



SECTION 1: KEY PROGRAMME DETAILS

This section provides students with key details about their programme.

PROGRAMME INFORMATION	
Final Award Title	BSc (Hons) Radiotherapy and Oncology
Default Award Title (Exit Award)	BSc (Hons) Health and Social Studies
Interim Award Titles (Exit Awards)	Certificate in Higher Education Health and Social Studies Diploma in Higher Education Health and Social Studies BSc Health and Social Studies
Awarding Institution	UWE Bristol
Teaching Institutions	UWE Bristol
Partner Institutions	None
Delivery Locations	UWE Bristol
Study Abroad / Exchange / Credit Recognition	None
Faculty Responsible For Programme	Health and Applied Sciences
Department Responsible For Programme	Allied Health Professions
Professional Statutory or Regulatory Body (PSRB) Links	Health and Care Professions Council Society and College of Radiographers
Apprenticeship	No
Mode of Delivery	FT (attendance)
Entry Requirements	Up to date entry requirements are available through the courses database .
For Implementation From	September 2021
Programme Codes	B999

PART B: FOR STUDENT AND ACADEMIC SERVICES COMPLETION ONLY	
First UVP Approval Date	Date of first UVP approval
Date of Last Revalidation (through Programme Enhancement Review)	Dates of subsequent PERs and revalidations
Next Programme Enhancement Review Date	Academic year in which next Programme Enhancement Review due (6 years from initial approval or last PER)

SECTION 2: PROGRAMME OVERVIEW, AIMS and LEARNING OUTCOMES

This section provides students with an overview of the programme, its aims and its learning outcomes. It sets out what prospective and registered students can expect to know, understand and be able to do on successful completion of the programme.

Please write this section in the first person, addressing your prospective students.

PART A: PROGRAMME OVERVIEW, AIMS and LEARNING OUTCOMES

1. (Programme) Overview (c. 400 words)

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

The programme aims to enable you 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 personal and professional development and be able to implement safe, ethical and effective delivery of radiotherapy services in a wide variety of inter-professional and multicultural contexts.

As the only provider of radiotherapy education in the South West of England, you are in the unique position to be able to make a difference to the local communities that we serve. Utilising a range of clinical placements and simulated practice scenarios, you will be given opportunities to use specialised equipment to enable development and consolidation of your graduate attributes.

In the BSc (Hons) Radiotherapy and Oncology programme you 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. You will have the opportunity of small group practical work in a fully functioning X-ray room and CT scanner to further enhance and consolidate your learning.

The programme prides itself on the variety of methods used to deliver academic content that includes the use of expert practitioners, standardised patients, service user expertise, online facilitation and technology enhanced teaching tools with innovative assessment strategies. An andragogic and student-centred approach to learning is adopted where you are encouraged and enabled to take responsibility for your own learning.

At the heart of the programme are the 6 design principles:- programmatic by design, discipline and practice orientated, scholarly based, inclusive and international, graduate attribute enabling, transformative for staff and students. This enables the programme to be:-

- strategically resonant: reflecting the institution's strategic priorities in discipline specific, practice oriented and contextually meaningful ways;
- enhancement-led: ensuring that enhancement lies at the heart of all curriculum and pedagogic development and review work;
- shared endeavours: engaging students, academic and professional services staff, employers and professional, statutory and regulatory bodies in meaningful partnership to co-create outstanding programmes and outstanding academic practice.

