



Queen Margaret University

EDINBURGH

Programme Specification

Where appropriate outcome statements have be referenced to the appropriate Benchmarking Statement (**BS**)

1	Awarding Institution	Queen Margaret University
2	Teaching Institution	Queen Margaret University
3	Professional body accreditation	Society and College of Radiographers
4	Final Award	MSc Radiotherapy and Oncology
	Subsidiary exit awards	Postgraduate Diploma in Radiotherapy and Oncology (Pre-Registration) (registerable award with HCPC) Postgraduate Diploma in Health Studies Postgraduate Certificate in Health Studies MSc/PgDIP Radiotherapy and Oncology
5	Programme Title	
6	UCAS code (or other coding system if relevant)	
7	SCQF Level	11
8	Mode of delivery and duration	PgDip 2 years full time, MSc 1 year full time, 2 years part time
9	Date of validation/review	26 th April 2016

10. Educational Aims of the programme

The aims of this programme are to develop postgraduate Therapeutic Radiographers who:

- (a) are skilled, creative and innovative, displaying a critical understanding of the principal theories and concepts of Therapeutic Radiography and are capable of responding effectively and sensitively to the needs and demands of individual patients and of the health care sector;
- (b) exercise appropriate judgements, deal with complex issues and make informed decision in situations in the absence of complete or consistent clinical information;
- (c) demonstrate leadership and or initiative and make an identifiable contribution to change and development of practices and procedures;
- (d) routinely apply critical reflection to inform clinical decisions, and influence own and others' roles and responsibilities;
- (e) critically review, consolidate and extend knowledge, skills, practices and thinking, with commitment to the pursuit of professional excellence in Therapeutic Radiography;
- (f) develop and can apply the skills of research and enquiry to produce original work which contributes to the profession;
- (g) engage in study which demands a professional approach, academic rigour, independence and self-direction.

11. Benchmark statements/professional and statutory body requirements covered by the programme

QUALITY ASSURANCE AGENCY FOR HIGHER EDUCATION., 2001. *Benchmark Statement: Radiography*. Gloucester: Quality Assurance Agency for Higher Education.

HEALTH AND CARE PROFESSIONS COUNCIL., 2012. *Standards of Education and Training*. London: Health and Care Professions Council.

HEALTH AND CARE PROFESSIONS COUNCIL., 2013. *Standards of Proficiency: Radiographers*. London: Health and Care Professions Council.

SOCIETY AND COLLEGE OF RADIOGRAPHERS., 2013. *Education and Career Framework for the Radiography Workforce* [online]. Available from: <https://www.sor.org/learning/document-library/education-and-career-framework-radiography-workforce>

SOCIETY AND COLLEGE OF RADIOGRAPHERS., 2013. *The Scope of Practice*. London: College of Radiographers.

12. Learning Outcomes of the Programme

In terms of **knowledge and understanding**, students will be able to:

- explore and apply relevant intellectual approaches and practical skills, including those acquired in the taught components, to the chosen topic;

In terms of **intellectual skills**, students will be able to:

- critically evaluate and reflect on their own professional practice and develop independent thinking and action in critically evaluating the impact of theory and research on clinical practice;

In terms of **practical skills**, students will be able to:

- demonstrate independent clinical skills consistent with those of a proficient and reflective practitioner;

In terms of **transferable skills**, students will be able to:

- critically analyse published papers in relation to clinical practice and demonstrate an understanding of the meaning and interpretation of data.

In addition, the graduate will possess the following characteristic abilities:

- to critically analyse the range of roles and responsibilities of an allied health professional, in the context of their own profession and within the changing health and social care setting;
- to facilitate the acquisition and application of knowledge and understanding of the processes involved to enable safe and accurate delivery of radiotherapy treatments;
- to relate the principles of physical science to the complexities of radiotherapy clinical practice thus enabling a critical approach to the usage of equipment and developing technologies;
- to synthesise knowledge of radiotherapy management of patients in relation to the application of anatomy, physiology and pathology;
- to develop a thorough knowledge and understanding to initiate critical appraisal of radiotherapy techniques and clinical practice;

- to meet the key characteristics and criteria in order to be eligible to apply for HCPC registration as a Therapeutic Radiographer;
- to develop research skills and knowledge necessary to plan, design, analyse and report an independent research study.

13. Teaching and learning methods and strategies

Throughout the programme, a range of teaching and learning strategies appropriate to the learning outcomes of each module are used to reflect the policy of emphasising active student participation in the learning process. This reflects the development of sustainable education within this programme which is one of the key principles of the QELTA strategy. The student is placed at the centre of the learning process and is expected to take overall responsibility for her/his learning. To ensure that current issues are analysed and debated, participants will have a wide range of learning resources available to them, such as, Keynote Lectures, Interactive Lectures, Tutorial, Group Studies and Seminars, Practical and Laboratory Sessions, Learning Through Technology, Workshops, Simulations, Independent Learning and Student Self Appraisal.

