

***BSc HEALTHCARE SCIENCE: AUDIOLOGY***

Faculty of Applied Sciences

Department of Pharmacy, Health and Well-being

**PROGRAMME SPECIFICATION**

Date of Validation Event:	24/05/11
Date Approved by QMSC:	

## Version History

Please complete each time a new version is drafted e.g.

<b>Version</b>	<b>Occasion of Change</b>	<b>Change Author</b>	<b>Last Modified</b>
1.0	Version presented for approval	<i>Dr Judith Kuit</i>	<i>Created 23/02/11</i>
2.0	Amendments following institutional approval Programme Specifications divided up into specific programmes	<i>Dr Judith Kuit</i>	<i>18.07.11</i>
	Learning outcomes and assessments checked	<i>Dr Judith A. Kuit</i>	<i>01/11/11</i>
	Errors corrected	<i>Dr Judith A. Kuit</i>	<i>31/01/12</i>
3.0	HCS116 number of assessments changed	<i>Dr Judith A. Kuit</i>	<i>09/07/12</i>
4.0	Updated for HEE & RCCP visit	<i>Dr Judith A. Kuit</i>	<i>22/05/13</i>
5.0	Updated post HEE and RCCP accreditation and to fit new programme specification template	<i>Dr Judith A. Kuit</i>	<i>25/11/13</i>
6.0	Update module leaders	<i>Dr Judith A. Kuit</i>	<i>07/08/14</i>

## Core information

Programme title: Healthcare Science

Target award: BSc (Hons)

Exit awards:

- BSc (Hons) Healthcare Science: Audiology

Interim Awards:

- Certificate in Higher Education
- Diploma of Higher Education in Healthcare Science

Awarding body: University of Sunderland

Programme Assessment Board: Biosciences

QAA subject benchmark(s) applicable: Statement of Common Purpose for subject benchmarking statements for the health and social care professions

<https://www.qaa.ac.uk/academicinfrastructure/benchmark/health/StatementofCommonPurpose06.asp>

Accrediting body

Health Education England Healthcare Science Programme Board

The Registration Council for Clinical Physiologists (RCCP)

<http://www.rccp.co.uk/>

Other points of reference:

Health Education England Healthcare Science Programme Board: Modernising Scientific Careers. Practitioner Training Programme

<http://www.networks.nhs.uk/nhs-networks/msc-framework-curricula/ptp-1>

Health and Care Professions Council: Standards of Education and Training

<http://www.hpc-uk.org/aboutregistration/standards/sets/>

Health and Care Professions Council: Standards of Conduct, Performance and Ethics

<http://www.hpc-uk.org/aboutregistration/standards/standardsofconductperformanceandethics/>

Health and Care Professions Council: Standards of Proficiency

<http://www.hpc-uk.org/aboutregistration/standards/standardsofproficiency/>

<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Subject-benchmark-statement--Health-care-programmes---Audiology.aspx>

QAA Framework for Higher Education Qualifications (FHEQ)

<http://www.qaa.ac.uk/publications/informationandguidance/pages/the-framework-for-higher-education-qualifications-in-england-wales-and-northern-ireland.aspx>

Northern Ireland Credit Accumulation and Transfer System (NICATS) level descriptors (NB Level 4 is the equivalent of HE Stage 1, Certificate level)

[http://www.nicats.ac.uk/doc/scr\\_prnc\\_guide.pdf](http://www.nicats.ac.uk/doc/scr_prnc_guide.pdf)

National credit guidelines

<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Higher-education-credit-framework-for-England-guidance-on-academic-credit-arrangements-in-higher-education-in-England-Augu.aspx>

Sunderland regulations

Collaborative partners and models of collaboration, if applicable: Not applicable  
 Location(s) at which programme is delivered: University of Sunderland

Modes of delivery and duration:

	Tick all that apply	Min number of years	Max number of years	Intake dates (months)	Any other issues
Full-time	✓	3	5	September	
Part-time	✓	4	6	September	
Sandwich					
Off-campus					
On-campus	✓			September	
Distance learning					
Work-based learning	✓				
Collaborative					

### 1. Aims of the Programme

Health Education England Healthcare Science Programme Board under the Department of Health initiative known as Modernising Scientific Careers (MSC ) has developed a set of curricula and training manuals for each named award on the MSC pathway which are to be used by all HEIs who intend to deliver the programme. One of these, the Practitioner Training Programme (PTP), leads to a BSc (Hons) in Healthcare Science: Audiology. This has formed the basis for the content and structure for this programme.

