



Health, Wellbeing and Life Sciences

Course Handbook

BSc (Hons) Therapeutic Radiography (Degree Apprenticeship)

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Up to date information and contact details are available on the Apprenticeship website accessible on

<https://sites.google.com/my.shu.ac.uk/shu-wbm/?usp=sharing>

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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 learners 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, apprentices, clinical staff and clinical managers at the outset of the course via the **Radiotherapy and Oncology practice placement website**.

Clinical learning philosophy

Philosophy

Clinical placement learning is a key element of this programme as it provides apprentices 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 83 credits are dedicated to clinical placement learning during the programme, including a separate module per level which comprises continual work-based assessment of apprentices' competence for practice. These credits along with academic module credits ensure apprentices 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 experience with supervision and tutorial support are the means to integrate knowledge, theory, and practice. Apprentices are based in one radiotherapy centre for their training; with 'off the job' experiential placements in other hospital areas to help appreciate the patients' pathway e.g., ward placements, diagnostic imaging, nuclear medicine etc.

Apprentices are actively involved in negotiating and evaluating their learning during clinical and are encouraged to be involved in the planning of experiences to meet identified personal and professional development needs throughout the programme.

The aim of the clinical learning programme is to ensure that the apprentice 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) Therapeutic Radiography (Degree Apprenticeship)

The BSc (Hons) Therapeutic Radiography Degree Apprenticeship is an exciting and innovative course which, on successful completion confers eligibility to apply for registration with the Health and Care Professions Council (HCPC) 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, whilst working in dynamic and innovative teams.

A vibrant, challenging, and supportive course strategy 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. It will provide you with the ability to integrate theory and practice through intellectual enquiry and reflective practice. You will be able to engage inter-professionally as a valued member of the health care professions to deliver high quality, patient centred care. You will develop employability skills, both specific to therapeutic radiography and wider transferable skills. In doing so you will demonstrate a commitment to continual professional development in your future career.

From the outset the course heavily integrates theoretical knowledge into clinical practice, ensuring that you can directly apply the knowledge, skills and behaviours developed in the university setting into a real-world environment. The Integrated Care Curriculum (ICC) is a key feature of all our health courses that lead to professional body registration. Students learn from with and about each other through each level of the degree apprenticeship. They are put into mixed interprofessional groups, to expand their interprofessional learning. Indicative content for these modules includes for example personal and professional development, professionalism, employability, team working, leadership and service evaluation. The ICC modules include both shared delivery of content to all Allied Health Professional (AHP) apprentices but also there are times when this learning is then applied back in a uni-professional group so that the Therapeutic Radiographers can apply the learning to their own specific professional context. Planning and delivery of the modules is through an interprofessional academic team which will have representation from the therapeutic radiography team. Within these modules, whilst some are delivered in shared groups, the way in which the indicative content for each professional area is aligned is reflected in how the sessions are planned with therapeutic radiography input and reading lists and indicative content are determined for each professional group.

The benefits of learning with, from and about each other should not be underestimated and you learn with, and from, apprentices and lecturers from other health professions to ensure that you will become an integrated member of the

healthcare team and understand how the therapeutic radiographer is vital to modern health and social care.

Throughout the programme you will not only be taught by staff who are experienced in the field of radiotherapy but from a range of health professionals within the College. You will have the opportunity to learn with and from other professions both in the academic and clinical setting in a way that is intellectually stimulating, current and informed by research. This prepares you not only to be advocates for your professional area but also respecting and enhancing your knowledge of those other professions who you will work alongside for the benefit of the patient and their families and carers.

At each level of the degree apprenticeship, you will undertake a number of modules, some of which will be uni-professional and related directly to the field of radiotherapy and oncology, and some which are delivered in a more integrated way with other health courses and professions.

The theoretical components of the course are modular based, but very much integrated, with themes running through the three years of the course. These are varied to reflect the range of knowledge, skills and behaviours required to become a Therapeutic Radiographer.

- The ability to deliver high quality and accurate radiotherapy treatment
- 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 public
- To show respect, and the ability to practise in a non-discriminatory manner, upholding the rights, values, and dignity of all patients.
- Apply the knowledge of 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 systemic anti-cancer therapies 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
- Show the skills of listening, communication, team working and accurate documentation.
- The ability to clinically reason and problem solve.
- Develop 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 and behaviours to support practice reflection, leadership, and resilience.

You will be assigned a Work-Based Learning Coach (WBLC) employed by the University to oversee your journey from application through to end point assessment (EPA). Apprentices are also allocated an Academic Advisor (AA) who is a member of the Course Team and holds HCPC registration in your relevant profession. The WBLC and AA supports your personal/professional development, including as a minimum, quarterly reviews with employers. The frequency of the reviews will be increased as is required depending on your progress.

The WBLC and AA ensure you are engaging with the academic and professional requirements, support you in applying theory to your professional role and encourage reflection on an ongoing basis. The regular review meetings between you, the workplace-mentor and WBLC/AA are an opportunity to discuss engagement and course progression, including grades, academic development, attendance and progress of developing knowledge, skills, and behaviours (KSB). In addition, they provide a forum to review the required minimum 20% off-the-job learning, progression towards meeting competencies and evidencing this using MAYTAS.

The reviews provide opportunities for concerns to be raised and agreed actions to be outlined to address these concerns in a supportive and constructive way.

Academic and theoretical learning is heavily supported and enhanced by the fact that you spend the majority of the course in the clinical environment (“on the job” training) working with Therapeutic Radiographers, other health professionals and service users, so that you can directly apply the knowledge, skills and behaviours you learn to real life scenarios. You will experience a range of clinical settings, equipment, and patients which will really enhance ability to become a highly skilled and effective Therapeutic Radiographer who has the potential to influence the progression of the profession and yourself.

BSc (Hons) Therapeutic Radiographer (Degree Apprenticeship)

	Trimester 1 (March)	Trimester 2 (June)	Trimester 3 (September)
1st Year	TRAD Principles of Radiography (20 Credits)	TRAD (20 Credits) Management & Leadership (20 Credits)	TRAD Principles of Technology (20 Credits)
	TRAD Competence for Practice 1 (1 Credit)		
	DA Personal and Professional Development 1 (40 Credits) shared		
2nd Year	TRAD Principles of Technology (20 Credits)	TRAD Principles of Technology (20 Credits)	DA Research for Practice (20 Credits)
	TRAD Competence for Practice 2 (1 Credit)		
	DA Personal and Professional Development 2 (20 Credits) shared		
3rd Year	DA Applied Research (20 Credits) shared	TRAD Principles of Technology (20 Credits)	TRAD (20 Credits) Cancer (20 Credits)
	TRAD Competence for Practice 3 (1 Credit)		
	DA Personal and Professional Development 3 Capstone (40 Credits) shared		

BSc (Hons) Therapeutic Radiography (Degree Apprenticeship) Course Overview

Degree Apprenticeships (DA) are a new route to professional registration within radiography education and, whilst there is much experience at SHU of similar educational models due to the Practice-Based Learning (PBL) course, and existing AHP DA routes (OT and physio), it is important to clearly articulate the degree apprenticeship model of learning. The combination of work-based

learning, university teaching, self-directed learning and practice placements provides a new breadth of learning opportunities. Learning and teaching activities are threaded through these elements and built incrementally throughout the programme.

