



# Programme Specification

Queen Margaret University

EDINBURGH

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

<b>1</b>	<b>Awarding Institution</b>	Queen Margaret University
<b>2</b>	<b>Teaching Institution</b>	Queen Margaret University
<b>3</b>	<b>Professional body approval</b>	Health and Care Professions Council (HCPC)
<b>4</b>	<b>Final Award</b>	Diploma in Higher Education Hearing Aid Audiology
<b>5</b>	<b>Subsidiary Exit Award</b>	Certificate in Higher Education
<b>6</b>	<b>Programme Title</b>	Diploma in Higher Education Hearing Aid Audiology
<b>7</b>	<b>UCAS code</b> (or other coding system if relevant)	
<b>8</b>	<b>SCQF Level</b>	8
<b>9</b>	<b>Mode of delivery and duration</b>	Full time
<b>10</b>	<b>Date of validation/review</b>	May 2015

## 11. Educational Aims of the programme

The aim of the programme is to develop in students, a profession specific knowledge base, a repertoire of relevant clinical skills and a critical but reflective approach to audiological practice, through training in a range of contexts. The objective is to produce graduates who are competent to fulfil the roles and responsibilities and who will efficiently perform the tasks that are described in a hearing aid audiologist/assistant technical officer's job description. Finally, the purpose is to encourage and inspire students to practice client centred audiology, mindful of ethical principles, responsive to the needs of the community and respectful of difference and diversity.

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

- Audiology Services Advisory Group (ASAG), 2011. *Roles in Audiology*. [http://www.baaudiology.org/files/9514/2882/0977/3. asag\\_roles\\_and\\_letter.pdf](http://www.baaudiology.org/files/9514/2882/0977/3. asag_roles_and_letter.pdf)
- British Academy Of Audiology (BAA), 2008. *Scope of practice for Associate audiologists* <http://www.baaudiology.org/files/3914/2882/0835/2. Scope of Practice for Associate Audiologists 210408.pdf>
- British Academy Of Audiology(BAA), 2014. *BAA Scope of Practice Document*. <http://www.baaudiology.org/files/2614/2882/0773/1. Scope of Practice Document-7.pdf>
- Health And Care Professions Council (HCPC), 2008. *Standards of conduct, performance and ethics*. <http://www.hpc-uk.org/publications/standards/index.asp?id=38>
- Health And Care Professions Council (HCPC), 2011. *Your guide to our standards for continuing professional development*.

- <http://www.hpc-uk.org/publications/standards/index.asp?id=101>
- Health And Care Professions Council (HCPC), 2014. *Standards of proficiency - Hearing aid dispensers*.  
<http://www.hpc-uk.org/publications/standards/index.asp?id=223>
- Health And Care Professions Council (HCPC), 2014. *Standards of education and training*.  
<http://www.hpc-uk.org/education/standards/>

### **13. Learning Outcomes of the Programme**

#### **Diploma in Higher Education Hearing Aid Audiology**

1. Integrate understanding of the theoretical knowledge and practical skills which underpin hearing aid audiological practice, by analysing information from biomedical behavioural and social 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. Formulate individual management plans that are informed by an understanding of the principles of clinical decision making and a profession specific knowledge of the current evidence base. (KU, I, P, T)
4. Demonstrate an awareness of the roles, responsibilities and boundaries of professionals, voluntary agencies and carers involved with clients, in order to deliver profession specific care within an interdisciplinary context. (KU,P, T)
5. Communicate with clients, professionals and others, using effective oral, written and nonverbal methods which take into account individual levels of knowledge and communicative abilities. (I, P, T)
6. Evaluate and reflect on effectiveness of professional practice, using a range of qualitative and quantitative measures. (KU, I, P, T)
7. Apply the principles of scientific enquiry to profession specific practice, and use these to contribute to the development of the profession. (KU, I, P, T)
8. Demonstrate initiative and autonomy in all aspects of profession specific practice, and reflect on self-development, self-management of work load and continuing professional development. (I, P, T)
9. Understand the implications of current regulatory, healthcare, social and ethical frameworks for hearing aid audiological practice and apply this understanding to all aspects of client care. (KU, 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 intention of the programme is to present a wide range of learning opportunities, with a strong focus on independent learning and problem solving. Campus based contact will include lectures, laboratory sessions, practical classes, seminars, case-based discussions, group work 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 personal journals; self-critique of performance of clinical skills procedures and peer-evaluation.
- The use of case-based and problem-based scenarios, supported by tutor-led discussion, to promote self-directed and group learning and evaluation of relevant evidence.
- Experiential learning of clinical and research skills through role-play and work based learning.
- Class debate and discussion (on campus and online).
- 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, as appropriate.

