



Programme Specification

Queen Margaret University

EDINBURGH

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

1	Awarding Institution	Queen Margaret University
2	Teaching Institution	Queen Margaret University
3	Professional body accreditation	Registration Council for Clinical Physiologists / British Academy of Audiology
4	Final Award	MSc in Audiology (Pre-registration) PgDip in Audiology (Pre- registration)
5	Alternative exit awards	PgCert PgDip in Hearing Science MSc in Hearing Science
6	Programme Title	<i>Postgraduate Diploma in Audiology (pre- registration)</i> <i>MSc in Audiology (pre-registration)</i>
7	UCAS code (or other coding system if relevant)	
8	SCQF Level	11
9	Mode of delivery and duration	Full time (PgDip) FT/PT for MSc component
10	Date of validation/review	April 2015.

11. Educational Aims of the programme

The programme aims to develop in students a comprehensive knowledge base, a repertoire of relevant clinical skills, a critical but reflective approach to audiological practice through training in a range of contexts. It aims to produce graduates who are competent to fulfil the roles and responsibilities and who will efficiently perform the tasks that are described in an Audiologist's job description. Finally the purpose is to encourage and inspire students to practice audiology mindful of ethical principles responsive to the needs of the community and respectful of difference and diversity. The learning outcomes for the programme are given below.

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

- QAA Benchmark Statement for Audiology (2006)
<http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement--Health-care-programmes---Audiology.pdf>
- Quality standards for Adult Hearing Rehabilitation (2009)
<http://www.gov.scot/Resource/Doc/270517/0080557.pdf>
- Quality standards for Paediatric Audiology Service (2009)
<http://www.scotland.gov.uk/Publications/2009/01/23140147/0>
- Health Select Committee report on Audiology Services (2007)
http://webarchive.nationalarchives.gov.uk/20130107105354/http://www.dh.gov.uk/prod_consum_dh/groups/dh_digitalassets/@dh/@en/documents/digitalasset/dh_076821.pdf

- Needs Assessment Report on NHS Audiology Services in Scotland (2003)
<http://www.healthscotland.com/documents/1091.aspx>
- The Future of the Healthcare Science Workforce, Modernising Scientific Careers: the next Steps (2008)
http://webarchive.nationalarchives.gov.uk/+www.dh.gov.uk/en/consultations/liveconsultations/dh_091137
- Modernising Scientific Careers: The UK Way Forward (2010)
<https://www.gov.uk/government/publications/modernising-scientific-careers-the-uk-way-forward>

13. Learning Outcomes of the Programme

PgDip in Audiology (pre-registration)

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

In addition to achieving the outcomes detailed above, on successful completion of the pre registration Master in Audiology programme, 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 an 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)

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

14. Teaching and learning methods and strategies

Teaching will be provided by staff with relevant, specialist expertise and knowledge, with additional input from specialist visiting lecturers, where appropriate. The programme will present a wide range of learning opportunities, with a strong focus on independent learning and problem solving. Class contact will include lectures, laboratory sessions, practical classes, seminars, case-based discussions and tutorials. The use of formal lectures will be limited to situations where this is an appropriate means of presenting information or demonstrating specific skills, but the main emphasis will be on more active learning approaches. These include:

- Enhancement of reflective skills through activities including: development of a personal e-portfolio; the use of recordings to facilitate critical self-evaluation of clinical performance; peer-evaluation.
- The use of case-based and problem-based scenarios, supported by tutor-led discussion, to promote self-directed and group learning and critical evaluation of relevant evidence.
- Experiential learning of clinical and research skills through placements, role-play and engagement in research.
- Class debate and critical discussion.
- Collaborative learning and development of shared learning resources.

An extensive range of learning technologies is available to support directed learning, including HUB (VLE), e-portfolio (Pebble+) and multimedia resources. Each module will have a HUB site, providing access to: PowerPoint materials; reading materials; case-based data; guided learning activities; discussion boards and self-assessment quizzes.