Key to the success of the DA model is how well the 'off the job learning' threads through to the 'on the job learning'. Congruence and communication with all parties is key to this. The anchor for the course is the university course team who will work with the workplace mentors, the apprentices, and the placement providers to ensure a seamless student learning experience. It is essential that all parties understand the terminology used, the course structure as well as their respective roles in the learning journey of the apprentice.

Definitions

- **'On the job learning'** refers only to the time the apprentice spends within their normal workplace.
- **'Off the job learning'** consists of university-led learning and teaching student-directed learning. Off the job learning comprises a minimum of 20% of the apprentice's working hours.

Structure

The structure of the courses and the learning activities within them mirror a spirals curriculum where topics are introduced via a combination of synchronous and asynchronous online learning, then revisited and applied within the work / practice setting. Clearly defined blocks of online learning consisting of a balance between profession-specific, shared and interprofessional education, are interspersed with either work-based learning or practice placement learning. Student-directed learning is incorporated into every week as it is acknowledged that in order for the spiral curriculum to be effective, time needs to be allocated each week for the apprentice to engage with a specific activity identified by the university as well as their learning objectives identified with their workplace mentor or practice educator. This allocated student-directed day should therefore occur across all online, on the job and placement blocks.

Engagement in formative activities set by the university will be expected throughout the work-based and placement blocks. These are likely to be set each week and should complement and build on campus-based learning with the aim of supporting application within the workplace/placement environment. Formative feedback will be provided by the academic team on these activities in addition to the tripartite supervision meetings arranged between workplace mentors or practice educators, university tutors and the apprentice.

BSc DA 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 practices 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 simulation. Aspects of mandatory training for example moving and handling, infection control and CPR will need to be completed as per NHS Trust guidelines.

BSc DA 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 order to begin to develop skills of critical analysis and evaluation.

BSc DA 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 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 PPD modules. 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 and report writing.

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 DA 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 "Applied Research in Practice" 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 apprentice 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.

A professional discussion in PPD3 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 are also developed further at level 6.

DA Apprenticeship Module overview – Shared Modules

Level 4/Year 1

Personal and Professional Development 1 (PPD)

Level 5/Year 2

Personal and Professional Development 2 (PPD)

Research for Practice (RFP).

Level 6/Year 3

Applied Research in Practice (ARiP)

Personal and Professional Development 3 (PPD)

DA Apprenticeship Module overview – Radiotherapy specific Modules

Level 4/Year 1

Anatomical Image Interpretation & Radiation Science (AIIRS)

Cancer Management & Care (CMC)

Principles of Oncology Radiotherapy &Technology 1 (PORT1)

Competence for Practice 1

Level 5/Year 2

Principles of Oncology Radiotherapy &Technology 2 (PORT2)

Principles of Oncology Radiotherapy &Technology 3 (PORT3)

Competence for Practice 2

Level 6/Year 3

Principles of Oncology Radiotherapy &Technology 4 (PORT4)

Supportive Cancer Care (SCC)

Competence for Practice 3

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 Apprentice 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)

Course Management

Due to the complexity of delivery across a number of practice partners and stakeholders, it is essential that the required processes are clearly articulated and all parties are aware of the processes for course oversight and delivery.

Enrolment and Administration

Applications submitted to the University will be preceded by an application and screening process managed by the employer. Once a prospective apprentice has successfully completed the local interview process they will be put forward for consideration against the university entry requirements for the programme, including the requirement for a written personal statement. Once the application is received by SHU the standard university application and selection process will be undertaken.

A feature of the apprenticeship model is the onboarding process where apprentices are asked to self-rate themselves against the standards at this early stage. This provides an opportunity to recognise previous learning if relevant. The apprentices are also required to have functional level 2 skills in maths and English and this is assessed at this early stage. If this is not the case apprentices have to be able to evidence this before the End Point Assessment (EPA) is completed.

Coordination of off the job learning (University-based, Student-led and Placement)

Key members of the course and placement teams within the university will be responsible for coordinating and communicating the practice placement element of the programme to practice partners and students alike. This will mirror the usual process for securing practice placements for each course.

Co-ordination of on-the-job learning

Coordination of this element requires close communication between the university-based course team and the workplace mentors. Alongside the agreement of workplace objectives there will be a regular requirement for the apprentice to undertake formative activities overseen by the university. These activities will aim to dovetail campus-based teaching with on-the-job learning; weaving both profession-specific and interprofessional elements into these activities. These tasks will vary in nature and are required to be completed whilst on the job, in line with respective academic level and ability.

Communication

Regular communication between all parties is essential to the successful implementation of the Degree Apprenticeship programme and the delivery of a quality learning experience. In addition to the tripartite meetings between workplace mentor/practice educator, academic tutor and apprentice, there will be identified 'keep in touch' or 'update' meetings scheduled.

Staff support and development

The role of the Workplace Mentor differs significantly from that of a Practice Educator and as such has different support and development needs. It is essential that Workplace Mentors are fully aware of the Degree Apprenticeship course structure, philosophy towards Learning and Teaching, and expectations of all parties involved in the programme.

In order to support workplace mentors, the University commits to delivering a course induction programme for workplace mentors that not only provides essential information about the Degree Apprenticeship programme, but also offers development opportunities for learning and teaching practice as well as training and support in the use of the core virtual learning environments and platforms used throughout the programme.

Roles and responsibilities

The section articulates the core roles and responsibilities associated with the delivery of the Therapeutic Radiographer (Integrated Degree) Apprenticeship programme. Further course-specific role descriptors can be found in course submission documents.

The University

The university is committed to delivering a quality experience for all learners. The [University Charter](#) outlines these commitments and responsibilities. In addition to this, it is a requirement of the Institute for Apprenticeships (IfA) that Universities record student attendance and off the job engagement. Apprentices at Sheffield Hallam University are also required to abide by the University

regulations upon enrolment to the University in accordance with [Academic Regulations and Student Policies](#).

Support for the apprentice is embedded in the Programme. Apprentices will be allocated a Degree Apprenticeship (DA) Academic Advisor who is an academic member of staff with responsibility for supporting a student's academic, personal and professional development at university. The Academic Advisor (AA) is a first point of contact and can offer advice based on their knowledge of the student to improve academic development and advice on professional development in relation to the Degree Apprenticeship. All of this work is to support the apprentice in developing the confidence, skills and experience to fulfil their academic and professional potential in order to pass their End Point Assessment (EPA).

The Employer

The role of the employer in relation to the Degree Apprenticeship programme pertains to both the recruitment and preliminary selection of the apprentice and the provision of an identified workplace mentor. The employer must be cognisant of the entry criteria and jointly agree the screening and initial recruitment phase for apprentices.

It is the employer's responsibility to provide workplace experience for the apprentice and provide a safe, healthy and supportive environment which meets the needs of the apprentice, including providing appropriate supervision to support, encourage and monitor the apprentice in the workplace in accordance with the apprenticeship standard to ensure completion of the EPA. This means the employer should provide a work-based mentor or 'supervisor' to mentor and support the apprentice on a regular basis including meeting the apprentice to fill in the three-way review form. The employer is required to support the mentor's attendance at the programme's key induction and training events.

