

BSc (Hons) Radiotherapy and Oncology

Programme Specification

Primary Purpose

Course management and quality assurance.

Secondary Purpose

Detailed information for students, staff and employers. Current students should refer to the related Course Handbook for further detail.

Disclaimer

The University of Portsmouth has checked the information given in this Programme Specification. We will endeavour to deliver the course in keeping with this Programme Specification; however, changes may sometimes be required arising from annual monitoring, student feedback, review and update of units and courses. Where this activity leads to significant changes to units and courses, there will be prior consultation of students and others, wherever possible, and the University will take all reasonable steps to minimize disruption to students. It is also possible that the University may not be able to offer a unit or course for reasons outside of its control, for example; the absence of a member of staff or low student registration numbers. Where this is the case, the University will endeavour to inform applicants and students as soon as possible. Where appropriate, the University will facilitate the transfer of affected students to another suitable course.

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Course Details

1. Named Awards

BSc (Hons) Radiotherapy and Oncology

2. Course Code (and UCAS Code if applicable)

C2719F (B822)

3. Awarding Body

University of Portsmouth

4. Teaching Institution

University of Portsmouth

5. Accrediting Body

Health and Care Professions Council (HCPC)

College of Radiographers

6. QAA Benchmark Groups

Allied Health Professions – Radiography

Health Care Programmes – Radiography QAA 2001

7. Document Control Information

Version 2, September 2017

8. Effective Session

2017/2018

9. Author

Andy Williams

10. Faculty

Science

11. Department

School of Health Sciences and Social Work

Curriculum

12. Educational Aims

The BSc (Hons) Radiotherapy and Oncology programme aims to:

- Develop the knowledge and skills required for a career in radiotherapy including the ability to provide evidence-based decisions to support patient care and transferable skills to facilitate personal development.

- Develop critical, analytical, practical, professional, research and communication skills necessary for a patient-centred approach to care, life-long independent learning and the acquisition of knowledge and use of evidence to inform practice.
- Develop ability to demonstrate leadership and clinical reasoning as a member of a multidisciplinary team and have the capacity to evaluate own performance and the performance of peers and students by identifying strengths and areas for development through reflection.
- Ensure that all statutory requirements are met in order that graduates are eligible to apply for HCPC registration as a therapeutic radiographer.
- Develop the ability to become an independent and autonomous practitioner using independent/autonomous decision making.

13. Reference Points

- Health & Care Professions Council (HCPC) Standards of Proficiency – Radiographers (29th May 2013)
- Radiotherapy Occupational Standards (2013)
- University of Portsmouth Curricula Framework Document (2014)
- University of Portsmouth Undergraduate Curriculum Framework
- QAA Code of Practice for the Assurance of Academic Quality and Standards in Higher Education
- QAA Codes of Practice
- The NHS Constitution
- Health & Care Professions Council (HCPC) Standards of Conduct, Performance and Ethics (2016)
- Health & Care Professions Council (HCPC) Guidance on Conduct and Ethics for Students (2016)
- Radiographers Professional Codes of Conduct (2013)
- National Qualification Framework
- The Scope of Practice 2013 (College of Radiographers)
- Education & Career Framework for the Radiography Workforce (College of Radiographers 2013)
- Clinical Supervision – a position statement (College of Radiographers) Experience gained from delivery of previous BSc (Hons) Radiography programmes
- Code of Practice for Work-based and Placement Learning (2015)

14. General Learning Outcomes

Level 4

Certificates of Higher Education are awarded to students who have demonstrated:

- knowledge of the underlying concepts and principles associated with radiotherapy and oncology, and an ability to evaluate and interpret these within the context of that area of study
- an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of radiotherapy and oncology.

