

Title of Programme: BSc (Hons) Therapeutic Radiography

Programme Code: HSTR

Programme Specification

This programme specification is relevant to students entering:
23 September 2024

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:

Section	Amendment
G Entry requirements	Revision of sentence.

If you have any queries regarding the changes please email AQO@herts.ac.uk

Programme Specification

BSc (Hons) Therapeutic Radiography

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).

Section 1

Awarding Institution/Body	University of Hertfordshire
Teaching Institution	University of Hertfordshire
University/partner campuses	College Lane Campus
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)	Therapeutic Radiography
FHEQ level of award	6

A. Programme Rationale

The primary aim of the BSc (Hons) Therapeutic Radiography programme at the University of Hertfordshire is to provide an inclusive learning experience in which all students are encouraged to develop the graduate skills, intellectual potential and professional expertise required of a Therapeutic Radiographer.

This rewarding programme has been developed in partnership with clinical NHS Trusts and combines blocks of practice placements with blocks of study. It uses an inquiry-based, research-informed approach that means our graduates are ready to move into the workplace and start delivering exceptional healthcare and support to patients on graduation. Graduates report high levels of employability and excellent career prospects.

Therapeutic Radiographers are the only healthcare professionals registered to deliver radiotherapy to patients with cancer and this programme ensures that our students develop the technical skills for accurate and safe delivery of radiation and excellent communication and team-working skills that enable empathetic interactions with our patients, carers and with other healthcare professionals. Innovations in teaching include the use of state of the art simulation facilities and Experts by Experience ensuring an authentic student experience.

B. Educational Aims of the Programme

Diversity and Inclusion

Our programme is purposefully designed to enable our students to engage meaningfully with the curriculum by being accessible and representative. We support students to shape their learning experience, removing barriers and enabling them to succeed. The curriculum explicitly includes multiple and representative perspectives, valuing collective identities and individual diversity. Learning, teaching and assessment activities help our students to understand how they can enhance outcomes both for themselves and for others. All students belong to a learning community, and during their studies we really want to hear their voices, encourage them to listen to others, and express themselves.

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:

- Ensure that our graduates possess the knowledge, skills and competencies set out in the Health and Care Profession Council (HCPC) and College of Radiographers (CoR) frameworks, so they are eligible to apply for HCPC registration as a Therapeutic Radiographer.
- Encourage a culture of shared learning and personal responsibility, through a research-informed, non-discriminatory and inclusive approach where trust and mutual respect are key.
- Embed learning within a radiotherapy context using authentic case-study examples that stimulate engagement, encourage multiple perspectives and enable application of theory to radiotherapy practices.
- Positively challenge and enthuse students within a supportive programme structure so that skills of empathy, self-awareness, intellectual curiosity and critical reflection are developed, which enables our students and graduates to deliver high-quality, multi-professional, patient-centred care.
- Prepare students for preceptorship through the promotion of lifelong learning and the development of employability, team-working, leadership and problem-solving skills that enable appropriate responses to complex and unpredictable situations and encourage continuous quality service improvement through innovation and influence.

Graduate Attributes

Our graduates will be capable and professional, creative and enterprising, and will build their social and global awareness throughout. In addition to their subject expertise and proficiency, as a University of Hertfordshire graduate, they will be:

- Professionally focused
- Globally minded
- Sustainability driven
- Digitally capable and confident
- Inclusive and collaborative
- Evidence based and ethical

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 following Higher Education and statutory professional frameworks:

- Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014)
- SEEC Credit Level Descriptors for Further and Higher Education (2021)
- HCPC Standards of Proficiency (2023)
- CoR Education and Career Framework (2022)