In addition, the employer is responsible for liaising with local IT/Digital Technology Services to enable appropriate access to core virtual and online platforms used by the University to support learning and development.

Course Leader

This role is undertaken by an experienced HCPC registered radiographer appointed from within the respective subject group. The primary responsibility of the Course Leader is the operation, management, monitoring and review of the learning process. This includes:

- communicating with all parties involved in the delivery of the Degree Apprenticeship programme
- ensuring that appropriate systems are in place for the maintenance of quality and standards of the course for which s/he is responsible

- liaising as necessary with appropriate administrative and technical staff about university and faculty processes and systems to promote the smooth running of the course
- liaising with admissions tutor about strategies for course marketing and about recruitment processes and outcomes
- liaising with the tutor responsible for timetabling to ensure that students have access to an appropriate and timely programme of activity
- liaising with module leaders in relation to their contribution to overall course delivery
- monitoring learners' engagement with the course and ensuring appropriate retention strategies are in place
- ensuring appropriate and effective learner support
- ensuring that assessment processes and regulations are properly followed
- liaising with external examiners
- convening the staff/student committee
- providing reports as required by the university, HCPC and professional Body
- liaising with the Professional Lead for on matters relating to course delivery as necessary

Academic Advisor

The Academic Advisor relationship is a collaborative one that relies on the learner understanding their responsibilities as apprentices and engaged learners. The Three-Way-Feedback Reviews that are to be completed by the apprentice, employer and Academic Advisor or Work Based Learning Coach (WBLC) are stored on the Degree Apprenticeship virtual Learning environment (HDA VLE) and are a requirement of the Degree Apprenticeship. The review is to help students make the most of advice/feedback, to prompt learners to plan beforehand, and to monitor progress.

Each apprentice will have an allocated Academic Advisor for each student who will support them over the duration of the course and facilitate optimum personal and professional development.

The role holder will specifically ensure that they:

- liaise regularly with both the apprentice and the workplace mentor
- liaise regularly to guide, support, and encourage individual apprentices regarding their personal, academic and professional development
- promptly reflect on the apprentice's performance supporting them in identifying personal goals and development plans
- enable individuals to integrate their learning from different educational experiences and develop their personal and professional development portfolio
- enable apprentices to find ways of managing any personal or professional issues of concern that they identify as interfering with their studies
- facilitate access to other support services, as necessary

- be a named person for the provision of a reference

Support for academic, professional, and personal development is a key offer with identified academic staff with roles that support apprentice development in these areas. Every apprentice is assigned an Academic Adviser whose role is to support an apprentice and their workplace mentor or supervisor in reviewing their on-going academic and professional progress. Working in partnership, the apprentice, the workplace mentor, and the Academic Adviser will set suitable goals to ensure learning progression in both 'on' and 'off-the-job' training, against the apprenticeship occupational standard.

Wherever possible, an apprentice will normally stay with the same Academic Adviser from enrolment to their end point assessment (EPA). As well as providing ongoing support, the Academic Advisor will be responsible for preparing an academic reference for an apprentice on completion of the course.

The delivery of academic advice in the College of Health, Wellbeing and Life Sciences is aligned to the University's Academic Advice Framework.

Apprenticeship Coach (AC)

Apprenticeship Coaches are actively involved in supporting the quality and efficiency of the apprenticeship and are responsible for supporting the apprentice throughout their training and ensuring that they get the appropriate development and training opportunities in the workplace. They work closely with apprentices, employers, and course teams to support apprenticeship programmes. Each coach will need in-depth knowledge of the students' development, techniques, and approaches to enhance learning as well as an understanding of the curriculum. Apprenticeship coaches are therefore required to engage with the design and delivery of the course and attend the relevant induction, training and development sessions delivered by the faculty. Apprenticeship coaches manage a process of three-way review and support each Apprentice to maintain an E-Portfolio. They will also help employers to understand and meet their obligations throughout the programme.

Work Based Mentor

The initial pre-course induction event will introduce Workplace Mentors to the course structure, the model of supervision expected as part of the apprenticeship programme and to outline what is required of them and their apprentice. This event will establish a support network which will be maintained throughout the apprenticeship, with biannual meetings for both training and progress review purposes. Within these biannual meetings there will be opportunities to share examples of good practice and further develop skills in teaching excellence.

Workshops to enhance digital capability and confidence with the platforms and resources utilised within the programme will also be provided as necessary.

The work-based mentor and the Apprentice's Academic Advisor will work together to support the Apprentice during placement. For therapeutic radiography, work-based mentors are qualified radiographers but other appropriately qualified health or social care personnel may take responsibility for Apprentice learning. They provide placement opportunities to apprentices during their off the job placement learning. They form an integral part of the apprentice's learning throughout the programme.

Practice learning relies on clear, agreed working arrangements between the university, the placement provider and the Apprentice. Practice learning providers and the university tutors work with respect for the Health and Care Professions Council and relevant Codes of Ethics.

Administrative Support Staff

Course administration is delivered by a range of services to ensure administrative procedures required in connection with the courses are undertaken in a timely, efficient, and effective manner. This includes maintenance of apprentice academic records, processing of results and notifications to Professional Body organisations. The faculty also has dedicated Professional Services staff who specialise in supporting the requirements of health courses.

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.

During clinical placements

Induction

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

Confidentiality

Some of the apprentices on this course may have a learning contract in place. Apprentices 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.

Apprentices 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 apprentice, staff or service users could be at severe risk or where the issues relating to the apprentice 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 apprentice'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, work-based learning coach 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 the apprentice's progress can be obtained through placement report books. These are all stored on the individual placement workspaces within Pebblepad. Apprentices 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 apprentice 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 apprentice 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 apprentice.

End of placement

At the end of each placement the apprentice 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 apprentice's overall achievement as well as indicating key areas for the apprentice's future development. The WBLC will then also comment on the report and include the outcomes in the appraisal process.

Placement report book checklist

When	Task
Start of Placement Apprentice	- Identify a mentor on the first day of placement. If the apprentice does not choose a mentor a staff member will allocate a mentor to them. - Arrange a meeting to discuss learning outcomes - Share placement report book which is clearly labelled with the placement, date and mentor full name - Highlight the learning outcomes to the whole team so everyone is aware of what needs to be achieved
Start of Placement MENTOR	- Meet with the apprentice to discuss the learning outcomes at the earliest opportunity - Highlight the learning outcomes to the whole team so everyone is aware of what needs to be achieved
Interim Apprentice	- Self-assesses against the learning outcomes set - Arrange to meet with the mentor to discuss progress
Interim MENTOR	- Meet with apprentice during the mid-point of the placement to discuss progress - Document development and future actions in the placement report book.
After interim report Apprentice	- Apprentice to consider feedback and areas for further development. - The learning objectives for the remainder of placement are reviewed.
End of placement Apprentice	- Arrange to meet with mentor at the end of placement - Reflect on placement - Action plan to continue development
End of placement MENTOR	Complete the final placement report page, including any absence and feedback. This can be completed before the apprentice has completed their sections. If this is the case please highlight that the apprentice has not engaged with the process.

