

# **PRACTICE PLACEMENT HANDBOOK (2021-22)**

## **Undergraduate Radiotherapy and Oncology programmes**

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## COVID 19

Whilst in the department **ALL** students are expected to follow trust and department guidance whilst on clinical placement and follow Public Health England and government guidance. Should you have any concerns with regards to a student on placement following such guidance they should be immediately reported to the RONC team via the cause for concern form. We take professional issues and responsibilities of students very seriously and will follow up any reported concerns.

As always, **the RONC team DO NOT expect students to care for or treat known COVID patients.** We understand we cannot eliminate all risk to the students due to those patients who do not display symptoms, but this will go some way to protect them. Should the student wish to be involved with a COVID patient this is their decision.

As always, any concerns, issues or positives can be discussed with your department PLT, course leader or clinical lead (contact details can be found on the contacts page).

## Practice placement team contact details

Up to date information and contact details is available on the RONC Practice Placement website accessible on

<https://www.shu.ac.uk/health-social-placements/profession-information/radiotherapy-and-oncology>

### Discipline Lead

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### Course leads (pre-registration)

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Alex Robinson 07876390609 [alex.robinson@shu.ac.uk](mailto:alex.robinson@shu.ac.uk)

(Year 2 and 3 BSc)

### Clinical lead

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### Placement learning tutors

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Laura Binks (Leics) 07876390608 [L.binks@shu.ac.uk](mailto:L.binks@shu.ac.uk)

The mobile phone numbers provided are work mobiles and so will only be answered during working hours. If the PLT is on annual leave then the mobile will be set to forward the call to another PLT.

### Student support

You can contact Hallam Help at [hallamhelp-mb@exchange.shu.ac.uk](mailto:hallamhelp-mb@exchange.shu.ac.uk)

### Practice placement administration team

You can contact the placement team at [hallamhelp@shu.ac.uk](mailto:hallamhelp@shu.ac.uk)

## **Timesheets, claim forms and absence line**

Timesheets [HWB-AHPTimesheets-mb@exchange.shu.ac.uk](mailto:HWB-AHPTimesheets-mb@exchange.shu.ac.uk)

Travel Claim Forms [hwb-ahplacementclaimforms-mb@exchange.shu.ac.uk](mailto:hwb-ahplacementclaimforms-mb@exchange.shu.ac.uk)

If you are unable to attend academic or clinical sessions you should complete the [Student Absence Form](#). In addition, all clinical absence should be reported to the clinical department and the Placement Learning Tutor (PLT)

## Purpose of this handbook

The purpose of this handbook is to provide a source of key information relating to placement roles, responsibilities and processes for Radiotherapy and Oncology at Sheffield Hallam University; it should be read in conjunction with the information on the **Radiotherapy and Oncology practice placement website**

<https://www.shu.ac.uk/health-social-placements/profession-information/radiotherapy-and-oncology>

Regardless of the programme, the roles and processes are exactly the same across all programmes. This handbook is available to current students, clinical staff and clinical managers at the outset of the course via the **Radiotherapy and Oncology practice placement website**

<https://www.shu.ac.uk/health-social-placements/profession-information/radiotherapy-and-oncology>

# Clinical learning philosophy

## Philosophy

Clinical placement learning is a key element of this programme as it provides students with the necessary skills and knowledge to work as an effective and competent Therapeutic Radiographer, within the boundaries of legal, ethical, and professional frameworks. To acknowledge the value and importance of clinical placement learning within the programme, structure 60 credits (20 in all levels) are dedicated to clinical placement learning during the programme, including a separate module per level which comprises continual work-based assessment of students' competence for practice. These credits along with academic module credits ensure students progressively acquire the knowledge and skill competence required for professional registration with the Health and Care Professions Council and to make a positive contribution to the service.

Structured clinical placements with supervision and tutorial support are the means to integrate knowledge, theory, and practice. Students are based in one radiotherapy centre for the majority of training; with experiential placements in other hospital areas to help appreciate the patients' pathway e.g., ward placements, diagnostic imaging, nuclear medicine etc.

Students also undertake an elective placement, working in another oncology related centre to encourage evaluation of different approaches to treatment and patient support as well as working practices, facilities, and resources.

Students are actively involved in negotiating and evaluating their learning during clinical placements and are encouraged to plan elective placements to meet identified personal and professional development needs throughout the programme. These placements may be taken overseas through collaborative networks.

The aim of the clinical placement learning programme is to ensure that the graduate is eligible to apply for registration with the Health and Care Professions Council, the programme and its management complies with the [Standards of Education and Training](#) and meets the [Standards of Proficiency expected for Therapeutic Radiographers](#). The graduate practitioner will primarily work in health care and as such the programme incorporates health and social care policy, the National Service Frameworks, National Occupational Standards and the NHS Knowledge and Skills Framework. When working in practice, protection of the public is paramount so key important legislation is made reference to and incorporated in the curricular, for example, [the Ionising Radiations Regulations \(2017\)](#), [IR\(ME\)R 2018](#), [Human Rights Act, 1998](#), [The Children Act, 2014](#), [Equality Act, 2010](#).

# **BSc (Hons) Radiotherapy and Oncology and**

## **Course information**

This is an exciting and innovative course which, on successful completion, will enable you to practice in your chosen unique field of Radiotherapy whilst practising effectively as a member of an integrated care team. The course leads to professional registration with the Health and Care Professions Council as a Therapeutic Radiographer.

Therapeutic radiographers are the only health care professionals registered to deliver radiotherapy treatment to patients who will primarily have cancer and are responsible not only for the safe delivery of radiotherapy treatment but also excellent levels of patient care to all patient groups.

A vibrant, challenging and supportive course strategy has been designed which allows for a logical and smooth progression of knowledge and skill development over the 3 academic years. The curricula has been designed and developed in partnership with clinical placement partners (employers), professional bodies and in response to student and graduate feedback. It will provide you with core professional knowledge and practical skills, professionalism and leadership abilities, and the ability to work within new care models supporting integration of health and social care.

### **The core skills you will attain include:**

- The ability to deliver high quality and accurate radiotherapy treatment, using skill and accuracy.
- The ability to provide information and support to patients and their families and advocate for them if and when appropriate.
- To understand and adhere to radiation protection legislation to ensure the protection of yourself, patients, families other professionals and the general public
- person centeredness
- Respect and the ability to practise in a non-discriminatory manner, upholding the rights, values and dignity of all patients.
- The structure and function of the human body in health and disease including regional and cross- sectional anatomy and cancer pathologies
- The radiobiological principles on which the practice of radiotherapy is based.
- The epidemiology, aetiology, risk factors and mechanisms of spread of cancer and the signs, symptoms and investigations that instigate a referral.
- The impact of other treatments such as chemotherapy or surgery on the planning and delivery of radiotherapy treatment and the subsequent effects on the patient,
- An understanding of health promotion and the emerging role of the therapeutic radiographer
- listening, communication, documentation skills
- The ability to clinically reason
- Research and audit skills
- An understanding of complex interactions and the impact of wider environmental factors on cancer patients
- Development of personal and professional skills to support practice reflection, leadership and resilience.

**Knowledge and understanding: Upon completion of the course you should be Able to know and understand:**

- The principles and practice of professionalism and interprofessional collaboration in a local and/or global context
- The theories and principles underpinning the effective use and development of evidence in practice
- Relevant theoretical, policy and legal perspectives around the integration of services and practice and their impact on collaborative practice and individuals accessing services
- The physical principles involved in the production, use and interaction of ionising radiations; the technology and techniques used in the radiotherapy process.
- The hazards and biological effects of ionising radiation within a risk-benefit context and apply current legislation and regulations relating to radiation protection to their practice.
- The relationship between anatomy, physiology, pathology, histology, the malignant disease process, radiobiology and the application of treatment in clinical practice to the management of cancer.

**Intellectual Skills: Upon completion of the course you should be able to:**

- Make and justify ethically sound professional judgements in the context of collaboration applying these to a range of complex situations
- Consider a range of appropriate theory and evidence to support sustainable arguments and draw reasoned conclusions
- Critically evaluate learning from a variety of local and global settings/sources
- Critically reflect upon situations and devise an appropriate course of action enhancing your personal and professional development
- Critically appraise contemporary evidence and its application to practice in a local and/or global context.
- Undertake a self-selected project critically applied to practice
- Critically appraise recent developments and advances in the field of oncology in general and radiotherapy practice in particular
- Evaluate and justify decisions in response to technical and clinical need

- Reflect upon professional practice in radiotherapy and oncology and its theoretical base using an analytical and evidence-based approach

**Subject-specific and/or Professional/Practical Skills: Upon completion of the programme you should be able to:**

- Critically evaluate integrative practice considering its potential to promote positive outcomes for people in diverse communities and the organisations we work with
- Critically appraise your own and others' inter-professional practice and evaluate how this has contributed to your personal and professional development
- Practice sensitively and safely in meeting the needs of diverse people and cultures
- Engage in self-directed learning that promotes personal and professional life long development
- Consider the impact of contemporary policy and social drivers upon individuals, communities and global agendas and the development of the profession
- Practice competently, accurately and safely exhibiting appropriate professional attitudes and behaviour expected within the boundaries of legal, ethical and professional frameworks
- Practice with empathy and understanding appreciating the cancer patient experience in the wider context of own professional development whilst endeavouring to demonstrate technical excellence
- Exercise sound clinical reasoning skills in order to provide appropriate, person centred and context specific care in a broad range of situations within radiotherapy and oncology settings
- Display adaptability to varying professional/practical situations and the confidence to deal with the clinical problems encountered
- Demonstrate an understanding of the historical roots of healthcare and the need to promote healthy lifestyle and cancer prevention, providing appropriate information regarding the promotion of health and health education, acting upon opportunities which may arise during clinical practice

**Transferable/Key Skills: Upon completion of the programme you should be able to:**

- Communicate effectively with individuals and groups through a variety of media
- Use appropriate skills in the interpretation of evidence in the context of your studies
- Self-manage time and resources when working independently and as a member of a group
- Apply problem solving skills and shared decision making skills to address academic and practice issues.
- Demonstrate the transferrable skills and attributes required in a contemporary employment setting including adaptability, autonomy, enterprising and reflective practice
- Analyse personal contributions to working collaboratively and relate this to underpinning theories of effective inter-professional collaboration and team-working.
- Take personal responsibility for working effectively in partnerships with others, and for contributing to the delivery of compassionate care of oncology patients
- Be able to practise safely and effectively within one's scope of practice and to work within legal and ethical boundaries of Radiotherapy practice
- Utilise sound numerical skills and techniques appropriate for the role of a therapeutic radiographer.

