



Queen Margaret University

EDINBURGH

Programme Specification

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

1	Awarding Institution	Queen Margaret University
2	Teaching Institution	Queen Margaret University
3	Professional body accreditation	British Academy of Audiology: Higher Training Scheme
4	Final Award	MSc (Post registration) in Rehabilitative Audiology
	Subsidiary exit awards	Post Graduate Diploma (Post registration) in Rehabilitative Audiology Post Graduate Certificate (Post registration) in Rehabilitative Audiology
5	Programme Title	PG Dip/MSc (Post registration) in Rehabilitative Audiology
6	UCAS code (or other coding system if relevant)	
7	SCQF Level	11
8	Mode of delivery and duration	Full and part-time delivery, maximum of 7 years.
9	Date of validation/review	May 2014.

10. Educational Aims of the programme

The aim of this programme is to produce graduates who are able to work autonomously and reflectively, through critical evaluation and application of current research, in order to provide assessment and rehabilitation services that are evidence-based and linked to best practice.

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

N/A

12. Learning Outcomes of the Programme

PG Dip (post-registration) in Rehabilitative Audiology

On successful completion of the PG Dip (post-registration) in Rehabilitative Audiology, the student will be able to:

1. Demonstrate a detailed and critical understanding of the theoretical knowledge and practical skills which underpin advanced Audiological practice, by analysing information from biomedical and behavioural sciences, linguistics, psychology and Audiological science. (KU, I)

2. Apply a critical understanding of a range of specialist skills and techniques in order to gather and analyse all relevant information required for a detailed assessment of an individual's communicative, psychosocial and healthcare needs. (I, P, T)
3. Demonstrate creativity and scientific rigour in formulating individual management plans for complex audiological conditions; these should be informed by a critical understanding of the principles of clinical decision making and a detailed knowledge of the current evidence base. (KU, I, P, T)
4. Demonstrate a critical awareness of the roles, responsibilities and boundaries of all professionals, voluntary agencies and carers involved with patients, in order to deliver expert care within an interdisciplinary context. (P, T)
5. Communicate with an extensive range of clients, professionals and others, using effective oral, written and nonverbal methods which take into account individual levels of knowledge and communicative abilities. (P, T)
6. Systematically evaluate and reflect on effectiveness of professional practice, using an extensive range of qualitative and quantitative measures. (I, P, T)
7. Systematically apply the principles of scientific enquiry to all aspects of practice, and use these to contribute to the development of the profession. (I, P, T)
8. Demonstrate initiative and autonomy in all aspects of professional practice, and critically reflect on self development, self-management of work load and continuing professional development. (P, T)
9. Demonstrate initiative and rigour in all aspects of planning and implementation of rehabilitative services, including service development and audit in order to deliver evidence-based services that are fit for purpose (KU,I,P,T)
10. Demonstrate the skills necessary to provide supervision in Audiology. (KU, P, T)
11. Demonstrate awareness of the implications of current regulatory, healthcare, social and ethical frameworks for professional practice and apply this understanding to all aspects of client/patient care. (KU, P, T)

KU = Knowledge and Understanding, I = Intellectual Skills, P = Practical Skills, T = Transferable Skills.

MSc in Rehabilitative Audiology (post-registration)

On successful completion of the MSc (post-registration) in Rehabilitative Audiology programme, in addition to achieving the outcomes detailed above for the PG Dip, the student will be able to:

1. Make a critical, in-depth analysis of a topic of interest arising from their area of professional practice and/or the programme of study, through rigorous engagement with and review of published research and scholarship. (KU, I, T)
2. Select and justify appropriate research methods and an appropriate methodology from within a clearly defined theoretical framework, through rigorous engagement with and review of published research and in related fields. (KU, I, P, T)
3. Take responsibility for the planning and execution of pilot and planned research under guidance of a supervisor, using initiative and autonomy in order to acquire and apply skills at the forefront of the discipline, gaining ethical approval for the research. (KU, I, P, T)
4. Design and write up the dissertation, justifying the topic, research questions, methodology & ethics, analysis and conclusions, drawing on and referring to a wide range of published research. (KU, I, P, T)

