

ACADEMIC SERVICES

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	Undergraduate	
Professional Statutory or Regulatory Body Links	Health and Care Professions Council Society and College of Radiographers	
Highest Award Title	BSc (Hons) Radiotherapy and Oncology	
Default Award Title	BSc (Hons) Health and Social Studies	
Fall-back Award Title	BSc (Hons) Health and Social Care Studies	
Interim Award Titles	Certificate in Higher Education Health and Social Studies Diploma in Higher Education Health and Social Studies BSc Health and Social Studies	
UWE Progression Route	N/A	
Mode(s) of Delivery	FT	
Codes	UCAS:	JACS:
	ISIS2:	HESA:
Relevant QAA Subject Benchmark Statements	Quality Assurance Agency (2001) Radiography Benchmark Statements QAA: London	
CAP Approval Date	30 April 2015, 15 Novmeber 2016 (v2)	
Valid from	September 2015, Novmeber 2016 (v2)	
Valid until Date	September 2021	
Version	2	

Part 2: Educational Aims of the Programme

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

Part 2: Educational Aims of the Programme

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 3: Learning Outcomes of the Programme

Learning Outcomes:

UZYSXJ-15-1

UZYSXS-15-1

UZYSXH-15-1

UZYS1V-30-1

UZYS1W-15-1

UZYSYG-30-1

UZYSXT-15-2

UZYSWX-15-2

UZYSNA-15-2

UZYSYK-30-2

UZYSYL-30-2

UZYS1X-15-2

UZY SXU-30-3

UZYSYN-30-3

UZYSYP-30-3

UZYSYM-15-3

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

Part 3: Learning Outcomes of the Programme

Part 3: Learning Outcomes of the Programme															
A) Knowledge and understanding of:															
The standards of conduct, performance and ethics expected of HCPC registrants and members of the Society and College of Radiographers, including legislation which governs the delivery of ionising and non-ionising radiations.		X				X	X				X	X			X
The theoretical, practical and professional frameworks which underpin radiotherapy and oncology practice within a variety of inter-professional and multicultural contexts. These include health and social policies, relevant legislation and protocols.					X	X	X		X	X	X	X	X	X	X
The theoretical basis that underpins the delivery of safe, ethical and effective radiotherapy services	X	X	X	X	X	X	X		X	X	X	X		X	X
The implications of research evidence for professional practice in Radiotherapy.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
(B) Intellectual Skills															
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	X	X	X	X	X
The ability to debate and apply the legal and ethical issues, which underpins radiotherapy practice					X		X	X	X				X	X	X
Promote equality to all individuals by adopting an ethical framework for practice, which respects the rights, beliefs and identity of others.						X	X		X	X	X				X
(C) Subject/Professional/Practical Skills															
Promote the optimisation of health and well-being through education, advice and empowerment within the scope of radiotherapy practice.						X	X			X					X
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	X
Utilise radiotherapy equipment appropriately and effectively in accordance with clinical governance.				X		X				X	X	X			X
Work safely, competently and autonomously within their scope of practice to maintain a safe working environment.					X	X				X	X	X			X
Assess the needs of the service user and provide care with respect and dignity.					X	X	X			X	X	X			X
(D) Transferable skills and other attributes															
Communicate effectively with service users, healthcare professionals and inter-agency groups.					X	X				X	X	X			X
Demonstrate effective personal management skills, including IT skills, time management, prioritisation of workload and ability to self-evaluate/reflect.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Take responsibility for continuing personal and professional development.						X				X		X		X	X
Be flexible and adaptable to change and develop leadership abilities.										X				X	X
Demonstrate reflective practice				X	X	X				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 undergraduate 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 BSc (Hons) Radiotherapy and Oncology programme, teaching is a mix of scheduled,

Part 4: Student Learning and Student Support

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, 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 week practice placement each year 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. Attendance is monitored within the placement documentation. Students falling below the minimum 80% are referred in the module, regardless of whether they have extenuating 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 Diagnostic Imaging 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). The APT will facilitate students to manage the transition into the first year at UWE and as students' progress from one stage/level to the next.

Students will be introduced to their APT during Induction week where they are informed of their tutor's contact details and how tutorials can be arranged. Subsequent meetings form part of the APT scheme. Whenever possible, students stay with the same APT for the whole 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

Part 4: Student Learning and Student Support

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

In the BSc (Hons) Radiotherapy and Oncology 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 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 three levels and ties into principles of those levels

Part 5: Assessment

- 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.
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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 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 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 level one 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.

Part 5: Assessment

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 level 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.

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

Part 5: Assessment

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.

