

# Undergraduate Programme Specification

## Programme Name: BSc (Hons) Radiotherapy and Oncology



This specification provides a summary of the main features of the programme and learning outcomes that a student might reasonably be expected to achieve and demonstrate where full advantage is taken of all learning opportunities offered. Further details on the learning, teaching and assessment approach for the programme and modules can be accessed on the University website and Virtual Learning Environment, GCU Learn. All programmes of the University are subject to the University's [Quality Assurance](#) processes.

1. GENERAL INFORMATION			
<b>Programme Title</b>	Radiotherapy and Oncology		
<b>Final Award</b>	BSc(Hons) Radiotherapy and Oncology		
<b>Awarding Body</b>	Glasgow Caledonian University		
<b>School</b>	School of Health and Life Sciences (SHLS)		
<b>Department</b>	Podiatry and Radiography		
<b>Mode of Study</b>	Full-time		
<b>Location of Delivery</b>	Glasgow Campus London Campus		
<b>UCAS Code</b>	B822		
<b>Accreditations (PSRB)</b>	Health and Care Professionals Council & Society and College of Radiographers		
<b>Period of Approval</b>	From:	September 2018	To: August 2025

2. EDUCATIONAL AIMS OF PROGRAMME
<p>The BSc (Hons) Radiotherapy and Oncology is designed to produce graduates who meet the criteria for professional registration with the Health and Care Professions Council (HCPC), inspiring them with the desire for lifelong learning and the recognition of the importance of an evidence-based approach in their pursuit of excellence in professional practice. These graduates will be fit for practice and fit for purpose and will have a sound understanding of the science and technological principles underpinning radiotherapeutic practice. In addition, the programme aims to develop communication and interpersonal skills required to manage psychosocial needs of service users and carers and other healthcare professionals. Graduates will have the attributes of a GCU graduate: global citizens and a lifelong commitment to promoting health and wellbeing and the common weal and, as stated in the Strategy for Learning will be</p> <p><i>'Proficient in their discipline, enterprising, responsible and capable of fulfilling leadership roles in different organisational and cultural contexts.'</i></p> <p>During study for the BSc (Hons) Radiotherapy and Oncology students will have the opportunity to gain the professional knowledge whilst developing the professional skills and attributes of a therapeutic radiographer. These are to:</p> <ol style="list-style-type: none"> <li>1. Practise safely and effectively within their scope of practice</li> <li>2. Practise within the legal and ethical boundaries of their profession</li> </ol>

3. *Look after their health and wellbeing, seeking appropriate support where necessary*
4. *Practise as an autonomous professional, exercising their own professional judgement*
5. *Recognise the impact of culture, equality, and diversity on practice and practice in a non-discriminatory and inclusive manner*
6. *Understand the importance of and maintain confidentiality*
7. *Communicate effectively*
8. *Work appropriately with others*
9. *Maintain records appropriately*
10. *Reflect on and review practice*
11. *Assure the quality of their practice*
12. *Understand and apply the key concepts of the knowledge base relevant to their profession*
13. *Draw on appropriate knowledge and skills to inform practice*
14. *Establish and maintain a safe practice environment*
15. *Promote health and prevent illness*<sup>1</sup>

The main aims of the Programme, therefore, are to produce graduates equipped with the transferable skills and abilities and grounded in the knowledge that will stand them in good stead, not only for first-post competency, but for eventual advanced and consultant-level practice. The new interprofessional framework gives students the opportunity to explore health and social care environments from a number of different professional stand-points and encourages them to develop attitudes and skills to enable them to work effectively in teams and in collaboration with other health and care professional groups.

<sup>1</sup>. HCPC (2023) Standards of Proficiency for Radiographers

### **3. LEARNING OUTCOMES**

The learning outcomes for the BSc (Hons) Radiotherapy and Oncology have been developed to meet the curriculum content of the Education and Career Framework for the Radiography Workforce<sup>2</sup> and to enable graduates to meet the Standards of Proficiency<sup>1</sup> and Standards of Conduct, Performance and Ethics<sup>3</sup> of the statutory body (as mentioned in the previous section). In addition, the programme content is designed to meet the Academic and Practitioner Standards in Therapeutic Radiography<sup>3</sup>. Whilst these QAA standards have not been updated recently they outline knowledge, skills and attributes of graduate.