15. Assessment Strategies

A wide range of assessment methods will be used within the PgDip/MSc programme. These are designed to encourage and assess a range of relevant, postgraduate-level learning outcomes while providing evidence of the specific strengths of individual students. Assessment methods reflect the aims, learning outcomes and learning approaches used in each module and include the following:

- Case-studies, including written and oral case presentations

- Reflective and investigative essays
- Case-based assignments, involving analysis and interpretation of clinical data and information
- Clinical placement assessment and reports
- Research reports
- E-portfolio
- Written examinations

Assessment methods are intended to encourage depth, as well as breadth of learning, in line with the principles of constructive alignment. The complete range of assessments in the programme together guarantee that the student has met all the learning outcomes of the programme and show that they meet the standards required to practice clinical Audiology. Table 2 below provides an overview of the assessments.

Table 2: Overview of assessment methods

Year 1		
Semester 1		
Module	Credits	Assessment details
Neurology for Speech and Language Therapy and Audiology	15	Written examination (3 hours): 100% of the marks for this module
Audiological Assessment	30	2000 word essay (50%) PowerPoint presentation (50%) All components in this module must be passed
Linguistics and Culture in Signed and Spoken Languages	15	2000 word written assignment (100%)
Semester 2		
Module	Credits	Assessment Details
Aural Habilitation and Rehabilitation	30	Two case based Powerpoint presentations (50% each) All components in this module must be passed
Technology for Hearing Impairment	30	Two 2000 word case studies (50% each) All components in this module must be passed.
Audiological Clinical Skills (Runs over semesters 1 & 2)	20	<u>Practical continuous assessment (50%):</u> Clinical competencies will be continually assessed as part of clinical skills sessions and contribute to the clinical skills portfolio (Pass / Fail) . <u>Portfolio (50%):</u> Portfolio of evidence demonstrating the understanding of a range of audiological procedures. (Pass / Fail) All components in this module must be passed
Professional Practice for Audiology (Runs over semesters 1 & 2)	20	Individual Study Plan in the form of a reflective journal (3000 words) (100%) Pass/Fail

Summer (May-September)		
Module	Credits	Assessment Details
Clinical Audiology 1	40	<p><u>Formative</u> Credits for clinical procedures will be entered into the Individual Record of Clinical Practice (IRCP) by registered clinical educators.</p> <p><u>Summative</u> QMU exit levels must be passed at levels detailed for Clinical Audiology 1 as set out in the Pre-Registration Student Competency Book. These will be 'signed off' by the appointed Clinical Educator in the allocated placement. Pass/Fail</p> <p>Students will complete an eportfolio consisting of a critical review of a clinical case report (1000 words) Pass/Fail</p> <p>Reflective essay focusing on the student's experience over the placement block. (1000 words) Pass/Fail</p> <p>All parts of summative assessment must obtain a Pass mark to allow progression.</p>

Year 2		
Semester 1		
Module	Credits	Assessment Details
Clinical Audiology 2	40	<p><u>Formative</u> Credits for clinical procedures will be entered into the Individual Record of Clinical Practice (IRCP) by registered clinical educators.</p> <p><u>Summative</u> QMU exit levels must be passed at levels detailed for Clinical Audiology 2 as set out in the Pre-Registration Student Competency Book. These will be 'signed off' by the appointed Clinical Educator in the allocated placement. Pass/Fail</p> <p>Students will complete an eportfolio consisting of a critical review of a clinical case report (1000 words) Pass/Fail</p> <p>Reflective essay focusing on the student's experience over the placement block. (1000 words) Pass/Fail</p> <p>All parts of summative assessment must obtain a Pass mark to allow progression.</p>
Semester 2		
Module	Credits	Assessment Details
Vestibular Assessment and Rehabilitation	30	2000 word case based Essay (50 %) Presentation (50 %) All components in this module must be passed
Advanced Audiological Assessment	15	2000 word essay (100%)
Multidisciplinary Working	15	A presentation and defence of a proposed assessment and management approach for a selected case study. (40%) A written account of personal learning (60%) (2000 words)