## **15. 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 will be used within the programme. These are designed to encourage and assess a range of relevant, 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
- Reflective and investigative essays
- Work book involving analysis and interpretation of clinical data and information
- Reflective work book
- Work based assessment and completion of a logbook
- Written examinations
- Objective Structured Clinical Examination (OSCE)

Assessment methods are intended to encourage depth, as well as breadth of learning, in line with the principles of constructive alignment. Table 1 provides an overview of the various methods of assessment employed within the programme. It should be noted that only the type of assessment is listed in table 1. Each module will utilise a variety of topics related to the learning outcomes and contents of the relevant module.

**Table 1 Assessment Schedule**

<b>Year 1</b>		
<b>Semester 1</b>		
<b>Module</b>	<b>Credits</b>	<b>Assessment details</b>
Introduction to Hearing Aid Audiology <i>Online</i>	10 credits	Examination (2 hours) (100%)
Communication in Clinical Practice <i>Campus</i>	20 credits	Case Study (2000 words) (100%)
Auditory Assessment 1 <i>Campus</i>	20 credits	Completion of a Workbook (2000 words) (100%) (Pass/Fail)
<b>Semester 2</b>		
<b>Module</b>	<b>Credits</b>	<b>Assessment Details</b>
Basic Anatomy, Physiology and Pathology of the Audio-Vestibular System <i>Online</i>	10 credits	Examination (2 hours) (100%)
Auditory Assessment 2 <i>Campus</i>	20 credits	Completion of a Workbook (2000 words) (100%) (Pass/Fail)
Fundamentals of Rehabilitation <i>Campus</i>	20 credits	Completion of a Workbook (2000 words) (100%) (Pass/Fail)
Clinical Practice in Hearing Aid Audiology 1 <i>Work based</i>	20 credits	<p><u>Practical Examination (50%)</u></p> <p><i>Clinical competencies will be assessed via a OSCE (Pass/Fail)</i></p> <p><u>Work based logbook (50%)</u></p> <p><i>Credits appropriate to the level of clinical practice will be entered into the work based logbook and exit paperwork by the work based clinical educator (Pass/Fail)</i></p> <p><b>All components in this module must be passed</b></p>

Year 2		
Semester 1		
Module	Credits	Assessment Details
Hearing Aid Technology and Assistive Listening Devices. <i>Campus</i>	20 credits	Completion of a Workbook (2000 words) (100%) (Pass/Fail)
Aural Rehabilitation <i>Online</i>	20 credits	Design an Individual Management Plan (2000 words) (100%)
Deaf Culture <i>Online</i>	10 credits	Essay (2000 words) (100%)
Semester 2		
Module	Credits	Assessment Details
Professional Issues in Hearing Aid Audiology <i>Online</i>	10 credits	Examination (2 hours) (100%)
Special Issues in Hearing Aid Audiology <i>Online</i>	20 credits	Case Study (2000 words) (100%)
Counselling in Hearing Aid Audiology <i>Campus</i>	20 credits	Completion of a Reflective Workbook (2000 words) (100%)
Clinical Practice in Hearing Aid Audiology 2 Work based	20 credits	<u>Practical Examination (50%)</u>  <i>Clinical competencies will be assessed via a OSCE (Pass/Fail)</i>  <u>Work based logbook (50%)</u>  <i>Credits appropriate to the level of clinical practice will be entered into the work based logbook and exit paperwork by the work based clinical educator (Pass/Fail)</i> <b>All components in this module must be passed</b>

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

**Table 2 Programme Structure**

<b>Year 1</b>			
<b>Semester 1</b>		<b>Semester 2</b>	
Introduction to Hearing Aid Audiology <i>Online</i>	20 credits	Basic Anatomy, Physiology and Pathology of the Audio-Vestibular System <i>Online</i>	10 credits
Communication in Clinical Practice <i>Campus</i>	20 credits	Auditory Assessment 2 <i>Campus</i>	20 credits
Auditory Assessment 1 <i>Campus</i>	20 credits	Fundamentals of Rehabilitation <i>Campus</i>	10 credits
Clinical Practice in Hearing Aid Audiology 1 <i>Work based</i>			20 credits
<p><i>Year 1 = 120 credits</i>  <i>Exit award: Cert HE (Graduates can work as Hear Care Assistant)</i></p>			
<b>Year 2</b>			
<b>Semester 1</b>		<b>Semester 2</b>	
Hearing Aid Technology and Assistive listening devices <i>Campus</i>	20 credits	Professional Issues in Hearing Aid Audiology <i>Online</i>	10 credits
Aural Rehabilitation <i>Online</i>	20 credits	Special Issues in Hearing Aid Audiology <i>Online</i>	20 credits
Deaf Culture <i>Online</i>	10 credits	Counselling in Hearing Aid Audiology <i>Campus</i>	20 credits
Clinical Practice in Hearing Aid Audiology 2 <i>Work based</i>			20 credits
<p><i>Year 2 = 120 credits</i>  <i>Exit award: Graduates exit with Dip HE in Hearing Aid Audiology (240 credits)</i>  <i>Eligible to register with HCPC as a Hearing Aid Dispenser</i></p>			