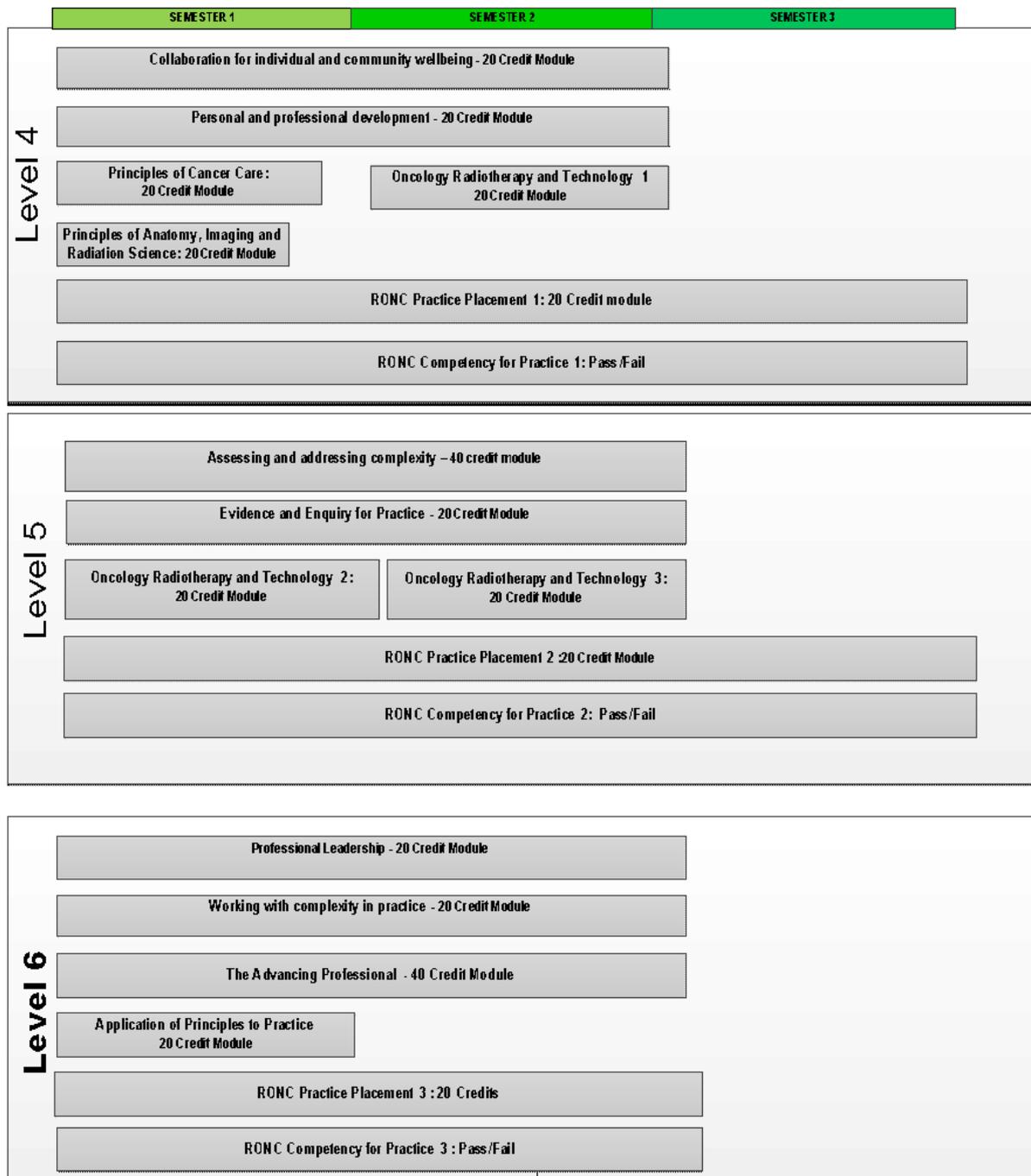
## **Clinical placement learning**

Radiotherapy and Oncology students are allocated a clinical placement site for the duration of the course. This is to allow the students to integrate fully into the department and develop professional relationships.

Clinical placement learning blocks are placed at specific points throughout the programme to allow application of clinical knowledge to develop competency in practice. Clinical assessments are inclusive of the clinical education modules and allow assessment of competency ending in the qualification of a competent and safe HCPC registered Therapeutic Radiographer.

Clinical placement hours per week total 30 hours over the 4 days, the 5<sup>th</sup> day is a study day and allocated days can be found further on in this handbook.

# BSc Programme design and structure



## **BSc Course Overview**

### **BSc Year 1 Level 4**

The emphasis at level 4 is on building a sound knowledge base through lectures, seminars, tutorials and other small group work and clinical experience. The relevance and application of this knowledge is consistently highlighted. There is emphasis on acquisition of fundamental knowledge of anatomy and image interpretation.

Specialist lecturers contribute at appropriate times but to a relatively small extent at this level. Active learning is enhanced during students' clinical placements through observation and participation in a wide range of clinical procedures.

It is increasingly recognised that students may need help to bridge the gap between previous educational or work experiences and the expected level in higher education. Year 1 (level 4) of the programme therefore represents somewhat of a foundation year where students study aspects of radiotherapy and oncology with learning activities designed to develop interaction with literature and electronic resources, information technology skills, academic writing and other study skills. Assessment performance, attendance and appraisal (feedback) are closely monitored and feed-forward to tailor student support.

The clinical practice environment, its pressures and working practises may not be very familiar to students and often contribute to student anxiety and some attrition. Therefore level 4 learning activities feature a strong focus on interpersonal communication skills with both staff and service users. Using patient experiences and case studies as well as the wealth of practice experience of the teaching team to help prepare students for practice experiences and provide an appreciation of the needs of service users and their role in their care.

Other activities focus on developing students' spatial awareness and the basic ability to safely manipulate equipment and use technology in the radiotherapy department using simulations. Aspects of mandatory training for example moving and handling, infection control and CPR are delivered prior to first clinical placement.

### **BSc Year 2 Level 5**

The emphasis at level 5 is on developing an enquiry-orientated and evidence-based approach to learning, developing professional identity within the interprofessional team and increasing clinical competence. Students are also encouraged to reflect on their clinical experience in discussions in order to begin to develop skills of critical analysis and evaluation.

## **BSc Year 2 & 3 Levels 5 & 6**

Learning experiences in modules in year 2 (level 5) and 3 (level 6) introduce new topics from the curriculum, building upon the level 4 foundation to continue the development of knowledge, understanding and skills.

This is fostered through activities undertaken in seminars and workshops where students are encouraged to share ideas, experiences and develop new thinking and approaches. Students are regularly challenged by tutors, clinical staff and peers in relation to examining existing practice and developing beliefs.

Essential professional knowledge and skills continue to be explored and developed through the PPDP. Students are encouraged to link theory to practice in meaningful ways through a range of activities some of which are assessed using for example radiotherapy planning packages, report writing and clinical case discussions.

Expectations of students' skills of critical thinking, innovation and ability to problem-solve increase over level 5 & 6. Students are encouraged to take greater responsibility for their own learning and practice while still being supported by tutors. Throughout the programme service user involvement activities and interpersonal skills training are incrementally developed to ensure students are responsive to service-user needs.

### **BSc Year 3 Level 6**

Evidence based practice and the research process is strongly emphasised throughout level 6, ultimately resulting in the completion of the shared "Advancing professional" module. This is the culmination of the thread of information literacy throughout the programme, supported by the library service.

Students are led towards viewing their own experience within the wider context of both cancer care and general health and social care provision and are prepared for the transition from student to qualified practitioner. Specialist lecturers contribute a good deal at this level.

The use of problem-based learning (a focus of module study); discussion groups (including those situated online) and student-led seminars facilitate critical analysis, evaluation and reflection on clinical practice.

Case discussions that reflect the realities of the professional clinical environment are used to provide students with the opportunity to practise a wide variety of professional skills in a multidisciplinary setting.

Key skills with a particular relevance to professional practice such as teamwork and oral presentations are also developed further at level 6.

