

School of Health and Social Work

Title of Programme: BSc (Hons) Radiotherapy and Oncology

Programme Code: HHRTO

Programme Specification

This programme specification is relevant to students entering:
01 September 2019

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

Signature



A programme specification is a collection of key information about a programme of study (or course). It identifies the aims and learning outcomes of the programme, lists the modules that make up each stage (or year) of the programme, and the teaching, learning and assessment methods used by teaching staff. It also describes the structure of the programme, its progression requirements and any programme-specific regulations. This information is therefore useful to potential students to help them choose the right programme of study, to current students on the programme, and to staff teaching and administering the programme.

Summary of amendments to the programme:

Date	Section	Amendment
27/03/19	Section D Programme structure	Changes to Table 1 A to reflect the changes in the following: - Imaging and Equipment for Radiotherapy Practice (5HSK0055) to become a Semester A, B module rather than Semester A only to enhance application of practice to theory.
27/03/19	Section F	Change of surname for Programme Leader from Parry-Jones to Long
27/03/19	Section G	Changes to entry requirements following University-wide tariff changes; update of information regarding admissions process to 'selection event' and removal of numeracy/literacy/spatial awareness test.
27/03/19	Section 2	Removal of all Course Instances from Table 3 (no longer required)
27/03/19	Section B	Update Professional Body information from SCoR to COR.

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 the Virtual Learning Environment (VLE).

Section 1

Awarding Institution/Body	University of Hertfordshire
Teaching Institution	University of Hertfordshire
University/partner campuses	College Lane Campus, Hatfield
Programme accredited by	The Society and College of Radiographers and the Health and Care Professions Council
Final Qualification	BSc (Hons)
All Final Award titles (Qualification and Subject)	Radiotherapy and Oncology
FHEQ level of award	6
UCAS code(s)	B822
Language of Delivery	English

A. Programme Rationale

The primary aim of the Radiotherapy & Oncology programme is to produce graduates who will be equipped with the skills, knowledge and competencies necessary to enable eligibility for registration with the Health and Care Professions Council as a therapeutic radiographer and be eligible for membership of the Society of Radiographers. The underlying philosophy is to develop patient-focussed practitioners who demonstrate critical thinking, professional attributes and highly-evolved communication skills and are competent to practise autonomously, as part on an inter-professional team and lead in their specialised field.

The programme aims to challenge and enthuse its students and is structured to provide graduates with the necessary compassion, competence, knowledge and understanding in order to ensure the highest quality of patient care and service delivery. The theoretical understanding and practical application is integrated via University delivered lectures, seminars and tutorials, clinical skills workshops, simulation and distance learning with clinical practice placements in our associated radiotherapy departments. Research-informed teaching methods promote lifelong learning, team-working and leadership skills and encourage critical reflection and self-awareness resulting in graduates who are responsive to service needs.

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](#).

The programme provides an educational context in which students develop the graduate skills, intellectual potential and professional expertise required of a Therapeutic Radiographer. The

programme structure takes account of the importance of an inquiry-based, reflective and critically evaluative approach to inform current practice and lifelong learning in the complex, dynamic environment of contemporary healthcare.

The programme content aims to ensure that graduates possess the knowledge, skills and competencies set out in the HCPC, CoR and QAA Benchmark Statements as required for eligibility to apply for HCPC registration and CoR professional body membership.

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). Additionally, the SEEC Credit Level Descriptors for Further and Higher Education (2016) have been used as a guiding framework for curriculum design.