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 inform and influence practice as a therapeutic radiographer.</p> <p>A2 – The knowledge base underpinning the profession of a therapeutic radiographer.</p> <p>A3 - The need to maintain fitness to practise including the value of emotional resilience, continuous professional development (CPD) and life-long learning.</p> <p>A4 - How emotional, behavioural, and psychosocial needs of people undergoing radiotherapy (as well as that of their families and carers) is personalised according to individual needs.</p> <p>A5 - The importance of maintaining confidentiality whilst recognising the need for reporting and debriefing.</p> <p>A6 - The importance of effective and appropriate communication when engaging with patients, their families, carers and others within the health and social care team.</p> <p>A7 - The value of inter-professional and collaborative working to achieve the best possible outcomes.</p> <p>A8 - The risk, benefit philosophy and underpinning principles involved in the safe delivery of high-quality imaging and radiotherapy treatment.</p>	<p>Acquisition of knowledge and understanding is through campus-based and online activities and workplace learning.</p> <p>Activities include lectures, small group work, simulation (in VERT, the CT scanner, and on the radiotherapy planning / image interpretation systems), and placement attendance. Flipped classroom techniques are also used to encourage interaction. Independent and directed studies such as indicative reading, quizzes and worksheets consolidate learning and enhance the research-informed educational experience. Input from patients and expert practitioners is incorporated into teaching and learning experiences.</p> <p>The virtual learning environment (VLE) supports the learner journey, providing access to a range of electronic resources as well as being a key mode of communication. Additional support is available through study skills modules, the Learning Resource Centre, the Student Success and Academic Skills team (SSAS), a personal tutor, year tutor, the module leader and programme leader.</p> <p>Throughout, a learner is encouraged to undertake independent study both to supplement and consolidate what is being taught/learnt and to broaden individual knowledge and understanding of the subject.</p>	<p>Knowledge and understanding are assessed through a combination of authentic formative and summative assessment methods.</p> <p>Examples of assessment include critical reflective accounts (A1, A2, A6), oral presentations (A1, A2, A4, A6, A8) clinical portfolio (A1 -A8), online or written tests (A1, A2, A4, A8), workbook (A3, A7), case-based written coursework (A1, A2, A4, A6), individual project proposal or integrative review (A1, A2).</p>
Intellectual skills	Teaching and learning methods	Assessment strategy
<p>B1 - Apply the key concepts relevant to the profession as a therapeutic radiographer to the overall care of the patient and safe delivery of radiotherapy.</p>	<p>Intellectual skills of analysis, evaluation, problem-solving and research are developed through the range of teaching, learning and assessment strategies identified above.</p>	<p>Intellectual skills are assessed through a combination of authentic formative and summative assessment methods.</p>