## BSc (Hons) Radiotherapy and Oncology: Module Overview

Module	Learning Outcomes	Indicative Content
<b>Level 4</b>		
<b>Collaborating for individual and community wellbeing</b>	<ol style="list-style-type: none"> <li>1. Identify key factors impacting upon health and wellbeing of individuals and groups within diverse communities</li> <li>2. Recognise the impact of key government policies and directives upon these communities and care pathways</li> <li>3. Identify the benefits and challenges of delivering holistic care in contemporary practice</li> <li>4. Consider your role within holistic care delivery in the wider health and social care team and integrated health and social care services</li> </ol>	<p>The aim of this module is to introduce you to factors which impact upon the health and wellbeing of individuals diverse populations and communities.</p> <ul style="list-style-type: none"> <li>● Biopsychosocial, cognitive, political, economic, medical influences on health and wellbeing</li> <li>● Care navigation - Emerging models of care and support</li> <li>● Models of empowerment</li> <li>● Social and cultural capital</li> <li>● Social determinants of health</li> <li>● Social accountability</li> <li>● Safeguarding Practice</li> <li>● Contemporary government policies and directives - to include Public Health</li> <li>● Building effective, trusting relationships</li> <li>● Place based care systems</li> <li>● Networking/boundary crossing in health and social care between agencies and service</li> <li>● Community profiles</li> <li>● Person centred service delivery</li> <li>● Attitude and behaviour change</li> <li>● Diversity and inclusion</li> </ul>
<b>Personal Professional Development</b>	<ol style="list-style-type: none"> <li>1. Identify the principles of professionalism in health and social care relevant to your own professional context.</li> <li>2. Reflect on your personal development in relation to the principles of professionalism in health and social care practice.</li> <li>3. Identify, select and apply appropriate communication methods and collaborative skills in your academic and professional practice.</li> <li>4. Present your work appropriately for an academic or professional audience.</li> </ol>	<ul style="list-style-type: none"> <li>● Anti-oppressive practice - diversity, discrimination</li> <li>● Professional behaviours, roles, responsibilities, values, and professional and statutory body regulatory requirements</li> <li>● Ethics in professional practice</li> <li>● Holistic and person-centred approaches to care for people who access services</li> <li>● Communication, individual, team, written, record keeping</li> <li>● Contemporary policy for professional practice</li> <li>● Working across professional boundaries</li> <li>● Inclusive practice</li> <li>● Concepts of reflective practice and reflective writing skills</li> <li>● Personal and professional development and identity</li> <li>● Emotional intelligence</li> <li>● Self-perception</li> <li>● Self-management</li> <li>● Giving and receiving feedback</li> </ul>

		<ul style="list-style-type: none"> <li>● Learning styles, learning how to learn, influences on individual learning</li> <li>● Self assessment techniques/tools</li> <li>● Personal behaviour</li> <li>● Academic skills development</li> <li>● Digital capabilities</li> <li>● Literature searching and evidence based practice</li> <li>● Portfolio construction</li> </ul>
<b>Principles of Cancer Care</b>	<p>1. Explain the characteristics of malignant disease, accurately apply terms fundamental to cancer biology, pathology, histology, staging &amp; grading of tumours.</p> <p>2. Outline the range of treatment modalities used in oncology, explain the factors affecting choice of treatment and evaluate the multidisciplinary approach to decision making.</p> <p>3. Describe the acute &amp; chronic toxicities associated with cancer treatment and illustrate their management including patient information &amp; care.</p> <p>4. Employ an appropriate strategy to identify and locate research evidence relevant to understanding a problem. Apply accepted conventions for academic writing in terms of referencing and citation systems.</p>	<ul style="list-style-type: none"> <li>● Aetiology (causes) &amp; Epidemiology (incidence, distribution, and possible control) of Cancer, Global &amp; Local.</li> <li>● Cancer prevention &amp; Public Health strategies including Screening for Cancer</li> <li>● Diagnosis of Cancer</li> <li>● The characteristics of malignant disease (development &amp; spread of Cancer), cancer biology, pathology, histology, staging &amp; grading of tumours</li> <li>● Treatment modalities, The Patient Pathway &amp; Factors affecting management decisions</li> <li>● Radiotherapy: Patient Positioning &amp; Immobilisation</li> <li>● The biological effects of ionising radiations (Radiobiology) cytotoxic agents (Chemotherapy) and Pharmacology</li> <li>● The acute &amp; chronic toxicities associates with cancer treatment and their management</li> <li>● The service user experience, Patient management/care, information needs, communication skills, and multidisciplinary team working in Radiotherapy departments</li> <li>● Terminology associated with pathology, oncology, Radiotherapy, patient care and patient management</li> <li>● Writing for your field of practice: Literature searching, Appraisal of evidence based practice, Academic writing skills &amp; Referencing</li> </ul>
<b>Principles of Anatomy, Imaging and Radiation Technology</b>	<p>1. Define and accurately apply terminology that is fundamental to anatomy, physiology, and radiotherapy practice and radiation science.</p> <p>2. Apply fundamental knowledge of anatomy and radiation science to the interpretation of images in the radiotherapy process</p>	<p><b>Anatomical systems covered include:</b></p> <ul style="list-style-type: none"> <li>● Skeletal and Locomotor</li> <li>● Integumentary</li> <li>● Cardiovascular</li> <li>● Respiratory</li> <li>● Lymphatic</li> </ul>

	<p>3. Describe the features and functions of major anatomical organs and structures and body systems.</p> <p>4. Demonstrate a detailed knowledge and understanding of basic mathematical skills, SI units, QA processes and basic principles of dosimetry.</p>	<ul style="list-style-type: none"> <li>● Digestive</li> <li>● Urinary</li> <li>● Male Reproductive</li> <li>● Female Reproductive</li> <li>● Neurological</li> <li>● Organs of special sense (eye and ear)</li> <li>● Haematological and Endocrine system</li> </ul> <p><b>Other areas covered include:</b></p> <ul style="list-style-type: none"> <li>● Cells and tissues.</li> <li>● Radiographic anatomy</li> <li>● Anatomical identification from the following imaging modalities - conventional X-ray, MVI, MRI, PET, Ultrasound and CT</li> </ul> <p><b>Physics content to include:</b></p> <ul style="list-style-type: none"> <li>● Basic mathematical skills and SI units</li> <li>● Basic physical principles</li> <li>● Production of X-rays</li> <li>● The Linear Accelerator including an introduction to IGRT</li> <li>● Interaction of ionising radiations with matter</li> <li>● Principles of Radioactivity</li> </ul>
<p><b>Oncology, Radiotherapy and Technology 1</b></p>	<p>1. Describe and evaluate the radiotherapy treatment pathway for the malignancies occurring in the body systems studied.</p> <p>2. Demonstrate knowledge and understanding of the factors that contribute to the effective management of cancer.</p> <p>3. Demonstrate an awareness of key psychosocial determinants of health and well-being in relation to the cancer patient pathway.</p> <p>4. Describe and explain the use of technology used within the radiotherapy treatment pathway for the body systems studied.</p>	<p><b>Oncology / Cancer Sites</b></p> <ul style="list-style-type: none"> <li>● Breast</li> <li>● Lymphatic System</li> <li>● Skin</li> <li>● Haematology</li> <li>● Oncological emergencies</li> <li>● Bone</li> </ul> <p><b>Patient Care and Service User Experience</b></p> <ul style="list-style-type: none"> <li>● Patient management of the cancer sites studied</li> <li>● Patient and carer perspectives of the treatment pathway</li> </ul>

		<p><b>Technical</b></p> <ul style="list-style-type: none"> <li>● Introduction to radiotherapy planning and principles including dose calculations and radiobiology</li> <li>● Radiation protection legislation</li> <li>● Site Specific Planning: including Breast and Palliative treatments</li> <li>● Introductions to Intensity Modulated Radiotherapy (IMRT), Image guided Radiotherapy (IGRT), Brachytherapy, Proton Therapy and Stereotactic techniques in the management of cancer</li> <li>● Site specific Quality Assurance (QA) and Verification procedures in Radiotherapy</li> </ul>
<p><b>RONC Practice Placement 1</b></p>	<ol style="list-style-type: none"> <li>1. Explain and evaluate the Radiotherapy technique of a specific case from practice,</li> <li>2. Explain and evaluate relevant psychological aspects of Radiotherapy patient care</li> <li>3. Critically reflect on your involvement within multi-professional care, demonstrating a holistic approach to service users.</li> </ol>	<p><b>Academic Taught Sessions</b></p> <ul style="list-style-type: none"> <li>● Introduction to clinical education (overview of assessment process/induction package)</li> <li>● Action Planning</li> <li>● Reflective Practice</li> <li>● Social Networking sites and Work Ethics</li> <li>● PebblePAD Training Sessions</li> <li>● Practice Competence Preparation</li> <li>● Clinical Debriefing</li> </ul> <p><b>Clinical Placement Learning</b></p> <ul style="list-style-type: none"> <li>● Appropriately apply terminology associated with pathology, oncology, simple radiotherapy techniques, patient care and patient management</li> <li>● Employing safe working practices in general and with ionising radiation's in particular</li> <li>● Take an active role in the safe delivery of radiotherapy techniques including patient and equipment manipulation commensurate with placement opportunities</li> <li>● Identify and demonstrate understanding of the safe use of controls and accessory equipment utilised on the relevant equipment</li> <li>● Apply a sound knowledge of surface and radiographic anatomy (including cross sectional anatomy)</li> <li>● Emergency procedures and locate, identify and demonstrate understanding of the safe and correct use of emergency equipment</li> <li>● Correctly identify and receive patients and communicate and interact effectively with patients and colleagues in a professional manner</li> </ul>