On meeting the programme learning outcomes, successful students will possess the following knowledge and understanding, intellectual, practical and transferable skills:-

Knowledge and Understanding	Teaching and learning methods	Assessment strategy
<p>A1 - The legislative and ethical frameworks that underpin and support practice as a radiographer.</p> <p>A2- The need to maintain fitness to practise and the value of emotional resilience and continuous professional development (CPD)/ life-long learning.</p> <p>A3- How emotional, behavioural and psychosocial needs of people undergoing radiotherapy, as well as that of their families and carers may vary in different groups and/or individuals.</p> <p>A4- The importance of, and be able to maintain confidentiality.</p> <p>A5- The importance of effective and appropriate communication when engaging with patients with cancer, their families, carers and other professionals within the health care team.</p> <p>A6- The importance of working appropriately in collaboration with service users, other professionals, support staff and others both as an individual and as part of a team to achieve the best possible outcomes.</p> <p>A7- The key concepts of the knowledge base relevant to the profession as a Therapeutic Radiographer and that of other health care professionals.</p> <p>A8- The risk, benefit philosophy and principals involved in the practice of therapeutic radiography.</p>	<p>Acquisition of knowledge and understanding is through a blend of lectures, seminars and 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. Students are expected to undertake independent study in order to prepare for, supplement and consolidate their research-informed educational experience.</p> <p>The level of support reflects the level of study: students at level four are expected to require more support and guidance than students at level six. The latter are expected to take more responsibility for their learning and utilise problem solving and critical evaluation skills in their approach.</p> <p>The virtual learning environment (VLE) is fundamental in supporting the students' learner journey and gives students access to a range of electronic resources and activities as well as being a key mode of communication. Additional support is available through the student's personal tutor, year tutor, module leader and programme leader.</p>	<p>Knowledge and understanding are assessed through a combination of formative and summative assessment methods e.g. exams (A4, A5, A7, A8), coursework, assignments including essays (A1, A2, A3, A6, A7, A8) and practicals, including OSCEs OSPEs, VIVAs and presentations (A4, A5, A6, A8). In the placement setting practice-based formative assessments occur alongside completion of a summative portfolio containing evidence of clinical skills and competencies.</p>
Intellectual skills	Teaching and learning methods	Assessment strategy
<p>B1- Reflect critically upon performance and practice;</p>	<p>Intellectual skills are developed through the methods and strategies</p>	<p>Intellectual skills are assessed through a</p>

B2- Use an inquiry-based approach, to gather a wide range of evidence and information. Through critical evaluation and analysis of the evidence base students will consolidate their knowledge and understanding.

B3- Apply the key concepts relevant to the profession as a Therapeutic Radiographer and that of other health care professionals in the overall care of the service user;

B4- Apply scientific and ethically sound principles to the practice of therapeutic radiography;

B5- Demonstrate effective time management and appropriate mentorship and leadership skills;

B6- Recognise the value of emotional intelligence and emotional resilience.

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. Level 4 students are introduced to reflective practice during academic sessions via the practice based and inter-professional School modules; these skills are enhanced and developed across levels 4, 5 and 6 by critical reflection of their performance in practice, supported by mentors, Link Lecturers and through the use of tutorials.

Intellectual skills of critical thinking, reasoning and evaluation are developed throughout the programme via the embedding of an inquiry-based approach to learning. Keynote lectures, workshops, seminars and tutorials are delivered and facilitated by the lecturing team. Students are expected to read and research widely. Literature search and review skills are facilitated at all three levels and students undertake directed and independent study to further develop their knowledge and understanding of the evidence base.

combination of formative and summative assessment methods including examinations (B2, B3, B4), coursework, assignments including essays and reports (B1, B2, B4, B5,) and practicals, including OSCEs OSPEs, VIVAs and presentations (B3, B4). In the placement setting practice-based formative assessments occur alongside completion of summative competencies and a portfolio (B1, B4, B5, B6).