Assessment Map

The programme encompasses a range of **assessment methods** including; written assignments, presentations, practical exams (OSCE, VIVA), posters, case studies. These are detailed in the following assessment map:

Assessment Map for BSc (Hons) Radiotherapy and Oncology

		Unseen Written Exam	Open Book Written Exam	Practical Exam (OSCE)	Oral assessment and/or presentation	Written Assignment	Case study portfolio	Poster	Patchwork portfolio assignment	Radiotherapy planning Portfolio	Dissertation	Clinical practice
Compulsory Modules Level 1	Module No UZYSXJ-15-1	A (100)										
	Module No UZYSXS-15-1	A (100)										
	Module No UZYSXH-15-1	A (100)										
	Module No UZYS1V-30-1	A (50)				B (50)						
	Module No UZYS1W-15-1					A (100)						
	Module No UZYSYG-30-1						B (100)					A (100) Pass/Fail
Compulsory Modules Level 2	Module No UZYSXT-15-2					A (100)						
	Module No UZYSWX-15-2					A (100)						
	Module No UZYSNA-15-2								A (100)			
	Module No UZYSYL-30-2		A (100)									
	Module No UZYS1X-15-2									A (100)		
	Module No UZYSYK-30-2					B (100)						A (100) Pass/Fail
Compulsory Modules Level 3	Module No UZYSYP-30-3				B (100)							A (100) Pass/Fail
	Module No UZYSYV-15-3					A (100)						
	Module No UZYSYN-30-3				A (50)	B (50)						
	Module No UZYSXU-30-3										A (100)	
	Module No 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 three levels that equate with three academic

years. Level 1 of the programme 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	Interim Awards
Year 1		UZYSXH-15-1 Anatomy & Physiology for Radiographers	Cert HE Health and Social Care Credit Requirements 120 credits at level 0 or above of which not less than 100 are at level 1 or above
		UZYSXS-15-1 Radiation Physics	
		UZYSXJ-15-1 Applied Sciences for Radiographers	
		UZYS1V-30-1 Introduction to Radiotherapy and Oncology	
		UZYS1W-15-1 Preparation for Radiotherapy Practice	
		UZYSYG-30-1	
		Radiotherapy Professional Practice 1	
Year 2		UZYSXT-15-2 Professional issues in Radiography	Dip HE Health and Social Care Credit requirements 240 credits at level 0 or above of which not less than 220 are at level 1 or above and not less than 100 are at level 2 or above
		UZYSWX-15-2 Research Principles for radiography	
		UZYSNA-15-2 Service Improvement- A collaborative approach	

	UZYSYL-30-2 Intermediate Radiotherapy and Oncology Studies	
	UZYS1X-15-2 Radiotherapy Planning and Dosimetry	
	UZYSYK-30-2 Radiotherapy Professional Practice 2	

Compulsory Modules		Interim Awards
Year 3	UZYSYP-30-3 Radiotherapy Professional Practice 3	BSc Health and Social Studies Credit requirements 300 credits, at level 0 or above of which not less than 280 are at level 1 or above, not less than 100 are at level 2 or above and not less than 60 are at level 3 or above Target/Highest Award: BSc (Hons) Radiotherapy and Oncology Credit requirements 360 credits at level 0 or above of which not less than 340 are at level 1 or above, not less than 200 are at level 2 or above and not less than 100 at level 3 or above. In order to be eligible to apply for HCPC Registration a student must graduate with a BSc (Hons) Radiotherapy and Oncology award.
	UZYSYN-30-3 Progressive Radiotherapy and Oncology Studies	
	UZYSYV-15-3 Communications Skills in Cancer and Palliative care	
	UZYSXU-30-3 Research Dissertation for Radiography	
	UZYSYM-15-3 Radiotherapy Imaging in Practice	

GRADUATION

**Part time:
Not available**

Part 7: Entry Requirements

The University's Standard Entry Requirements apply

Tariff points as appropriate for the year of entry, which for the academic year 2014/15 would be 300. <http://courses.uwe.ac.uk/B822/2015#entry>

Students who do not meet the minimum academic entry requirements but have significant life and/or work experience will be considered on an individual basis. However, you still need to meet the GCSE English, Maths and Science requirements, and should have evidence of recent study in a science/health related subject area recognised as equivalent academic level by the University.

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).

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

Additional selection criteria:

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.

Prior Certificated Learning

Students wishing to transfer from other institutions will be considered on an individual basis if they meet the course requirements and there is capacity available within the programme.

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:

Part 8: Reference Points and Benchmarks

- 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

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.

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 21st 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

Part 8: Reference Points and Benchmarks

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.

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	30 April 2015			
Revision CAP Approval Date	15 November 2016	Version	2	Link to RIA
Next Periodic Curriculum Review due date	2021			
Date of last Periodic Curriculum Review				