Programme Specification

This programme specification is relevant to students entering:
01 September 2017

Associate Dean of School (Academic Quality Assurance):
Cheryl Holman

Summary of amendments to the programme:

<table>
<thead>
<tr>
<th>Section</th>
<th>Amendment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section C Intended Learning Outcomes</td>
<td>Sections related to teaching and learning methods has had further details / examples added to. Additionally the assessment strategy has had the relevant learning outcomes added to it.</td>
</tr>
<tr>
<td>Section D Programme structure</td>
<td>Further details added to clarify entry requirements at Level 5</td>
</tr>
<tr>
<td>Section D Table 1b</td>
<td>Programme Learning Outcomes added as per guidelines / template.</td>
</tr>
<tr>
<td>Section E Support for student learning</td>
<td>Updated support list for student learning</td>
</tr>
<tr>
<td>Section G Entry requirements</td>
<td>Admissions criteria updated with minor additions / amendments to reflect the change in points system.</td>
</tr>
</tbody>
</table>

If you have any queries regarding the changes please email AQO@herts.ac.uk
Programme Specification
BSc (Hons) Radiotherapy and Oncology

This programme specification (PS) is designed for prospective students, enrolled students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended 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 teaching, learning and assessment methods, learning outcomes and content for each module can be found in Definitive Module Documents (DMDs) and Module Guides.

Section 1

A. Programme Rationale

The structure of the programme is designed such that it provides graduates with the knowledge, understanding and professional skills necessary for qualification as a radiotherapy radiographer thus enabling eligibility to apply for registration with the Health and Care Professions Council. The programme’s strategy is to use not only University-based teaching as a learning tool but also facilitate active learning through work-based experience; to this end, blocks of professional practice are combined with academia to provide an integrated, cohesive education that traverses both the University and placement settings. The programme’s philosophy is to use a learner-centred approach that encourages self-reflection and development of inter-personal and professional skills thus affording graduates the opportunity to be adaptable and self-managing. Working in inter-professional groups and professional teams strengthens the graduate’s problem-solving and reflective skills and this as well as the acquisition of core radiotherapy-specific knowledge, understanding and competencies provides graduates with the education they need to become practicing radiotherapy radiographers.

B. Educational Aims of the Programme

The programme has been devised in accordance with the University’s graduate attributes of programmes of study as set out in UPR TL03. Additionally this programme aims to:

- possess the knowledge, skills and competencies as set out in the QAA Benchmark statements required for eligibility to apply for registration and professional body membership;
- are reflective practitioners and who are flexible and responsive in their approach to the needs of patients and the service;
- undertake the role of practitioner and operator in accordance with IR(ME)R 2000 and Ionising Radiation (Medical Exposure) (Amendment) Regulations 2011.(IR(ME)(A)R 2011). Including generation and verification of clinically acceptable treatment plans as well as the delivery of the optimal radiation prescription;
promote the concept of team work and are responsive to and able to work within a multi-professional team;
are cognisant of the issues surrounding human rights and equal opportunities for both staff and patients and are committed to enhancing the standards of patient care;
are committed to the enhancement of health and social care through inter-professional collaboration;
are able to manage themselves and others, and work effectively in a constantly changing health care environment;
have an awareness of the political, legislative and economic factors that impact upon practice;
recognise the need for continued professional development and lifelong learning.

The overall aim of the programme is therefore to provide an educational context in which students develop their intellectual potential, professional expertise and recognise the importance of continued professional development and lifelong learning.

C. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the QAA benchmark statements for Radiotherapy and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education (2016) have been used as a guiding framework for curriculum design.