The aim of the PTP is to give graduates the knowledge, skills, experiential learning and associated personal qualities and behaviours (professionalism) which a Healthcare Science Practitioner will need to work safely and effectively in the NHS. In particular:

- To integrate a wide range of underpinning science, key subjects and current research in order to understand the causes, diagnosis, monitoring and treatment of diseases of the auditory and vestibular systems.
- To define the patient-centric role of the Healthcare Science Practitioner in the diagnosis, monitoring and treatment of diseases of the auditory and vestibular systems.
- To produce graduates who are skilled and technically competent at a range of measurements techniques and capable of analysis, interpretation and evaluation appropriate to Audiology.
- To produce graduates who can work responsibly in accordance with NHS protocols in relation to the core skills in health and safety, human rights, patient identification, communication skills and management and quality assurance.
- To produce graduates with a range of key transferable and intellectual skills that can be applied to the role of the Healthcare Science Practitioner in Audiology in providing innovative and translational research to benefit patients, carers and the public.

### Learning Outcomes of the Programme

Students will be able to demonstrate a development in knowledge (K) and skills (S) as they progress through their programme of study. At the end of each stage, they will be able to demonstrate:

#### Knowledge

- **Stage 1 Certificate in Higher Education**

K1 A broad knowledge of the processes which support life at the genetic, cellular, tissues and systems level.

K2 An understanding of the structure, function and control of major systems of the human body.

K3 An underpinning knowledge of health and social care services in the UK and their application to Healthcare Science.

- **Stage 2 Diploma in Higher Education in Healthcare Science** as above plus:

K4 Knowledge of the current understanding of the mechanisms of disease and pathological responses in the context of investigation relevant to Healthcare Science.

K5 Knowledge of the critical risks and benefits related to equipment and techniques used in Healthcare Science.

K6 Understanding of the principles and practices underpinning the routine investigations and procedures within a quality assurance and legislative framework utilised when undertaking testing, diagnosis and treatment in Healthcare Science.

- **Stage 3 (BSc Healthcare Science with Honours):** as above plus:

K7 Advanced knowledge of the underpinning and emerging principles and practices used in testing procedures and their application to patient diagnosis and treatment in Audiology.

K8 A critical understanding of the structure, processes and management of health and social care services and systems within the NHS.

K9 A critical understanding of the patient and carer perspective with respect to the NHS and the diversity of the patient experience.

K10 Expert knowledge relevant to their work based training evidenced in the form of an independent research project.

K11 Expert knowledge of scientific theory in Audiology and its application to the practice of healthcare science.

## **Skills**

- **Stage 1 Certificate in Higher Education**

S1 Demonstrate safe working practices in the laboratory in accordance with health and safety legislation.

S2 Demonstrate competence in analytical techniques, measurement and data handling.

S3 Communicate in a structured and coherent manner by a variety of techniques.

S4 Demonstrate interpersonal and transferable skills (including teamwork, time management and IT skills).

S5 Demonstrate proficiency in basic professional and clinical skills.

S6 Identify, reflect on and review personal, academic and the professional targets of a Healthcare Science Practitioner.

- **Stage 2 Diploma in Higher Education in Healthcare Science** as above plus:

S7 Gain proficiency in a range of established analytical techniques and measurements that form the basis of pathological diagnosis in Audiology including an assessment of their capabilities and limitations.

S8 Analyse and interpret clinical data in the light of specialist knowledge in the context of routine investigations and diagnosis relevant to Audiology.

S9 Organise, evaluate and reference appropriate sources of information using standard scientific convention.

S10 Effectively communicate information, arguments and analyses by a variety of techniques to a variety of specialist and non-specialist audiences including patients and carers.

S11 Critically review and evaluate departmental protocols in relation to the core skills in health and safety, human rights, patient identification, communication skills and management and quality assurance.

- **Stage 3 (BSc in Healthcare Science with Honours):** as above plus:

S12 Apply a critical and comprehensive approach to an independent clinically based research project in Healthcare Science, taking into account health, safety, legal and ethical issues.