This undergraduate programme is designed to provide an award that also confers eligibility to apply for registration as a therapeutic radiographer with the HCPC. Graduates should be able to demonstrate the following clinical skills and behaviours, underpinned by the subject knowledge and understanding described below:

#### **A: Knowledge and understanding;**

- A1 Describe and explain the theoretical principles and scientific concepts that underpin radiotherapeutic practice.
- A2 Describe and explain the pathophysiology associated with health and disease and evaluate methods employed in diagnosis and treatment.
- A3 Evaluate the capability, applications and range of technological equipment used for imaging and radiotherapy.
- A4 Describe and evaluate the role of the radiographer in the cancer pathway, prevention, pre-treatment, planning, delivery, after care and within the healthcare team.
- A5 Evaluate developments in Radiotherapy and Oncology practice.

- A6 Describe the principles of radiobiology, the stochastic and non-stochastic, genetic and somatic effects of radiation.
- A7 Evaluate the principles and application of radiation protection and the measurement of radiation dose.
- A8 Describe the organisation and management of health and social care services within the UK and evaluate developments and trends in legislation and health and social care policy.
- A9 Describe the sociological and psychological aspects of care for people undergoing examinations and treatments, their families and carers.
- A10 Understand the risks and benefits of different imaging and radiotherapy techniques.

**B: Practice: Applied knowledge, skills and understanding;**

- B1 Demonstrate clinical reasoning skills regarding pre-treatment and treatment processes and competence in all aspects of the role of a therapeutic radiographer.
- B2 Maintain accurate records.
- B3 Judge the correctness of the radiation prescription and interpret it in such a way that radiotherapy is delivered accurately and reproducibly.
- B4 Evaluate the needs of patients and demonstrate sound clinical judgement to deliver quality person-centred and context-specific care in a broad range of settings in radiotherapy and oncology practice.
- B5 Recognise faults and malfunctions/deviations from normal equipment operation and the possible implications of such faults on treatment delivery.
- B6 Practise safely and accurately within the legal, ethical and professional framework demonstrating anti-oppressive and anti-discriminatory practice.
- B7 Work collaboratively with interdisciplinary colleagues in the best interest of the patient and carers.
- B8 Demonstrate the ability to seek assistance, consult colleagues and make referrals where appropriate.
- B9 Display the ability to examine and synthesise information gathered, and apply this knowledge to the service user's needs.

**C: Generic cognitive skills;**

- C1 Employ effective information retrieval skills to identify and manage relevant resources to inform professional practice.
- C2 Evaluate, analyse and synthesise research and clinical practice, in order to promote evidence based practice.
- C3 Integrate theory and practice based knowledge in order to inform, implement and evaluate professional practice.
- C4 Critically reflect on personal and professional practice.
- C5 Engage in lifelong learning and continuing professional development to maintain and develop skills and knowledge to enable continuing fitness to practice.
- C6 Use research, reasoning and problem solving skills to determine appropriate actions and critically evaluate practice.

**D: Communication, numeracy and ICT skills**

- D1 Exhibit good numerical, written and verbal and IT skills.
- D2 Incorporate effective communication and confidentiality in all dealings with service users and carers.
- D3 Critically reflect on strengths and weaknesses and self-evaluate own practise.
- D4 Display the ability to prioritise tasks and meet deadlines for the completion of work to required standards either individually or as part of a team.

1Health & Care Professions Council. 2023, Standards of Proficiency –Radiographers, HCPC, London.

2SCoR 2022 Education and Career Framework

3Health & Care Professions Council. 2016. Standards of conduct, performance and ethics, HCPC, London.