2. Educational Aims (c. 4-6 aims)

PART A: PROGRAMME OVERVIEW, AIMS and LEARNING OUTCOMES

The programme aims to:

- Fulfil the requirements to be eligible to apply for registration with the Health and Care Professions Council (HCPC) with the protected title of Therapeutic Radiographer, and membership of the Society and College of Radiographers (SCoR).
- Develop safe and effective practitioners who undertake a reflective and evaluative approach to their professional practice, whilst promoting a value base that respects culture, equality and diversity.
- Enable graduates to be effective in self-management approaches, to develop leadership potential, and proactively engage in the process of research, lifelong learning and continuing professional development (CPD).
- Understand and implement research-based and evidence-based practice in order to appreciate the broader context of health and social care activities.
- Develop key interpersonal and professional skills in order to function effectively within the healthcare environment

3. Programme Learning Outcomes (c. 6-8 outcomes)

Graduates will be able to:

Programme (Learning) Outcomes (POs)

No.	PO Text
PO1	Practise safely and competently within an ethical and legal framework within their scope of practice, abiding by the standards of conduct, performance and ethics expected of HCPC registrants and The Society and College of Radiographers.
PO2	Apply current legislation and guidelines governing the safe and effective delivery of ionising and non-ionising radiation.
PO3	Integrate theory with practice using critical analysis, evaluation, reasoning and problem-solving skills in order to enhance practice.
PO4	Adopt a holistic approach to the delivery of radiotherapy, which is responsive to the needs of the individual and service.
PO5	Be flexible and adaptable to change, and develop leadership abilities, taking responsibility for personal well-being and continuing professional development.
PO6	Undertake a reflective and evaluative approach to professional practice, engaging in research evidence to develop and support radiotherapy practice.
PO7	Work within an interprofessional framework using autonomous judgement to support patient care pathways.
PO8	Utilise a range of communication strategies to ensure the effective support of the individual and service.

4. Programme (Learning) Outcomes (POs) Mapping																	
PO3: Integrate theory with practice using critical analysis, evaluation, reasoning and problem solving skills in order to enhance practice.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
PO4: 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	
PO5: Be flexible and adaptable to change, and develop leadership abilities, taking responsibility for personal well being and continuing professional development.			X			X						X		X		X	
PO6: Undertake a reflective and evaluative approach to professional practice, engaging in research evidence to develop and support radiotherapy practice.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
PO7: Work within an interprofessional framework using autonomous judgement to support patient care pathways.			X	X	X						X	X					X
PO8: Utilise a range of communication strategies to ensure the effective support of the individual and service.			X	X				X			X				X	X	

PART B: PROGRAMME STRUCTURE**1. Structure (Full-time)**

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 titles
- compulsory and optional modules

The programme requires the student to complete a minimum of 1369 practice hours in total.

Typically, a student is expected to achieve a pass in the professional practice placement of a specific level in order to be allowed to commence any of the professional practice placements of the next level.

Year: 1**Interim award:**

Certificate in Higher Education Health and Social Studies requires 120 credits at the appropriate level. Please refer to UWE Academic Regulations for details.

Compulsory modules

Module Code	Module Title	Level	Credit
UZYAH-15-1	Fundamentals of Human Anatomy and Physiology	4	15
UZYKGE-30-1	Physical Sciences and Imaging Technology 1	4	30
UZYKGC-15-1	Introduction to Oncology and Radiotherapy	4	15
UZYKGB-30-1	Clinical Context and Applications to Radiotherapy 1	4	30
UZUKGD-30-1	Patient Care and Clinical Radiotherapy Practice	4	30

Year: 2

Interim award: Diploma in Higher Education Health and Social Studies requires 240 credits at the appropriate level. Please refer to UWE Academic Regulations for details.

Compulsory modules

Module Code	Module Title	Level	Credit
UZYKJ-15-2	Professional Behaviour and Health Psychology	5	15
UZYKGF-30-2	Clinical Context and Applications to Radiotherapy 2	5	30
UZYKGG-15-2	Intermediate Oncology and Radiotherapy Studies	5	15
UZYKGH-15-2	Principles of Radiotherapy Planning and Simulation	5	15
UZYK GK-30-2	Professional Development and Clinical Radiotherapy Practice	5	30
UZYA8-15-2	Informing Practice Through Research and Inquiry	5	15

Year: 3**Interim award:**

BSc Health and Social Studies requires 300 credits at the appropriate level. Please refer to UWE Academic Regulations for details.