<p>B2 – Analyse and critically evaluate the theory and practice of therapeutic radiography.</p> <p>B3 – Implement intellectual, information technology and numeracy skills into academic learning and therapeutic radiography practices.</p> <p>B4 – Demonstrate problem-solving, critical thinking and clinical reasoning skills.</p> <p>B5 - Recognise the value of emotional intelligence, emotional resilience and the importance of personal health and wellbeing.</p> <p>B6 – Apply technical and research skills to plan and submit an individual radiotherapy research activity.</p>	<p>Analytical and problem-solving techniques are developed via interactive learning opportunities in the classroom and online, student led activities, clinical skills simulation workshops, and practice placement experiences.</p> <p>Level 4 students are introduced to reflective and evaluative practice in the Professional and Evidence Informed 1 and Therapeutic Radiography 1 modules. Critical reasoning and appraisal skills are further developed across the programme via the embedding of an inquiry-based approach to learning. Students are expected to read and research widely. Literature search and review skills are taught in year one and continue throughout all years when students undertake directed and independent study to further develop their knowledge and understanding of the evidence base. Throughout, the learner is encouraged to develop intellectual skills further by independent study.</p>	<p>Examples of assessment include critical reflective accounts (B1-B4), oral presentations (B1, B3, B4), clinical portfolio (B1-B5), online or written tests (B1-B4), workbook (B3), case-based written coursework (B1-B4), individual project proposal or integrative review (B6).</p>
Practical skills	Teaching and learning methods	Assessment strategy
<p>C1 - Practise safely and competently within legal and ethical boundaries and in accordance with IR(ME)R 2000 (and subsequent amendments) and their scope of practice.</p> <p>C2 - Demonstrate professional attitudes and behaviour.</p> <p>C3 - Communicate effectively when engaging with patients, their families, carers and other professionals within the health and social care team.</p> <p>C4 - Demonstrate team-working skills that support a non-discriminatory, inclusive, and collaborative approach to healthcare.</p> <p>C5 - Adapt practise to meet the needs of the individual and their families and carers displaying empathy and compassion.</p> <p>C6 - Maintain confidentiality by applying principles of information governance and acting in the best interest of patients and others.</p>	<p>Practical skills are developed interactively during clinical simulation skills workshops and are further developed through practice placement experiences. Practice experiences are scheduled early in the programme (induction and orientation placement) with placement blocks dovetailing with university-based study. This facilitates integration of theory and practice, encourages student motivation and aids the development of reflective practitioners.</p> <p>Throughout the programme, the learner is given the opportunity to consolidate development of their practical skills through engagement with clinical simulation skills workshops.</p>	<p>Practical skills are assessed by completion of a clinical portfolio, which includes orientation grids that confirm knowledge and application of core legislation ensuring safe practice (C1); competencies that cover the required skills and behaviours of a therapeutic radiographer (C1-C9; C11, C12) and critical reflective reports (C10). The application of knowledge and understanding is further assessed through a practical assessment (A1 - A8, C1, C2, C5, C6, C8, C9, C12).</p>

<p>C7 - Maintain fitness to practise by implementing strategies for personal health, resilience and CPD.</p> <p>C8 - Display autonomy and confidence in a range of commonly performed radiotherapy procedures and when working in collaboration with experts by experience, other health and social care professionals and support staff.</p> <p>C9 - Maintain records in accordance with applicable legislation, protocols and guidelines.</p> <p>C10 - Critically reflect on own performance and practice, engaging with self-directed learning that promotes personal and professional development.</p> <p>C11 - Demonstrate supervision, mentorship and leadership skills.</p> <p>C12 - Apply theoretical knowledge to practise settings.</p>		
Transferable skills	Teaching and learning methods	Assessment strategy
<p>D1 - Demonstrate effective verbal and non-verbal skills in a range of settings and media.</p> <p>D2 - Use an inquiry-based approach to gather evidence and through critical appraisal and interpretation consolidate knowledge and understanding.</p> <p>D3- Demonstrate decision-making skills in routine and complex situations.</p> <p>D4 - Use a range of digital and IT skills to support learning activities including new technologies as appropriate.</p> <p>D5 - Demonstrate effective time management.</p> <p>D6 - Honours graduates will demonstrate applied skills in research in terms of collecting, analysing and interpreting relevant information.</p> <p>D7- Honours graduates will demonstrate the entry level expectations for a therapeutic radiographer.</p>	<p>Transferable skills are developed through a blend of lectures, small group work and simulation (e.g., mock interviews, using clinical case studies in VERT, the CT scanner, and radiotherapy planning and image interpretation systems) and through a self-managed independently produced research activity. In addition, transferable skills are consolidated during attendance at clinical placement.</p> <p>Throughout, the learner is encouraged to develop transferable skills by maintaining their clinical portfolio.</p>	<p>Transferable skills are assessed through a combination of authentic formative and summative assessment methods throughout the programme. All forms of assessment test D1, D4 & D5 with written and oral assessments testing D2 and D3.</p> <p>The clinical portfolio assesses D1 to D5 and in the 3rd year it also assesses D7.</p> <p>The Research activity (individual project proposal or integrative review) assesses skills D1-D6.</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 (Hons) in Therapeutic Radiography. Intake is normally from semester A (September).

Professional and Statutory Regulatory Bodies

On successful completion of the programme, students are eligible to apply to register with the Health and Care Professions Council.