		<ul style="list-style-type: none"> <li>• Develop an awareness of the appointment system and the way in which the department integrates into the day to day running of the hospital</li> <li>• Contribute to the production of a clinically acceptable beam direction shell and appreciate the patients' perspective of the impression process</li> <li>• Follow departmental protocols on hygiene and the disposal of clinical waste</li> <li>• Accurately undertake and record simple treatment calculations using prescribed data</li> <li>• Learn from, with and about other health care disciplines relevant to the patient pathway</li> </ul>
<b>RONC Competence for Practice 1</b>	<p>1. Demonstrate professional attitudes and behaviours expected for current stage of clinical training.</p> <p>2. Begin to demonstrate the required practice competence in the localisation, planning, dose calculations, delivery and verification of a specified range of Radiotherapy techniques.</p>	<ul style="list-style-type: none"> <li>• Effective and efficient communication skills with staff, service users and carers.</li> <li>• Application of the sound knowledge of surface and radiographic anatomy (including cross sectional anatomy)</li> <li>• Experience a variety of placements to aid skill development for qualification</li> <li>• Departmental protocols on emergency procedures, hygiene and the disposal of clinical waste</li> <li>• Acting on feedback for skill development</li> <li>• Working within departmental treatment protocols, IR(ME)R, IRR SCoR code of conduct and HCPC standards</li> </ul>
<b>Level 5</b>		
<b>Evidence and Enquiry for Practice</b>	<p>1. Objectively appraise the literature using effective electronic search strategies related to a contemporary issue relevant to your area of practice</p> <p>2. Explore the selected topic and organise your findings to summarise what is known and how collectively this has advanced your understanding of the topic.</p> <p>3. Evaluate how the skills of critical enquiry might positively contribute to your area of practice.</p> <p>4. Critically discuss the professional, ethical and practical factors that are relevant to the topic area and develop your self-awareness in relation to your engagement in research activities.</p>	<ul style="list-style-type: none"> <li>• What makes a good question</li> <li>• Research design, hierarchy of evidence, suitability of methods, co-production</li> <li>• Data collection methods, strengths and weaknesses</li> <li>• Analysis, techniques</li> <li>• Usefulness/impact and implications for practice</li> <li>• Ethics and governance</li> <li>• Sample of existing appraisal tools</li> <li>• Reviewing the literature - Accessing and critically appraising evidence, literature searching, and learning centre support</li> </ul>

<p><b>Assessing and addressing complexity</b></p>	<ol style="list-style-type: none"> <li>1. Compare and contrast your professional knowledge, skills and evaluation of assessment and planning for people with complex health and needs to those of other professions.</li> <li>2. Discuss the key health and social factors and how these combine, to result in complex health and care needs</li> <li>3. Appraise how your own behaviour, values, beliefs, professional practice and approach to decision making enhances the development of a collaborative, service user centred approach when applied to real life case studies.</li> <li>4. Evaluate how your professional knowledge and skills can complement those of other professions to provide person centred collaborative care.</li> </ol>	<p><b>Interprofessional</b></p> <ul style="list-style-type: none"> <li>● Utilising professional knowledge skills, and values and applying these within an interprofessional team-working context.</li> <li>● Recognising different perspectives and values</li> <li>● Shared ethical decision-making - collaborative, service user engagement approaches</li> <li>● Solution focused patient centred approaches</li> <li>● Assessment, planning interventions, evaluation processes</li> <li>● Risk management and safeguarding</li> <li>● Living with long term and conditions</li> <li>● Ethical and legal aspects (e.g. Mental capacity, best interest assessment)</li> <li>● Personal resilience</li> <li>● Advanced communication skills, breaking bad news, difficult conversations</li> <li>● Social/health inequalities</li> <li>● Community resources and care navigation</li> </ul> <p><b>Radiotherapy and Oncology specific</b></p> <ul style="list-style-type: none"> <li>● Mental health capacity in radiotherapy practice</li> <li>● Informed consent in radiotherapy practice</li> <li>● Service user workshops</li> <li>● Managing complex oncology cases e.g. paediatrics</li> <li>● Difficult conversations in the oncology setting</li> <li>● Personal resilience as a Therapeutic radiographer</li> </ul>
<p><b>Oncology, Radiotherapy and Technology 2</b></p>	<ol style="list-style-type: none"> <li>1. Justify and evaluate the application of radiotherapy, for the malignancies occurring in the body systems studied.</li> <li>2. Appraise the factors that influence the management of the malignancies occurring in the body systems studied, and the treatment decisions made.</li> <li>3. Discuss key psychosocial determinants of health and well-being, in those affected by cancer and its treatment, and review relevant holistic approaches to care.</li> <li>4. Make reasoned judgements on the use of relevant technology within the radiotherapy treatment pathway, for the body systems studied.</li> </ol>	<p><b>The oncology management of body systems including:</b></p> <ul style="list-style-type: none"> <li>● lung</li> <li>● nervous system</li> <li>● paediatrics</li> <li>● sarcomas</li> <li>● urinary system</li> </ul> <p><b>The Radiotherapy pathway</b></p> <ul style="list-style-type: none"> <li>● Localisation, planning, QA, treatment delivery and verification</li> <li>● The factors influencing treatment decisions, including the specifics of radiotherapy technique.</li> </ul>

		<ul style="list-style-type: none"> <li>• The fundamentals of image guidance in radiotherapy (pre-treatment and treatment )</li> <li>• Site specific approaches to methods of treatment delivery e.g. VMAT, Tomotherapy, Brachytherapy /DIBH, SABR/SRS</li> </ul> <p><b>Holistic needs of cancer patients including:</b></p> <ul style="list-style-type: none"> <li>• The physical and psychosocial impact of cancer and its treatment, and the ways in which these might be managed/ minimised.</li> <li>• The ‘experience’ of those affected by cancer and the influence of this on the treatment and care provided</li> </ul>
<p><b>Oncology, Radiotherapy and Technology 3</b></p>	<ol style="list-style-type: none"> <li>1. Explain and evaluate the application of radiotherapy, for the malignancies occurring in the body systems studied.</li> <li>2. Appraise the factors that influence the management of the malignancies occurring in the body systems studied, and the treatment decisions made.</li> <li>3. Discuss key psychosocial determinants of health and well-being, in those affected by cancer and its treatment, and review relevant holistic approaches to care.</li> <li>4. Make reasoned judgements on the use of relevant technology within the radiotherapy treatment pathway.</li> </ol>	<p><b>The Oncology management of body systems including:</b></p> <ul style="list-style-type: none"> <li>• Female reproductive system</li> <li>• Male reproductive system</li> <li>• Digestive system ( excluding head and neck )</li> <li>• Endocrine system</li> </ul> <p><b>The Radiotherapy pathway:</b></p> <ul style="list-style-type: none"> <li>• Localisation, planning, QA, treatment delivery and verification</li> <li>• The factors influencing treatment decisions, including the specifics of radiotherapy technique.</li> <li>• Application of image guidance in radiotherapy ( pre-treatment and treatment )</li> <li>• Site specific approaches to methods of treatment delivery e.g. VMAT, Brachytherapy/ Tomotherapy, DIBH, SABR/SRS,</li> </ul> <p><b>Holistic needs of cancer patients including:</b></p> <ul style="list-style-type: none"> <li>• The physical, psychosexual and psychosocial impact of cancer and its treatment, and the ways in which these might be managed/ minimised.</li> <li>• The ‘experience’ of those affected by cancer and the influence of this on the treatment and care provided.</li> </ul>
<p><b>RONC Practice Placement 2</b></p>	<ol style="list-style-type: none"> <li>1. Discuss and evaluate a range of radiotherapy techniques using examples from practice.</li> <li>2. Discuss and evaluate psychological issues of oncology patients using examples from practice.</li> <li>3. Critically reflect on your involvement within multi-professional care, demonstrating a holistic approach to service users.</li> </ol>	<p><b>Academic Taught Sessions</b></p> <ul style="list-style-type: none"> <li>• Further development of Practice Placement (overview of assessment process)</li> <li>• Conflict Resolution</li> <li>• Preparation for cross site and elective placements</li> <li>• Advanced Communication Skills</li> <li>• PebblePAD Training Sessions</li> <li>• Clinical debrief developing resilience</li> </ul> <ul style="list-style-type: none"> <li>• <b>Practice Placement Learning</b></li> </ul>

		<ul style="list-style-type: none"> <li>● Demonstrate initiative and effective organisation skills in being actively involved in arranging your clinical learning experiences</li> <li>● Demonstrate knowledge and understanding of the information needs of patients undergoing a course of radiotherapy treatment</li> <li>● Display a holistic approach to the care of the patient and/or the patients relatives/carers</li> <li>● Take an active role in the delivery of radiotherapy techniques including patient and equipment manipulation commensurate with placement opportunities</li> <li>● Accurately undertake and record all treatment calculations using prescribed data</li> <li>● Learning from, with and about other health care disciplines relevant to the patient pathway</li> </ul>
<b>RONC Competence for Practice 2</b>	<p>1. Demonstrate professional attitudes and behaviours for current stage of clinical training</p> <p>2. Demonstrate the required practice competence in the localisation, planning, dose calculations, delivery and verification of a specified range of Radiotherapy techniques</p>	<ul style="list-style-type: none"> <li>● Effective and efficient communication skills with staff, service users and carers.</li> <li>● Application of the sound knowledge of surface and radiographic anatomy (including cross sectional anatomy)</li> <li>● Experience a variety of placements to aid skill development for qualification</li> <li>● Departmental protocols on emergency procedures, hygiene and the disposal of clinical waste</li> <li>● Acting on feedback for skill development</li> <li>● Working within departmental treatment protocols, IR(ME)R, IRR SCoR code of conduct and HCPC standards</li> </ul>
<b>Level 6</b>		
<b>The advancing professional</b>	<p>1. Identify a topic of contemporary relevance to professional practice, evaluate and justify its investigation using critical appraisal skills</p> <p>2. Identify and justify an appropriate study design and suitable methods including ethical issues relating to the chosen area</p> <p>3. Conduct the study and appropriate critical analysis and draw reasoned conclusions to make recommendations for practice</p> <p>4. Communicate your findings within accepted academic and professional conventions in a suitable format for dissemination.</p>	<ul style="list-style-type: none"> <li>● Working Autonomously</li> <li>● Individual independent project/dissertation</li> <li>● Creating and contributing to research and evaluation for practice.</li> <li>● Application of approaches to research, research methods including improvement and evaluation methodologies.</li> <li>● Dissemination of project outcomes.</li> <li>● Challenges in applying study outcomes to practice</li> </ul>