Final award:

BSc (Hons) Radiotherapy and Oncology requires 360 credits at the appropriate level. Please refer to UWE Academic Regulations for details.

Compulsory modules

Module Code	Module Title	Level	Credit
UZY9Q-15-3	Healthy Futures	6	15
UZYAD-30-3	Research and Evidence in Practice	6	30
UZYKGL-30-3	Advancing Radiotherapy Professional Practice	6	30
UZYKGN-30-3	Progression to Autonomous Radiotherapy Practice	6	30
UZYKGM-15-3	Communication Skills in Radiotherapy and Cancer Care	6	15

PART D: EXTERNAL 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. This is further supported by the Standard of education and practice requirements-indicative curriculum- 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 Enhancement 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 with a "can do approach".

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:

College of Radiographers (2013) Education and Career Framework CoR: London

College of Radiographers (2017) Research Strategy. CoR: London

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

Society and College of Radiographers (2009) Approval and accreditation board handbook SCoR: London

Society and College of Radiographers (2012) Quality Standards for Practice Placements 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

The Ionising Radiations Regulations (2017)

The Ionising Radiation (Medical Exposure) (Amendment) Regulations 2018

The Ionising Radiations (Medical Exposure) Regulations 2000 Local rules.

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 2030 Strategy.

PART D: EXTERNAL REFERENCE POINTS AND BENCHMARKS

Our networks with service providers, are part of this outstanding learning experience, as are our many supportive service users who come in to teach, interview applicants for the programme and help with curriculum development. The City of Bristol College works closely with the University of the West of England and other stakeholders at a strategic level to provide a strong focus for widening participation within the City.

Education for Sustainable Development UWE is committed to ensuring that its students and future graduates, are equipped with the skills knowledge and attributes that will enable them to thrive in the challenging environment of the 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.

There are bi-annual stakeholder meetings for practice educators to feed into programme developments, practice placement design and practice assessment. Quarterly meetings with clinical service managers from the region allows for discussions and collaboration on programme delivery, design and enhancement strategies. A yearly monitoring form is completed for SCoR. All of these mechanisms allow for evaluation, reflection, feedback and changes to the programme to enhance quality and ensure a programme is designed to be, engaging, innovative and fit for purpose.

PART E: REGULATIONS

A: Approved to [University Regulations and Procedures](#)



SECTION 3: PROGRAMME DESIGN and PHILOSOPHY

How Will My Knowledge, Understanding & Skills Develop?

This Section provides information about the nature of the learning students can expect to engage with on this programme and the pedagogic considerations underpinning these. Please write this section in the first person, addressing your (prospective) students.

Part A: Enhancement Framework

1. Learning and Teaching Methods

i. Learning and Teaching Approach (c. 300 words)

The BSc (Hons) Radiotherapy and Oncology programme has developed its modules to ensure it delivers a holistic programme of study. In order to consider the disciplinary and practice-based principles on which radiotherapy is built, it is necessary to include a variety of learner psychologies including behaviourist, cognitivist and humanistic. The programme links 'ways of thinking and practising' which are forged together linking practice placement and academic delivery with the use of simulation and 'real life experience'.

The practice placement modules have taught components in UWE and you will go out into practice to experience both the behaviourist and cognitivist approaches of learning through stimulus and active involvement in the "real life" environment. This is important so that graduates are "ready and able" to practice using autonomous judgement as Band 5 practitioners on successful completion of the degree. The theory modules within the programme address the profession-specific and inter-professional learning requirements of the indicative curriculum and occupational standards through the provision of a stimulating and attractive learning environment encompassing simulation, lectures, small group working, on-line activities and flipped classrooms. The humanistic approach of providing a facilitator as a guide and flexible resource enables peer learning and supports widening participation.