Typically, holders of the qualification will be able to:

- evaluate the appropriateness of different approaches to solving problems related to radiotherapy
- communicate the results of their study/work accurately and reliably, and with structured and coherent arguments
- undertake further training and develop new skills within a structured and managed environment

And holders will have:

- the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility

Level 5

Diplomas in Higher Education are awarded to students who have demonstrated:

- knowledge and critical understanding of the well-established principles of radiotherapy and oncology and of the way in which those principles have developed
- ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context
- knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study
- an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge

Typically, holders of the qualification will be able to:

- use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis
- effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively
- undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations

And holders will have:

- the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making

Level 6

Bachelor's degrees/Bachelor's degrees with honours are awarded to students who have demonstrated:

- a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline
- an ability to deploy accurately established techniques of analysis and enquiry within the discipline
- conceptual understanding that enables the student:
 - to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of the discipline
 - to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline
- an appreciation of the uncertainty, ambiguity and limits of knowledge
- the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline)

Typically, holders of the qualification will be able to:

- apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects
- critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem
- communicate information, ideas, problems and solutions to both specialist and non-specialist audiences

And holders will have:

- the qualities and transferable skills necessary for employment requiring:
 - the exercise of initiative and personal responsibility
 - decision-making in complex and unpredictable contexts
- the learning ability needed to undertake appropriate further training of a professional or equivalent nature

Clinical and academic courses in radiography require professional education to provide instruction commensurate with the standards of the Health and Care Professions Council (HCPC), the College of Radiographers, and the requirements for the BSc (Hons) examination. As such, on completion of the programme students should be able to:

1. Demonstrate behaviour consistent with the highest standards of professional and ethical conduct and understand the importance of, and demonstrate the values that are outlined within, the NHS constitution;
2. Integrate theoretical knowledge with clinical practice;
3. Be innovative, flexible, adaptable and proactive;
4. Be skilled communicators;
5. Respond as a critical and reflective practitioner to the rapidly changing role of the radiographer and work effectively within a multi-disciplinary health care team;
6. Demonstrate the technical and clinical expertise necessary to competently undertake their role as a radiographer, to the optimum benefit of the patient;
7. Pursue further study and research.

The primary aim of the course is to equip potential graduates with insight, preparedness and flexibility for a career as a professional radiotherapy radiographer in a clinical environment. This aim is met by this programme specification and is complemented by the following specific aims:

1. To provide students with a qualification that meets the requirements for eligibility to apply for statutory registration with the UK professional and statutory regulatory body (the HCPC) and to prepare them for their role as a reflective radiotherapy practitioner within a multi-disciplinary team;
2. To provide graduates who are clinically capable at the threshold level;
3. To promote a philosophy of patient centred care within the clinical setting;
4. To apply a rigorous and progressive clinical assessment scheme to assess the clinical ability of the student thus ensuring they are safe to practice independently at the end of the course;
5. To assist students to improve the effectiveness of their communication by developing an understanding of the attitudes and behaviours of all persons involved;
6. To enable students to adapt and supplement standard radiotherapy procedures to suit specific patient conditions and pathologies;
7. To assist students in assuming responsibility for the patient's total welfare whilst undergoing a procedure, with particular regard to the hazards of ionising radiation, radiotherapy and drug induced reactions and cross infections;
8. To develop students abilities to become innovative, flexible, adaptable and proactive;
9. To develop students critical thinking and analytical approach linked to sound research skills;
10. To develop sound organisational skills and the ability to direct and support others;
11. To develop a sound understanding of the role of different treatment modalities in cancer patient pathway;
12. To develop an awareness of potential future developments in radiotherapy and oncology.

15. Learning Outcomes

A. Knowledge and Understanding of:

- A.1 Anatomy, physiology and pathology of the human body; (HCPC Standard of Proficiency [SoP] 13.5)
- A.2 General and radiation physics and the radiation science underpinning radiotherapy; (HCPC SoP 13.9)
- A.3 Critical understanding of standard and advanced radiotherapy localisation and treatment methods and their adaptation to suit specific patient conditions and pathologies; (HCPC SoP 13.2, 14.23, 14.46)
- A.4 Research design and statistical techniques in radiotherapy (HCPC SoP 14.8, 14.9, 14.16);
- A.5 Common malignancies in the human body and current and developing clinical guidelines for their management (HCPC SoP 13.24);
- A.6 Principles of radiation dosimetry and treatment planning procedures (HCPC SoP 13.11);
- A.7 Radiotherapy equipment, associated quality assurance procedures, and current developments (HCPC SoP 12.3, 12.6, 13.13, 13.19, 13.20);
- A.8 The NHS constitution and values and their importance in health and social care (HCPC SoP 2.1, 2.3).

