge and its application. Radiotherapy is a very practical based profession; this is reflected in the curriculum delivery, with over half the programme spent on clinical placement in order to achieve proficiency. Evidence based practice is integral to the programme and all modules support consolidation and reflection on previous and current learning. This 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 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 Representatives Staff Forum (SRSF) and other mechanisms impact 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.

Part 8: Reference Points and Benchmarks
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 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. 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

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Date of last Periodic Curriculum Review				