Within our wide use of simulation activities throughout the modules we encourage the use of clinical staff, service users and standardised patients. The addition of a fully functional CT scanner to the practical VERT and planning computer facilities enables individual/small groups of students' access to scanning and patient care scenarios in a safe "modelled" environment.

ii. Content, Progression and Coherence (c.300 words)

The programme content is designed to be transformative in nature and progressive enabling you to reach your full potential. You will begin to develop your knowledge and understanding at level 4 progressing to evaluating and critiquing the evidence base at level 5 to a more enquiry based learning and inquisitive self-directed approach at level 6. It is important to embed core theories and concepts early on to enable you to develop an enquiring mind and to reflect and question evidence based practice. This progressive approach allows you to connect knowledge with research and practice. Utilising a discipline and practice-based pedagogic approach allows you to understand the "real world" of radiotherapy practice and anatomical knowledge which ultimately will enable you to become ready and able, future facing and enterprising in terms of service enhancement. To do this the assessments are designed to reflect the progressive nature of the learning activities.

Part A: Enhancement Framework

Exam based assessments at level 4 allow you to demonstrate their knowledge of the core competencies and evidence base whilst written assignments introduce you to searching for evidence, academic writing skills and transfer of knowledge. At level 5 and 6 you will develop your enquiry based research by undertaking a range of assessments including poster design, research project, and reflective writing designed to be meaningful and integral to “real world” experiences of health care practice.

Competency based practical skills assessments throughout all three years allows you to link theory to practice. Using autonomous judgement to support your progress in clinical practice, you will produce a coherent and meaningful portfolio of evidence that can be taken forward into professional practice beginning the process of continued professional development and life-long learning.

iii. Scholarly and Enquiry-based (c.300 words)

The UWE 2030 Strategy is very pertinent to the Radiotherapy and Oncology programme design and has the following values: Ambitious, inclusive, innovative, collaborative, and enterprising. These are imbedded into the curriculum at all levels. In particular the programme prides itself on its research informed teaching approach and the inclusion of enquiry and problem based learning at all levels. Recognised as a valuable tool in health care education, enquiry based/problem based learning enables you to identify a “real world” problem within the subject framework and with facilitation, support you to research and critically reflect on what you have learnt. A number of modules utilise this approach in the programme in individual teaching sessions with the aim of arousing curiosity and empowering you to learn. The utilisation of “flipped classrooms” enables you to identify and research areas of interest and then present these to the cohort for discussion and evaluation.

Students are introduced to the notion of research methodologies and encouraged to develop an enquiring mind when it comes to understanding the evidence and its applicability to radiotherapy practice.

Beginning at level 4 you will use problem based learning to explore a given topic area with a clearly defined focus to present your findings to the rest of the cohort. In level 5 you will be supported to research your own topic area within a given framework and offer opinion and evaluation of the evidence. At level 6 you will use your initiative to develop your own learning in the form of a dissertation and identify, select and use investigative strategies and techniques to undertake a critical analysis, evaluating the outcomes.

iv. Inclusive and International (c. 300 words)

The Radiotherapy and Oncology programme recognises the importance of inclusivity and fairness to all students. The programme has been designed to embrace the diversity of students by encouraging all you to access your personal tutor at regular intervals throughout the programme in order to identify any specific support needs. Working closely with the widening participation lead, the disability and student support services allows you to confidently adapt your working practice to enable successful completion of academic modules and practice placements. Encouraging you to anticipate any challenges allows for a transparent dialogue and action plan to be developed enhancing the student experience and enabling student progression. Academic assessment strategies are designed to ensure that a range of different assessment methods are used throughout the programme so that you are able learn and develop different ways of demonstrating your knowledge and skills gained. Support is embedded within the programme on academic skills and can be individually tailored.