4QAA Benchmark statements Academic and Practitioner Standards in Therapeutic Radiography

**E: Autonomy, accountability and working with others.**

E1 Practise safely and accurately within the legal, ethical and professional frame demonstrating anti-oppressive and anti-discriminatory practice.

E2 Demonstrate the professional values of a healthcare professional including but not limited to honesty and integrity, reliability, self-confidence, self-reliance and regard for others.

E3 Work collaboratively with interdisciplinary colleagues in the best interest of the patient and carers.

1Health & Care Professions Council. 2023, Standards of Proficiency –Radiographers, HCPC, London.

2SCoR 2022 Education and Career Framework

3Health & Care Professions Council. 2016. Standards of conduct, performance and ethics, HCPC, London.

4QAA Benchmark statements Academic and Practitioner Standards in Therapeutic Radiography

#### **4. LEARNING AND TEACHING METHODS**

The programme provides a variety of learning and teaching methods. Programme and Module specific guidance will provide detail of the learning and teaching methods specific to each module.

Across the programme the learning and teaching methods and approaches may include the following:

- Lectures
- Seminars
- Practical classes
- Placements
- Simulation experiences
- Groupwork
- Flipped classroom approaches
- Online learning

The above approaches may be delivered either in person or online as appropriate and determined at module level by the Module Leader.

#### **5. ASSESSMENT METHODS**

The programme provides a variety of formative and summative assessment methods. Programme and Module specific guidance will provide detail of the assessment methods specific to each module.

Across the programme the assessment methods may include the following:

- Written coursework (essays, reports, case studies, dissertation, literature review)
- Oral coursework (presentations, structured conversations)
- Practical Assessment (Placement, VIVA, Laboratory work)
- Group work
- Blogs and Wikis
- Portfolio Presentations
- Formal Examinations and Class Tests

The above assessments may be delivered either in person and online as appropriate and determined at module level by the Module Leader.

## 6. ENTRY REQUIREMENTS

Specific entry requirements for this programme can be found on the prospectus and study pages on the GCU website at this location: [www.gcu.ac.uk/study](http://www.gcu.ac.uk/study)

The Course webpage specific to this Programme is:

All students entering the programme are required to adhere to the [GCU Code of Student Conduct](#).

- The standard requirements for entry to full time students under the age of 21 are Scottish Qualification Agency (SQA) UCAS Tariff Points 102 - Higher BBBC or above with the minimum entry requirements for Widen Access; UCAS Tariff Points 90 – Higher BCCC. Higher in 2x Science subjects is essential (normally selected from Biology, Chemistry, Mathematics or Physics).
- For A Level applicants three A-Level passes are required at Grades BCC or above plus five GCSE subjects to include English, Mathematics or Double science. A- Level subjects should include x2 sciences one of which must be at Grade B.
- NB. BTEC Level 2 Applied Science in place of GCSE double science may be considered.
- Irish applicants should have a minimum of four subjects at HIGHER level Grade B or above. Subjects must include English and Mathematics. If Mathematics is not studied to Higher Grade then the candidate must offer these subjects at Ordinary grade.
- Completion of Scottish Wider Access Programme (SWAP) Access to Radiography, or equivalent (subject to scrutiny of course content).
- BTEC national diploma in Health Science or Science at grade MMM.
- Equivalent EU qualifications.
- Equivalent non EU qualifications.
- International and EU students are required to provide evidence of an IELTS score of Level 7 with no single element below 6.5 or English language equivalent.
- Mature candidates (aged twenty-one years and above) and others who possess differing qualifications are normally considered on their individual merits. Individual students may be able to claim credit from previous study or experience to go towards their BSc (Hons) Radiotherapy and Oncology degree by way of GCU's Recognition of Prior Learning (RPL). No RPL claim however permits exemption from modules associated with GCU IPE Framework or indeed all or part of the DI Practice Education pathway.
- Historically Assistant Practitioners in possession of the Higher National Certificate (Therapeutic Radiography) have been considered for direct entry into Level 2 of the Radiotherapy and Oncology Programme. Learning outcomes of the present programme were previously mapped and it is likely that the new programme although under review will maintain similar core content at Level 1 which allows for potential for continued articulation. In addition, applications from candidates with alternative Assistant

Practitioner qualifications will be reviewed/mapped to ensure equivalent content and placement experience before an offer of entry into Level 2 can be considered.