Transferable skills are developed through written and verbal communication, IT, presentation, research and dissemination, electronic portfolio management and reflective practice.

Students also undertake shared learning across programmes within the subject area and interdisciplinary learning across subject areas.

All approaches aim to meet the criteria outlined in the Standards of Proficiency for eligibility for Health and Care Professions Council registration.

14. Assessment strategies

Assessment at postgraduate level is concerned with advanced level skills that combine both theoretical and empirical knowledge and the application of that knowledge in the analysis and evaluation of current practice. Various forms of assessment, to include written examination, Objective Structured Clinical Examinations (OSCEs), course work and clinical assessment will be used to monitor the progress of students throughout the programme and will contribute towards the award. By using forms of assessment which are perceived to be relevant to real work situations and which involve application of knowledge; the student is encouraged to take an active approach to learning.

15. Programme structures and features, curriculum units (modules), credits and award requirements (including any periods of placement)

PgDip in Radiography and Oncology (Pre-registration):

6 Modules at SCQF Level 11 (135 M-Level credit points);
 2 Modules at SCQF Level 7;
 2 Modules at SCQF Level 10 (130 undergraduate credits).

YEAR ONE:

SCQF Level 11

Preparing for Practice as an Allied Health Professional (15 credits) – core
 Introduction to Cancer and its Management (30 credits) – core
 Radiotherapy Science (15 credits) – core

SCQF Level 7

Science and Technology (10 credits) – core

Introduction to Human Body (10 credits) – optional

SCQF Level 10

Work Based learning One – (50 credits) - core

YEAR TWO:

SCQF Level 11

Research Methods for Allied Health Professionals (15 credits) – core

Radiotherapy and Oncology Practice One (30 credits) – core

Radiotherapy and Oncology Practice Two (30 credits) – core

SCQF Level 10

Work Based Learning Two – (60 credits) - core

Leading to application for Registration with the Health and Care Professions Council

MSc in Radiotherapy and Oncology as above plus :

Research Project module – (60 credits) - core

16. Criteria for admission

Candidates will be required to meet the regulation for admission within QMU's Taught Postgraduate Framework. The University shall have a reasonable expectation before admission that an applicant will be able to fulfil the objectives of his/her proposed programme of study and achieve the standard required for the award sought. The subject area needs to recruit individuals who already possess qualities which enable them to undertake study in an appropriate manner and at the appropriate academic Masters Level. These students should be committed, diligent, and enthusiastic and possess the graduate skills to further enhance and develop their knowledge base.

Equal Opportunities

The Subject Area of Radiography is committed to the provision of a policy of equal opportunity in student selection. All applicants regardless of race, ethnic origins, religion, gender, sexual orientation, marital status or age can expect equal treatment.

Disability and Mental Health Issues

Applications from all students will be assessed on the basis of academic suitability.

Discussions about the support requirements of students will be separate from that consideration. The standard precepts of the University Admissions and Registration Regulations apply.

Academic Entrance Requirements

To enter the Postgraduate Diploma in Radiotherapy and Oncology (Pre-registration) applicants should normally hold at least a second class honours degree in a science or health related subject. Potential applicants are required to visit a radiotherapy department. Work placement co-ordinators within NHS Trusts can be contacted by potential applicants to arrange a clinical visit to a radiotherapy department or Radiotherapy Managers can also be a point of contact for the individual trying to organise some clinical experience prior to entry onto the programme.

Criminal Conviction Checks

An Enhanced Disclosure will be required from the Criminal Records Bureau, Disclosure Scotland (or equivalent) prior to any clinical placements.

English Language Requirements

Applicants whose first language is not English must provide evidence of proficiency in English language. Acceptable evidence is:

- an overall IELTS score of 6.5, with no individual component scoring below 6.5.or
- a score of 237 in the computer-based TOEFL exam or 580 in the paper-based examination.

All applicants will be made aware of the need to achieve IELTS 7.0 if they wish to apply for HCPC registration on exiting the programme.

Health Status

The University has an obligation to ensure that graduates from its pre-registration healthcare programmes are fit to practise. This means we need to consider whether students have a long term health condition or disability which could prevent them from practising safely without supervision. A self-declaration of health status is required to determine any support required in the clinical environment

17. Support for students and their learning

QMU programmes normally provide the following student support:

- a. Personal Academic Tutor;
- b. Personal Development Portfolios;
- c. Student Handbooks;
- d. Virtual Learning Environment (VLE);
- e. Access to Student Learning Services, Learning Resource Centre (LRC) and IT support;
- f. Access to Student Services: careers, counselling, disability advice;
- g. Representation through Student-Staff Committees;
- h. Supervisors within the clinical setting.

.

18. Quality Assurance arrangements

This programme is governed by QMU's quality assurance procedures. See the QMU website for more detail: <http://www.qmu.ac.uk/quality/>