International and intercultural dimensions are embedded into the curriculum and have been further enhanced within the programme and module learning outcomes. Assessments recognise that you may draw upon international data to help support your discussions, and teaching strategies encourage you to explore global literature and its relevance to UK practice. You will investigate global health care practices and radiotherapy practices outside of the UK enabling you to compare and contrast to UK practice. You are encouraged to reflect critically on what you are learning in relation to your own and others’ cultural

Part A: Enhancement Framework

identity to enable a better understanding of respect, values and beliefs. The radiotherapy team work closely with university support groups to ensure that information and advice can be disseminated to clinical practice and students.

v. Graduate Attribute Enabling (c. 300 words)

The modules of the programme map to the UWE graduate attribute skills and the faculty generic attribute skills. The aim is to provide you with a rounded set of skills ready to be taken into the workplace. The academic personal tutor system is the start of the development of these graduate attributes. You are encouraged to develop your emotional intelligence, ask questions and identify development needs. These attributes are embedded throughout the curriculum in modules that address personal and professional health and wellbeing to combined modules exploring healthy futures and technology for the future. You are encouraged to become enterprising in your approach to learning by developing an enquiring mind. At qualification, you will have gained skills that will enable you to be proactive, reflective and curious to find out more.

Resilience is a key feature of the programme and enables you to embrace challenges and explore innovative solutions to support your own personal and professional development. Collaborative and partnership working with radiotherapy service providers in the region enables the team to continuously explore innovative ways of delivering education and training to students. Introduced theoretically at level 5, you are able to put this into practice in level 6 whereby you will be supporting level 4 students in clinical practice, facilitating their learning in the clinical environment using a Peer to Peer Support and Assessment (PPSA) model. This allows you to have greater input into your own learning through working collaboratively with other students to help run clinical areas whilst being supervised by a practice educator. This future facing initiative will enable you to be confident in teaching and supporting learners in practice after qualification- a requirement of the Code of Conduct, Performance and Ethics and meeting many graduate attributes.

You will be encouraged to apply for the student ambassador role. This role enables students to further develop their graduate attribute skills by enabling them to demonstrate initiative, being future facing and self-reliant and connected. In possessing these key skills, knowledge and dispositions students will be enabled to go beyond the confines of familiar knowledge bases, to apply themselves productively to whatever they encounter in the dynamic and uncertain world beyond education.

2. Assessment Strategy (c. 400 words)

The Radiotherapy and Oncology programme has a coherent assessment strategy which plays out across the programme and integrates the learning taking place at each level. A range of assessment strategies are employed throughout the programme to aid your engagement and enhance the inclusivity of the learning experience. Assessments are designed to be meaningful and relate to real world situations in both simulated and real-life clinical environments. The different range of assessment methods used provides the opportunity to analyse your ability within different contexts and environments.

Within each module, you are guided through the assessment strategy by ensuring that a formative feed forward/feedback approach is adopted. Practice assessments and draft submissions are encouraged. With presentations, you will undertake step-by-step exposure to carrying out this type of task: firstly, by creating low stakes opportunities for you to work and present in small groups at regular opportunities before having to present as a summative assessment. Wherever possible, formative assessment opportunities will enable you to gain an understanding of the process.

Assessments are designed to reflect the progressive nature of the learning activities. Exam based assessments at level 4 will allow you to demonstrate your knowledge of the core competencies and evidence base whilst written assignments introduce you to searching for evidence, academic writing skills

Part A: Enhancement Framework

and transfer of knowledge. At level 5 and 6 you will develop your enquiry based research by undertaking a range of assessments including poster design, research project, and reflective writing designed to be meaningful and integral to “real world” experiences of health care practice. Competency based practical skills assessments throughout all three years allow you to link theory to practice. Using autonomous judgement to support your progress in clinical practice, you will produce a coherent and meaningful portfolio of evidence that can be taken forward into professional practice beginning the process of continued professional development and life-long learning.

3. Student Support and Special Features of the Programme

Whilst on the BSc (Hons) Radiotherapy and Oncology programme you can access a range of support and library facilities, including the UWE Glenside Library; one of the best Libraries for Health and Social Care in the South West of England.