<table>
<thead>
<tr>
<th>Knowledge and Understanding</th>
<th>Teaching and learning methods</th>
<th>Assessment strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1 - The concepts that underpin the education and training of health care professionals; A2 - The structure &amp; function of the human body in health &amp; disease; A3 - The behavioural and sociological sciences that influence communication and respect for patients with cancer, their families and carers and other professionals within the health care team; A4 - The development of cancers and the characteristics of cancer cells and the management of cancer; A5 - The physical principles of radiation generation, interaction, modification and protection; A6 - Radiotherapy equipment and associated beam dosimetry and treatment delivery relating to external beam radiotherapy and brachytherapy; A7 - The legislative and ethical frameworks that underpin and support practice as a radiographer; A8 - The role of the health care professional in the promotion of health and health care education; A9 - The risk benefit philosophy and principals involved in the practice of therapeutic radiography.</td>
<td>Acquisition of knowledge and understanding is through a blend of lectures, small group work, student-led tutorials and clinical skills workshops, including planning and simulated practical sessions (e.g. VERT and VSIM), e-learning, interactive learning in multi-professional groups, and supervised clinical experience. Throughout, the learner is encouraged to undertake independent study both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject. The level of support reflects the level of study: students at level four are expected to require more support and guidance than level six students. The latter are expected to take more responsibility for their learning and utilise problem solving and critical evaluation skills in their approach. Studynet is fundamental in supporting students’ learning and gives students access to a range of electronic resources</td>
<td>Knowledge and understanding are assessed through a combination of assessment methods e.g. unseen written examinations (A2, A4, A5, A7, A9), coursework, assignments including essays (A1, A3, A7, A8, A9) and practical’s, including VIVA’s, posters and presentations. (A6, A8) In the placement setting practice-based formative and summative assessments occur alongside completion of professional portfolios.</td>
</tr>
</tbody>
</table>
### Intellectual skills

<table>
<thead>
<tr>
<th>B1</th>
<th>B2</th>
<th>B3</th>
<th>B4</th>
<th>B5</th>
<th>B6</th>
<th>B7</th>
<th>B8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyse and solve problems using appropriate guidelines and research evidence;</td>
<td>Apply scientific and ethical principles to the practice of therapeutic radiography;</td>
<td>Assess the role of radiotherapy and the therapy radiographer in the overall care of the patient / client;</td>
<td>Reflect critically upon their performance and practice;</td>
<td>Synthesise knowledge and evaluate research evidence to support practice in Radiotherapy and Oncology departments;</td>
<td>Demonstrating their ability to make informed, sensitive and ethically sound professional judgements in relation to the planning of radiotherapy;</td>
<td>Appraise the factors impinging on the delivery of continuity of care within a multidisciplinary team;</td>
<td>Assess patients' needs by justifying the request for examination or treatment according to IR(ME)R 2000 and Ionising Radiation (Medical Exposure) (Amendment) Regulations 2011. (IR(ME)(A)R 2011).</td>
</tr>
</tbody>
</table>

### Practical skills

<table>
<thead>
<tr>
<th>C1</th>
<th>C2</th>
<th>C3</th>
<th>C4</th>
<th>C5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manipulate equipment appropriately and undertake quality control/assurance to identify and rectify problems;</td>
<td>Maintain confidentiality and obtain informed consent;</td>
<td>Prepare, position patients/clients for examination or treatment accurately, safely and sensitively;</td>
<td>Generate a treatment plan and verify treatment parameters to ensure the delivery of the optimal radiation prescription;</td>
<td>Generate, manipulate and evaluate images in relation to quality and identify normal/abnormal pathology;</td>
</tr>
</tbody>
</table>

### Teaching and learning methods

- Intellectual skills are developed through the methods and strategies outlined in section A, above. Analytical and problem solving techniques are introduced via interactive learning opportunities, student led seminars and clinical skills workshops, including planning and simulated practical sessions (e.g VERT and VSIM) and are further developed through practice placement experiences. 1st year students are introduced to reflective practice whilst in academic block via the practice based and shared School modules; these skills are enhanced by critical reflection of their performance in practice, supported by mentors, Link Lecturers and tutorials. Throughout, the learner is encouraged to develop intellectual skills further by independent study.

- Practical skills are developed by the use of interactive learning in clinical skills workshops, including planning and practical simulation sessions and are further developed through practice placement experiences. The timing of practice placements has been chosen purposefully so that there are placements relatively early in the programme (induction and orientation placement). Placement experience dovetails with university-based study. This facilitates the integration of theory and practice, encourages student motivation and aids the development of reflective practitioners. Through

### Assessment strategy

- Intellectual skills are assessed through a combination of assessment methods including unseen written examinations (B2), coursework, assignments including essays (B1,B2, B4,B5, B7) and practical’s, including VIVAs (B6), posters and presentations.(B3) In the placement setting practice-based formative and summative assessments occur alongside completion of professional portfolios (B4, B8).

- Practical skills are assessed through a combination of the following methods: practical’s, including VIVAs (C4, C5). In the placement setting practice-based formative and summative assessments occur alongside completion of professional portfolios (C1,C2,C3, C4, C5, C6,C7,C8,C9,C10,C11) for each level of study.
D. Programme Structures, Features, Levels, Modules, and Credits

The programme is offered in full-time (3-year) mode, and leads to the award of a BSc Degree with Honours in Radiotherapy and Oncology.