S13 Critically apply scientific information and principles to formulate judgements, analyse and solve problems.

S14 Communicate structured and coherent arguments, problems and solutions systematically using appropriate scientific conventions to specialist and non-specialist audiences.

S15 Demonstrate competence for routine tasks and investigations in Audiology.

S16 Demonstrate the ability to research, cumulatively record and provide evidence of the skills knowledge and attitudes required to be a reflective Healthcare Science Practitioner in the NHS.

### **Interim awards**

As the BSc (Hons) Healthcare Science is a dedicated training programme for the Health Education England Healthcare Science Programme Board, then in order to comply with the PTP all students must be able to achieve all of the designated credits which make up the programmes. Any student who fails to do this at any stage cannot be awarded the named title BSc (Hons) Healthcare Science: Audiology as it would misrepresent their ability to practice. Consequently any student who fails to complete stages 1 or 2 of the programme will be transferred to the interim award of Healthcare Science.

Students must achieve the full BSc (Hons) Healthcare Science programme to achieve practitioner level in the NHS, an Ordinary degree in BSc in Healthcare Science can be awarded, and students could apply for a job within the NHS career stage 1 to 4 of healthcare science.

Students awarded an Ordinary degree will have achieved the majority of the learning outcomes above. However they will have gained fewer credits at Stage 3 than students awarded an Honours degree.

Their knowledge will typically be less broad and they will typically be less proficient in higher-level skills such as independent learning.

## 2. Programme Structure and Content

A list of individual modules is provided in Appendix 1.

### Programme content

The content of the BSc (Hons) Healthcare Science programme has been entirely prescribed by the Health Education England Healthcare Science Programme Board PTP scheme as shown in the diagram below. The content must be adhered to if the programme is to be the recognised training route for healthcare scientists in the NHS. One of the key elements of the new PTP is its integrated approach to academic content and work-based training and to the generic, division and specialist modules within all BSc (Hons) Healthcare Science programmes. Please note the length of the academic year is extended at each stage.

<b>Stage 3 Application to practice 46 weeks</b>	Professional Practice Generic 10 credits pa	Scientific basis of Healthcare Science Specialist option 60 credits		Specialist Practice-based project 30 credits	Specialist work- based training 20 credits
<b>Stage 2 Techniques and methods 40 weeks</b>		Research methods 10 credits	Scientific basis of Healthcare Science Division 60 credits	Principles of Scientific measurement Division 30 credits	Specialist work based training 10 credits
<b>Stage 1 Scientific basis 36 weeks</b>		Scientific basis of Healthcare Science Generic 60 credits		Scientific basis of Healthcare Science Division 50 credits	Division Work- based training 0 credits

Key:

Generic Modules: common to all Healthcare Science	Division: Physiological Sciences	Specialist: Audiology
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The following information describes how the university has translated the above diagram into a three year programme of study.

### STAGE 1 (Level 4) Scientific basis

HCS102 Human Physiology	HCS104 Cell Science 1	HCS105 Infection & Immunity 1	HCS116 Clinical Practice and Professional Skills for Healthcare Science	HCS107 Applied Physics and Measurement	HCS108 Applied Anatomy, Physiology and Pathophysiology
<i>Scientific Basis of Healthcare Science</i>  <i>Generic 60 credits</i>			<i>Professional Practice and Work-based training</i> <i>Generic 10 credits</i> <i>Division 10 credits</i>	<i>Scientific Basis of Healthcare Science: Neurosensory Division 40 credits</i>	

**Generic modules common to all Healthcare Science: Professional Practice HCS116**

The overall aim of this module in stage 1 is to ensure that the student has the underpinning knowledge and gains the accompanying skills and attitudes to work as a Healthcare Science Practitioner. The Clinical and Professional skills module contextualises the student’s academic studies into a professional context. Students will be introduced to the principles and practices of working in a clinical environment, relevant professional standards and appropriate personal qualities/attitudes/behaviours developed to be a reflective practitioner. They will be given a framework of knowledge of the expectations of a Healthcare Science Practitioner and how they practice within the modern National Health Service. This will include recording and reviewing their development in their own Professional Portfolio. In addition, students will undertake short work-based placements in hospital trusts at the end of term 2. The aim of these visits is to provide students with a broad appreciation of the range of work undertaken within healthcare science and provide a motivational element as they work towards a career in the NHS. The remaining professional skills elements of the MSC Professional Practice module will be included in the work-based training modules HCS209 and HCS311 respectively.