During the programme you have access to a range of technology enhanced learning opportunities that include VERT, radiotherapy planning computers, CT scanner and radiographic software as well as university wide simulation technology. Collaborative partnerships with external stakeholders will allow you to gain experiences of advancing technologies in radiotherapy such as proton therapy.

The programme prides itself on the variety of methods used to deliver academic content that includes the use of expert practitioners, service users, standardised patients, online facilitation and technology enhanced teaching tools with innovative assessment strategies. An andragogic and student-centred approach to learning is adopted where you are encouraged and enabled to take responsibility for your own learning.

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 file which facilitates lifelong learning.
- PALS. Peer assisted learning is effectively utilised throughout levels 4-6 of the programme to help support you in your learning and development.
- Student-centred learning in professional practice settings is facilitated by the use of pre-determined placement competencies and the utilisation of a CLiP module of supervision of level 4 students by level 6 students.
- There are opportunities at all levels for collaborative learning with jointly designed modules with other health and social care professions for a number of core modules including anatomy and physiology, research principles and an innovative level 6 health informatics based module.
- Access to a dedicated CT scanner, VERT system and radiotherapy planning system will enable a range of simulated practice experiences throughout the degree.
- Three placement experiences at different radiotherapy centres during the degree training enables students to experience a range of size of departments, different types of equipment, working patterns and modes and methods of delivering cancer treatment. UWE students possess excellent transferable skills, such as adaptability, communication strategies, effective team working and resilience. This improves digital fluency, enhances critical thinking, and promotes a professional forward looking graduate.
- Formative and summative simulated practice experiences throughout the degree programme utilising clinical staff and service users and standardised patients enables you to develop key skills and graduate attributes in a safe “modelled” environment.

Part B: Assessment Map			
Module number: Short name	Brief outline of assessment type(s) to create a map of assessments across the programme and where relevant indicate using (T) if they require timetabling and invigilation by CETTS.	Assessment weighting %	UWE Week
Certificate Stage/Level 4			
UZYKGC-15-1: Introduction to Oncology and Radiotherapy	Exam (T)	100	Jan exam period
UZYKGB-30-1: Clinical Context and Applications to Radiotherapy 1	OSPE	100	33
UZYKGD-30-1: Patient Care and Professional Radiotherapy Practice	Professional practice portfolio Written assignment	Pass/fail 100	50 31
UZYKGE-30-1: Physical Sciences and Imaging Technology 1	Written reflection on video scenario Exam (T)	50 50	34 33
UZYAH-15-1: Fundamentals of Human Anatomy and Physiology	Exam (T)	100	Jan exam period
Diploma Stage/Level 5			
UZYKJ-15-2: Professional Behaviour and Health Psychology	Written assignment	100	25
UZYKGF-30-2: Clinical Context and Applications to Radiotherapy 2	OSCE Written assignment	60 40	May exam period 40
UZYKGG-15-2: Intermediate Oncology and Radiotherapy Studies	Exam (T)	100	May exam period
UZYK GK-30-2: Professional Development and Radiotherapy Clinical Practice	Professional practice portfolio Poster	Pass/fail 100	41

				May exam period
UZYKGH-15-2: Principles of Radiotherapy Planning and Simulation	Portfolio	100	40	
UZYA8-15-2: Informing Practice through Research and Inquiry	Written assignment	100	25	
Honours Stage/Level 6				
UZYKGM-30-3: Communication Skills in Radiotherapy and Cancer Care	Written assignment	100	25	
UZY9Q-15-3: Healthy Futures	Individual contribution to wiki Written reflection on learning	50 50	25-26	
UZYKGL-30-3: Advancing Radiotherapy Professional Practice	Professional practice portfolio Presentation	Pass/fail 100	38 May assessment period	
UZYKGN-30-3: Progression to Autonomous Radiotherapy Practice	Professional practice portfolio Peer teaching session	Pass/fail 100	25 Jan assessment period	
UZYAD-30-3: Research and Evidence in Practice	Dissertation	100	41	