Work-Based Learning, including Sandwich Programmes

To be eligible for the award, students must undertake clinical education at a formally approved placement site.

Student Exchange programme

Not Applicable

Incoming Exchange

Not Applicable

Study Abroad

Not Applicable

Programme Structure

The programme structure and progression information below (Table 1a and 1b) are 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 identifies where each learning outcome is assessed.

Mode of study: Full Time

Entry point: Semester A

Table 1a Outline Programme Structure.

Level 4

Compulsory Modules	Module Code	Credit Points	% Test	% Examination	% Coursework	% Practical	Semesters
Anatomy, Pathology and Physiology	4HSK2020	30	100	0	0	0	AB
Oncology, Management and Holistic Care 1	4HSK2021	30	50	0	0	50	AB
Professional and Evidence Informed Practice 1	4HSK2022	15	0	0	100	0	A
Radiotherapy Science, Imaging, and Technology 1	4HSK2023	15	100	0	0	0	A

Therapeutic Radiography Practice 1	4HSK2024	30	0	0	30 + P/F	70	ABC
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Progression to level 5 normally requires a minimum of 120 credits and passes in all level 4 modules.

Level 5

Compulsory Modules	Module Code	Credit Points	%Test	% Examination	% Coursework	% Practical	Semesters
Oncology, Management and Holistic Care 2	5HSK2026	30	50	0	0	50	AB
Professional and Evidence Informed Practice 2	5HSK2027	15	100	0	0	0	A
Radiation Dosimetry and Radiobiology	5HSK2028	30	50	0	0	50	AB
Radiotherapy Science, Imaging and Technology 2	5HSK2029	15	0	0	100	0	AB
Therapeutic Radiography Practice 2	5HSK2030	30	0	0	30 + P/F	70	ABC

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

Level 6

Compulsory Modules	Module Code	Credit Points	%Test	% Examination	% Coursework	% Practical	Semesters
Professional and Evidence Informed Practice 3	6HSK2047	30	0	0	50	50	AB
Therapeutic Radiography Practice 3	6HSK2048	30	0	0	30 + P/F	70	AB
Radiotherapy Research	6HSK2049	30	0	0	80	20	AB
Oncology, Management and Holistic Care 3	6HSK2050	30	50	0	0	50	AB

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 Module.

Honours classification

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

The programme provides the following final and interim awards.

Table 1b Final and interim awards available

Final Award	Award Title	Minimum requirements	Available at end of Level	Programme Learning Outcomes developed (see above)
BSc (Hons)	Therapeutic Radiography	360 credit points including 240 at level 6/5 of which 120 must be at level 6	6	All programme learning outcomes (section C)

Interim Award	Award Title	Minimum requirements	Available at end of Level	Programme Learning Outcomes developed (see above)
University Certificate		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		120 credit points at level 4	4, 5	A3-A8, B1, B3, B5, C1-4, C6-7, C9-10, C12, D1, D4-5
Diploma of Higher Education	Oncology and Healthcare	240 credit points including at least 120 at level 5	5, 6	All those listed above and: B2, B4, D2
BSc	Oncology and Healthcare	300 credit points including 180 at level 6/5 of which 60 must be at level 6	6	All those listed above and: D3

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:

- 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.
- A successfully accomplished period of supervised clinical practice is required to progress to the next level of study.
- Students re-enrolling on non-practice related modules will be required to undertake a period of clinical practice within the repeating year, typically not less than 5 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 and administered through:

- The Programme Leader, who is responsible for advising students on the programme as a whole and chairing the programme committee.
- An administrative team to deal with day-to-day administration associated with the modules within the programme.
- An Admissions Lead who admits students to the programme and supports them in their transition and induction activities.
- 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 Leads, to support students and practice partners and manage quality processes in the delivery of the practice element of the programme.
- Student representatives on programme committees who contribute to all aspects of programme organisation and delivery.