	• Refer to Competency book to review current sign off
End of placement Apprentice	• Apprentice to submit Record of Placement Attendance.

Apprentice Support

Monitoring and feedback regarding apprenticeship progression will be managed primarily through the regular tripartite reviews which will cover both academic and operational progression. Should problems or issues require escalation then this will be done in line with SHU apprenticeship guidelines and Health Education England (HEE) guidance.

Attendance Management

Attendance will be monitored for modules at SHU. Attendance or engagement for online modules can be monitored within Blackboard and tracked via the tripartite meetings.

Performance Management

Issues relating to academic achievement would be identified by the academic tutors and academic advisors as part of the assessment process. The Departmental Assessment Boards (DABs) profile individual student performance electronically. Issues relating to safe practice observed in the University or in assessments will be addressed within the tripartite meetings. Any issues pertaining to conduct either in practice or in the University should be reported immediately with the work based mentor, the academic advisor or work based coach and the apprentices immediate line manager.

In addition to the roles and responsibilities outlined in section 5, the following **support services are available for each apprentice through the Library Gateway:**

- the [SHU Skills Centre](#):
- [Skills Development Sessions](#)
- [Maths and Statistics Support](#)
- [The University English Scheme](#)

Supporting Apprentices with Disabilities or Other Educational Needs

Apprentices are encouraged to disclose pre-existing medical conditions, disabilities and specific learning difficulties that may impact on university or placement performance.

The University offers extensive support for students with disabilities or other specific educational needs: (<https://www.shu.ac.uk/current-students/student-support/disability-support>).

The needs of the apprentice are discussed with an assessor from the Disabled Apprentice Support Team, who will then recommend an appropriate support strategy. A learning contract is then drawn up.

All tutors who teach apprentices with a learning contract will be made aware of the apprentice's particular needs and will be responsible for providing support according to the contract.

Apprentices with disabilities receive ongoing support from their academic advisors, the Disability Coordinator and the disability team as the course progresses to develop self-reliance and attain the level of skills and competence to practise as an autonomous practitioner.

Reasonable adjustments for apprentices during placements are considered on an individual basis and in partnership with external practice partners.

Student Support Advisor

Student Support Advisors act as the first point of contact for apprentices and provide confidential and impartial advice on welfare and course related issues. They work closely with academic staff and other relevant colleagues to support and enhance the apprentice experience, identifying apprentices who are experiencing difficulty that may impact on engagement. They also advise and signpost to other services as appropriate, including apprentice wellbeing, disabled student support and student financial support. The Student Support Officer can provide assistance with university regulations and support with extenuating circumstances and extension applications as appropriate.

Professional Issues Team

The Professional Issues Team is responsible for ensuring that all apprentices have completed the necessary professional body requirements during their course. These requirements include Disclosure and Barring Service checks and adherence with Occupational Health requirements such as immunisations and health / medical screening and clearance processes. Although for apprentices it may be the employer who carries out these checks, the University must be informed and given evidence in order to support the apprentice's application to the HCPC register upon graduation.

Where an applicant or apprentice's professional behaviour, attitude or fitness to practise is in question, the Professional Issues Team provides advice and administrative support in the implementation of the [University's Fitness to Practise Policy](#).

The team also provide advice, guidance and administrative support to the Faculty's Fitness to Practise Operational Group who are responsible for the monitoring and management of Fitness to Practise on behalf of the Faculty.

Arrangements for Monitoring Apprentice Progress

These degree apprenticeship courses have specific attendance requirements because of Professional Statutory and Regulatory Body and/or other statutory or contractual requirements and these are specified in relevant course documentation.

The University is committed to embedding work-based learning into all its degree apprenticeships. All apprentices on programme are assigned an Apprenticeship Coach (AC) employed by the University to oversee the apprentice journey following enrolment. Due to the professional nature of therapeutic radiography the AC and Academic Advisor will work closely with the Course Team. This AC/AA relationship supports the apprentices personal and professional development throughout the apprenticeship including quarterly 3-way reviews with the employer. The AC/AA

ensures that apprentices are engaging with the course's academic and professional requirements, supports them in applying theory to the professional role and encourages reflection. The meeting will be held on a quarterly basis between each apprentice, their workplace mentor and their university AC/AA to discuss apprentices' engagement, and progress throughout the course, including grades, academic development, attendance and progress of developing knowledge, skills and behaviours against apprenticeship standards.

A key element of the quarterly meeting is to objectively monitor and record that the apprentice is achieving their required 20% off the job learning, making progress towards meeting the competencies within the standard, and are evidencing this using the ILM tool. Following each review meeting, the AC/AA will assign a progress rating based on the below:

- **Blue rating** - The apprentice and their support network are consistently working beyond expectations in progressing with their knowledge, skills and behaviours.
- **Green rating** - The apprentice and their support network are consistently achieving progress with their knowledge, skills and behaviours.
- **Amber rating** - The apprentice and their support network are inconsistently achieving progress with their knowledge, skills and behaviours. This could result from a known, manageable delay and would aim to be resolved at a local level with the apprentice and their support network.
- **Red rating** - The apprentice and their support network are consistently falling below expected progress on their knowledge, skills and behaviours. The apprentice would be deemed to be at risk of not achieving the end point assessment for apprenticeship standards. This would result in increased level of support from both the employer and provider and would generate an action plan to try and re-establish progression.

Attendance Statement

The University is committed to supporting apprentice achievement and student engagement with their studies. It is also required by the Institute for Apprenticeships (IfA) to monitor student attendance and engagement with off the job learning. The University's approach to learning places high value on the active engagement of all apprentices with their peers, teaching staff and other external/professional experts. The University recognises that a high level of attendance contributes significantly to academic achievement, retention, progression, and the successful completion of the course. It also contributes to the enhancement of the quality of the learning experience and the development of core skills such as teamwork and professional communication and behaviour. It is therefore essential that all apprentices take responsibility for their learning by engaging fully with their course and that as a minimum should:

- attend punctually all scheduled learning and teaching activities unless unable to do so for reasons of illness or other extenuating circumstances
- engage with and participate in all learning activities
- submit all assessments by the scheduled hand-in dates
- attend all scheduled assessments (for example, in class tests, presentations, exams)
- reflect on and act on feedback of assessed work
- undertake independent learning in support of teaching delivery as directed by academic staff

This University statement about attendance is available online and apprentices are also advised to seek support as appropriate to their circumstances from academic and helpdesk staff should they experience difficulties in attending sessions or meeting assessment deadlines (https://students.shu.ac.uk/regulations/assessment_awards/Attendance.html)

Academic Performance

Individual apprentice performance is monitored by the Academic Adviser and overall cohort performance is monitored through the Departmental Assessment Boards. Apprentices' attendance is closely monitored and a traffic light system is utilised to highlight apprentices whose attendance is falling below the expected requirements.