**Generic modules common to any division in Healthcare Science: Scientific Basis of Healthcare Science HCS102/104/105**

The overall aim of these modules is to ensure that the student has the underpinning knowledge of the biological dimensions of health to provide the foundations for study in any of the three divisions of healthcare science as defined by MSC. The aim of these modules is to ensure that all students have reached the same level of scientific development in these core scientific subject areas. This will produce an incremental development of knowledge before the students undertake their division specific modules.

**Division specific modules: Physiological Sciences HCS107/108 + half of HCS116**

The overall aim of these modules is to ensure that the student understands the breadth of the application of science across Neurosensory Science and is able to work safely within these environments. Building upon the generic content provided by HCS102/104/105, these modules will further develop the broad basic and clinical knowledge of neurosensory physiology and the application of safe and effective clinical practice in physiological measurement.

**STAGE 2 (Level 5) Techniques and methods**

HCS226 Research and Analytical Skills for Biosciences	HCS213 Applied Physiological Measurement and Instrumentation	HCS214 Processes of audiological rehabilitation	HCS231 Pathophysiology of hearing and balance.	HCS 216 Fundamental principles of audiological assessment	HCS209* Professional Practice and Work base training in Physiological Sciences 1
<i>Research Methods Generic 20 credits</i>	<i>Scientific Measurement Division 20 credits</i>	<i>Scientific Basis of Healthcare Science: Audiological Science Specialist 60 credits</i>			<i>Professional Practice Work base training Specialist 10 credit Generic 10 credit</i>

**Generic modules HCS226**

In the generic module HCS202, skills in statistical analyses and information literacy will be further developed. Students will gain an understanding of the underpinning knowledge of the importance of research, development and innovation across the NHS. This will prepare them for undertaking a research project at stage three.

**Division module HCS213**

The overall aim of module HCS213 on applied physiological measurement and instrumentation is to ensure that the student understands the underpinning principles and properties of the measurement techniques that form the foundation of investigations in neurosensory sciences



### Specialist modules HCS214/216/231

The overall aim of these module is to ensure that the student understands the breadth of the application of science within the specialist area of Audiology and building on previous learning, develops and applies knowledge and understanding in Audiology.

### Work-base training (WBT) HCS209

At the end of stage 2, term three will be extended for all students so that the first large element of WBT can be delivered. Students will undertake a substantial placement in a specialist laboratory/clinic where they will gain the knowledge, skills and experience of routine investigations in Audiology. Development of the framework for the accompanying Professional Portfolio in their specialist area will define their levels of competency.

### STAGE 3 (Level 6) Application to practice HCS311/315/321: 30 Credits

HCS311 Professional Practice and Work base training in Physiological Science 2	HCS321 Research project in Physiological Sciences	HCS315 Psycho/Social aspects of hearing loss	HCS316 Advanced principles of audiological assessment
<i>Professional practice and work-base training Specialist 20 credits Generic 10 credits</i>	<i>Practice base project Specialist 30 credits</i>	<i>Scientific basis of Healthcare Science Specialist 50 credits</i>	

### Specialist core modules HCS315/316

The aim of stage three is to demonstrate application to practice and includes increased experiential learning. The overall aim of these modules is to ensure that the student begins to gain wider knowledge of investigations undertaken in an Audiology Department.

### Specialist Module

**STAGE 3 (Level 6) All option modules: 10 Credits. Students select one.**

HCS318 Vestibular Assessment
<i>Scientific basis of Healthcare Science Specialist 10 credits</i>

The purpose of these modules is to enable students to explore the management of particular groups of patients with more complex needs in audiology.

### Specialist research project HCS321

The overall aim of this module is for the student to undertake a research or audit project that provides an opportunity to demonstrate the knowledge, skills and experience gained in the Research Methods module in Year 2. It is the intention that the project will be undertaken in the workplace.