13. Teaching and learning methods and strategies

The aim of the PG Dip/MSc (post-registration) in Rehabilitative Audiology is to develop increasingly independent learners and problem solvers. On completion of the programme, we expect that students will be able to bring an analytical, reflective and evidence-based approach to their professional practice and apply the principles of clinical decision-making to meeting the needs of individual clients. The programme encourages students to evaluate the needs of others, whether clients, carers, support workers or other members of health, education and social care teams. These aims are reflected in the programme's philosophy of teaching and learning, as described below.

Teaching and learning philosophy

The programme takes an andragogical approach to learning. It is expected that students entering the PG Dip/MSc (post registration) in Rehabilitative Audiology will normally have well-developed learning skills and a high level of motivation and will be able to build on previously established skills, experiences and knowledge. However, it is also acknowledged that for many students this will be a return to education after a considerable period and that most will also have busy working lives around which they will be trying to fit their studies. Students are encouraged to become active participants in the learning process. The programme provides a variety of learning opportunities, which aim to stimulate and guide independent learning. Staff work to facilitate an autonomous approach to learning by providing a supportive but challenging learning environment, together with constructive evaluation and feedback about student performance. The emphasis is on active learning approaches which encourage deep learning.

Students are able to engage in a range of online learning activities, designed to support a variety of individual learning styles. Lewis and Allan (2005) feel that online environments are a novel experience for most people and as such it takes a period of time for the individual to develop an online voice. There is a very real fear of putting one's thoughts in black and white, without the support of face to face interaction. This can also be a positive experience, creating distance between participants and thus allowing a safety net in group interactions. It is the responsibility of the tutor to monitor and support these interactions - by providing clear guidelines for interactions as well as instructions for the task at hand - to ensure that they are a positive learning experience for all.

Assessment is regarded as an integral part of the learning process, and is designed to encourage an analytical approach to practice, drawing on a deep understanding of theoretical principles and critical evaluation of the available evidence. Teaching and learning materials are designed and delivered by staff with relevant specialist expertise and knowledge, using additional input from specialist 'visiting lecturers' where appropriate.

In summary, the programme is designed to allow the progressive development and integration of skills, intellectual capabilities and theoretical knowledge. On completion of the programme, students are expected to be fully cognisant of the knowledge, skills and

understanding required for advanced rehabilitative audiology practice, and to have a broad understanding of relevant concepts and knowledge from supporting disciplines.

Teaching and learning opportunities

The programme offers students a wide range of learning opportunities, with a strong focus on independent learning and problem-solving. A variety of technologies, designed to facilitate online teaching and learning, are used. Contact between staff and students can involve recorded or live online lectures, seminars, case-based discussions and tutorials. Staff remain mindful, however, of the difficulties some students - particularly those with sensory impairments - may have in accessing certain multi-media teaching materials.

The use of more formal online lectures and presentations is limited to situations where this is considered to be the most appropriate means of presenting information or demonstrating specific skills. The main emphasis is on more active learning approaches. These include:

- The use of case-based and problem-based scenarios to promote both self-directed and group learning.
- Critical evaluation and discussion of evidence from current literature.
- Collaborative learning and development of shared learning resources.
- Enhancement of reflective skills through activities including: the development of a personal eportfolio; the use of recordings to facilitate critical self-evaluation of clinical performance; peer-evaluation; web-based activities such as designing websites or wikis.
- Online class debates and tutor-led discussions via the Hub (Blackboard) or other online classroom facilities.

As this is a distance learning programme, it will be essential that staff make every effort to engage with students through regular contact within the online teaching and learning environment. Online facilities such as the Hub and Adobe Connect (or equivalent) are used to promote participation and integration and to offer support. An extensive range of learning technologies and multimedia resources are available to support directed, independent learning. Each module has a Hub site providing students with the learning materials relevant to that module. These may include narrated PowerPoint lectures, video or audio clips, reading materials, case-based data, guided learning activities, discussion boards and self-assessment quizzes. Students also have access to a programme specific Hub site containing general information about the course.