Practical skills	Teaching and learning methods	Assessment strategy
<p>C1 -Be able to practise safely and effectively within their professional boundaries in accordance with IR(ME)R 2000 (and subsequent amendments).</p> <p>C2- Practise within the legal and ethical boundaries of the profession.</p> <p>C3- Be able to maintain fitness to practise, and implement strategies for resilience and CPD.</p> <p>C4- Be able to work autonomously, exercising their own professional judgement and demonstrate effective and appropriate mentorship and leadership skills.</p> <p>C5- Adapt practise to meet the needs of the individual and their families and carers.</p> <p>C6- Practise in a non-discriminatory manner.</p>	<p>Practical skills are developed interactively during clinical skills workshops such as planning and practical simulation sessions, and are further developed through practice placement experiences. The scheduling of practice placements has been specifically organised to ensure they occur relatively early in the programme (induction and orientation placement). Placement experience dovetails with university-based study. This facilitates the integration of theory with practice, encourages student motivation and aids the development of reflective practitioners. By alternating learning experience in this manner, practice informs theory and theory informs practice.</p>	<p>Practical skills are assessed through a combination of the following methods: practicals, including OSCEs, OSPEs VIVAs and presentations. (C4, C5, C6, C8, C11, C12, C13, C14).</p> <p>In the placement setting practice-based formative assessments occur alongside completion of summative competencies and a portfolio (C1- C15) for each level of study.</p>

<p>C7- Maintain confidentiality by applying principles of information governance and acting in the best interest of service users and others.</p> <p>C8- Demonstrate effective and appropriate communication when engaging with patients with cancer, their families, carers and other professionals within the health care team.</p> <p>C9- Work appropriately in collaboration with service users, other professionals, support staff and others both as an individual and as part of a team to achieve the best possible outcomes.</p> <p>C10- Maintain records in accordance with applicable legislation, protocols and guidelines.</p> <p>C11- Reflect critically upon performance and practice.</p> <p>C12- Assure quality of practice.</p> <p>C13- Apply the key concepts relevant to the profession as a Therapeutic Radiographer and that of other health care professionals in the overall care of the service user.</p> <p>C14- Apply appropriate knowledge and skills to inform practice.</p> <p>C15- Be able to establish and maintain a safe working environment.</p>	<p>Throughout the programme, the learner is given the opportunity to consolidate development of their practical skills through engagement with the university based clinical skills workshops.</p>	
<p><u>Transferable skills</u></p>	<p><u>Teaching and learning methods</u></p>	<p><u>Assessment strategy</u></p>
<p>D- All of the above outcomes are considered transferable skills.</p>	<p>Transferable skills are developed through a blend of lectures, placement experiences, multi-professional groups, student-led tutorial sessions and clinical skills workshops, including planning and simulated practical sessions (e.g. VERT and VSIM)</p> <p>Throughout, the learner is encouraged to maintain a record of evidence of the transferable skills developed during the programme. This process forms the basis of recording the student's continuous professional development which is a requirement of registration with the HCPC as a Therapeutic Radiographer.</p>	<p>Transferable skills are assessed through a combination of the following methods: practicals, including OSCEs, OSPEs VIVAs and presentations. In the placement setting practice-based formative assessments occur alongside completion of summative competencies and a portfolio for each level of study.</p>

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 approved placement site.

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

Compulsory Modules Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Radiotherapy Practice I	4HSK0032	30	English	0	P/F*	100	ABC
Radiotherapy Science	4HSK0033	15	English	100	0	0	A
An Introduction to Inter-professional Education	4HSK0013	15	English	0	100	0	A
Foundations of Anatomy and Imaging for Radiotherapy	4HSK0034	30	English	50	0	50	AB
Foundations of Oncology Management and Patient Care	4HSK0035	30	English	50	50	0	AB

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

Level 5

Compulsory Modules Module Titles	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Radiotherapy Practice II	5HSK0054	30	English	0	P/F*	100	ABC
Imaging and Equipment for Radiotherapy Practice	5HSK0055	15	English	50	50	0	AB
Radiation Dosimetry and Radiobiology	5HSK0056	30	English	50	0	50	AB
Oncology Management and Patient Care II	5HSK0057	30	English	50	0	50	AB
Evidence and Research for Radiotherapy and Healthcare	5HSK0058	15	English	0	100	0	AB