<p><b>Professional Leadership</b></p>	<ol style="list-style-type: none"> <li>1. Critically evaluate concepts of leadership and make judgements on approaches that solve organisation problems</li> <li>2. Critically reflect on your approaches to leadership and decision making in complex and unpredictable contexts, acknowledging uncertainty, ambiguity and the limits of knowledge</li> <li>3. Critically evaluate and reflect on your approach to education in your profession and in inter professional arenas</li> <li>4. Critically reflect on your emerging leadership approach and ongoing development needs</li> </ol>	<ul style="list-style-type: none"> <li>● Leadership concepts including the difference between management and leadership</li> <li>● Approaches to coaching/ mentorship.</li> <li>● Supervision.</li> <li>● Self-awareness and reflections exercises</li> <li>● Professional cultures</li> <li>● Service improvement methodologies.</li> <li>● Coping with change, change processes</li> <li>● Ethical decision-making in complex situations</li> <li>● Wicked issues</li> <li>● Educational approaches</li> <li>● Leading teams/ leading individuals/ leading service users</li> <li>● Awareness of leadership style and the importance of this to employers and employability</li> <li>● Business cases</li> <li>● Resilience</li> <li>● Raising concerns</li> </ul>
<p><b>Working with complexity in practice</b></p>	<ol style="list-style-type: none"> <li>1. Construct and appraise an evidence-based coordinated intervention that addresses complex health and social care needs.</li> <li>2. Critically evaluate how your professional knowledge &amp; skills can complement those of other professions to enhance collaborative service provision</li> <li>3. Through online media, reflect on the knowledge &amp; skills needed to work across service boundaries and professional specialisms.</li> <li>4. Compare and contrast the effectiveness and efficiency of a number of integrated service delivery models.</li> </ol>	<p><b>Integrated</b></p> <ul style="list-style-type: none"> <li>● Models and components of integrated assessment</li> <li>● Working with other practitioners and professions to deliver person-centred care when managing complex situations.</li> <li>● Empowering and supporting service-users to be involved in decision making related to their care</li> <li>● Fluctuating capacity and consent - e.g deprivation of liberty safeguards, people with dementia, learning disabilities, mental health</li> <li>● Planning and delivering health promotion interventions</li> <li>● Developing professional alliance with service users, partnership working</li> <li>● Types of integrated care service delivery models</li> <li>● Care navigation knowledge &amp; skills</li> <li>● Technology enabled care</li> <li>● Compiling and presenting evidence for formal review panels / board / court of law</li> <li>● Dealing with uncertainty across a range of settings and populations</li> <li>● Health &amp; care management for hard-to-reach groups/involuntary clients e.g barriers to access for the following groups travellers, prisoners, transients, homeless, cultural/ethnic/gender/sexuality</li> <li>● Health and social inequalities</li> <li>● Palliative and end of life care</li> <li>● Funding of services, including personal care budgets</li> </ul>

		<p><b>Radiotherapy and Oncology Specific</b></p> <ul style="list-style-type: none"> <li>● public health for cancer patients</li> <li>● human factors in oncology - including involuntary automaticity</li> <li>● Screening and genetic testing principles</li> <li>● Screening and genetic testing principles</li> <li>● End of life care in oncology</li> <li>● Service funding for novel therapies</li> </ul>
<p><b>Application of Principles to Practice</b></p>	<p>Critically appraise the relative benefits and limitations of a range of contemporary radiotherapy technologies. To critically appraise and debate the process of informed clinical decision making Critically appraise current radiotherapy practice and its impact on service development and delivery. Critically appraise approaches to the management of head and neck cancer and make informed judgements about their impact on the patient, the service and the practitioner.</p>	<p><b>Future facing technologies to include :</b></p> <ul style="list-style-type: none"> <li>▪ Organ motion</li> <li>▪ Functional and biologically imaging</li> <li>▪ Immobilisation</li> <li>▪ IGRT and Adaptive Radiotherapy</li> <li>▪ Image handling and fusion</li> <li>▪ MR linac</li> <li>▪ Stereotactic Radiotherapy</li>   <li>▪ Error reporting</li> <li>▪ Human factors</li> <li>▪ Independent prescribing/ advance practice/ consultant practice</li> <li>▪ The management of Head and Neck Cancer</li> </ul>
<p><b>RONC Practice Placement 3</b></p>	<ol style="list-style-type: none"> <li>1. Critically evaluate a range of Radiotherapy techniques using examples from practice</li> <li>2. Critically evaluate the relevant psychological issues relevant to a range of case examples</li> <li>3. Critically reflect on your involvement in multi-professional and holistic approaches to care, and appraise your own professional development as you transition into practice.</li> </ol>	<p><b>Academic Taught Sessions</b></p> <ul style="list-style-type: none"> <li>● Further development of practice placement (overview of assessment process)</li> <li>● PebblePAD Training Sessions</li> <li>● Emotional intelligence</li> <li>● Service user involvement</li> <li>● Clinical Debriefing/ developing resilience</li> </ul> <p><b>Practice Placement Learning</b></p> <ul style="list-style-type: none"> <li>● Continue to build upon current knowledge and clinical skills</li> </ul>

		<ul style="list-style-type: none"> <li>● Demonstrate initiative and effective organisation skills in being activity involved in arranging your clinical learning experiences</li> <li>● Demonstrate extensive knowledge on patient information requirements</li> <li>● Exhibit a holistic approach to providing patient care</li> <li>● Participate in verification and image interpretation</li> <li>● Show knowledge of the use of contrast agents in pre treatment</li> <li>● Produce and critique of a variety of Radiotherapy treatment plans</li> <li>● Participate in a number of different Quality Assurance tests</li> <li>● Learning from, with and about other health care disciplines relevant to the patient pathway</li> </ul>
<p><b>RONC Competence for Practice 3</b></p>	<p>1. Demonstrate professional attitudes and behaviours expected for current stage of clinical training</p> <p>2. Demonstrate the required practice competence in the localisation, planning, dose calculations, delivery and verification of a specified range of Radiotherapy techniques</p>	<ul style="list-style-type: none"> <li>● Effective and efficient communication skills with staff, service users and carers.</li> <li>● Application of the sound knowledge of surface and radiographic anatomy (including cross sectional anatomy)</li> <li>● Experience a variety of placements to aid skill development for qualification</li> <li>● Departmental protocols on emergency procedures, hygiene and the disposal of clinical waste</li> <li>● Acting on feedback for skill development</li> <li>● Working within departmental treatment protocols, IR(ME)R, SCoR code of conduct and HCPC standards</li> </ul>

## The placement learning - quality assurance

Placement learning opportunities enable students to complete the clinical aspects of the course. Placements are identified, approved and monitored by the university team responsible for placement learning. The audit process involves identifying the capacity of each placement learning environment to meet the given audit standards identified by Sheffield Hallam University for all placements.

These are as follows:

- Student evaluation and educator provision
- Support and supervision for students
- Access to the learning environment
- Access to learning opportunities
- Multi-disciplinary learning
- Facilitating safe practice
- Standards of care
- Available of resources
- Health and Safety, and risk assessment

There are standard statements that need to be met by all placement providers relating to:

- Equality and Diversity
- Teaching, Learning and Assessment
- Learning Environment and Resources
- Quality

The placement learning tutor liaises between the placement, the practice educator, the students and the HEI. It is the responsibility of the placement learning tutor to carry out an audit before any students are assigned to the placement site and repeat the audit **every two years** thereafter. Students will not be permitted to access the placement until there is a satisfactory audit in place. If there are deficits identified in the audit process that suggest that the Standards are not being adhered to, placement learning tutors will offer guidance and support to enable the placements to meet requirements. Once they are met, students will be (re)allocated to the placement.

Placements must provide an environment which allows the student to fulfil the requirements of the identified learning outcomes being assessed. All students are supported in practice by a mentor. All mentors must complete Sheffield Hallam University mentorship training on a yearly basis to provide support for students. Normally the practice educators are qualified Therapeutic Radiographers who work clinically in the department. They are supported by the PLT and additional training support throughout the year.

## **Clinical placement learning responsibilities** (this is taken from the [Quality Standards for Practice Placements](#), SoR document)

Clinical placement learning relies on clear, agreed working arrangements between Sheffield Hallam University, the placement provider and the student. In order to facilitate such a working arrangement, guidelines that outline the roles and responsibilities of the three parties involved can be found below. Placement learning providers and the placement learning tutors work with respect to the Health and Care Professions Council (HCPC) and The College of Radiographers (CoR) Standards of Education and Training and relevant Codes of Ethics.