Entry is normally at Level 4 (with A-level or equivalent qualifications) but is possible at Level 5 with suitable qualifications e.g. Applicants who have attained an accredited assistant practitioner qualification or successfully completed year 1 of a comparable radiotherapy degree programme. Intake is normally from semester A (September).

Professional and Statutory Regulatory Bodies

In order to be eligible to apply for registration with the Health and Care Professions Council, all modules must be passed.
Work-Based Learning, including Sandwich Programmes
In order to be eligible for the award, students must undertake clinical education at a formally accredited practice placement.

Erasmus Exchange programme
Not Applicable.

Programme Structure
The programme structure and progression information below (Table 1a and 1b) is provided for the Honours award. Any interim awards are identified in Table 1b. The Programme Learning Outcomes detailed above are developed and assessed through the constituent modules. Table 2 (in section 2) identifies where each learning outcome is assessed.

Table 1a Outline Programme Structure

**Mode of study:** Full time

**Entry point:** Semester A

**Level 4**

<table>
<thead>
<tr>
<th>Compulsory Modules</th>
<th>Module Code</th>
<th>Credit Points</th>
<th>Language of Delivery</th>
<th>% Examination</th>
<th>% Coursework</th>
<th>% Practical</th>
<th>Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Anatomy, Physiology and Pathology for Radiotherapy</td>
<td>4AHP1014</td>
<td>15</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>A</td>
</tr>
<tr>
<td>Principles of Oncology and Management I</td>
<td>4HSK0021</td>
<td>30</td>
<td>English</td>
<td>50</td>
<td>50</td>
<td>0</td>
<td>AB</td>
</tr>
<tr>
<td>Radiotherapy Science</td>
<td>4AHP1016</td>
<td>15</td>
<td>English</td>
<td>100</td>
<td>0</td>
<td>0</td>
<td>A</td>
</tr>
<tr>
<td>Skills for Research and Radiotherapy Practice I</td>
<td>4AHP1017</td>
<td>15</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>A</td>
</tr>
<tr>
<td>Radiotherapy Practice I</td>
<td>4AHP1018</td>
<td>30</td>
<td>English</td>
<td>0</td>
<td>15</td>
<td>85</td>
<td>ABC</td>
</tr>
<tr>
<td>An Introduction to Inter-professional Education</td>
<td>4HSK0013</td>
<td>15</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>A</td>
</tr>
</tbody>
</table>

Progression to level 5 normally requires a minimum of 120 credits and passes in all level 4 modules.

**Level 5**

<table>
<thead>
<tr>
<th>Compulsory Modules</th>
<th>Module Code</th>
<th>Credit Points</th>
<th>Language of Delivery</th>
<th>% examination</th>
<th>% coursework</th>
<th>% Practical</th>
<th>Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oncology and Management II</td>
<td>5HSK0033</td>
<td>30</td>
<td>English</td>
<td>50</td>
<td>0</td>
<td>50</td>
<td>AB</td>
</tr>
<tr>
<td>Radiotherapy Equipment and Radiobiology</td>
<td>5AHP1030</td>
<td>30</td>
<td>English</td>
<td>50</td>
<td>50</td>
<td>0</td>
<td>AB</td>
</tr>
<tr>
<td>Radiotherapy Localisation and Planning</td>
<td>5AHP1031</td>
<td>15</td>
<td>English</td>
<td>0</td>
<td>50</td>
<td>50</td>
<td>A</td>
</tr>
<tr>
<td>Skills for Research and Radiotherapy Practice II</td>
<td>5AHP1032</td>
<td>15</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>B</td>
</tr>
<tr>
<td>Radiotherapy Practice II</td>
<td>5AHP1033</td>
<td>30</td>
<td>English</td>
<td>0</td>
<td>15</td>
<td>85</td>
<td>ABC</td>
</tr>
</tbody>
</table>

Progression to level 6 normally requires a minimum of 120 credits and passes in all level 5 modules.