Support

Students are supported by:

- An induction programme at the beginning of each new academic session.
- Individualised induction and orientation to practice placements.
- A dedicated radiotherapy programme SharePoint site.
- Named Personal Tutors to provide academic and pastoral support. Your Personal Tutor will be an important point of contact, able to help you gain a good understanding of the School and programme you are studying.
- A student buddy system.
- Link Lecturers who are academic staff members with responsibility for student support and learning at clinical placement sites.
- Practice Educators who are registered practitioners who support learners in the workplace.
- Clinical placement mentors who support students on clinical placements.
- Student voice 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 substantial 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
- Office of Dean of Students, Student Wellbeing (incorporating Counselling, Mental Health and Disability Support), Chaplaincy, and Day Nursery.
- 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.
- Overseas Orientation.
- Attractive modern study environments in 2 Learning Resources Centres, which includes the 'helpdesk' where students can access support regarding access to learning materials and equipment.

- A versatile on-line inter-active intranet and learning environment.
- Guided student-centred learning on Canvas module sites.
- Student success and academic skills team – to help support and advise on academic writing skills.
- School-based learning technologists to advise on e-learning and other technical support.
- Access to extensive digital and print collections of information resources.
- Student Success Hubs, which include a Mathematics Drop-in Centre.
- University Disability Advisors.
- Careers and Employment.
- Hertfordshire Student's 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 dedicated programme site
- A Definitive Module Document (DMD) 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/>.

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:

- 112 - 120 UCAS points from GCE A2/AS levels which will normally include either Science subjects or Mathematics; or
- BTEC extended Diploma in Applied Science or Health & Social Care* with minimum DMM profile; 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; (Applicants must also have an English and Maths GCSE or equivalent); or
- Extended degree in Science with an average profile of 60% or higher; or
- Honours degree at 2:2 classification or above in a Science or Health subject; or
- T levels from appropriate healthcare/science subjects; e.g., healthcare science and science; or
- Individuals who present with non-standard qualifications will be assessed by a written piece of work to be negotiated with the admissions team. This will evidence the candidate's skills in constructing sentences and coherent argument and the use of English language.
- All applicants meeting academic criteria are required to attend an interview where personal attributes the values of the NHS Constitution and understanding of the profession are assessed using a standard proforma.

- Intake is normally at Level 4 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 degree programme in radiotherapy.

*Subject/profile individually scrutinised and may vary depending on GCSE achievement

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.
- 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.
- For international applicants (where English is not the first language), applicants must normally have IELTS Level 6.5 with no less than 6.5 achieved in any one band. Where appropriate, English language qualifications that are recognised by the University as equivalent to the specified IELTS bands or taken as part of a standard international curriculum may also be considered.
- We will use every reasonable effort to provide your educational and other related services in the manner and to the standards set out in our prospectuses, on our website, and in our other published materials. We recognise that you expect to receive the educational service you are paying for. However, we cannot make an absolute commitment to provide our services at all times in this manner and to these standards because, for instance, there may be circumstances outside our reasonable control which have a detrimental effect on how we provide our services to you. If circumstances such as these arise, we will use every reasonable effort to minimise any disruption to you.
- We would advise applicants who will be under 18 years of age on or after the date of registration, that they may find that this has financial implications for them and/or an impact on the structure, timing and trajectory of their studies, since the legislative requirements for safeguarding students under the age of 18 may present challenges in securing for them an appropriate range and scope of practice placements. If circumstances such as these arise, we will use every reasonable effort to minimise any disruption and will take all reasonable steps to ensure that your study and experience is not disrupted. Nevertheless, if you have any concerns, we would be pleased to discuss the issues outlined above with any potential applicants.