Academic performance and achievement of the KSB's is also monitored. All apprentices must have 3-way review meetings with their employer (workplace mentor or supervisor) and the University (academic adviser/ AC) on a quarterly basis. Through these meetings, the apprentice's attendance record, academic performance and their progress against the apprenticeship occupational standard will be reviewed and monitored.

Progress review

Progression will be based upon quarterly reviews (tripartite meetings) with the apprentice, the Apprenticeship Coach and the work-based mentor. These meetings will take place as appropriate to ensure that the quarterly review meetings and gateway progressions are planned for with both academic and work-based progress consolidated.

These reviews will be conducted either face to face, or remotely by phone or video call. The level of face to face workplace support will be escalated in response to apprentices who appear not to be progressing with KSBs. This will be done in line with SHU apprenticeship guidelines, using a RAG rating to monitor progress. There will then be an integrated information exchange as per the governance arrangements, sharing management information, progression data, achievement and satisfaction, retention and completion, as well as academic and professional conduct.

Unsatisfactory performance

Instances of unsatisfactory performance must be addressed at the earliest opportunity and may relate to any of the preceding issues described. The apprentice must be told why their performance is unsatisfactory and how it can be improved. Depending upon the nature of the issue this message may be delivered by any of the nominated SHU or work-based roles and recorded appropriately. In some circumstances this may lead to Fitness to Practice proceedings which would be actioned by the employer as it is a requirement of the regulatory body.

Clinical assessment - DA TRAD Competence for Practice 1, 2, 3

The clinical assessment of apprentices is a step by step process involving mentors. Mentors are encouraged to review the apprentice'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 apprentice. Apprentice participation is facilitated by staff and will require explanations and prompts as appropriate.

Active Participation: The apprentice is able to assist and participate as a member of the team but still require some assistance from staff. The apprentice 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 apprentice 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			

Clinical Assessments

Year 1 (Level 4)	DA TRAD Competence for Practice 1 (pass/fail) Completion of specified competency profiles: Task 1: Professionalism, communication & team working Task 2: Active participation in 2 techniques.
Year 2 (Level 5)	DA TRAD Competence for Practice 2 (pass/fail) Completion of specified competency profiles: Task 1: Professionalism, communication & team working Task 2: IGRT in 2 techniques and 1 up to supervised practice competence.
Year 3 (Level 6)	DA TRAD Competence for Practice 3 (pass/fail) Completion of Professionalism, communication & team working and all clinical competency profiles up to supervised practice competence.

Concerns on placement regarding Apprentices

Concerns on placement can be highlighted by the apprentice, AC or the work based mentor. 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;

- Apprentice 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 an online live 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.

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. 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

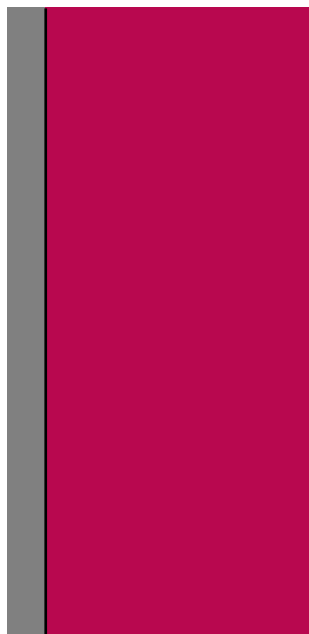
Training plan

Employer Led Off The Job Training

Module Duration (Start)	Module Duration (End))	Employer-led activities <i>before</i> modules	Employer-led activities <i>during</i> modules	Employer-led activities <i>after</i> modules

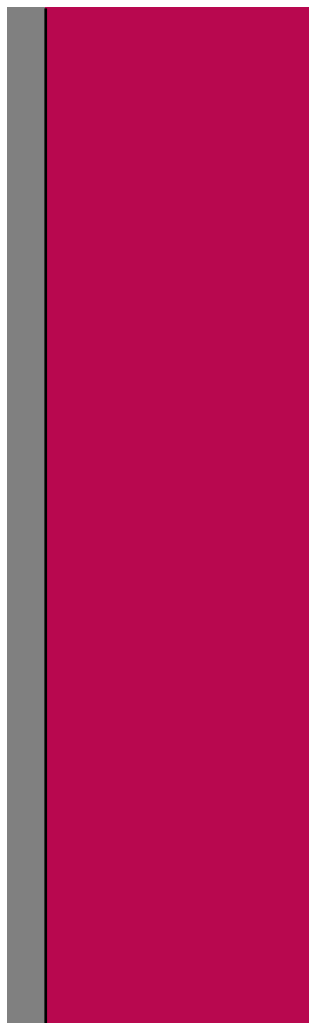
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DA TRAD Cancer Management & Care	4	7		principles of QA, X-ray production and radiation protection, and with a focus around margin production and dose levels to ROI. Observe a linac service where possible.	and follow the pathway from localisation, treatment planning and onset treatment verification.
			Organise for the apprentice to spend time in chemotherapy/surgery: OTJL. Identify the departmental policy around patient review and familiarise themselves with relevant referral/escalation pathways. Support the apprentice to spend time understanding the holistic support available in their department e.g. Maggie's or MacMillan centres.	Shadow a urology and lung site specialist radiographer or clinical nurse specialist. Shadow information and support radiographers/spend time at the departments support centre. Provide opportunity for the apprentice to observe first day chats to gain an understanding of side effect management advice. Provide an opportunity for the apprentice to attend	At the next review meeting, support the apprentice to make links between their department and the wider support available for the holistic care of patients. Provide opportunity for the apprentice to deliver "mock" first day chats to staff members to test their understanding of side effects for treatment sites and their management. Ensure the apprentice is aware of how other services link to the



Organise for the apprentice to spend time in new patient and review clinics. Ask the apprentice to read the Trust policy on Equality, diversity and inclusion. Identify any potential aetiological and epidemiological factors associated within the geographical area that the Trust serves.	an MDT meeting. Support the apprentice to identify if any holistic needs assessment tools that are utilised in practice to promote person centred care/the application of the biopsychosocial model.	holistic care of patients throughout their radiotherapy treatment. Support the apprentice to consider how equality, diversity and inclusion is incorporated into the support offered, making links to any adaptations they may need to make.
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Provide opportunities for the apprentice to be involved in prostate radiotherapy treatments. Where possible arrange for them to spend time with a urology and/or palliative site specialist radiographer or Advanced Clinical Practitioner (ACP). Help the apprentice to locate the departmental protocols for the following treatment sites: bone metastasis and spinal cord compression, lymphoma, urology and skin cancer. Support them to read and understand the radiotherapy techniques and where possible observe treatments. Encourage the apprentice to	Support the apprentice to identify a patient having treatment as a focus for their case study assessment. Ensure they are able to access relevant digital databases to support information gathering. Support the apprentice to undertake offline image matching under supervision, for palliative treatment sites. Arrange for them to spend time on a superficial treatment machine (department dependent). Facilitate the apprentice to review research surrounding relevant clinical trials such as RAIDAR and PACE, linking these to practice undertaken in their own department.	Support the apprentice to undertake offline image matching under supervision, for treatment sites covered. Support clinical decision making and ensure the apprentice understands the rationale for when different imaging modalities may be used. Encourage the apprentice to explore and research into alternative radiotherapy treatment techniques for lymphoma, urology and skin cancer.
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familiarise themselves with the HCPC CPD requirements. Research methods of evidencing CPD. Encourage the apprentice to attend any departmental/Trust CPD opportunities.	Observe and participate in electron treatments. Encourage the apprentice to understand and justify the department bladder filling protocols. Encourage the apprentice to explore the well-being support service within the Trust. Spend time with a palliative site specialist radiographer or ACP or on a palliative care ward/hospice to understand any additional support that may be given to patients diagnosed with bone metastasis.	
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DA TRAD
Competence for
Practice 1