B. Cognitive (Intellectual or Thinking) Skills, able to:

- B.1 Formulate and test a hypothesis (HCPC SoP 13.8)
- B.2 Plan, conduct, evaluate and report a programme of research (HCPC SoP 13.8);
- B.3 Select and use principles and procedures in a variety of situations (HCPC SoP 9.6);
- B.4 Research and synthesise information from a variety of sources (HCPC SoP 14.7);
- B.5 Analyse, evaluate, interpret and integrate data from a variety of sources (HCPC SoP 13.8).

C. Practical (Professional or Subject) Skills, able to:

- C.1 Use radiotherapy equipment in a safe and accurate manner (HCPC SoP 14.20);
- C.2 Be capable of carrying out radiotherapy planning and treatment procedures in a safe manner (HCPC SoP 14.24, 15.1);
- C.3 Assist with and perform dose calculations and equipment quality assurance checks in a safe manner (HCPC SoP 12.6, 14.40, 14.45);
- C.4 Care for patients with cancer including those with additional conditions and / or needs (HCPC SoP 5.1, 5.3);
- C.5 Undertake appropriate clinical decision making (HCPC SoP 4.1, 4.2, 13.15)
- C.6 Critically evaluate the role of the radiographer in therapeutic radiography (HCPC SoP 13.1, 13.2).

D. Transferable (Graduate and Employability) Skills, able to:

- D.1 Take responsibility for the planning and execution of their own learning (HCPC SoP 14.2);
- D.2 Communicate effectively using a range of media; (HCPC SoP 8.1);
- D.3 Demonstrate numerical and statistical skills appropriate to a scientist (HCPC SoP 14.8, 14.9);
- D.4 Be competent in the use of Information Technology (word processing, databases, spreadsheets, statistical packages, electronic mail & Internet) (HCPC SoP 14.8);
- D.5 Be able to work independently and as part of a team (HCPC SoP 9.1, 9.5) ;

- D.6 Identify and use the appropriate resources (human & physical) to enable the successful completion of a task (HCPC SoP 4.1);
- D.7 Be able to manage their time and meet deadlines(HCPC SoP 1.2);
- D.8 Critically reflect on their learning and demonstrate how it can be transferred to other situations (HCPC SoP 11.1);
- D.9 Demonstrate and communicate the values required in health and social care (HCPC SoP 2.3).

16. Learning and Teaching Strategies and Methods

A. Knowledge and Understanding

Core knowledge (Learning Outcomes A1-A8) will be imparted via lectures, seminars and integrated practical workshops within the University radiotherapy treatment planning system (Learning Outcome A6), the Virtual Environment Radiotherapy Training [VERT] platform (Learning Outcomes A6, A7), and tutorials in both the University and clinical departments (Learning Outcomes A1-A6). In addition student centred practical work, debates and seminars (Learning Outcomes A1-A8) will be supported by the University virtual learning environment, directed self and independent study (Learning Outcomes A1-A3). All students will complete an individual research project (Learning Outcome A4).

(The radiotherapy treatment planning system & the VERT platform are part of the School of Health Sciences & Social Work Centre for Simulation in Healthcare [CSiH]).

B. Cognitive (Intellectual or Thinking) Skills

Intellectual skills are developed through lectures, seminars, tutorials and practical workshops within the CSiH, including individual and team scenarios, formative rehearsal and feedback and self-directed simulated learning (Learning Outcomes B3-B5). The final year independent research project develops skills in formulating and testing hypotheses and conducting a programme of research (Learning Outcomes B1-B2).

C. Practical (Professional or Subject) Skills

Practical skills are developed through practical workshops and clinical demonstrations (Learning Outcomes C1-C4), clinical tutorials (Learning Outcomes C1-C3), student centred practical workshops (Learning Outcome C3) within the CSiH, specialist clinical placements, experiential learning in the clinical environment (Learning Outcomes C1-C5), presentations, seminars, workshops, and final year independent research project (Learning Outcome C6).

D. Transferable (Graduate and Employability) Skills

Transferable graduate and employability skills are developed through lectures, IT practical workshops (Learning Outcomes D1-D4), academic study and communication skills tutorials, individual and group oral presentations (Learning Outcomes D1, D2, D5, D6-D9), and work-based learning (practical experience in the clinical environment; Learning Outcomes D1-D9).