### **The university will:**

- Ensure that learning is both current and evidence-based
- Support the philosophy of lifelong learning through emphasis on key skills and learning strategies during the preparation of learners for practice, with continuous reinforcement of these throughout the programme of study
- Ensure that the academic standards of their awards are consistent and at the appropriate standard
- Audit both the quality and the capacity of clinical learning provision
- Audit the quality and consistency of clinical supervision regularly. Where risks are identified, they should be jointly addressed with the practice placement provider
- Ensure that their staff involved in practice placement learning are appropriately qualified, resourced and competent to fulfil their role(s)
- Have effective measures in place to monitor and assure the proficiency of their staff involved in the support of the relevant work-based and practice placement learning
- Review patterns of practice placement allocation to optimise use of available capacity across the year and across the working day/week
- Provide a designated member of the academic teaching team to be easily contactable should a query arise about a learner's curriculum or progress
- Ensure that an identified academic tutor/lecturer or similar visits the learners on a regular basis
- Put in place arrangements to ensure that all learners have equity in learning opportunities without compromising the quality of clinical service delivery or clinical education and training provision
- Ensure that robust mechanisms are in place for the evaluation of the clinical education provision which encompasses input from learners and clinical staff, as well as the education provider.

- Ensure students have all the required immunisations and completed all professional issues requirements including mandatory training prior to placement
- Ensure that students undergo a DBS check on commencement of the course and sign annual declarations of their unchanged status
- Provide additional support for the student and mentor in the event of a student failing to progress
- Offer an away half day/ day for placement educators to keep them informed of issues pertinent to course delivery and practice education

### **The placement provider (clinical placement) will:**

- Ensure that there is a clear policy on the management of learners' practice placements
- Ensure that all clinical staff understand the importance and value of having learners within the clinical environment and that they are all required to assist in the learners' development
- Reflect the roles of clinical assessor/mentor/practice educator or similar in job descriptions
- Promote equality and diversity in all aspects of the practice placement
- Determine the maximum number of learners that the practice placement can manage and support effectively, taking into account the potential for multiple education provider involvement. Consideration also needs to be given to the number of learners that can be associated with individual examination or treatment rooms where it is expected that two or more learners will be rostered simultaneously
- Promote the importance of interprofessional learning, facilitating effective team working and promoting mutual understanding of roles and responsibilities
- Demonstrate ongoing staff training, to include a robust programme of staff development.
- Work in partnership with the University to ensure that a satisfactory audit has been completed and is valid for the duration of the student placement
- Ensure mentors are supported in their work to take students on placement
- Work with the university placement learning tutor to make reasonable adjustments for students with disabilities
- Provide relevant induction material for students arriving on placement
- Inform the university immediately if any issues of concern about the student arise during the placement
- Liaise with service users and carers to gain feedback relating to the student's performance on placement.
- Ensure that written records of student progress during the placement are kept, including details pertaining to any concerns about professional conduct or suitability

## **The student will:**

- Be proactive in identifying their own learning needs and to articulate these clearly
- Contribute as a partner in the achievement of their learning outcomes
- Take responsibility for planning and auditing their own learning and progress in conjunction with the clinical staff and their educational provider
- Be conversant with the curriculum of their own programme of study, including methods of assessment and the role played by the clinical supervisor in the assessment process
- Take a proactive approach in contributing to their own learning and the learning of others. Learners need to work together with academic and clinical colleagues to ensure that they understand what is expected of them and how their success will be judged
- Be aware of, and be compliant at all times with local rules, practice placement providers' policies, statutory and professional regulations and codes of conduct and behaviour
- Be aware of their direct responsibilities for the safety of patients in their care at all times
- know their limitations
- Maintain confidentiality at all times
- Raise any valid concerns about the practice placement experience
- Inform the educational provider of any changes to personal circumstances. This includes illness and disclosure and barring service (DBS) status
- Maintain high levels of attendance and punctuality. If learners are unable to attend their practice placement, it is their responsibility to inform both the education provider and the practice placement
- Attend their practice placement in a uniform that complies with workplace regulations and standards and the placement and education providers' requirements.
- Attend the compulsory placement preparation sessions including moving and handling session
- Keep the university informed of time off for sickness
- Complete the written aspects of their placement as soon as possible after finishing.

## **Roles and responsibilities (agreed in partnership with clinical managers)**

### **Placement Learning Tutors (PLT's)**

The PLT's are academic members of the course team that have responsibility for a specific clinical placement site. The scope of the role is responsive to the needs of the students in the specific department and covers several themed areas including:

- Providing a link between the University and the Clinical Department
- Work within HCPC guidelines.

- Provide clinical mentor and assessor training to PE's
- Regular student appraisals
- Monitor sickness and absence of students and report accordingly
- Development of student resilience, confidence and ability to address complex problems
- Initial completion of student rota, PE to monitor with discussion with the PLT (if required).
- Facilitate the completion of Clinical Audits
- Feedback to the course team any comments about individual students or aspects of the programme
- Feedback to the course team any issues within the department that may impact on student training
- On site visits to the Radiotherapy departments including facilitated workshops for peer support, reflective learning, clinical debrief and appropriate referrals.
- Support mechanisms to integrate theory into practice
- Supporting Integrated Care Curriculum concepts in the clinical setting

## **Practice educator**

Practice Educator is the lead for supporting links between the clinical department and the HEI. Good practice guidance from the College of Radiographers recommends that practice educators are accredited with the College. The Clinical Lead and the PLTs are happy to support Practice Educators with their submissions for this.

- Work within HCPC guidelines.
- Responsible for planning and keeping accurate records of local trust mandatory training for students (if required).
- Responsible for delivering training/teaching (if required).
- Promote an effective learning environment.
- Empower and motivate staff and students to undertake educational activities.
- Ensure local and HEI health and safety procedures and processes are followed, including necessary risk assessments and audits.
- Assist with local recruitment and future workforce planning.
- Attend and participate in meetings as required including providing feedback and disseminating information as appropriate.
- Ensure staff attend and undertake regular mentorship training and updates provided by the University.
- Effective management of external electives, work experience and MDT students.

## **Shared responsibilities**

- Responsible for keeping accurate records of training/competency assessments for students and staff.
- Responsible for induction of new students into the department.
- Assist in the prompt resolution of complaints. To participate in the investigation of incidents/complaints as required, including preparing detailed reports/letters.
- Collaboratively design, implement and monitor students placement rota's taking into account individual student needs and overall numbers of students (although shared this is weighted more towards the PLT)

## **Clinical lead**

The Clinical Lead is a member of the Radiotherapy and Oncology team who is:

- the main point of contact for clinical practice
- have an awareness of strategic issues and policy relating to work-based and placement learning
- consult with PLTs, practice educators/ mentors and clinical managers to support timely completion of quality assurance placement audits and ensure that all current and new placement areas are audited using systems agreed by the University and placement providers
- identify key issues resulting from student evaluations and educational placement audits, and any cause for concern, ensuring that all PE/ PLTs and students adhere to the SHU complaint procedure and that all identified issues are appropriately addressed
- assist and advise placement providers in relation to responding to changes in the pattern of service delivery that may affect the availability and/or suitability of areas for student placements, whether temporarily or permanently
- collaborate with all interested parties to identify, influence, develop and embed innovations for enhancing placement learning and employability for students
- keep course leader and course team informed of any issues related to placement activity, policy and innovation
- produce a report on PLT activity six monthly and distribute to the Director of Practice Learning and the Subject Group Leaders which will be discussed at the Faculty Placement Learning Steering Group
- maintain the placement learning information website and subject area specific placement learning resources

- take steps to ensure an adequate resource in practice areas to support student learning, supervision and assessment and maintain safety in practice
- ensure that placement agreements are in place
- prepare the handbook for students and practice educators
- ensure that placements are allocated appropriately to students taking account of particular needs, for example, those of students with disabilities and the requirement for students to gain experience in a range of practice areas
- ensure that services are informed of student allocations
- ensure that services are made aware of changes to the curriculum that impact on them
- works with the course leader/s and recruitment lead to allocate placements
- provide information and ongoing support for practice educators/ assessors to ensure their capacity to supervise and assess students and assure the quality of practice learning
- Liaise with the Faculty Director for placement and implement required processes for assurance of quality placement learning opportunities.

## **Disability coordinator**

A member of the Radiotherapy and Oncology team who takes responsibility for:

- being a conduit of information between the university's support team for students with disabilities and RONC team members
- receiving and disseminating students' learning contracts
- providing additional support for students with disabilities, including students with dyslexia, and their personal tutors.

Further information can be found on <https://www.shu.ac.uk/current-students/student-support/disability-support>

## **Student support officer**

The student officer is part of the administrative team. The role of this officer is to:

- be a first point of contact for the student about issues appertaining to the student's engagement with the course

- address requests for extensions for assessment submission or the submission of extenuating circumstances and liaise with course team members and other administrative staff accordingly
- receive reports and evidence of students' illness or other circumstances and liaise with the course or module leader as appropriate
- refer the student to other personnel within the university as appropriate to the issue to be addressed
- normally conduct exit interviews with students.

## Pre-placement

### Preparation for placement learning

Prior to attending clinical placement, the student is required to engage in preparation sessions at the university that covers **mandatory** requirements and individual learning needs, personal responsibilities and expectations on placement. These sessions are intended to prepare the student for clinical placement.