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

Level 6

Compulsory Modules

Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Radiotherapy Practice III Enhancing Health and Social Care through Inter-professional Education	6HSK0118	30	English	0	P/F*	100	AB
Oncology Management and Patient Care III	6AHP1016	15	English	0	100	0	A
Radiotherapy Research Exercise	6HSK0119	30	English	50	50	0	AB
Transition to Competent Practitioner	6HSK0120	30	English	0	100	0	AB
	6HSK0121	15	English	0	50	50	AB

NOTES:

* This Pass/Fail element of assessment must be successfully completed to pass the module, however it will not contribute to the overall numeric grade awarded. For further information regarding the assessment for each module please refer to the Definitive Module Document.

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

Final Award	Award Title	Minimum requirements	Available at end of Level	Programme Learning Outcomes developed (see above)
BSc (Hons)	BSc (Hons) Radiotherapy and Oncology	360 credit points including 240 at level 6/5 of which 120 must be at level 6	6	All programme learning outcomes (see Table 2)
Interim Award	Award Title	Minimum requirements	Available at end of Level	Programme Learning Outcomes developed (see above)
University Certificate	<leave blank>	45 credit points at level 4	4	See UPR AS11, section 13: http://sitem.herts.ac.uk/secreg/upr/AS11.htm
Certificate of Higher Education	Certificate of Higher Education in Radiotherapy Science & Health Care	120 credit points at level 4	4, 5	A1, A3, A4, A5, A6, B6, C6, C7, C8,
Diploma of Higher Education	Diploma of Higher Education in Radiotherapy Science & Health Care	240 credit points including at least 120 at level 5	5, 6	All those listed above and:- A2, B4, C3, C5,
BSc	BSc Oncology & Health Care Studies	300 credit points including 180 at level 6/5 of which 60 must be at level 6	6	All those listed above and:- A8, C9, C10,

Programme-specific assessment regulations

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

- 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) (exemption from UPR AS14 D3).
- Final compensatory credit is not permitted and all modules must be passed to ensure eligibility for registration (exemption from UPR AS14 D4.4).
- The length of student registration is normally a maximum of six years (exemption from UPR AS14 D3.9).

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

- 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.
- Students will normally be required to have a minimum of 90% attendance of the clinical practice time in order to progress to the next level of study.
- A successfully accomplished period of supervised placement experience, of not less than 1200 hours, is normally required for receipt of the award.
- Students re-enrolling on non-practice related modules will be required to undertake a period of placement experience within the re-sit year, typically not less than 9 weeks duration.
- 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) 6.7.

E. Management of Programme & Support for student learning.

Management

The programme is managed, supported and administered by:

- A Programme Leader to help students understand all aspects of the programme including teaching and assessment and overall pastoral support;
- An Admissions Tutor who admit students to the programme and supports them in their transition and induction activities;
- A Programme Administrator to support students with queries about status and progression on the programme;
- Module Leaders, responsible for organisation and delivery of named modules;
- Year Tutors, responsible for support and management of all the students in a specific year group;
- Clinical Lead to support students and practice partners in delivery of the practice element of the programme;
- Student representatives on programme committees who contribute to all aspects of programme organisation and delivery.

Support

In addition to those members of staff stated above, students are also supported by:

- An induction programme at the beginning of each new academic session;
- Individualised induction and orientation to practice placements;
- Named Personal tutors to provide academic and pastoral support;
- Link Lecturers – An academic staff member with responsibility for student support and learning at a particular placement site;