Research Methods (Runs over semesters 1 & 2)	30	Summative assignment: (100%) 4000 word protocol for a systematic review proposal or a research proposal in an area of research relating to your clinical practice within an identified subject area.
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Semester 3 (Summer (May-July))		
Module	Credits	Assessment Details
Clinical Audiology 3	40	<p><u>Summative</u> Credits, appropriate to the level of clinical practice, will be entered into in the Individual Record of Clinical Practice (IRCP) by clinical placement coordinator and/or supervisors and all compulsory sections must be completed by the end of Clinical Audiology 3. Pass/Fail</p> <p>A final assessment of student's clinical practice will be carried out in the clinical situation by a member of the QMU staff and clinical educator. Pass/Fail.</p> <p>QMU exit levels must be passed at levels detailed for Clinical Audiology 3 as set out in the Pre-Registration Student Competency Book. These will be 'signed off' by the appointed Clinical Educator in the allocated placement. Pass/Fail All parts of summative assessment must obtain a Pass mark to allow progression.</p>

Year 3		
Semester 1 (full time) or Semesters 1 & 2 (part time)		
Module	Credits	Assessment details
Research Dissertation	60	Thesis (100%)

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

Programme Structure

Year 1					
Semester 1		Semester 2		Summer (May-August)	
Neurology for Speech and Language Therapy and Audiology (Shared with SLT)	15 credits	Aural Habilitation and Rehabilitation	30 credits	Clinical Audiology 1 (SCQF Level 10)	40 credits
Audiological Assessment	30 credits	Technology for Hearing Impairment	30 credits		

Linguistics and Culture in Signed and Spoken Languages	15 credits				
Audiological Clinical Skills (SCQF Level 10)			20 credits		
Professional Practice for Audiology (SCQF Level 10)			20 credits		
Year 2					
Semester 1		Semester 2		Summer (May-August)	
Clinical Audiology 2 (SCQF Level 10)	40 credits	Vestibular Assessment and Rehabilitation	30 credits	Clinical Audiology 3 (SCQF Level 10)	40 credits
		Advanced Audiological Assessment	15 credits		
		Multidisciplinary Working	15 credits		
Research Methods			30 credits		
Total for PgDip programme = 370 credits (210 at Level 11, 160 at Level 10)					

Year 3	
Semester 1 (full time) or Semesters 1 & 2 (part time)	
Research Dissertation	60
Total for MSc programme = 430 credits (270 at Level 11, 160 at Level 10)	

Programme delivery

Academic Year	Semester	Academic Week	Activity	Modules	
One	One	1 – 13	Academic	<ul style="list-style-type: none"> Neurology for Speech and Language Therapy and Audiology (Shared with SLT) Audiological Assessment Linguistics and Culture in Signed and Spoken Languages Audiological Clinical Skills Professional Practice for Audiology 	
		14 – 15	Exam weeks		
		16 – 17	Holiday		
		18 – 19	Inter-semester break		
	Two	20 – 32	Academic	<ul style="list-style-type: none"> Aural Habilitation and Rehabilitation Technology for Hearing Impairment Audiological Clinical Skills Professional Practice for Audiology 	
			33 – 35	Exam weeks	
			36	Holiday	
		Three	37 – 48	Clinical	<ul style="list-style-type: none"> Clinical Placement 1
	Two	One	2 – 13	Clinical	<ul style="list-style-type: none"> Clinical Placement 2 Research methods
			15 – 17	Holiday	
18 – 19			Inter-semester break		
Two		20 – 32	Academic	<ul style="list-style-type: none"> Vestibular Assessment and Rehabilitation Advanced Audiological Assessment Multidisciplinary Working Research methods 	
Three		36 – 48	Clinical	<ul style="list-style-type: none"> Clinical Placement 3 	

Programme awards

To qualify for the award of **PgDip in Audiology** (pre-registration), the student must:

- Successfully complete all taught modules of the programme.
- Complete 34 weeks of practice-based learning on placements.

To qualify for the award of **MSc in Audiology** (pre registration), the student must:

- Successfully meet the requirements for the PgDip (see above) and, in addition, complete the 60 credit Research Dissertation module.