Students will also receive mandatory training in:

1. Basic life support
2. Moving and handling
3. Fire safety
4. Student and patient safety
5. Equality, diversity and human rights
6. Infection control
7. Information governance
8. Radiation protection

**Students who do not attend the mandatory sessions will not be able to go out on placement until this is completed.**

## **Personal Dosimetry**

### **Student responsibilities**

- Students are responsible for ensuring that they are wearing the most current issue of a radiation badge and that all badges are returned by the deadline dates.
- If a radiation badge is lost or damaged in any way this must be reported immediately and appropriate procedure followed. Please see Bb for further information
- It is the students responsibility to wear the radiation badge correctly in light of current practice and guidelines
- All female students must read the pregnancy guidance document on Bb
- Students must complete the annual Radiation Safety Assessment as part of their mandatory training

### **University staff responsibilities**

- Radiation Badges will be distributed during the academic and clinical placements via your PLT or / and practice educator
- Staff can assist students in the returning of badges by receiving them from students in academic blocks (all staff) or collecting them from the clinical department (PLT)

### **Radiation Badge Coordinator responsibilities (Alex Robinson – Senior Lecturer)**

- To ensure that the processes for the allocation and return of radiation badges is adhered to allowing prompt monitoring of all students
- To ensure that all students complete the annual assessment and are provided with training relating to radiation badges
- To ensure that the list of RPS for each department are maintained

- To liaise with the SHU Diagnostic RPS to answer queries related to any unusual readings
- To liaise with the university's administrator on the distribution and return of radiation badges

## **During placement**

### **Induction**

The Health and Care Professions Council Standards of Education expect placement induction processes to indicate how students will be told about risks and safety issues on placement. All students should follow departmental induction processes on the first day of placement

### **Confidentiality**

Some of the students on this course may have a learning contract in place. Students are encouraged to disclose anything which may affect their ability to carry out the requirements of placement; whether the issues are physical or mental health ones or personal circumstances.

Students may choose not to give permission for personal and sensitive information to be disclosed either to the placement provider from the University or vice versa. In these situations, it is important to note that confidentiality can only be breached where the student, staff or service users could be at severe risk or where the issues relating to the student are having a severe impact on the viability of the placement. If the mentor is made aware of confidential information then it is advisable that they follow the procedures of their own organisation unless they have permission to disclose to the University from the student.

## Records of performance (Placement report book)

Mentors are required to maintain detailed records of the student's performance and behaviour, particularly in relation to examples of professionalism as stated in the [Society of Radiographers' Code of Professional Conduct](#).

Mentors should also report any incidents that relate to risk or the potential safety of any person to the practice educator, clinical manager, placement learning tutor (PLT) and /or course leader. Report documentation can be found on the **Radiotherapy and Oncology Practice Placement website** <https://www.shu.ac.uk/health-social-placements/profession-information/radiotherapy-and-oncology>

## Completing the placement report books

Recording of student progress is obtained through placement report books. These are all stored on the individual placement workspaces within Pebblepad. Students should share a new placement report book to the placement workspace for every new placement (i.e. every treatment unit/ pre-treatment unit).

## Learning objectives

The student should begin placement with some learning objectives already set. These can be negotiated and refined further with the appropriate levels of support from the mentor/practice educator. It is good practice to review these learning objectives both at the start of placement and at the interim review, then modify them according to the progress the student has made in the first half of the placement.

## Interim review

Mid-way through the placement an interim review will take place - this requires the student to first self-assess whether they feel they are on track to meet the learning outcomes, then the mentor should complete the mentor box indicating whether the student is working towards them, or if there are any areas of concern or if they are failing. Mentors should also provide supporting comments/feedback to the student.

## End of placement

At the end of each placement the student must reflect on the placement and provide an action plan to show how they plan to move forward. Best practice should be that this is completed **BEFORE** the mentor completes their end of placement feedback. The mentor should provide details of any absence and provide a report of the student's overall achievement as well as indicating key areas for the student's future development. The PLT will then also comment on the report and include the outcomes in the appraisal process.



## Placement report book checklist

Placement report book screencast.mp4

When	Task
<b>Start of Placement STUDENT</b>	<ul style="list-style-type: none"><li>• Identify a mentor on the first day of placement. If the student does not choose a mentor a staff member will allocate a mentor to them.</li><li>• Arrange a meeting to discuss learning outcomes</li><li>• Share placement report book which is clearly labelled with the placement, date and mentor full name</li><li>• Highlight the learning outcomes to the whole team so everyone is aware of what needs to be achieved</li></ul>
<b>Start of Placement MENTOR</b>	<ul style="list-style-type: none"><li>• Meet with the student to discuss the learning outcomes at the earliest opportunity</li><li>• Highlight the learning outcomes to the whole team so everyone is aware of what needs to be achieved</li></ul>
Interim STUDENT	<ul style="list-style-type: none"><li>• Student self-assesses against the learning outcomes set</li><li>• Arrange to meet with the mentor to discuss progress</li></ul>
Interim MENTOR	<ul style="list-style-type: none"><li>• Meet with student during the mid-point of the placement to discuss progress</li><li>• Document development and future actions in the placement report book.</li></ul>
After interim report STUDENT	<ul style="list-style-type: none"><li>• Student to consider feedback and areas for further development.</li><li>• The learning objectives for the remainder of placement are reviewed.</li></ul>
End of placement STUDENT	<ul style="list-style-type: none"><li>• Arrange to meet with mentor at the end of placement</li><li>• Reflect on placement</li><li>• Action plan to continue development</li></ul>
End of placement MENTOR	<ul style="list-style-type: none"><li>• Complete the final placement report page, including any absence and feedback. This can be completed before the student has completed their sections. If this is the case please highlight that the student has not engaged with the process.</li><li>• Refer to Competency book to review current sign off</li></ul>
End of placement STUDENT & MENTOR	<ul style="list-style-type: none"><li>• Student to complete <b>Record of Placement Attendance</b> form and provide a copy for their mentor.</li><li>• Mentor to confirm placement hours and sign.</li><li>• Student to submit <b>Record of Placement Attendance</b> to the PLT for approval.</li></ul>

## **Clinical attendance**

Students are normally required to attend for 100% of the hours in both academic modules and clinical education. Students maintain a daily record of attendance during clinical placement which is confirmed through signature by the mentor and the Placement Learning Tutor (PLT). Records are returned to the university placement team administrator; an on-going record is maintained. Attendance is also monitored via placement appraisal forms. When in placement we expect full attendance and if students are unable to attend they **must** follow the attendance procedure. Non-attendance along with lack of communication with clinical staff is classed as **unprofessional behaviour**.

Where students can provide genuine reasons for non-attendance that has been previously accepted by the course team and it is considered that they are still capable of achieving relevant learning outcomes then this would not normally affect progression.

Deficiencies in clinical attendance may be made up during study or holiday weeks or, if required, by extra clinical time in the final year of the course with delayed qualification.

## **Absence due to illness**

Students should inform the placement by phone on the morning of their first day of absence due to illness. In line with professional working practice, failure to do this would be viewed as a serious issue and dealt with accordingly. Students have a responsibility to their mentor and the service of which they are a part of when they are on placement. Students should email their PLT with some indication on why they are absent and when they will return. Students should also complete the [Student Absence Form](#). Instructions can be found here [Student Guidance - 2018-05-02.docx](#)

A student absent for more than 5 days (or 7 days if including weekend), should have a medical certificate from their GP when they return. This should be sent to the PLT.

The PLT should be informed as soon as possible when a student feels their illness is likely to make them absent from placement for more than 5 days.

After a lengthy period of absence due to illness, the university has the right to require the student to obtain occupational health clearance stating that they are fit to return to placement. Placement providers similarly, if they have concerns about a student's health may require a student to attend their Occupational Health departments to confirm their fitness to return to placement.

Students who have a period of absence due to illness prior to their placement may also be required to obtain occupational health clearance stating that they are fit to start their placement.

## Record of placement attendance

The [Record of Placement Attendance](#) is an electronic form produced in MS<sup>®</sup> Excel<sup>®</sup>. The student needs to record their dates (including whole days due to study leave), hours and absences using the Record of Placement Attendance.

The form needs to be copied by the student to their own electronic files and used to record their hours for each day of their placement including any absences and whole days due to study leave. Study days and/or absences need to be recorded using only the codes given in the notes in **Section C** of the electronic form.

If the student needs to apply any of the codes shown in the above extract of the Record of Placement Attendance form to their Hours Worked, a code should only go in the Hours cell adjacent to the day it applies to; the Minutes cell should remain blank.

**Please note**, any Special Leave (**SL**) or Compassionate Leave (**CL**) should be agreed by the PLT. If the student has been granted Special Leave/Compassionate Leave they must keep a hardcopy of the approval so that it can be handed to their mentor along with a hardcopy of their completed Record of Placement Attendance at the end of the student's placement; as confirmation of their hours.

On completion of the placement, the student needs to print out their completed Record of Placement Attendance and hand it to their Mentor/ Practice Educator so that they can confirm and record the student's total placement hours. Once the Mentor/ Practice Educator has confirmed and recorded the student's hours on the Assessment Form and signed it, the student shall send their completed form to the PLT for approval.

## Study time and placement hours

Students are allocated a full day study per week. These are allocated as:

- MSc- Monday
- Year 1 BSc- Wednesday
- Year 2 BSc- Thursday
- Year 3 BSc Friday

A full working week should total 30 hours. Students are able to negotiate their working hours to ensure maximum placement experience. Students should **ALWAYS** ensure they are in placement for the visit by the placement learning tutor. Any requests for non-standard working should be discussed with the placement learning tutor and/or the course leader. This may be more frequent due to the

placement restrictions with regards COVID 19. Further information on the RONC working hour's policy can be found on the **Radiotherapy and Oncology Practice Placement website** <https://www.shu.ac.uk/health-social-placements/profession-information/radiotherapy-and-oncology>

## **Placement learning tutor visits and activities**

A copy of the visits can be found in this link

## Clinical assessment - Competence for Practice 1, 2, 3

The clinical assessment of students is a step by step process involving mentors, assessors and the PLT. Mentors are encouraged to review the student's competency book at the end of each placement. This is to ensure development is maintained (for previously signed sections) and to sign for newly gained skills. A breakdown of the signatures can be found below;

**Directed Participation:** Staff use a directive approach, imparting their knowledge and skills to the student. Student participation is facilitated by staff and will require explanations and prompts as appropriate.