Online seminars and discussion groups are scheduled to allow maximum participation. The majority of students are employed by Audiology services and several live overseas. It is therefore necessary for some direct contact between tutors and students to take place outside normal office hours. Discussions and seminars are also archived to allow students to review the content after the event.

Assessment strategies

Assessment

The teaching and learning methods outlined above also facilitate the students' access to the programme's assessment strategies. Assessment is an integral part of the learning experience, as well as a means of monitoring performance. A wide range of assessment methods are employed to guarantee that each student has met the required learning outcomes and reached the standard necessary to practice advanced rehabilitative audiology. Assessments are designed to encourage and assess a range of postgraduate level learning outcomes, whilst providing evidence of the specific strengths of individual students. Assessment methods reflect the aims, learning outcomes and learning approaches of each module and include the following:

- Case-based assignments
 - Including case presentations, supported by recordings of students working with clients.
 - Involving analysis and interpretation of clinical data and information.
- Reflective journals.
- Research reports.
- Hub-based discussions.
- Web-based assignments relating to clinical practice, such as designing information pages for patients

Assessment methods are intended to encourage depth, as well as breadth of learning, in line with the principles of constructive alignment. For this reason, most modules uses a series of formative assessments leading to a summative assessment which builds on information gathered and analysed during formative assessments. Table 2 provides an overview of the various assessment methods to be employed within the programme. Timely and constructive feedback will be provided for all pieces of assessment, forming an essential part of the learning experience.

Table 2. Assessment Methods

Module title (code)	M-level Credits	Assessment Details
Year 1 Semester 1		
SM014 Advanced counselling: Theory and Practice	15	<u>Formative</u> Hub discussions on counselling in a range of healthcare settings Recording and self critique of two interviews demonstrating use of counselling skills <u>Summative</u> 2000 word case study exploring the application of counselling theory to a predetermined case (80%) Recording of one interview session demonstrating appropriate use of counselling skills (20%) The formative assessment can be used to inform the summative assessment.

SM045 Advanced Practice in Balance Management	15	<p><u>Formative</u> Record and self critique an intervention with a new patient. The reflective piece should include an evaluation of the patho-physiology and specialist requirements for managing the case.</p> <p><u>Summative</u> 1500 word case study 70% Design and video a rehabilitation session demonstrating vestibular exercises relevant to the case study. Write a 500 word reflective piece about the rehabilitation session 30%</p> <p>The formative assessment can be used to inform the summative assessment.</p>
SM016 Paediatric Aural Habilitation: Advanced Practice	30	<p><u>Formative</u> Case study – exploring the role of early intervention in paediatric aural habilitation Resource file – information for parents and professionals</p> <p><u>Summative</u> Detailed Individual Management Plan (2000 words) relating to a case study 30% Plan for one aural habilitation session for the child and family 30% Online presentation providing critical evaluation of the IMP and session plan 40%</p> <p>All formative assessments can contribute towards the summative assessment</p>
Year 1 Semesters 1 and 2		
PM051 Research methods	30	<p><u>Summative</u> (to be completed in semester 2) 4000 word protocol for a systematic review proposal <u>or</u> a research proposal in an area of research relating to your clinical practice within an identified subject area (100%).</p>
Year 1 Semester 2		
SM020 Tinnitus and hyperacusis	15	<p><u>Formative</u> Record and self critique an intervention with a new patient. The reflective piece should include an evaluation of the patho-physiology and specialist requirements for managing the case</p> <p><u>Summative</u> 1500 word case Study 70% Design and record a relaxation class and write a 500 word reflective piece about the experience 30% reflective piece</p> <p>The formative assessment can be used to inform the summative assessment.</p>
SM046 Language and Culture of the Deaf Community	15	<p><u>Formative</u> Hub-based discussions and journals</p> <p><u>Summative</u> 2000 word written assignment on Deaf culture and signed language linguistics (100%)</p> <p>The formative assessment can be used to inform the summative assessment.</p>
SM047 Hearing Technology: Advanced Theory and Practice	15	<p><u>Formative</u> Critical evaluation of chosen technological feature(s) of a hearing device.</p> <p><u>Summative</u> 2000 word case study critically evaluating a range technological interventions that might be considered for the given case study.</p> <p>Students will be offered a choice of either and adult or paediatric case study.</p> <p>The formative assessment can be used to inform the summative assessment.</p>