### Work-base training HCS311

The second large element of WBT will commence in terms one and two of stage three after the student has acquired the theoretical underpinning provided in the modules HCS315/316. It will provide students with experience of the importance of patient-centred care, evidence –based practice, clinical audit and multidisciplinary team working.

## Placements, study abroad and other work experience opportunities

### Stage 1: 10 weeks work-base training

In the first year of the programme, students are required to undertake 10 weeks work–base(d) training. During the Spring term in module HCS116, students will undertake clinical skills development in a professional context . Students will be introduced to the principles and practices of working in a clinical environment, relevant professional standards and appropriate personal qualities/attitudes/behaviours developed to be a reflective practitioner. Students will be trained in the six stage hand washing process and in basic life support by our clinical specialist staff. They will be given a framework of knowledge of the expectations of a Healthcare Scientist and how they practice within the modern National Health Service. This will include recording and reviewing their development in their own Professional Portfolio. It will involve interactions with patients and healthcare professionals.

By February, students will have been selected by the employers and offered a placement for the remainder of their work-based training including stages 2 and 3. The students will undertake stage 1 work-based training in negotiation with their placement provider and this will be undertaken during the six week period between the spring vacation and the summer vacation. In this way the student will have the appropriate academic and theoretical knowledge underpinning their clinical practice before their work-based training.

### Stage 2: 15 weeks work-base training

After the spring vacation in stage 2, when students have undertaken their assessments, the summer term will be extended for all students so that the first large element of work-based training can be delivered in the specialist areas of Audiology. Students will undertake a substantial placement of 15 weeks in a specialist laboratory/clinic where they will gain the knowledge, skills and experience of routine investigations in their specialist area. Development of the framework for the accompanying Professional Portfolio in their specialist area will define their levels of competency.

### Stage 3: 25 weeks work-base training

The second large element of work-based training will commence in January of stage three when students will have completed all of their university taught modules. Whilst on placement, students will undertake a work-based project in consultation with their placement provider. Using this approach, students will have completed all 25 weeks of their work-based training by July and will have demonstrated enhanced skill development and competence in their Professional Portfolio.

It will provide students with experience of the importance of patient-centred care, evidence –based practice, clinical audit and multidisciplinary team working.

## Summary of the schedule for work-based training over three years

Year	November	December	January	February	March	April	May -July
1 10 weeks		Selected for placement		HCS116			4 weeks Specialist Placement
2 15 weeks							15 weeks Specialist Placement
3 25 weeks	25 weeks Specialist Placement						

## Management of work-based activities

Health Education North East

Since the re-structuring of the NHS, the management of placement provision occurs through the Healthcare Science Sub-group of the Local Education Training Board (LETB) and the physiological science lead reports to this group at every meeting.

Placement providers

Currently the university has agreed placement provision in the following hospitals.

- Darlington Memorial Hospital
- University Hospital of North Durham
- Freeman Hospital Newcastle
- University Hospital of Hartlepool
- James Cook University Hospital Middlesborough
- Queen Elizabeth Hospital Gateshead

- Sunderland Royal Hospital

### Work-based supervisors

The role of the work-based supervisor is critical to the success of the placement as they must be appropriately experienced and committed to supporting the student. Their good practical expertise and well developed communication skills will enable them to act as a role-model for the student to emulate during clinical practice. The university provides train the trainer workshops for work-based supervisors to provide information relating to the new programmes and the requirements of the work-based training. The work-based supervisor is also given a mentoring course (NUR311) if they lack a mentoring qualification. This is a four day intensive course delivered by the nursing team in the university which provides a theoretical perspective to the work of the mentor. Mentors have to submit to assignments and be observed during teaching in order to pass the course.

The acquisition of clinical skills will be fostered by the work-based supervisor who will provide formative opportunities for the student to practice under supervision and to identify assessment opportunities to complete the training manual.

The work-based supervisor will work closely with the university's clinical placement co-ordinator to ensure that: the student has been suitably inducted into the workplace; appropriate training is being undertaken; the behaviour of the student is appropriate to the workplace; the student's assessment is authentic.

### Students

During the work-based training periods, students will be required to follow their specialist Healthcare Science Practitioner Training Programme Training Manual. It is the student's responsibility to complete this Training Manual and the student will be visited regularly by appropriate university staff to ensure that progress is being made through it and that there are no student performance issues. As the requirements for work-based training are determined externally by the accrediting body, any student who is absent for any part of the designated time will be required to make up this time at a later stage.