- Practice placement staff who assist with co-ordinating practice education and who mentor students whilst on practice placements;
- Student-staff liaison meetings, these occur on a regular basis to allow opportunity for discussion, exchange of ideas and suggestion for changes as appropriate. Notes of these meetings inform programme committee discussions;
- A University Student Centre that provides advice on issues such as finance, University regulations, legal matters, accommodation, international student support, etc. This is supported by the web-based app:- ask.herts.ac.uk;
- A Student Wellbeing Centre offering advice and support for emotional, mental health, disability and health related issues;
- Occupational Health and Workplace Wellbeing who offer advice and support for health-related issues;
- The Medical Centre (for those students living on campus or in the local area);
- Campus pharmacy offering support and advice for minor ailments;
- An Equality Office;
- The Chaplaincy, welcomes students of all faiths and can offer support for a wide range of religious and spiritual needs;
- The virtual learning environment (VLE), a versatile on-line inter-active site with a Guided Learner Journey for individual modules;
- Modern and well equipped study environments / Learning Resources Centres which includes the 'helpdesk' where students can access support regarding access to learning materials and equipment;
- Access to extensive digital and print collections of information resources;
- An Academic Skills Tutor – to help support and advise on academic writing skills;
- School-based learning technologists to advise on e-learning and other technical support;
- A Mathematics Drop-in Centre;
- 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 [Ask Herts](#) website provides information on a wide range of resources and services available at the University of Hertfordshire including academic support, accommodation, fees, funding, visas, wellbeing services and student societies.

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.

In accordance with section 4(5) of the Higher Education and Research Act 2017 (HERA), the UK Office for Students (OfS) has registered the University of Hertfordshire in the register of English higher education providers. The Register can be viewed at: <https://www.officeforstudents.org.uk/advice-and-guidance/the-register/the-ofs-register/>.

Furthermore, the OfS has judged that the University of Hertfordshire delivers consistently outstanding teaching, learning and outcomes for its students. It is of the highest quality found in the UK. Consequently, the University received a Gold award in the 2018 Teaching Excellence and Student Outcomes (TEF) exercise. This award was made in June 2018 and is valid for up to 3 years. The TEF panel's report and conclusions can be accessed at:

<https://www.officeforstudents.org.uk/advice-and-guidance/teaching/tef-outcomes/#/provider/10007147>

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:

- 96-168 UCAS points from GCE A2/AS levels to include either Science subjects or Mathematics; **or**
- BTEC extended Diploma in Applied Science or Health & Social Care with DMM 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 GCSE 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 placement site visit or relevant work placement. Candidates then attend a selection event in order to demonstrate their personal attributes, ascertain if they understand the demands of the programme and the career, and the values of the NHS Constitution.

In addition:

- Students must be medically fit to undertake the programme and students will therefore need a satisfactory health assessment that meets the requirements of the HCPC.
- 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 with no less than 6.5 achieved in any one band.

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 Long, Programme Leader:- e.long2@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 aqo@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.

	Module Title	Module Code	Knowledge & Understanding								Intellectual Skills						Practical Skills										Transferable Skills					
			A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13	C14	C15	D1-15
Level 4	Radiotherapy Practice I	4HSK0032	✓		✓	✓	✓	✓			✓	✓				✓					✓	✓	✓		✓							✓
	Radiotherapy Science	4HSK0033	✓						✓			✓																				✓
	An Introduction to Inter-professional Education	4HSK0013	✓		✓	✓	✓	✓			✓	✓	✓									✓										✓
	Foundations of Anatomy and Imaging for Radiotherapy	4HSK0034							✓			✓																				✓
	Foundations of Oncology Management and Patient Care	4HSK0035	✓		✓		✓	✓	✓			✓	✓																			✓
Level 5	Radiotherapy Practice II	5HSK0054	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓		✓		✓		✓	✓	✓			✓						✓	
	Imaging and Equipment for Radiotherapy Practice	5HSK0055							✓			✓		✓																		✓
	Radiation Dosimetry and Radiobiology	5HSK0056							✓		✓	✓		✓												✓						✓
	Oncology Management and Patient Care II	5HSK0057	✓		✓	✓	✓	✓	✓			✓	✓	✓																		✓
	Evidence and Research for Radiotherapy and Healthcare	5HSK0058	✓									✓		✓																		✓
Level 6	Radiotherapy Practice III	6HSK0118	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Enhancing Health & Social Care through IPE	6AHP1016	✓		✓	✓	✓	✓				✓	✓	✓			✓		✓	✓	✓	✓	✓	✓				✓				✓
	Oncology Management and Patient Care III	6HSK0119	✓		✓		✓	✓	✓	✓		✓	✓	✓			✓		✓		✓	✓	✓		✓							✓
	Radiotherapy Research Exercise	6HSK0120	✓						✓			✓	✓																			✓
	Transition to Competent Practitioner	6HSK0121	✓		✓	✓	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