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Support the apprentice to understand the values of professionalism within your department - link to Trust values. Introduce the apprentice to the guidance on uniform policy, local rules and radiation protection. Ensure all staff involved in working with the apprentice have undertaken their mentor training. Ask the apprentice to familiarise themselves with the key Trust policies e.g. hand hygiene, uniform, patient identification etc.	Ensure time is given for debrief around professional values and how these relate to HCPC standards of proficiency and the apprenticeship standard. Facilitate the organisation of the rota to support the apprentice to be involved in a range of treatment sites. Organise a placement opportunity for the apprentice within mould room. Provide the apprentice the opportunity to observe and participate in tattooing. Provide on-going feedback regarding the apprentices achievement of the professionalism, team working and communication	Provide support to the apprentice around building their professional values for subsequent placements. Create an action plan with the apprentice to identify competencies they feel confident with and areas where they require support and development. Ask the apprentice to identify where these objectives link to the KSB's.
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Personal and
Professional
Development 1

1 11

	competency profile and radiotherapy technique competency profiles.	
Work-based mentor and apprentice to meet and start to establish expectations and roles, and review of work-place expectations in terms of professional practice. The apprentice will complete the initial skills scan and starting point exercise. Work based mentor to go through the apprentice's skills scan and help them to complete the starting point exercise. Support them in familiarising themselves with the apprenticeship standard for Therapeutic Radiography and the	The apprentice will explore concepts of self, develop tools of reflection and develop an understanding of their professional identity within appropriate regulatory frameworks to develop an individualised action plan that is relevant to their work place and in conjunction with you, their mentor. Types of activities that could be conducted in the workplace are: reviewing organisational policy, understanding and applying professional codes of conduct and standards of	Encourage the apprentice to undertake reflection when relevant, mapping to KSB's and identifying their developmental needs using action planning. Ensure the apprentice engages with well-being and support services and provide the opportunity for clinical debriefs where relevant. Utilise the Apprenticeship Progress Reviews (APR) to appraise your apprentices development and feedforward into their continuing professional development.

	relevant KSBs. Help them to identify areas for development and facilitate this using work based experiences. Encourage the apprentice to familiarise themselves with the HCPC CPD requirements and research methods of evidencing CPD. Encourage the apprentice to attend any departmental/Trust CPD opportunities.	practice, reading and application of policy (local, national, global), use library services to search for literature, practice types of reflection, start a portfolio of evidence, practice and develop emotional intelligence, manage difficult situations, practice strategies to look after their health and wellbeing and educate others, use preventative approaches/public health and person-centred/holistic practice.	
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Review the QA policy documents
page 42 of 68
age 42 of 68
QA is undertaken.
Spend time in

Arrange for the apprentice to spend time with a lower GI site specific radiographer/ACP.

Support the apprentice to

Personal and professional development 2

13

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relating to breast radiotherapy and how these have influenced current protocols.		
Support your apprentice to explore opportunities to work collaboratively in their professional setting, reflecting upon these experiences ready to bring these ideas into the teaching sessions.	Support the apprentice to reflect upon and evidence their Knowledge, Skills and Behaviours (KSB's) in relation to collaborative professional practice. Types of activities that could be conducted in the workplace are: attending MDT meetings, case conferences, hand overs, making referrals, shadowing or learning about other professions, being involved in safeguarding and ethical discussions and situations, practising ethica, person centred and inclusive approaches with service users.	Utilise the apprenticeship progress reviews to appraise their development and set action plans to feed forward into their continued professional development.

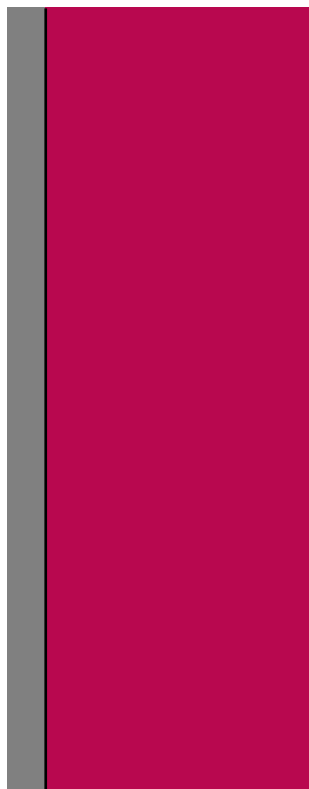
DA TRAD
Competence for
Practice 2

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Ask the apprentice to set some objectives to develop their skills in team working, communication and professionalism. Ensure the apprentice completes all of their mandatory reading and training.	Ensure time is given for debrief around professional values and how these relate to HCPC standards of proficiency and the apprenticeship standard. Facilitate the organisation of the rota to support the apprentice to complete 3 treatment competency profiles as a minimum. Provide on-going feedback regarding the apprentices achievement of the professionalism, team working and communication competency profile.	Provide support to the apprentice around building their professional values for subsequent placements. Create an action plan with the apprentice to identify competencies they feel confident with and areas where they require support and development. Ask the apprentice to identify where these objectives link to the KSB's.
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Support apprentices to review the guidance/quality assurance documents for the treatment of lung cancer. Support the apprentice to research the psychosexual issues related to cancer treatment and understand the support available in their department and nationwide. Encourage the apprentice to review the quality assurance documents around Brachytherapy. Ask the apprentice to read the On Target 2 document for guidance of IGRT. Help the apprentice to understand the rationale for error reporting and the processes undertaken: relate this to 'duty of	Organise for the apprentice to spend time with the gynaecological site specialist or ACP to understand the advice given to patients regarding fem care and the use of dilators. Develop their understanding of the treatment pathway and the sequencing of Brachytherapy and other treatment modalities. If applicable organise a brachytherapy placement for the apprentice, allowing them to follow the patient pathway. Where applicable facilitate the apprentice to observe SABR radiotherapy. Facilitate the apprentice to be involved in online	Spend time in review clinics with gynaecological, lung and mid GI site specialist radiographers/ACPs where applicable. Encourage the apprentice to reflect upon their knowledge and skills of these oncological sites in relation to relevant KSB's. Encourage the apprentice to research relevant literature that underpins clinical practice e.g. PAPILLON. Support the apprentice to signpost patients to holistic care and support services including psychosexual interventions.
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candour' ensure they read any relevant Trust policies and documents..	image matching under supervision, this could be complemented with offline image matching to build confidence and understanding. Where applicable arrange a placement for the apprentice in nuclear medicine and ultrasound; to gain an understanding of the use of this modality in brachytherapy applicator insertion and placement.	
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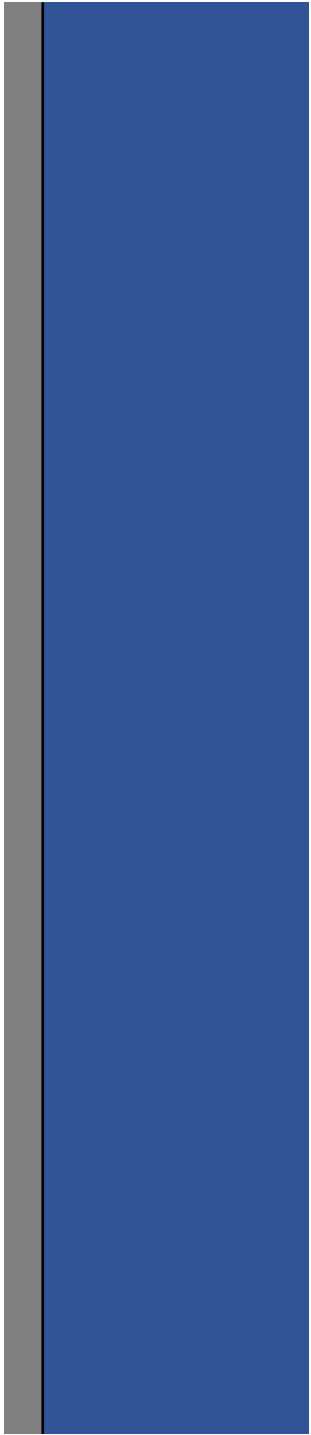
Research in Practice