**Table 3 Overview of programme structure and attendance on campus**

Academic Year	Semester	Academic Week	Activity	Modules				
One	One	1	Induction					
		2	Campus	1		7		
		3	Online					
		4			2			
		5						
		6	Campus			3		
		7	Online		2			
		8						
		9						
		10						
		11						
		12						
		13			Review period			
		14		Exam				
		15						
		16		Holiday				
		17						
		18 - 19		Inter-semester break				
	Two	Two	20	Online	5		7	
			21	Campus				
			22	Online		6		
			23					
			24	Campus				
			25	Online			4	
			26					
			27					
			28					
			29					
			30					
			31			Review period		
			32					
			33					
		34		Exam				
		35						
		Summer	Summer	36	Holiday			
				37				
	38							
	39							
	40							
	41							
	42							
	43							
	44							
	45							
	46							
	47			Reassessment week				
	48			Holiday				
	49							
	50							
	51							
	52							

Academic Year	Semester	Academic Week	Activity	Modules							
Two	One	1	Induction								
		2	Online	8			14				
		3									
		4	Campus								
		5	Online								
		6									
		7									
		8									
		9									
		10									
		11									
		12						Review period			
		13									
		14						Exam			
		15						Holiday			
		16									
		17									
		18 - 19	Inter-semester break								
	Two	Two	20	Online	11			14			
			21								
			22								
			23	Campus							
			24	Online							
			25								
			26								
			27								
			28								
			29								
			30								
			31						Review period		
			32								
			33						Exam		
			34								
			35	Holiday							
			36								
			37								
	38										
	39										
	40										
	41										
	42										
	43										
	44										
	45										
	46										
	47	Reassessment week									
	48	Holiday									
	49										
	50										
	51										
	52										



### Key to Table 3

Year 1			
Semester 1		Semester 2	
Introduction to Hearing Aid Audiology	2	Basic Anatomy, Physiology and Pathology of the Audio-Vestibular System	4
Communication in Clinical Practice	1	Auditory Assessment 2	5
Auditory Assessment 1	3	Fundamentals of Rehabilitation	6
Clinical Practice in Hearing Aid Audiology 1			7

Year 2			
Semester 1		Semester 2	
Hearing Aid Technology and Assistive listening devices	8	Professional Issues in Hearing Aid Audiology	12
Aural Rehabilitation	9	Special Issues in Hearing Aid Audiology	11
Deaf Culture	10	Counselling in Hearing Aid Audiology	13
Clinical Practice in Hearing Aid Audiology 2			14

Note: This pattern will be followed with adjustments according to the Academic Calendar, in each successive year.

### Programme awards

#### Diploma in Higher Education Hearing Aid Audiology

To qualify for the award of DipHE HAA, the student must:

- Successfully complete all taught modules of the programme.
- Complete the work based learning modules and associated logbook.

Graduates are eligible to apply for registration as a Hearing Aid Dispenser with the Health and Care Professions Council (HCPC).

#### Subsidiary Exit Point

Students who successfully complete all modules in year 1 may choose to exit the programme with Certificate in Higher Education. This award **does not** provide eligibility to apply for registration as a Hearing Aid Dispenser with the Health and Care Professions Council (HCPC).

## **17. Workplace Learning**

Workplace learning for the DipHE HAA programme is structured 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 Clinical Educators' Forums. All Clinical Educators must be currently registered with HCPC (or RCCP as appropriate).

The logbook (a subsection of the Individual Record of Clinical Practice (IRCP)) 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 logbook and associated exit level paperwork is required for completion of the course and registration. Periods of absence of 14 days or longer are recorded to ensure 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 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. All offers of places are conditional on receipt of a satisfactory criminal records check.

### **UK applicants:**

A typical entrant would be a student sponsored by an employer (Registered Hearing Aid Dispenser (RHAD), or Audiology Department in the National Health Service (NHS)) and normally having achieved at least five 5 Standard Grades at grade C or above (preferred subjects English, Science or Mathematics, Biology). For students who have not achieved these qualifications, but are able to demonstrate relevant experience, applications will still be considered. A Studentship Agreement must be completed prior to admission on the course.

### **International students**

Applications from international students with equivalent school leaving qualifications and subjects are welcomed. The equivalence of their qualifications will be established through the National Academic Recognition Information Centre for the United Kingdom (UK NARIC). They should provide evidence of completion of the British Council English Testing Service (IELTS) assessment with a score of 7.

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 DipHE HAA 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.

The student should be sponsored by an employer, who is appropriately regulated within their home country. A Studentship Agreement must be submitted prior to admission on the course. In addition, a Statement of Understanding for International applicants must also be submitted prior to admission to the course .

## **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>