In addition to the Training Manual, students will be expected to complete a ten credit-bearing professional practice portfolio in HCS209 and HCS311 where they will demonstrate their reflections on their work-based training and compile evidence of in-house training, presentations etc. By the end of the three year programme the student will have the underpinning knowledge and accompanying skills and attitudes to work effectively as a Healthcare Science Practitioner.

## 3. Teaching and Learning

### **See teaching, learning and assessment matrix, Appendix 5**

The curriculum has been designed by Healthcare Science practitioners working with the Health Education England Healthcare Science Programme Board to define the theoretical underpinning, knowledge and skills acquisition required to be a Healthcare Science Practitioner. The purpose of this degree programme is to provide the education and training for Healthcare Science Practitioners that will give them the appropriate knowledge and skills to fulfil their role as competent independent practitioners in their chosen area of specialisation. The teaching and learning methods employed reflect this dual purpose of fitness to practice in terms of competence and fitness to practice in terms of knowledge. The delivery of the programme therefore employs not only academic staff from the University but also Healthcare professional staff working in the university and in the workplace to provide the clinical focus of the programme. The diversity of clinical skills and knowledge employed in the delivery is a major strength of the programme which provides a vocational training as well as academic learning.

The strategy behind the teaching and learning methods used on the programme is to utilise a broad range of methods that reflect the different types of learning that the students undertake in terms of both skill development and knowledge acquisition. The strategy is also designed to provide a diversity of learning experiences that aims to address the different learning styles of the students.

There is an increasing amount of experiential learning undertaken in the work base as students progress through each stage and this will result in a professional portfolio which will include a log book demonstrating assessment of competence. It is the responsibility of the student to maintain their own portfolio and ensure that all assessments are completed on time.

### **Skills Acquisition**

This is an important focus of the programme and its aims:

- To produce graduates who are skilled and technically competent at a range of measurements techniques and capable of analysis, interpretation and evaluation appropriate to Audiology.
- To produce graduates who can work responsibly in accordance with NHS protocols in relation to the core skills in health and safety, human rights, patient identification, communication skills and management and quality assurance.
- To produce graduates with a range of key transferable and intellectual skills that can be applied to the role of the Healthcare Science Practitioner in Audiology in providing innovative and translational research to benefit patients, carers and the public.

Employability in the NHS is the key feature of this programme and the development of transferable skills including teamwork, problem solving, IT skills, oral & written communication, analytical & critical thinking as well as clinical skills forms a fundamental part of the programme. Concepts of professionalism are introduced at stage one and developed at later stages of the programme. There are elements of group work in a number of modules at stage one (eg human physiology, clinical & professional skills) in order to encourage students to work together as a team. This is important for these students who will be required to go onto work with other professional groups in the workplace.

It is apparent that successful graduates need relevant academic knowledge and skills, but also need to exhibit 'professional' behaviour. The university has developed Fitness for Practice Regulations, and the M.Pharm. programme within the department has developed 'Fitness to Practice Policy and Procedures' plus 'Guidelines for students'. This takes into account a range of 'appropriate' behaviours (including respect, honesty, responsibility) and this will be implemented and monitored on this programme.

#### **4. Assessment**

**See teaching, learning and assessment matrix, Appendix 5**

The assessment strategy has been developed in line with university policy, but also aims to build on good practice developed in the department to date and within the university as a whole. The assessment methods adopted in the core science modules are designed to confirm that students have achieved the particular requirements of a module whether this requirement be knowledge based, or skills based. The assessments also are designed to confirm the development of transferable skills such as team work and written communication. The spectrum of assessment methods employed therefore includes examinations, multiple choice question papers, lab report preparation, case study interpretation, data handling exercises, problem-based learning and written assignments. As students progress through the programme, the students' skills in interpretation of scientific information will be developing and therefore the style of the assessments change to monitor this academic development. In the first year there is an emphasis on time constrained tests to monitor the acquisition of knowledge. This emphasis changes as the more reflective elements of the students' abilities are monitored as their academic skills develop.