**Factors for further consideration**

- ALL applicants are required to provide evidence that they are in good health and should check their vaccination status. Immunisation checks, Protection of Vulnerable groups registration (PVG) or police checks must be completed prior to practice placement. For further information, see SHLS Generic Practice Education Document sections 11.6 and 5.2.
- For health and safety reasons applicants must normally be **seventeen years and six months** of age by the beginning of the programme.
- Fitness to Practice: All students are required to declare that they will adhere to the SHLS Fitness to practice policy, GCU code of conduct and the HCPC code of conduct (SHLS Generic Document and practice education document) and the SHLS Protocols for consent where students participate as patients or clients in practical and clinical teaching.

## 7. PROGRAMME STRUCTURE AND AVAILABLE AND FINAL EXIT AWARDS<sup>1</sup>

The following modules are delivered as part of this programme:

Module Code	Module Title	Core or Optional	SCQF Level	Credit Size	Coursework %	Examination %	Practical %
M1B825798	<i>Preparation for Professional Practice</i>	Core	7	20	100	0	0
M1B826016	Anatomy for Radiographers 1	Core	7	20	0	100	0
M1B826017	Physics for Radiographers	Core	7	20	100	0	0
M1B102521	Fundamentals of Human Physiology	Core	7	20	0	100	0
M1B826006	Radiotherapy and Oncology 1	Core	7	20	40	60	0
M1B826012	Practice Education 1	Core	7	20	0	70	30
M2B025796	<i>Individuals Teams and Communities</i>	Core	8	20	100	0	0
M2B826183	Advanced Imaging	Core	8	20	30	70	0
M2B826019	Anatomy for Radiographers 2	Core	8	20	0	100	0
M2B826007	Radiotherapy and Oncology 2	Core	8	20	50	50	0
M2B826013	Practice Education 2	Core	8	40	50	0	50
M2B025800	Methodology and Research for Effective Practice	Core	8	20	80	20	0
M3B8025797	<i>Understanding Professional Teams and Leadership</i>	Core	9	20	100	0	0
M3B826021	Radiotherapy and Oncology 3	Core	9	20	40	60	0
M3B826010	Radiotherapy Treatment Planning and Brachytherapy	Core	9	20	50	50	0
M3B826014	Practice Education 3	Core	9	40	0	50	50
MHB925801	Honours Project	Core	10	40	100	0	0
MHB826011	Advancements and Safety in Radiotherapy	Core	10	20	100	0	0
MHB826020	Person Centre Care	Core	10	20	100	0	0
MHB826015	Practice Education 4	Core	10	40	0	50	50

Students undertaking the programme on a full-time basis commencing in September of each year will undertake the modules in the order presented above. This may be subject to variation for students commencing the programme at other times of year (e.g. January) and/or undertaking the programme on a part-time or distance learning mode of delivery.

\* Modules in italics denote IPE modules

<sup>1</sup> Periodically, programmes and modules may be subject to change or cancellation. Further information on this can be found on the GCU website here: [www.gcu.ac.uk/currentstudents/essentials/policiesandprocedures/changesandcancellationtoprogrammes](http://www.gcu.ac.uk/currentstudents/essentials/policiesandprocedures/changesandcancellationtoprogrammes)

The following final and early Exit Awards are available from this programme<sup>2</sup>:

**Certificate of Higher Education in Health and Social Care** \*\* - *achieved upon successful completion of 120 credits*

**Diploma of Higher Education in Health and Social Care**\*\* - *achieved upon successful completion of 240 credits*

**Bachelor of Science in Health and Social Care**\*\* - *achieved upon successful completion of 360 credits*

**Bachelor of Science with Honours in Radiotherapy and Oncology**\* - *achieved upon successful completion of 480 credits*