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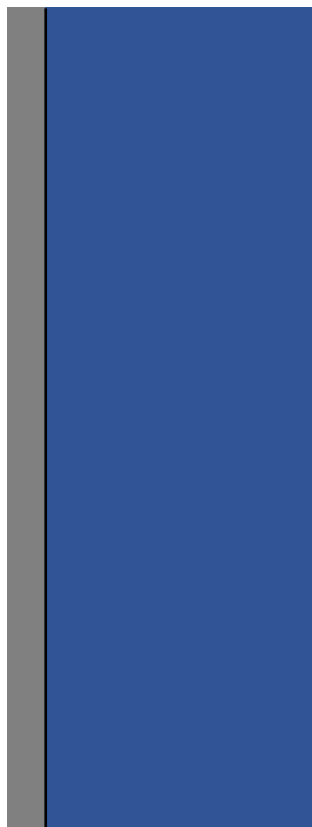
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Enable the apprentice to make contact with the local research and development department and understand how Evidence Based Practice (EBP) is used within their workplace. Encourage the apprentices attendance at the University research seminar series on the first Thursday of the month. Discuss the apprentices areas of interest and the future development of the department - equipment and/or technique to try to generate some research question ideas. Ask the apprentice to explore the KSBs related to the module (such as research and	Work with the apprentice to explore, identify and develop research project ideas within your workplace that will contribute to learning and impact. Reinforce signposting to relevant support for research skills. Enable some protected time to complete work for the assignment and elevator pitch - propose that the apprentice practices with staff in the research department. Types of learning that could be conducted in the workplace are: attending governance meetings, partaking in audit, reading and sharing literature, journal clubs, critical appraisal of literature, finding	Continue dialogue with the apprentice in preparation for the final year research module in terms of potentially using the topic chosen for this assessment for a more in-depth literature review or research proposal. Utilise the Apprenticeship Progress Review to develop further actions for ongoing development and ask the apprentice to identify how this learning has impacted upon their practice
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		evidence- based practice) and identify potential learning needs.	out about projects/service improvement in work.	



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	mentor others, review of change processes within organisations, working with NHS leads and understanding strategy, attending governance meetings, managing data, digital projects, CV writing, interview preparation, enhancing career skills, networking, promoting the profession, practice sustainably, develop strategies for population health.	
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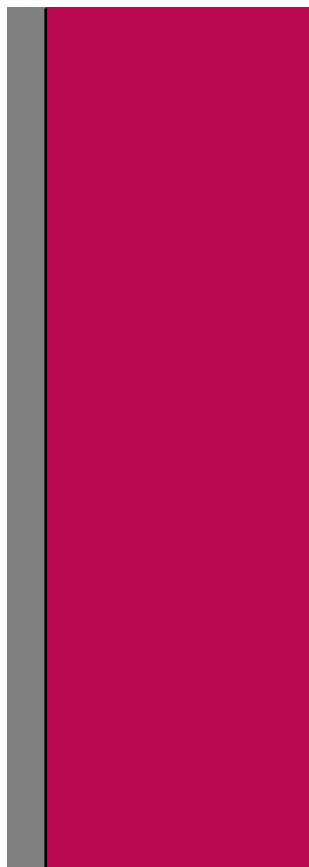
Applied Research in Practice

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Discuss progress from the second year (research in practice module) literature review proposal into a more extended literature review or research proposal, creating an action plan for moving this work forwards. Where possible/appropriate discuss the apprentices involvement in data collection & data analysis based on a service review/audit. Support the apprentice to visit the KSBs related to the module (such as research and evidence- based practice) and identify potential learning needs. Support your apprentice to continue to explore the background evidence for their	Allow the apprentice to get appropriate support alongside the allocated University tutor in completing literature review or proposal. Support them to explore, identify and develop project ideas within your workplace that will lead to impact and potential performance enhancement: activities that could be conducted in the workplace are: Critical review and discussion of literature, integrating evidence based practice into work and exploring best practice guidelines/standards, partaking in audit, service improvement, exploring service improvement and projects within	As part of the Apprenticeship Progress Review amend the individual targets based on the feedback received within this module, with specific reference to the relevant KSB's. Support your apprentice to identify how this learning has impacted on their practice and career progression and identify areas for continual professional development.
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topic area and methodology.	organisations, understanding Key papers that outline service enhancement and quality care.	
Organise placements for the apprentice where they can be actively involved in the delivery and verification of head and neck treatments. Provide the opportunity for the apprentice to shadow a head and neck site specific radiographer or ACP. Provide the opportunity for the apprentice to spend time in review clinic for head and neck cancer patients – with the possibility of shadowing SALT/Dieticians etc. Facilitate the apprentice to review the additional support paediatric	Where possible arrange for a placement on a chemotherapy ward and in gamma knife/radiosurgery. Support the apprentice (where possible) to spend time with paediatric support radiographers/radiographers or staff involved in the care of paediatric patients e.g play therapist. Arrange a day visit to a centre where paediatric patients are treated where possible. Organise for the apprentice to be placed in the mould room to understand the creation of immobilisation	Support the apprentice to review their strengths and areas for development in delivering person centred care, which may include paediatric patients, and how their care may be managed. Support the apprentice to be involved in head and neck patient review clinics/be placed with site specialist radiographers. Encourage the apprentice to understand and review guidance available to patients about managing head and neck treatment side effects, and specific