The first two years of the course will be assessed by a range of coursework including laboratory reports, portfolios, mini-projects, reflective logs and time constrained tests. There will be some elements of group assessment in stage one to encourage teamwork, but this will not contribute to the final degree classification. Students will be encouraged to develop the skills of self-assessment and reflection which will inform their personal development planning, logbook and professional portfolio.

The programme team already makes extensive use of the University Virtual Learning Environment, SunSpace to deliver assessments and provide feedback. For example, significant use of turn-it-in and grademark is to be used to provide feedback to students. This is a very useful strategy to promote information literacy as the students can see the originality reports generated and are therefore discouraged from copying and pasting blocks of text or paraphrasing sentences.

Stage three of the degree will be assessed by assessment of a significant independent work-based project which will be double marked (rather than a sample moderated).

### Assessment, Student Portfolio and Competence Strategy

Assessment in the work-base is in two parts. The first part relates to the professional portfolio which is part of the credit bearing element of the work-base modules (HCS209 or HCS311). The professional portfolio will evidence how the student has reviewed and reflected on their work-based learning and their strengths and weaknesses in professional practice. University-based clinical tutors will visit the student in the workplace and will discuss the professional portfolio with the students so that a developmental plan can be produced to address any weaknesses in the work-based training. The second part relates to the training manual provided by the Health Education England Healthcare Science Programme Board. Demonstration of clinical competence by the students is through the completion of a series of clinical competencies linked to the Training Manual. As each competency is completed and assessed the student builds up a portfolio of evidence which confirms their competency. The assessment of competence will be performed in the workplace by qualified and appropriate healthcare staff in cardiac physiology who in addition to their professional training, are also qualified assessors. Training for assessment is provided by the programme team for those NHS staff who wish to undertake this role. There will be continuous assessment across the three year training period in the workplace, using a series of Directly Observed Procedures/Direct Observation of Practical Skills (DOPS), Case Based Discussions (CbDs) and Mini Clinical Examinations (mini-Cex).

**Direct Observation of Practical Skills (DOPS)** is the observation and evaluation of a procedural/technical or practical skill performed by a student in a live environment.

**Case Based Discussions (CbDs)** are designed to provide structured teaching and feedback in a particular area of clinical or technical practice by evaluating decision making and the interpretation and application of evidence. They also enable the discussion of the context, professional, ethical and governance framework of practice, and in all instances, they allow students to discuss why they acted as they did. CbDs are used throughout training and should encourage a reflective approach to learning.

**Mini Clinical Examinations (mini-Cex)** are a short snapshot of practitioner/patient interaction. They are designed to assess the clinical skills, attitudes and behaviours of students essential to providing high quality care.

All DOPS, CbDs and mini-Cex have the potential to be completed electronically and analysed on a central database. Each student will be required to complete a portfolio in which a record of these will be kept.

The table below indicates the suggested number of formal work-based assessments that should be completed by the student in stage 1, stage 2 and stage 3.

Stage 1	Stage 2	Stage 3
2 DOPS	4 DOPS	4 DOPS
1 CBD	1 CbD	2 CbD
Competencies	1 mini-Cex	2 mini-Cex
	Competencies	Competencies

It is the responsibility of the student to maintain their own portfolio and ensure all assessments are completed on time.

The competencies form the foundation of the work-base training programme and are an important part of the portfolio and the student's record of competence. Competencies are transferable across learning outcomes and do not need to be undertaken twice where they are repeated in the programme. Where they are repeated reference should be made to the point at which this competency has been previously completed.

Competencies are cumulative and as such not all competencies have to be completed within the relevant module. All competencies should be completed by the end of the programme.

The training manual provided by the Health Education England Healthcare Science Programme Board includes examples of areas of application or evidence required to demonstrate competence. Students are expected to utilise different tools, resource and media within the local laboratory to demonstrate each area of competence.

Some competencies are exit competencies. These are described as such in the training manual in the recognition that they require a longer time and experience to acquire and therefore cannot be limited to one specific module or individual learning outcome.

## Attach assessment criteria for the programme as Appendix 6

### 5. Student Support and Guidance

All on-campus students have access to the University's central support services including Counselling, Disability Service, Health and Well-being, Chaplaincy, financial support and advice, International Office and Careers and Employability Service. The Students' Union provides an independent service which offers advice and support across the full range of personal and academic problems which students may encounter. Students wishing to lodge a complaint or an appeal can seek advice from the Students' Union or from Academic Services. Full details of all these services can be found on the University's web-site. Where appropriate, academic or support staff in the Faculty will sign-post students to these specialist services.