\* *with eligibility for registration with the HCPC*

\*\* *with no eligibility to apply for registration with the HCPC*

## 8. ASSESSMENT REGULATIONS

Students should expect to complete their programme of study under the GCU Assessment Regulations that were in place at the commencement of their studies on that programme, unless proposed changes to University Regulations are advantageous to students. These can be found at:

[www.gcu.ac.uk/aboutgcu/supportservices/qualityassuranceandenhancement/regulationsandpolicies](http://www.gcu.ac.uk/aboutgcu/supportservices/qualityassuranceandenhancement/regulationsandpolicies)

In addition to the GCU Assessment Regulations noted above, this programme is subject to Programme Specific Regulations in line with the following approved Exceptions:

### **Undergraduate Programme-Specific Assessment Regulations for the following HCPC regulated awards:**

- **BSc (Hons) Diagnostic Imaging**
- **BSc (Hons) Radiotherapy and Oncology**
- **BSc (Hons) Podiatry**
- **BSc (Hons) Physiotherapy**
- **BSc (Hons) Occupational Therapy**
- **BSc Oral Health Sciences**
- **BSc Paramedic Science**

<sup>2</sup> Please refer to the [GCU Qualifications Framework](#) for the minimum credits required for each level of award and the Programme Handbook for requirements on any specified or prohibited module combinations for each award.



1. University Assessment Regulations apply except where there is a documented exception approved by the University Exceptions Committee. These Health and Social Care Programme-Specific Regulations override the University's standard Assessment Regulations (Approved September 2019) in Sections 6, 9, 10, 13, 14, 15 and 23.

2. These Programme-Specific Assessment Regulations apply to the above-named programmes. They apply to all modules irrespective of the number of credit points allocated.

3. Due to the time commitments and Practice Based Learning elements of the professional programmes hosted by the SHLS, students may not be registered on a second full-time programme of study while enrolled on any Health or Social Care programme.

#### **4. Failure at the First Diet (Undergraduate Assessment Regulations, Section 15)**

Students are normally required to re-enter Level 4 with attendance. The offer of re-entering Level 4 without attendance is normally permissible only in exceptional medical/personal circumstances, which are documented appropriately.

#### **5. Attendance Requirements (Attendance Policy: Taught)**

Students within the above-named programmes are expected to attend all classes, practice visits, laboratory sessions and Practice Based Learning placements. Where a student has unauthorised absence of, or in excess of, 20% in any module he/she may be required to retake the module with attendance prior to undertaking Practice Based Learning Modules, or proceeding to the next level of the programme. Unauthorised absence in more than one module may result in the student being required to withdraw from the Programme.

6. Students within the above-named programmes are normally required to successfully complete all modules identified in the Definitive Programme Document for their programme as these are protected titles leading to an academic and professional qualification and require successful completion of all core modules.

#### **7. Compensation (Undergraduate Assessment Regulations, Section 13.2)**

Compensation for failure in a single module, where a student has passed modules at any one level, will not normally apply to modules leading to the award as identified in the definitive programme document for the above-named programmes. Compensation of a fail in Practice Based Learning modules is not permitted. This is consistent with the guidelines set by Regulatory/Professional Bodies.

8. For Honours degree programmes the submission of the Honours Project is compulsory. Failure to submit an Honours Project will result in the student being ineligible for the named award and, consequently, eligibility to apply for registration with the Regulatory Body.

9. Failure in any Level 4 module at second attempt will result in the award of an unclassified degree (e.g. BSc in Health and Social Care) and will result in the student being ineligible for the named award and, consequently, eligibility to apply for registration with the Regulatory Body.

10. A student may be required to withdraw from the programme if he/she is deemed by the Fitness to Practise Board, and ratified by the Assessment Board, to be professionally unsuitable or guilty of professional misconduct. Students will be required to declare at the commencement of each session his/her Fitness to Practise and Good Character through Self-Disclosure.