patients may require/what is available in your department where applicable. Invite the apprentice to the department error reporting/quality meeting and discuss with them human factors and the importance of root cause analysis. Discuss where Artificial Intelligence is utilised within the radiotherapy treatment pathway in your department.	devices that can be used for limb immobilisation, facilitate this with a pre-treatment placement to support patient pathway understanding and adaptation of patient needs. Facilitate the apprentice to be involved in online image matching under supervision, this could be complemented with offline image matching to build confidence and understanding.	needs around claustrophobia etc. Ensure the apprentice is aware of other services patients may require such as a referral to smoking cessation clinics. Build on previous understanding surrounding decision making for image matching and support the apprentice to develop clinical judgement.
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If applicable arrange for the apprentice to spend time in a late effects clinic so they can understand the long term implications associated with cancer treatment and the impact this has on a patient and their family. Help the apprentice to identify the Trust safeguarding policy and understand their role in reporting any potential safeguarding concerns. Encourage the apprentice to identify the support mechanisms in place to ensure staff mental, physical and emotional well-being, and discuss the strategies used to avoid burnout and compassion fatigue.	If applicable arrange for the apprentice to spend time in fatigue and lymphoedema management clinics. Encourage them to visit MacMilan/Maggies or your local support centre associated with your department. Help your apprentice to explore any local policy drivers/public health messages to improve the well-being of patients within their regional location. Encourage the apprentice to review information provision and assess its' accessibility from an equality, diversity and inclusivity perspective. Support the apprentice to identify any information provision needs, and	Encourage the apprentice to continue to develop their knowledge around the support services available to patients to promote health and wellbeing e.g. prehabilitation and rehabilitation services, smoking cessation, healthy eating , exercise etc. Ask the apprentice to reflect upon their understanding of the psychosocial support required and the late side effects that can develop in patients receiving cancer treatment. Help the apprentice to identify where they could sign post patients to within the Trust for support with these issues.
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DA TRAD
Competence for
Practice 3

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	encourage them to use this as a focus for their assessment.	
Ask the apprentice to set some objectives to develop their skills in team working, communication and professionalism. Ensure the apprentice completes all their mandatory reading and training. Ask the apprentice to identify any key clinical areas of competency that they require more time to develop in relation to the competency profiles.	Provide the apprentice with sufficient opportunities to observe and participate in a wide range of pre-treatment and treatment techniques. Provide feedback to the apprentice around their achievement of the behaviours required within the apprenticeship standard. Provide feedback to the apprentice around their achievement of the knowledge required within the apprenticeship standard. Provide feedback to the apprentice around their achievement of the	Support the apprentice once all competency profiles are signed off to continue to develop their clinical competency and problem solving skills. Encourage them to think about their perceptorship needs once beginning their Band 5 role, and support them to complete the HCPC documentation ready for registration once qualified.



	skills required within the apprenticeship standard.	
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Sheffield Hallam University
Radiotherapy Oncology
Cause for Concern Form

Name of Apprentice	
Name of Work based Mentor	
Name of Apprenticeship coach	

Form initiated by		Role	
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Nature of Concern			
Evidence for concern			
Agreed action			
Signature of Work Based Mentor			
	<table border="1"> <tr> <td>Date</td> <td></td> </tr> </table>	Date	
Date			
Signature of Apprenticeship coach			
	<table border="1"> <tr> <td>Date</td> <td></td> </tr> </table>	Date	
Date			

Signature of Apprentice		
		Date
Monitoring of progress on agreed action (Interim)	Dates	
Conclusion of process		
		Date

Quality Assurance Check

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

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, DA TRAD Apprentices will take part in Practical Procedures as part of their training during the academic components of their course. Apprentices 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 practises 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.

Acknowledgement:

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

Modules and Assessment dates: **Year 1 / Level 4**

Module Title	Credits	Assessment Pattern	Dates	Assessment deadline
Cancer Management & Care	20	CW 100% 2000-word Assignment	June – September	
Anatomical Image Interpretation & Radiation Science	20	CW 100% 2 hours CBA MCQ	March – June	
Principles of Oncology Radiotherapy & Technology 1	40	Course work (CW) 100%	August – December	
Personal & Professional development 1	40	Coursework (CW) 100% 3000 word reflective assignment	March – January	

DA TRAD - Competence for Practice 1	1	Practical (PR) Pass/Fail (P/F)	March – February	
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Year 1 / Level 4: MODULE INFORMATION

Level 4	
TRAD Anatomical image interpretation & radiation science Trimester 1 (March)	Anatomy and radiographic image interpretation of key body systems: • Skeletal and Locomotor, Thorax, Abdomen, Pelvis, Intracranial, Head & neck, Lymphatics Fundamentals of Radiotherapy Physics including: • Radiobiology introduction, Fundamental maths and physics, Radioactivity Principles, Interactions with matter and beam characteristics, X-ray production, Linear Accelerator, Radiation Protection
TRAD Cancer management & care Trimester 2 (June)	• Aetiology & epidemiology, risk factors of cancer, both global & local. • Diagnosis of cancer; signs, symptoms and investigations. • The characteristics of malignant disease (development & spread of cancer), cancer biology, pathology, histology, staging & grading of tumours

	• The management and effect of cancer, treatment modalities, the patient pathway & factors affecting management decisions • The biological effects of ionising radiations (radiobiology) cytotoxic agents (chemotherapy) and pharmacology • Communication and patient experience: the service user experience, patient management/care, information needs, communication skills, and multidisciplinary team working in radiotherapy departments. • Introduction to side effects (acute & chronic toxicities associated with cancer treatment) and their management, including patient assessment and care planning • Inclusivity in patient care: The biopsychosocial model of health, population health and social determinants of health and the impact on cancer diagnosis and management. Equality, Diversity and inclusion. • Writing for your field of practice, appraisal of evidence-based practice, academic writing skills.
TRAD Principles of oncology, radiotherapy & technology 1 Trimester 3 (September)	Oncology treatment sites: • Palliative and oncological emergencies, Bone metastasis, Urology including prostate, Skin, Myeloma, Lymphoma Technical:

	• Radiotherapy treatment techniques to include Intensity Modulated Radiotherapy (IMRT), Image guided Radiotherapy (IGRT), Intensity Modulated Arc Therapy (IMAT), Proton Therapy and Stereotactic techniques in the management of cancer. • Superficial treatment modalities (KV/Orthovoltage) • Treatment verification, image interpretation and decision making for the oncology sites studied. • Dose and fractionation for the oncological sites studied. Legal and ethical considerations: • Radiation protection legislation and clinical governance frameworks in which radiotherapy is delivered. • Regulatory and professional legislation & guidance requirements required of a Therapeutic Radiographer Patient Management (for the oncology sites in the module): • Service user involvement • Personalised care • Personal well-being (student & service user)
DA Personal and professional development 1 (Long module – 3 semesters)	• Overall focus is around resilience and reflective practice. • Includes fundamental academic skills i.e. literature searching

	● How we learn and reflective learning/practice and lifelong learning ● Emotional intelligence, self-regulation, resilience, understanding self and impact on others ○ Principles of equality, diversity and inclusion and safeguarding ● Maintaining own health and wellbeing ● Basics of communication and person-centred practice ○ Professionalism, professional standards, legislation and policy ○ The relationship of their apprenticeship programme with the British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
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