**Active Participation:** The student is able to assist and participate as a member of the team but still require some assistance from staff. The student is building confidence by being supported by staff resulting in reduced need for prompts. To achieve this level they will require opportunities to be involved in technique delivery with continued feedback to support skills and confidence.

**Supervised Practice Competence:** The student is actively participating in the technique showing an appropriate level of clinical skills, prompting is minimal; they are able to recognise when there are possible issues and seek advice when appropriate.

	Directed Participation	Active Participation	Supervised Practice Competence
Date			
Assessor/ Mentor/ Supervisor Signature			
Mark			

The student must complete a **variety** of case reports in preparation for their practice placement viva these can be signed by a mentor working with the student whilst treating the patient. Templates and case report guidance can be found on the **Radiotherapy and Oncology Practice Placement website**

<https://www.shu.ac.uk/health-social-placements/profession-information/radiotherapy-and-oncology>

## **Practice Placement Vivas**

As part of the assessment for the Practice placement modules students will be expected to undertake one treatment based viva at level 5 and two viva's at level 6 student ( one treatment and one pre-treatment ) The student will be assessed by a clinical member of staff and a member of the SHU RONC team. An assessment window will open with available assessment appointments for the student to choose from, this will be on a first come first served basis. Students will be asked to submit their presentation no later than 2 working days before the VIVA. The VIVA will take place in the clinical department, where the assessor will find a safe and quiet room for the viva to take place. It will also be recorded for moderation purposes. Students will be provided with a mark and feedback for this assessment.

If a student fails on the first attempt they are allowed 1 more attempt, however the mark will be capped at 40%. On referral students will be provided with an accurate mark and feedback of their performance, but 40% will be their submitted mark. A failure to pass the practice viva includes; stopping the viva early because the student is unable to answer the questions during the discussion, lack of knowledge, lack of application to clinical practice and dangerous practice. Students must use the same assessor for their second attempt wherever possible.

Students, who fail to complete all of the competency profiles for the year by the deadline, will be referred. They will have one more attempt at this assessment.

Vivas are completed by trained assessors in the clinical department. If clinical staff are interested in becoming an assessor then they should contact the department PLT.

## **BSc Clinical assessment flowchart**

## Level 4 (Year 1)

**RONC Practice Placement 1: 20 Credits**

**Completion of a 2000 word extended case study**

**RONC Competence for Practice 1 (Pass/Fail)**

**Completion of professionalism profile**

## Level 5 (Year 2)

**RONC Practice Placement 2: 20 credits**

**Pivotal Incident Reflection (1500 words)**

**Completion of 1 Practice viva (treatment)**

**RONC Competence for Practice 2: Pass/Fail**

**Completion of 4 profiles (1 of which must be professionalism)**

## Level 6 (Year 3)

**RONC Practice Placement 2: 20 credits**

**A profile of Evidence**

**Completion of 2 Practice viva's (treatment and pre-treatment)**

**RONC Competence for Practice 2: Pass/Fail**

**Completion of all profiles**

## **Concerns on placement regarding students**

Concerns on placement can be highlighted by the student, practice educator or the placement learning tutor. This can be done via email/ phone in the first instance and by completion of the cause for concern form (Appendix 1). Instances where this can be used are;

- Student under achieving during practice learning
- Dealing with conflict on placement

The SHU guidance on the complaints procedure where students raise concerns is on the **Radiotherapy and Oncology Practice Placement website**

<https://www.shu.ac.uk/health-social-placements/profession-information/radiotherapy-and-oncology>

## **Clinical staff training**

### **Mentorship training**

It is a HCPC requirement that Therapeutic Radiographers are involved in the training of students and fellow staff. They should be supportive of others in a learning environment and be able to provide feedback to allow the learner to develop further. Therapeutic Radiographers are able to start their mentorship training once they have completed the preceptorship phase (this is usually 6 months). Training will be provided by Sheffield Hallam University either through an e-learning package or a face to face session. The session will include a background to mentorship, course outline and structure, skill development and the application of those skills through practice based scenarios. Mentors will be requested to update their training on a yearly basis to ensure they are kept up to date.

### **Assessor training**

Clinical staff who have an interest in student education and their assessment can apply to become an assessor once they have completed their preceptor phase. Interested staff must complete an assessor application form, provide the names of two referees and have the support of the clinical manager. Training will include an in-depth review of the assessment method, how the assessment aims to quantify the students knowledge, skills on how to get the best out of the assessment and how to empower staff to fail students. Clinical assessors will assess the student with a member of the SHU team via a VIVA. Clinical Assessors are required to meet once a year to allow for updates, share best practice and develop skills. Assessors must re-apply to complete assessments every two years.

## **Practice Educators**

Practice educators are experienced clinical staff who have an interest in student training and clinical education. To enable staff to be called practice educators they must be accredited to the Practice Educators Accreditation Scheme (PEAS) through the College of Radiographers. Further information on accreditation can be found on the College of Radiographers website and clinical staff will be supported by Sheffield Hallam University in gaining accreditation. This support will be provided via a closed peer support group facilitated by the Clinical lead and the Placement Learning Tutors (PLTs). To further support development all clinical staff involved in mentorship, assessment and practice education will be invited to an away day at the university to share best practice and develop skills.

# Appendices

**Sheffield Hallam University**  
**Radiotherapy Oncology**  
**Cause for Concern Form**

<b>Name of Student</b>	
<b>Name of Placement Learning Tutor</b>	
<b>Name of Practice Educator</b>	

<b>Form initiated by</b>		<b>Role</b>	
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<b>Nature of Concern</b>	
<b>Evidence for concern</b>	
<b>Agreed action</b>	
<b>Signature of Placement Learning Tutor</b>	
	Date <input style="width: 50px;" type="text"/>
<b>Signature of Practice Educator</b>	
	Date <input style="width: 50px;" type="text"/>

<b>Signature of student</b>	
	Date
<b>Monitoring of progress on agreed action (Interim)</b>	Dates
<b>Conclusion of process</b>	
	Date

**Quality Assurance Check**

	Yes	No
1. Are there any broader issues that affect quality assurance?	<input type="checkbox"/>	<input type="checkbox"/>
2. Are there any issues related to safe practice	<input type="checkbox"/>	<input type="checkbox"/>
3. Has the matter been referred to an appropriate Board/Committee?	<input type="checkbox"/>	<input type="checkbox"/>

## SHEFFIELD HALLAM UNIVERSITY

### CONSENT FORM FOR SIMULATION OF PRACTICE, INCLUDING CLINICAL DEBRIEF AND PRACTICAL PROCEDURES

As is the normal practice in Health and Social Care education, RONC students will take part in Practical Procedures as part of their training during the academic components of their course. Students will take part in these activities both as practitioner and as patient. It is therefore a condition of your place on the course that you agree to take part in these activities, and to the following terms and conditions in relation to your participation, by signing this form. For the avoidance of doubt, any reference in this form to a Practical Procedure or Practical Procedures is to simulation of practice including clinical debrief and practical procedures.

- 1 I understand that, while an experienced lecturer will introduce each practical session, and the known risks and limitations of the Practical Procedures will be explained to me, it is my responsibility to be aware of any precautions and contraindications for each of the Practical Procedures.
- 2 Every effort will be made to respect my dignity, moral, religious and cultural beliefs.
- 3 In circumstances where I feel unable to take part in any of the Practical Procedures for whatever reason I must inform the member of staff who is facilitating the session at the earliest opportunity.
- 4 I understand that, prior to any Practical Procedure; I must inform the member of staff who is facilitating the session of any health condition that may need to be considered.
- 5 I understand that I must inform the member of staff who is facilitating the session should I experience any symptoms during a Practical Procedure and that he or she must stop the procedure immediately should I indicate such symptoms or request that it should be stopped.
- 6 I understand that I have the right to withdraw from a Practical Procedure at any time and that if I exercise my right to withdraw in respect of my role as patient, the exercise of that right shall be without prejudice.
- 7 In the event of something being discovered with regard to my health during a Practical Procedure, I understand that I must inform the member of staff who is facilitating the session and that it is my responsibility to seek further specialist advice from appropriate medical sources. I also understand that in the event of such information being discovered whether as a result of a Practical Procedure or my responsibilities under any paragraph of this form or otherwise which might affect my ability to act as a patient or undertake clinical practices safely the member of staff facilitating the session may, after discussion with me, make a referral to occupational health and I must inform my personal tutor of the outcome of such a referral.

- 8 I understand that, in the event of the development of any recognised complication either during or subsequent to a Practical Procedure, the procedure will be stopped and/or not repeated on that occasion. With the mutual agreement of me and the member of staff who is facilitating the session the procedure may be undertaken at a later date. The University will give formal advice regarding the management of any complication in the first instance. In the event of any complication arising, the member of staff facilitating the session undertakes to inform the relevant University personnel and formally record the incident as required by the University
- 9 I understand that I must inform the University of any change in my health status occurring during the course subsequent to my initial occupational health screening.
- 10 While the University will make reasonable adjustments to accommodate me, I understand that if a discovery is made as indicated in paragraph 7 of this form or I withdraw from a Practical Procedure, I may not be permitted to complete my course.
- 11 I acknowledge that the University will not be liable in circumstances where I have failed to abide by these terms and conditions.

### **Declaration**

I have read and fully understand the above. I agree to take part in the Practical Procedures and to the terms and conditions in relation to my participation as a practitioner or patient.

Signature:

Full Name:

Date:

This form should be returned to the course leader in RONC.

Acknowledgement:

This form has been adapted from the consent form developed and used by Oxford Brookes University.