**Level 6**
### Compulsory Modules

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit Points</th>
<th>Language of Delivery</th>
<th>% Examination</th>
<th>% Coursework</th>
<th>% Practical</th>
<th>Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oncology and Management III</td>
<td>6HSK0093</td>
<td>30</td>
<td>English</td>
<td>0</td>
<td>25</td>
<td>75</td>
<td>AB</td>
</tr>
<tr>
<td>Contemporary Issues in Radiotherapy Practice</td>
<td>6AHP1054</td>
<td>15</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>B</td>
</tr>
<tr>
<td>Radiotherapy Research Exercise</td>
<td>6AHP1055</td>
<td>30</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>AB</td>
</tr>
<tr>
<td>Radiotherapy Practice III</td>
<td>6AHP1056</td>
<td>30</td>
<td>English</td>
<td>0</td>
<td>20</td>
<td>80</td>
<td>AB</td>
</tr>
<tr>
<td>Enhancing Health and Social Care through Inter-professional Education</td>
<td>6AHP1016</td>
<td>15</td>
<td>English</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>A</td>
</tr>
</tbody>
</table>

The award of an Honours degree requires 360 credit points with a minimum of 120 credits at level 6, including successful completion of the research exercise.

### Honours classification

The University has approved structure and assessment regulations common to all programmes. Full details are provided in [UPR AS14](#), Section D.

### Table 1b Final and interim awards available

The programme provides the following final and interim awards:

<table>
<thead>
<tr>
<th>Final Award</th>
<th>Award Title</th>
<th>Minimum requirements</th>
<th>Available at end of Level</th>
<th>Programme Learning Outcomes developed (see above)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSc (Hons)</td>
<td>BSc (Hons) Radiotherapy and Oncology</td>
<td>360 credit points including 240 at level 6/5 of which 120 must be at level 6</td>
<td>6</td>
<td>All programme learning outcomes (see Table 2)</td>
</tr>
<tr>
<td>Interim Award</td>
<td>Award Title</td>
<td>Minimum requirements</td>
<td>Available at end of Level</td>
<td>Programme Learning Outcomes developed (see above)</td>
</tr>
<tr>
<td>University Certificate</td>
<td>&lt;leave blank&gt;</td>
<td>45 credit points at level 4</td>
<td>4</td>
<td>See UPR AS11, section 13: <a href="#">http://sitem.herts.ac.uk/secreg/upr/AS11.htm</a></td>
</tr>
<tr>
<td>Certificate of Higher Education</td>
<td>Certificate of Higher Education in Radiotherapy Science &amp; Health Care</td>
<td>120 credit points at level 4</td>
<td>4, 5</td>
<td>A1, A2, A3, A4, A5, A6, A7, A9, B1, B2, B3, B4, B5, B6, B8, C1, C2, C3, C5, C9, C10, C11, D1, D2, D3, D4, D6, D7, D8</td>
</tr>
<tr>
<td>Diploma of Higher Education</td>
<td>Diploma of Higher Education in Radiotherapy Science &amp; Health Care</td>
<td>240 credit points including at least 120 at level 5</td>
<td>5, 6</td>
<td>All those listed above and:- C4, C6, C7,</td>
</tr>
<tr>
<td>BSc</td>
<td>BSc Oncology &amp; Health Care Studies</td>
<td>300 credit points including 180 at level 6/5 of which 60 must be at level 6</td>
<td>6</td>
<td>All those listed above and:- B7, C8, D5</td>
</tr>
</tbody>
</table>

### Programme-specific assessment regulations

The programme complies with the University’s academic regulations (in particular, [UPR AS11](#), [UPR AS12](#)/[UPR AS13](#) and [UPR AS14](#)) with the exception of those listed below, which have been approved by the University:

- As specified by the professional body, compensatory credit is not permitted and all modules must be passed to ensure eligibility for registration.
• Failure to fulfil the requirements for practice, including undertaking barring and enhanced disclosure checks, attending occupational health screening when referred and (where applicable) completing a statutory declaration, will normally lead to the student being withdrawn from the programme.

Further programme-specific regulations (requiring School-level approval) are given below:

• The external examiner appointed to the programme must be appropriately experienced and qualified and be from the relevant part of the HCPC Register, in accordance with the HCPC Standards of Education & Training (SETs) 6.11.
• A successfully accomplished period of supervised practice education, of not less than 1000 hours, is normally required for receipt of the award;
• Students will normally be required to have a minimum of 90% attendance of the clinical practice time associated with each level of study;
• At each academic level, the student will normally be required to have passed 45 credits (at first attempt/referral) to be permitted a re-enrolment opportunity and hence repeat failed modules (i.e. FREN grade);
• Students re-enrolling on non-practice related modules will be required to undertake a period of practice education within the re-sit year, typically not less than 9 weeks duration;
• The length of student registration is normally a maximum of six years.