17. Assessment Strategy

Contextual Overview

The assessment scheme forms a cohesive package which leads to academic award, professional accreditation and eligibility to apply for statutory registration with the HCPC. All elements in the three-year programme are integral to the development of the clinical skills, knowledge development and intellectual reasoning required to support safe clinical practice and judgement.

In this light, the programme and its related formative and summative assessments are designed:

At level 4: to introduce and test understanding of key concepts using a combination of summative written assignments, unseen examinations, MCQs, Objective Structured Clinical Examination (OSCE's), clinical practice assessments, personal development portfolios and oral and poster presentations.

Opportunities for feedback on progress will be provided by formative activities including: effective University library and on line search strategies, citation and referencing, practice presentations, online MCQ's quizzes and OSCE's, portfolio reviews and personal tutorials.

At level 5: to develop more advanced concepts and their integration into clinical practice using a combination of summative written assignments, unseen examinations, MCQs, OSCE's, clinical practice assessments, personal development portfolios and oral presentations.

Opportunities for feedback on progress will be provided by formative activities including: online MCQs, quizzes and OSCE's, portfolio reviews and personal tutorials.

At level 6: to demonstrate professional capability at threshold level and an holistic approach to practice using a combination of summative written assignments, unseen examinations, clinical practice assessments, oral and poster presentations and a major project.

Opportunities for feedback on progress will be provided by formative activities including group workshops, debates, portfolio reviews, personal tutorials and feedback from individual research project supervisors.

The assessment package is designed to reflect these changes with growing competency to autonomy.

Work at all three levels is expected to show progressing evidence of good academic practice such as accurate citation and referencing, accuracy of information and the development of arguments supported with evidence rather than unsupported assertions.

The School of Health Sciences and Social Work is committed to the development of clinical skills initially in safe, supervised simulated environments, prior to further development in clinical settings through the use of, for example, the Centre for Healthcare Simulation and the Virtual Environment for Radiotherapy Training platform.

A. Knowledge and Understanding

Will be assessed via a combination of unseen examinations, practical reports, written assignments (Learning Outcomes A1- A7), multiple choice questions [MCQ] (Learning Outcome A1), OSCE (Learning Outcome A3), portfolio (Learning Outcomes A7- A8), practical clinical assessments (Learning Outcomes A1-A3), laboratory reports (Learning Outcome A2), and the independent research project (Learning Outcome A4).

B. Cognitive (Intellectual or Thinking) Skills

Will be assessed via a combination of written assignments, clinical assessments (Learning Outcomes B3-B5), and project (Learning Outcomes B1- B5)

C. Practical (Professional or Subject) Skills

Will be assessed via a combination of clinical assessment (Learning Outcomes C1-C5), assignment and OSCE (Learning Outcomes C2-C4), final year project and assessed presentations (Learning Outcome C6).

D. Transferable (Graduate and Employability) Skills

Will be assessed via a personal development portfolio (D1), IT based assignments (D2-D4), laboratory reports (D2-D7), oral presentations (D2, D3, D5, -D9), and clinical assessment (D8).

18. Course Structure, Progression and Award Requirements

See [Unit Web Search](http://www.port.ac.uk/unitwebsearch)¹ for full details on the course structure and units

One credit is equivalent to 10 hours of learning. Each level is comprised of 120 credits. Most units are offered as 20 credits, with the clinical learning and final year research project units having a tariff of 40 credits each.

Clinical learning is mainly pathway specific; academic learning has approximately 30% commonality with the BSc (Hons) Diagnostic Radiography and Medical Imaging programme. It is offered in full time (3 year) mode.

The curriculum is designed with a three cognate area spiral to include the biological and physical principles underpinning cancer management, integrated into individual patient care pathways and supported by clinical practice placements to support professional development. It embraces all of the University's course requirements pertaining to key skills and careers. There is a requirement to

¹ www.port.ac.uk/unitwebsearch

have inter- professional learning for all courses leading to registration. This is embedded within cross School units at all levels.