SM015 Adult Aural Rehabilitation: Advanced Practice	30	<p><u>Formative</u> Critical evaluation of approaches to the functional assessment of hearing and communication</p> <p><u>Summative</u> Detailed Individual Management Plan (2000 words) relating to a case study 30% Plan for one rehabilitation/therapy session for the patient 30% Online presentation providing critical evaluation of the IMP and rehabilitation session plan 40%</p> <p>The formative assessment can be used to inform the summative assessment.</p>
Year 2		
PM009 Research Dissertation	60	<p><u>Summative</u> A thesis of 12,500 - 14,000 words (to be agreed with supervisor) – 100% of module mark</p> <p>The thesis can take different forms: quantitative or qualitative research a portfolio, a professional intervention, creative piece of work, theoretical study, extended research proposal, critical reviewing using a systematic approach or work-based study which includes theoretical testing and analysis to the same high standard as required from a piece of empirical research.</p> <p>The format of the thesis will be determined within each cognate area.</p> <p>The thesis will be double marked and the second marker will be the student's supervisor.</p>

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

Year 1			
Semester 1		Semester 2	
SM014 Advanced counselling: Theory and Practice*	15 credits	SM020 Tinnitus and Hyperacusis	15 credits
SM045 Advanced Practice in Balance Management	15 credits	SM046 Language and Culture of the Deaf Community	15 credits
SM016 Paediatric Aural Habilitation: Advanced Practice	30 credits	SM047 Hearing Technology: Advanced Theory and Practice	15 credits
		SM015 Adult Aural Rehabilitation: Advanced Practice	30 credits
PM051 Research Methods*			30 credits
Year 2 (MSc students only)			
Semester 1		Semester 2	
PM009 Research Dissertation*			60 credits
<p>Total credits for PG Dip = 120 credits (all at SCQF level 11) Total credits for MSc = 180 (all at SCQF level 11)</p>			

*Compulsory module

15.1 Programme awards

PG Diploma (post-registration) in Rehabilitative Audiology

To be awarded the PG Dip (post-registration) in Rehabilitative Audiology, students must successfully complete 120 credits at SCQF level 11 from year 1 of the programme.

This may be achieved via either of two routes:

1. A student may choose to exit with a PG Dip at the end of Year 1 (for students on the full time route)
2. A student who has not successfully completed their MSc Research Dissertation within the maximum time allowed, may choose to exit with a PG Dip

The following modules are compulsory for students wishing to complete the PG Diploma:

SM014 Advanced counselling: Theory and Practice (15 credits)

PM051 Research Methods (30 credits)

Either SM015 Adult Aural Rehabilitation: Advanced Practice (30 credits)

or SM016 Paediatric Aural Habilitation: Advanced Practice (30 credits)

The student may then choose their remaining 45 credits from the following modules:

SM047 Hearing Technology: Advanced Theory and Practice (15 credits)

SM045 Advanced Practice in Balance Management (15 credits)

SM020 Tinnitus and Hyperacusis (15 credits)

SM046 Language and Culture of Deaf People (15 credits)

SM015 Adult Aural Rehabilitation: Advanced Practice (30 credits)

SM016 Paediatric Aural Habilitation (30 credits)

MSc (post-registration) in Rehabilitative Audiology

To be awarded the MSc (post-registration) in Rehabilitative Audiology, students must meet all of the requirements for the PG Dip award and, in addition, must successfully complete a 60-credit Research Dissertation. All students who meet the requirements for a PG Dip award will normally have the option of progressing directly to the MSc.