KEY TO PROGRAMME LEARNING OUTCOMES

Knowledge and Understanding

A1 - The legislative and ethical frameworks that underpin and support practice as a radiographer

A2- The need to maintain fitness to practise and the value of emotional resilience and continuous professional development (CPD)/ life-long learning

A3- How emotional, behavioural and psychosocial needs of people undergoing radiotherapy, as well as that of their families and carers may vary in different groups and/or individuals

A4- The importance of and be able to maintain confidentiality

A5- The importance of effective and appropriate communication when engaging with patients with cancer, their families, carers and other professionals within the health care team

A6- The importance of working appropriately in collaboration with service users, other professionals, support staff and others both as an individual and as part of a team to achieve the best possible outcomes

A7- The key concepts of the knowledge base relevant to the profession as a Therapeutic Radiographer and that of other health care professionals

A8- The risk, benefit philosophy and principals involved in the practice of therapeutic radiography

Intellectual Skills

B1- Reflect critically upon performance and practice

B2- Use an inquiry-based approach, to gather a wide range of evidence and information. Through critical evaluation and analysis of the evidence base they will consolidate their knowledge and understanding

B3- Apply the key concepts relevant to the profession as a Therapeutic Radiographer and that of other health care professionals in the overall care of the service user

B4- Apply scientific and ethically sound principles to the practice of therapeutic radiography

B5- Demonstrate effective time management and appropriate mentorship and leadership skills

B6- Recognise the value of emotional intelligence and emotional resilience

Practical Skills

C1 -Be able to practise safely and effectively within their professional boundaries in accordance with IR(ME)R 2000 and any subsequent amendments

C2- Practise within the legal and ethical boundaries of the profession

C3- Be able to maintain fitness to practise, and implement strategies for resilience and CPD

C4- Be able to work autonomously, exercising their own professional judgement and demonstrate effective and appropriate mentorship and leadership skills

C5- Adapt practise to meet the needs of the individual and their families and carers.

C6- Practise in a non-discriminatory manner

C7- Maintain confidentiality by applying principles of information governance and acting in the best interest of service users and others

C8- Demonstrate effective and appropriate communication when engaging with patients with cancer, their families, carers and other professionals within the health care team

C9- Work appropriately in collaboration with service users, other professionals, support staff and others both as an individual and as part of a team to achieve the best possible outcomes

C10- Maintain records in accordance with applicable legislation, protocols and guidelines

C11- Reflect critically upon performance and practice

C12- Assure quality of practice

C13- Apply the key concepts relevant to the profession as a Therapeutic Radiographer and that of other health care professionals in the overall care of the service user

C14- Apply appropriate knowledge and skills to inform practice

C15- Be able to establish and maintain a safe working environment

Transferable Skills

D1-15- All of the above outcomes are considered transferable skills.

Section 2

Programme management

Relevant QAA subject benchmarking statements

Type of programme

Date of validation/last periodic review

Date of production/ last revision of PS

Relevant to level/cohort

Administrative School

QAA Benchmark Statement Therapeutic Radiography

Undergraduate

October 17

March 19

Level 4 entering September 2019

School of Health and Social Work

Table 3 Course structure

Course details		
Course code	Course description	JACS/HECOS
HHRT0	BSc (Hons) Radiotherapy and Oncology	B822/101327