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: icaq@herts.ac.uk innovation Hub

If you wish to receive a copy of the latest External Examiner's Report for the programme, please email a request to aqo@herts.ac.uk

Therapeutic Radiography

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

This map identifies where the programme learning outcomes are delivered, and 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. Key: X = learning outcome included in module

		Programme Learning Outcomes (as identified in section 1 and the following page)																																	
		Knowledge & Understanding								Intellectual Skills								Practical Skills								Transferable Skills									
	Module Title	Module Code	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	D1	D2	D3	D4	D5	D6	D7
Level 4	Anatomy, Pathology and Physiology	4HSK2020		X									X																X			X	X		
	Oncology, Management and Holistic Care 1	4HSK2021	X	X		X		X				X	X																X	X		X	X		
	Professional and Evidence Informed Practice 1	4HSK2022	X	X	X		X	X	X			X	X		X														X	X		X	X		
	Radiotherapy Science, Imaging, and Technology 1	4HSK2023	X	X						X	X		X																X			X	X		
	Therapeutic Radiography Practice 1	4HSK2024	X	X	X	X	X	X	X	X	X		X		X		X	X	X	X		X	X		X	X		X	X	X		X	X		
Level 5	Oncology, Management and Holistic Care 2	5HSK2026	X	X		X		X	X		X	X	X	X															X	X		X	X		
	Professional and Evidence Informed Practice 2	5HSK2027	X	X			X					X	X	X															X	X		X	X		
	Radiation Dosimetry and Radiobiology	5HSK2028	X	X						X		X	X	X															X	X		X	X		
	Radiotherapy Science, Imaging and Technology 2	5HSK2029	X	X						X	X	X	X	X	X														X	X		X	X		
	Therapeutic Radiography Practice 2	5HSK2030	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X		X	X		X	X		X	X	X	X	X	X	
Level 6	Professional and Evidence Informed Practice 3	6HSK2047	X	X	X		X	X	X		X	X	X	X															X	X	X	X	X		
	Therapeutic Radiography Practice 3	6HSK2048	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X
	Radiotherapy Research	6HSK2049	X	X			X					X	X	X		X													X	X	X	X	X	X	X
	Oncology, Management and Holistic Care 3	6HSK2050	X	X		X		X			X	X	X	X															X	X	X	X	X		

KEY TO PROGRAMME LEARNING OUTCOMES

Knowledge and Understanding	Practical Skills
A1 – The legislative and ethical frameworks that inform and influence practice as a therapeutic radiographer.	C1 - Practise safely and competently within legal and ethical boundaries and in accordance with IR(ME)R 2000 (and subsequent amendments) and their scope of practice.
A2 – The knowledge base underpinning the profession of a Therapeutic Radiographer.	C2 - Demonstrate professional attitudes and behaviour.
A3 - The need to maintain fitness to practise including the value of emotional resilience, continuous professional development (CPD) and life-long learning.	C3 - Communicate effectively when engaging with patients, their families, carers and other professionals within the health and social care team.
A4 - How emotional, behavioural, and psychosocial needs of people undergoing radiotherapy (as well as that of their families and carers) is personalised according to individual needs.	C4 - Demonstrate team-working skills that support a non-discriminatory, inclusive, and collaborative approach to healthcare.
A5 - The importance of maintaining confidentiality whilst recognising the need for reporting and debriefing.	C5 - Adapt practise to meet the needs of the individual and their families and carers displaying empathy and compassion.
A6 - The importance of effective and appropriate communication when engaging with patients, their families, carers and others within the health and social care team.	C6 - Maintain confidentiality by applying principles of information governance and acting in the best interest of patients and others.
A7 - The value of inter-professional and collaborative working to achieve the best possible outcomes.	C7 - Maintain fitness to practise by implementing strategies for personal health, resilience and CPD.
A8 - The risk, benefit philosophy and underpinning principles involved in the safe delivery of high-quality imaging and radiotherapy treatment.	C8 - Display autonomy and confidence in a range of commonly performed radiotherapy procedures and when working in collaboration with experts by experience, other health and social care professionals and support staff.
	C9 - Maintain records in accordance with applicable legislation, protocols and guidelines.
	C10 - Critically reflect on own performance and practice, engaging with self-directed learning that promotes personal and professional development.
	C11 - Demonstrate supervision, mentorship and leadership skills.
	C12 - Apply theoretical knowledge to practise settings.