E. Management of Programme & Support for student learning.

Management
The programme is managed and administered through:

• A Programme Leader to help students understand the course/programme structure
• An Admissions Tutor
• A designated programme administrator
• Module Leaders
• Year Tutors
• Student representatives on programme committees

Support
Students are supported by:

• An induction programme at the beginning of each new academic session
• Personal tutors to provide academic and pastoral support
• Induction and orientation to practice placements;
• Practice placement staff who mentor students whilst on practice placements and assist with coordinating practice education
• Academic staff with responsibilities for link visits
• Student-staff liaison meetings
• A substantial Student Centre that provides advice on issues such as finance, University regulations, legal matters, accommodation, international student support, etc
• Student Wellbeing and Counselling Service
• StudyNet, a versatile on-line inter-active intranet and learning environment
• Guided student-centred learning on StudyNet module sites
• Access to extensive digital and print collections of information resources
• Attractive modern study environments in 3 Learning Resources Centres
• A Mathematics Drop-in Centre
• Medical Centre
• University Disability Advisors
• An Equality Office
• Careers Enterprise and Employment Services
• The Students’ Union
F. Other sources of information

In addition to this Programme Specification, the University publishes guidance to registered students on the programme and its constituent modules:

- A Programme (or Student) Handbook;
- A Definitive Module Document (DMD) for each constituent module;
- A Module Guide for each constituent module.

The A-Z of the University of Hertfordshire is an introduction to the academic, social, cultural and sporting services and opportunities available at the University of Hertfordshire, and includes the Student Charter and Student Code of Conduct.

As a condition of registration, all students of the University of Hertfordshire are required to comply with the University's rules, regulations and procedures. These are published in a series of documents called ‘University Policies and Regulations’ (UPRs). The University requires that all students consult these documents which are available on-line, on the UPR web site, at: http://www.herts.ac.uk/secreg/upr/. In particular, UPR SA07 ‘Regulations and Advice for Students’ Particular Attention - Index’ provides information on the UPRs that contain the academic regulations of particular relevance for undergraduate and taught postgraduate students.

The UK Quality Assurance Agency for Higher Education (QAA) has confirmed the quality and standards of provision at the University of Hertfordshire. A key part of QAA's role is to review and report on how universities maintain their academic standards and quality, to inform students and the wider public. The team of QAA reviewers visited the University of Hertfordshire in 2015/16 and judged that its academic standards, the quality and enhancement of its students’ learning experience, and the quality of information about this learning experience all meet UK expectations. In other words, the University meets national requirements for standards and quality. The QAA’s report can be accessed at: http://www.qaa.ac.uk/reviews-and-reports/provider?UKPRN=10007147#.V-KHajXy0nE

G. Entry requirements

The normal entry requirements for the programme are a minimum of 5 GCSEs taken at one sitting including English, Mathematics and a Science at grade C/ level 4 or above plus either:

- 120 UCAS points from GCE A2/AS levels to include 92 points from A2 subjects and 32 points from a Life Science subject or Mathematics; or
- BTEC Applied Science with Distinction/Distinction/Merit profile; or
- BTEC Health and Social Care with Distinction/Distinction/Merit profile plus 32 UCAS points from a GCE A2 Life Science subject or Mathematics; or
- ACCESS to HE in Science or Health Studies (or similar) to include: 45 credits at level 3 of which 24 credits are Distinction including 9 credits from a Science subject and 21 credits are Merit; 15 credits at level 2; (Applicants must also have an English and Maths GSCE or equivalent). or
- Foundation Science degree with an average profile of 60% or higher; or
- Honours degree at 2:2 classification or above in a Science or Health subject; or
- Other relevant awards passed at an equivalent level to the above will also be considered.

Normally all applicants provide evidence of a satisfactory clinical visit or relevant work placement. They also attend interviews which incorporate the values of the NHS Constitution and undertake an admissions test.

In addition:
- Students must be medically fit to undertake the programme and students will therefore need a satisfactory health assessment;
- In order to comply with the ‘Rehabilitation of Offenders Act’ 1974 and ‘Rehabilitation of Offenders Act 1974 (exceptions) order’ 1975, students need a satisfactory enhanced Disclosure and Barring (DBS) clearance;
- Where English is not the first language, applicants must have IELTS Level 7.
The programme is subject to the University's Principles, Policies and Regulations for the Admission of Students to Undergraduate and Taught Postgraduate Programmes (in **UPR SA03**), along with associated procedures. These will take account of University policy and guidelines for assessing accredited prior certificated learning (APCL) and accredited prior experiential learning (APEL).