Students are expected to complete all core units in order to meet the regulatory and professional bodies' accreditation and registration requirements. Clinical and Professional skills units, undertaken in radiotherapy departments, are a compulsory element of the programme and are integrated into the academic timetable in all levels.

In order to meet the regulatory and professional bodies' accreditation and registration requirements, opportunities for academic electives are very constrained.

Exit Awards:

120 credits - Certificate of Higher Education in Health Care Science

240 credits – Diploma of Higher Education in Health Care Science

300 credits – Ordinary Degree in Health Care Science (non-registerable with the HCPC) or

360 credits BSc (Hons) Radiotherapy and Oncology

Standard University regulations for academic award will apply - the regulations must be consulted for a full description of exit awards. An aegrotat award is not available (HCPC SET 6.9)

19. Employability Statement

The BSc (Hons) Radiotherapy and Oncology programme meets the educational requirements for eligibility to apply for statutory registration with the UK regulatory body (HCPC SET 6.9).

An integral part of the vocational programme are placements in the clinical environment which occur in all three years. This allows students the opportunity to experience working within various clinical imaging/radiotherapy treatment departments. On completion of a clinical placement, students will draw conclusions about their abilities and the areas for development using self-reflection as part of their clinical portfolio. The self-reflection forms the basis of discussion on their progress with their academic tutor and will inform the development needs feeding forward into their next clinical placement.

All undergraduate students are entitled to become 'student members' of the Society and College of Radiographers. In addition radiography has an Employment Opportunities Notice Board where 'local' radiography vacant posts are indicated.

Personal Development Planning is delivered and supported via the personal tutor scheme and includes the identification and review of skills at all levels of study.

Course Management

20. Support for Student Learning

- The Course is managed by a Course Leader
- Collaborative programmes are managed on a day-to-day basis by the University Contact who may or may not be the Course Leader
- Extensive induction programme introduces the student to the University and their course
- Each student has a personal tutor, responsible for pastoral support and guidance
- University support services include careers, financial advice, housing and counselling
- The Academic Skills Unit (ASK)
- The Additional Support and Disability Advice Centre (ASDAC)
- Excellent library facilities
- Student course and unit handbooks provide information about the course structure and University regulations
- Feedback is provided for all assessments
- Personal Development Planning (PDP) for all awards

21. Admissions Criteria

A. Academic Admissions Criteria

Students must have reached the age of 18 by 31st October in the year of entry to the course.

ALL applicants are expected to have GCSE passes - grade 'C' or above in:

- Mathematics;
- English Language;
- A Science subject.

120 points from 3 A levels, or equivalent, including 32 points from a Science subject or Mathematics.

Access to HE Diploma: Award from a science based programme (60 credits, of which at least 45 must be at level 3). All level 3 credits must be passed at distinction or merit level.

Other qualifications not covered by the above will be considered in accordance with UCAS tariffs and at the discretion of the University of Portsmouth; a relevant science subject must be studied at the appropriate level.

Professional qualifications and experience are considered on an individual basis through the University of Portsmouth Policy for the Recognition of Prior Learning but the applicant must have minimum GCSE's or equivalent and evidence of recent study to an appropriate level.

English language proficiency must meet a minimum of IELTS band 7.0 with no component score below 6.5.

Values based recruitment: <http://www.port.ac.uk/school-of-health-sciences-and-social-work/our-values>. For all courses related to health and social care recruiting students with the appropriate values base is an essential part of the admission process. The NHS values as laid out in the NHS constitution are used as the template against which the values of applicants are assessed. This will be evidenced within marketing materials (e.g., course web pages), admissions tools (UCAS review application forms, assessments, interview record sheets) and the general admissions process.

For all courses related to health and social care recruiting students with the appropriate values base is an essential part of the admission process. The NHS values as laid out in the NHS constitution are used as the template against which the values of applicants are assessed. This will be evidenced within marketing materials (e.g. course web pages), admissions tools (UCAS form assessments, interview record sheets) and the general admissions process.

All offers subject to successful Interview and Occupational Health and Disclosure and Barring Service.

Interviews form an important part of our recruitment process with the interview panel normally consisting of two people. Whenever possible this will be a member of the academic team with a clinical partner. Questions are devised by SHSSW and will be asked of all candidates for parity.