Intellectual Skills	Transferable Skills
<p>B1 - Apply the key concepts relevant to the profession as a Therapeutic Radiographer to the overall care of the patient and safe delivery of radiotherapy.</p> <p>B2 – Analyse and critically evaluate the theory and practice of therapeutic radiography.</p> <p>B3 – Implement intellectual, information technology and numeracy skills into academic learning and therapeutic radiography practices.</p> <p>B4 – Demonstrate problem-solving, critical thinking and clinical reasoning skills.</p> <p>B5 - Recognise the value of emotional intelligence, emotional resilience and the importance of personal health and wellbeing.</p> <p>B6 – Apply technical and research skills to plan and submit an individual radiotherapy research activity.</p>	<p>D1 - Demonstrate effective verbal and non-verbal skills in a range of settings and media.</p> <p>D2 - Use an inquiry-based approach to gather evidence and through critical appraisal and interpretation consolidate knowledge and understanding.</p> <p>D3- Demonstrate decision-making skills in routine and complex situations.</p> <p>D4 - Use a range of digital and IT skills to support learning activities including new technologies as appropriate.</p> <p>D5 - Demonstrate effective time management.</p> <p>D6 - Honours graduates will demonstrate applied skills in research in terms of collecting, analysing and interpreting relevant information.</p> <p>D7- Honours graduates will demonstrate the entry level expectations for a therapeutic radiographer.</p>

Table 3: Development of Graduate Attributes in the Constituent Modules

This map identifies where the Graduate Attributes are delivered in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the development of the Graduate Attributes (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own personal and professional development as the programme progresses. [Note that there is no requirement for the Graduate Attributes to be assessed through these modules]

D = Delivered

	Module Title	Module Code	Professionally Focused	Globally Minded	Sustainability Driven	Digitally capable and confident	Inclusive and collaborative	Evidenced based and Ethical
Level 4	Therapeutic Radiography Practice 1	4HSK2024	D		D	D	D	D
	Oncology, Management and Holistic Care 1	4HSK2021	D	D			D	D
	Professional and Evidence Informed Practice 1	4HSK2022	D	D	D	D	D	D
	Radiotherapy Science, Imaging, and Technology 1	4HSK2023	D		D	D	D	
	Anatomy, Pathology and Physiology	4HSK2020	D			D		
Level 5	Therapeutic Radiography Practice 2	5HSK2030	D		D	D	D	D
	Oncology, Management and Holistic Care 2	5HSK2026	D	D	D	D	D	D
	Professional and Evidence Informed Practice 2	5HSK2027	D			D		D
	Radiotherapy Science, Imaging and Technology 2	5HSK2029	D	D	D	D	D	D
	Radiation Dosimetry and Radiobiology	5HSK2028	D			D		D
Level 6	Therapeutic Radiography Practice 3	6HSK2048	D		D	D	D	D
	Oncology, Management and Holistic Care 3	6HSK2050	D	D		D	D	D
	Professional and Evidence Informed Practice 3	6HSK2047	D	D	D	D	D	D
	Radiotherapy Research	6HSK2049	D			D		D

Section 2

Programme management

Relevant QAA subject benchmarking statements	QAA Benchmark Statement Therapeutic Radiography
Type of programme	Undergraduate
Date of validation/last periodic review	August 23
Date of production/ last revision of PS	August 23
Relevant to level/cohort	Level 4 entering September 2024
Administrative School	School of Health and Social Work
Language of Delivery	English

Table 4 Course structure

Course details			
Course Code	Course Description	HECOS	UCAS
HSTR	BSc (Hons) Therapeutic Radiography	100132	B823