Alternative awards **do not** confer eligibility to apply for registration with RCCP as an audiologist. Regulations in the programme which are necessary for registration may therefore be relaxed for these awards. These include:

- **PgCert** – students who satisfactorily complete 60 M-level credits (excluding credits for clinical placement modules), may be awarded a Postgraduate Certificate.
- **PgDip in Hearing Science** – students who satisfactorily complete 120 M-level credits (excluding credits for clinical placement modules), may be awarded a Postgraduate Diploma in Hearing Science.
- **MSc in Hearing Science** – students who successfully complete 120 M-level credits (excluding credits for clinical placement modules) plus a Research Dissertation may be awarded a Masters in Hearing Science

17. Placements

Placements for the PgDip/MSc programme are structured so as to provide a broad range of clinical experience. Our aim is to facilitate the integration of theoretical knowledge and understanding with practical clinical skills and decision-making.

Non-QMU staff, who supervise students in the placement setting, are known as 'Clinical Educators'. The Audiology team at QMU provide ongoing training and support for Clinical Educators through specific training sessions and Supervisors' Forums. All Clinical Educators must be currently registered with RCCP (or HCPC as appropriate). Clinical Educators involved in the supervision of students on placement, will have undergone training in practice-based education and in the assessment of QMU Audiology students.

The content and amount of clinical experience on the programme has been designed to fulfil professional body (RCCP/BAA) requirements. The RCCP/BAA specifies a minimum of 34 weeks of practice-based experience for this programme, under the supervision of a registered Audiologist.

In order to ensure an adequate range of experience on placement, not all placements will be within a commutable distance of QMU, and therefore placements will be provided in blocks, normally lasting between 10 and 12 weeks. Placement experience starts at the end of semester 2 in year 1 and runs until the end of semester 1 in year 2, further placements run from the end of semester 2 in year 2 until the end of July. More information about the different sites can be found in the Clinical Placement Handbook but it should be noted that no all sites offer advanced audiological services.

The IRCP (Individual Record of Clinical Practice) is used to record students' progress throughout placements. This is an electronic document that is completed by the supervisor during the weekly supervision meeting. Completion of the IRCP is required for completion of the course and registration. Sessions missed through illness or for other reasons are recorded to ensure that any shortfall is made up, and that all students meet professional requirements on exit from the programme.

18. Criteria for admission

The standard precepts of the University Admissions Regulations apply (these can be found on the Quality website: <http://www.qmu.ac.uk/quality/gr/default.htm>) together with the programme specific requirements outlined below.

The complex demands of the programme require students to combine academic ability with good social and communication skills and appropriate personal attributes. Admission 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 programme is a 2.2 Honours Degree, but the expectation is that entrants will have a 2.1 or 1st class degree. A first degree in a related discipline (e.g. linguistics, psychology, physics, behavioural science, biomedical science, speech and language therapy or some combination of these) would be advantageous. Applicants who have obtained an undergraduate general degree level qualification but can demonstrate relevant experience will also be considered (see **10.2 Additional entry criteria** for more information). Applicants who graduated some years prior to application should be able to demonstrate that they have maintained currency of knowledge and engaged in recent learning.

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 should demonstrate a standard of spoken and written English which is equivalent to an IELTS (British Council English Language Testing Service) score of 7, with no individual element score of less than 6.5.

High levels of English language competence are required from students joining the programme, as specified by the registration body. In some cases students with an IELTS score that is 0.5 below their chosen course entry requirement (overall or in any element) may be able to obtain an unconditional offer by successfully completing the pre-sessional course. QMU offers a 4 week and 12 week pre sessional language course. The PgDip / MSc in Audiology (pre reg) programme will accept a student with an overall IELTS score of 7 but one element 0.5 below 6.5, if they complete the pre sessional language course. Students whose first language is not English, can also access support from the Effective Learning Service (ELS) at QMU during the academic year.

Additional entry criteria

The above requirements reflect the academic demands of the degree programme, but the Admissions team takes a flexible approach and pay equal attention to other aspects of applications. Of particular importance are indicators of motivation to join the profession, motivation to undertake a higher degree, and in particular, communication skills and insight into the profession. All applicants are advised to acquire a good understanding of the nature of Audiology practice, and should have some experience of interacting or working with people with hearing difficulties.

19. Support for students and their learning

QMU programmes normally provide the following student support:

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

20. 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/gr/default.htm>