A student who is considered to be professionally unsuitable or guilty of professional misconduct will be one who:

- has failed to abide by the SHLS Fitness to Practice Policy and GCU Code of Student Conduct,
- and/or has failed to meet the standards, policies or codes of conduct laid down by partner organisations that provide Practice Based Learning Placements
- and/or is unable to meet the programme requirements despite reasonable adjustments.

#### **11. Aegrotat Awards (Undergraduate Assessment Regulations, Section 23)**

Due to the requirements of the Regulatory/Professional Bodies there will be no aegrotat awards on the above-named programmes.

12. Students who are awarded one of the above-named awards are eligible to apply for Registration with the Health and Care Professions Council (HCPC) / General Dental Council (GDC) and/or Membership of the named Professional Body.

13. In the case of HCPC regulated Programmes, all Programmes will have at least one external examiner who is appropriately experienced and qualified and, unless other arrangements are agreed, will be from the relevant part of the Register.

#### **ADDITIONAL ASSESSMENT REGULATIONS SPECIFIC TO PRACTICE BASED LEARNING**

1 All Practice Based Learning Modules must be passed, including Elective Placements where offered.

#### **2 Module Pass Criteria (Undergraduate Assessment Regulations, Section 13.1)**

For Practice Based Learning Module assessments that consist of multiple components, all components must be passed at a minimum of 40% in order to complete the module successfully.

#### **3 Maximum Number of Attempts at a Module (Undergraduate Assessment Regulations, Section 14)**

Only two attempts are permitted for Practice Based Learning Modules at all levels of the programme.

#### **4 Failure at the First Diet (Undergraduate Assessment Regulations, Section 15)**

A student who fails or is unable to successfully complete Practice Based Learning Module(s) will be required to re-enter the module(s) either during the student's summer recess, or re-enter with attendance the following academic year, as determined by the Programme Assessment Board. The specific dates will be determined by placement availability.

5 A student must complete satisfactorily all requirements laid down by Regulatory/Professional bodies in relation to Practice Based Learning, e.g. number of placement days/ hours (as specified in the Programme Handbook). Failure to do so will require additional placements to be undertaken.

6. Final students may be permitted to undertake an early retrieval at an earlier reassessment diet if they choose to do so and provided they meet the eligibility criteria. Students must only have one component of one module outstanding (i.e. everything else successfully completed) with a credit rating up to and including 40 credits will have the opportunity to . The dissertation/project is exempt from this.

There will be no opportunity for early retrieval for students who have failed due to academic misconduct.

Compensation does not apply as per exception 206

#### **Exceptions to the Fit to Sit Policy**

In this programme, approved exceptions to the 2-day post sit/submit period have been granted for assessments included in the following modules:

- Practice Education 1
- Practice Education 2
- Practice Education 3
- Practice Education 4
- Understanding Professional Teams and Leadership
- Methodology and Research for Effective Practice

#### **ADDITIONAL ASSESSMENT REGULATIONS SPECIFIC TO INTERPROFESSIONAL EDUCATION**

**M1B025798 Preparation for Professional Practice** is not included in the set of modules used in the calculation of merit and distinction for the awards of Certificate of HE and Diploma of HE. (Therefore, for the award of Certificate of HE, only 100 SCQF7 credits would be included in the calculation set.).

This is due to this module being PASS/FAIL

Modules: INDIVIDUALS, TEAMS AND COMMUNITIES and UNDERSTANDING PROFESSIONAL TEAMS AND LEADERSHIP: AHP students who are undertaking these modules should note that the standard GCU graduate Assessment regulations are in place for these modules with the Exception Case 208 only applied for Nursing Students due to NMC professional body requirements.

**VERSION CONTROL (to be completed in line with AQPP processes)****Any changes to the PSP must be recorded below by the programme team to ensure accuracy of the programme of study being offered.**

<i>Version Number</i>	<i>Changes/Updates</i>	<i>Date Changes/Updates made</i>	<i>Date Effective From</i>
1.1	New Template provided after PB. No new programme specific information added.	28 June 2024	28 June 2024
1.0			06 June 2024