If you would like this information in an alternative format please contact:

**Elaine Parry-Jones, Programme Leader:** e.parry-jones@herts.ac.uk

If you wish to receive a copy of the latest Programme Annual Monitoring and Evaluation Report (AMER) and/or the External Examiner's Report for the programme, please email a request to ago@herts.ac.uk
### BSc (Hons) Radiotherapy and Oncology

#### Table 2: Development of Intended Programme Learning Outcomes in the Constituent Modules

This map identifies where the programme learning outcomes are assessed in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the programme aims (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses.

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Level 6</th>
<th>Knowledge &amp; Understanding</th>
<th>Intellectual Skills</th>
<th>Practical Skills</th>
<th>Transferable Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>An Introduction to Inter-professional Education</td>
<td>4HSK0013</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Introduction to Anatomy, Physiology and Pathology for Radiotherapy</td>
<td>4AHP1014</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Principles of Oncology Management I</td>
<td>4AHP1015</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Radiotherapy Science</td>
<td>4AHP1016</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Skills for Research and Radiotherapy Practice I</td>
<td>4AHP1017</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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Programme Learning Outcomes (as identified in section 1 and the following page)
KEY TO PROGRAMME LEARNING OUTCOMES

Knowledge and Understanding

A1. The concepts that underpin the education and training of health care professionals;
A2. The structure & function of the human body in health & disease;
A3. The behavioural and sociological sciences that influence communication and respect for patients with cancer, their families and carers and other professionals within the health care team;
A4. The development of cancers and the characteristics of cancer cells and the management of cancer;
A5. The physical principles of radiation generation, interaction, modification and protection;
A6. Radiotherapy equipment and associated beam dosimetry and treatment delivery relating to external beam radiotherapy and brachytherapy;
A7. The legislative and ethical frameworks that underpin and support practice as a radiographer;
A8. The role of the health care professional in the promotion of health and health care education;
A9. The risk benefits philosophy and principals involved in the practice of therapeutic radiography.

Practical Skills

C1. Manipulate equipment appropriately and undertake quality control/assurance to identify and rectify problems;
C2. Maintain confidentiality and obtain informed consent;
C3. Prepare, position patients/clients for examination or treatment accurately, safely and sensitively;
C4. Generate a treatment plan and verify treatment parameters to ensure the delivery of the optimal radiation prescription;
C5. Generate, manipulate and evaluate images in relation to quality and identify normal/abnormal pathology;
C6. Competently perform and evaluate a wide range of radiotherapy techniques;
C7. Adapt working practices (where appropriate) to meet the needs of individual patients and situations;
C8. Undertake the role of the operator and practitioner in accordance with IR(ME)R 2006 regulations;
C9. Apply appropriate manual handling skills in order to protect the patient, self and others;
C10. Apply appropriate first aid procedures when necessary;
C11. Apply the principles of infection control to working practices.
Intellectual Skills

B1. Analyse and solve problems using appropriate guidelines and research evidence;

B2. Apply scientific and ethical principles to the practice of therapeutic radiography;

B3. Assess the role of radiotherapy and the therapy radiographer in the overall care of the patient / client;

B4. Reflect critically upon their performance and practice;

B5. Synthesise knowledge and evaluate research evidence to support practice in Radiotherapy and Oncology departments;

B6. Demonstrate their ability to make informed, sensitive and ethically sound professional judgements in relation to the planning of radiotherapy treatment;

B7. Appraise the factors impinging on the delivery of continuity of care within a multidisciplinary team;

B8. Assess patients’ needs by justifying the request for examination or treatment according to Ionising Radiation (Medical Exposure) (Amendment) Regulations 2011 (IR[ME](A)R2011).

Transferable Skills

D1. Communicate effectively, both orally and in writing with patients, colleagues and carers;

D2. Perform as an effective member of an interdisciplinary team;

D3. Demonstrate confidence in manipulating mathematical parameters;

D4. Gather information from a wide range of sources;

D5. Supervise and mentor students and other staff;

D6. Demonstrate spatial awareness;

D7. Demonstrate effective time management;

D8. Recognise and work within the limitations of their own personal and professional skills.
Section 2

Programme management

Relevant QAA subject benchmarking statements
Type of programme
Undergraduate
Date of validation/last periodic review
January 11
Date of production/last revision of PS
July 16
Relevant to level/cohort
Level 4 entering September 2017
Administrative School
School of Health and Social Work

Table 3 Course structure

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Course Instances

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