Students who choose to exit the programme with a PGDip (post-registration) in Rehabilitative Audiology will normally be offered the opportunity to 'top-up' their award to the MSc in Rehabilitative Audiology (post-registration) by completing a Research Dissertation on either a full or part-time basis. In these circumstances, the student must re-register within 1 year of completing the PG Dip. This option is offered subject to the University Assessment Regulations, (Regulation 8.5) and Admissions Regulations (Regulation 8.2).

A student who has previously made an unsuccessful attempt at the Research Dissertation and been required to exit with a PG Dip in Rehabilitative Audiology (post-registration) will not normally be offered this option.

15.2 Alternative awards

PG Cert (post-registration) in Rehabilitative Audiology

A student who satisfactorily completes 60 credits may be awarded a Postgraduate Certificate in Rehabilitative Audiology. This alternative award may be offered in the event of a student failing to complete the required number of credits for the PG Dip/MSc (post-registration) in Rehabilitative Audiology.

15.4 Part-time and Associate Students

Students undertaking the programme on a part-time basis have a maximum of 5 years to complete the taught modules leading to the PG Dip and a maximum of 7 years to complete all of the requirements of the MSc. Students wishing to exit with a PG Certificate must have completed 60 credits within a maximum of 4 years. Modules contributing to the PG Cert or PG Diploma may be taken in any order.

Students also have the option to enrol on individual modules as Associate Students, either for their own Continuing Professional Development or as part of the process of deciding whether to enrol on the full programme. Credits achieved by Associate Students may be used to contribute towards a PG Cert, PG Dip or MSc (post registration) in Rehabilitative Audiology as long as the student meets the entry requirements for that degree. However, Associate Students will be encouraged to enrol on the full programme as soon as they begin to accumulate credits.

15. Criteria for admission

The standard precepts of the current [University Admissions Regulations](#) will apply, together with the programme specific entry requirements outlined below. The complex demands of this programme will require that students combine academic ability with good social and communication skills and appropriate personal attributes. Admissions criteria are designed to balance the need for students to fulfil these requirements with a determination to increase the diversity of students accessing the course.

Entry requirements

UK applicants

The minimum entry requirement for the PG Diploma/MSc (post registration) in Rehabilitative Audiology will typically be a BSc (Hons) or Graduate Diploma in Audiology. Applicants who have professional qualifications in Audiology (e.g. BAAT I and II), or who are returning to education after a considerable period, will be required to provide evidence of recent learning and currency of knowledge. Each application will be considered on an individual basis, but these applicants will normally be registered as Associate Students in the first instance and, on successful completion of one (SCQF level 11) module, will be offered the opportunity to register for the PG Diploma.

Should both the Admissions Tutor and Programme Leader feel that satisfactory evidence of recent learning and currency of knowledge has not been provided, an applicant may be given the opportunity to submit a 3,000 word reflective essay outlining his/her prior experience and record of continuing professional development (CPD). In the case of a reflective essay being requested, the Programme Leader will be responsible for allocating a supervisor and making arrangements for the essay to be marked by two members of the Audiology teaching staff.

International applicants

Applications from international students are welcomed. Qualifications from overseas universities will be assessed for equivalency using the NARIC system. Applicants whose first language is not English will be required to demonstrate a standard of spoken and written English that is equivalent to an IELTS (International English Language Testing System) score of 7, with no individual element score being less than 6.5.

Additional entry criteria

The above requirements reflect the academic demands of the degree programme, but the Admissions team will take a flexible approach and give full consideration to other aspects of the applications received.

16. Support for students and their learning

QMU programmes normally provide the following student support:

- Personal Academic Tutors
- Personal Development Portfolios
- Student handbooks
- Access to Student Learning Services, Library and IT support
- Access to Student Services: careers, counselling, disability advice
- Representation through Student-Staff Committees

18. Quality Assurance arrangements

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