B. Disability

The University makes no distinction in its admissions policy with regard to disability and will endeavour to make all reasonable adjustments in order to make it possible for students to study at Portsmouth on a course of their choice.

22. Evaluation and Enhancement of Standards and Quality in Learning and Teaching

A. Mechanisms for Review and Evaluation

- Course Leader's Annual Standards and Quality Evaluative Review
- Head of Department's Annual Standards and Quality Evaluative Review
- Unit and Course Level student feedback considered at Board of Studies
- Unit Assessment Board consideration of student performance for each programme

- Annual Standards and Quality Reports to Board of Studies, including consideration of Subject and Award External Examiner Reports
- Periodic Programme Review
- Student Representatives and Student/Staff Consultative Committees
- National Student Survey
- National Postgraduate Taught Experience Survey
- Staff Performance and Development Review
- Peer Review and Development Framework
- Faculty Learning and Teaching Committee

B. Responsibilities for Monitoring and Evaluation

- Unit Co-ordinators for unit content and delivery
- Course Leader for day-to-day running of course
- Board of Studies with overall responsibilities for operation and content of course
- Head of Department
- Associate Dean (Academic)
- Associate Dean (Students)
- Quality Assurance Committee
- Unit, Award and Progression Board of Examiners

C. Mechanisms for Gaining Student Feedback

- Student Representation on Board of Studies
- Student Staff Consultative Committees

Unit and Course level student feedback questionnaires

- University participates in external student surveys, e.g. National Student Survey (NSS),

D. Staff Development Priorities

- Academic staff undertake activities related to research, scholarship, teaching and learning and student support and guidance
- Annual staff performance and development reviews match development to needs
- Managers undertake a variety of management development programmes
- New academic staff required to undertake appropriate University of Portsmouth learning and teaching programmes
- All academic staff encouraged to seek Higher Education Academy membership
- Academic staff undertake initial and continuing professional development within the Academic Professional Excellence Framework (APEX) programme which is aligned with the Higher Education Academy (HEA)'s UK Professional Standards Framework (UKPSF)
- Support staff are encouraged to attend short courses in areas such as minute taking, and specific IT packages

23. Assessment Regulations

The current University of Portsmouth academic regulations will apply to this programme (see [Assessment and Regulations²](#)).

24. Role of Externals

Subject External Examiners who will:

² www.port.ac.uk/departments/services/academicregistry/qualitymanagementdivision/assessmentandregulations/

- Oversee unit assessment and usually attend Unit Assessment Boards
- Review unit assessment strategy
- Sample assessment artefacts
- Present report to Unit Assessment Boards

Award External Examiners (usually also a Subject External Examiner) who will:

- Oversee and attend Award/Progression Boards
- Scrutinise and endorse the outcomes of assessment
- Ensure that the standard of the award is maintained at a level comparable with that of similar awards elsewhere in the United Kingdom

25. Indicators of Standards and Quality

A. Professional Accreditation/Recognition

Health and Care Professions Council approval and validation visit April 2017 and annual monitoring cycle.

College of Radiographers accreditation

B. Periodic Programme Review (or equivalent)

February 2016 Periodic Review confirmed the fitness of the programme.

C. Quality Assurance Agency

QAA Higher Education Review, March 2015, judgements about standards and quality meet UK expectations (*for full report see [Higher Education Review of the University of Portsmouth, March 2015](#)*³).

D. Others

None.

26. Further Information

Further information may be found in:

- Student Handbook
- University of Portsmouth Curriculum Framework Document
- University of Portsmouth Prospectus
- [University of Portsmouth](#)⁴ and [School](#)⁵ websites
- [Course](#)⁶ and [Faculty Placement](#)⁷ websites

³ www.qaa.ac.uk/en/ReviewsAndReports/Documents/University%20of%20Portsmouth/University-of-Portsmouth-HER-15.pdf

⁴ www.port.ac.uk/

⁵ www.port.ac.uk/school-of-health-sciences-and-social-work/

⁶ www.port.ac.uk/courses/health-sciences-and-social-work/bsc-hons-diagnostic-radiography-and-medical-imaging/

⁷ www.port.ac.uk/faculty-of-science/placement-office/