Healthcare Science will have an active Programme Space in Blackboard/SunSpace. This will be a very useful mechanism to address frequently asked questions and to maintain communication between students in the workplace and the university. It will provide information relating to:

- Information (programme handbook, training manuals)
- Calendar (key events can be highlighted)
- Communication (email and discussion tool)
- Portfolio development
- Personal development planning
- Relevant link sites

There are three clinical tutors who support the specialist modules and who act as a vital link between the student, the workplace and the university ensuring that the work base training is appropriate and that there are appropriate opportunities for the students to be able to proceed through the programme and graduate successfully. During the project, the students will be supported by a work base supervisor who will oversee the practical elements of the project and an academic project supervisor who will oversee the academic part of the project write-up and poster presentation.

### 6. Admissions

<b>Entry point (delete those not required)</b>	<b>Standard entry requirements</b>	<b>Entry with advanced standing</b>	<b>Other</b>
Stage 1 (u/g)	See below	Not applicable	DBS clearance Health Check
Stage 2 (u/g)	Not applicable		
Stage 3 (u/g)	Not applicable		

The typical offer will be 260 points from a minimum of 2 A levels/AVCEs or equivalent (e.g. 1 x AVCE double award) including Biology. A maximum of 20 points from Level 3 Key Skills will be accepted. Students must have three passes at GCSE grade C or above which must include Mathematics and English Language or a minimum of Level 2 Key Skills in Communication, Application of Number and Information Technology (or equivalent).

Access Course: Completion of a Quality Assurance Agency for Higher Education Access programme and that you would have a minimum of GCSE grade C Mathematics and English Language (or have obtained the equivalent as part of the course). Scottish Highers: BBCC including Biology. Irish Leaving Certificate: BCCCC including Biology or Chemistry. Overseas students must have an IELTS score of 7.0.

Accreditation of prior learning is done on an individual level for students who wish to gain entry to stage 2 or 3 of the programme. This will be monitored by the Programme Studies Board.

Because of the vocational nature of this award, in addition to these academic qualifications, all students must be interviewed, undertake health checks and have clearance from Disclosure and Barring.

## **7. Programme Management and Quality Assurance**

The programme is managed and quality assured through the university's standard processes. Modules are overseen by a Module Studies Board and each year each module leader provides a brief report on the delivery of the module, identifying strengths and areas for development. The Programme Studies Board, which includes module leaders, student representatives and representatives from NHS employers, is responsible for the programme as a whole, ensuring the coherence of the programme overall, its currency, progression, and alignment between the learning outcomes and modes of teaching, learning and assessment. Student achievement, including progression between levels and degree classification, is kept under review. The programme is reviewed annually and a report is sent to the Faculty Quality Management Sub-Committee which in turn reports issues to Academic Board via the University's Quality Management Sub-Committee (QMSC) and Academic Experience Committee (AEC).

External examiners are appointed to oversee and advise on the assessment of the programme. They verify the comparability of the standards of the programme with the standards of similar programmes elsewhere in the UK and the quality of the assessment process. They are also invited to comment on proposed developments to the programme. Their reports are sent to the DVC (Academic) as well as to the Faculty; the DVC (Academic) requires a report from the Faculty on any major issues of concern raised by the external examiner.

All programmes are reviewed by the University on a six-yearly cycle to identify good practice and areas for enhancement. Programmes are revalidated through this review process. These reviews include at least one academic specialist in the subject area concerned from another UK HEI.

### **Operationalisation of quality assurance**

#### **Faculty and Department**

Each of the faculties within the university is structured in such a way that there is an Associate Dean (AD) for the Student Experience and another AD for Reach-out and employer engagement activities. This reflects the importance that the university places on its stakeholders and their involvement and contribution to its programmes of study. The AD for student experience chairs the Faculty Quality Management Committee, Learning and Teaching group, Student Transition and Retention group and many others which relate to the enhancement of the student experience. The AD for reach-out activities chairs the Faculty Reach-out committee and liaises closely with the NESHA to ensure that the healthcare profession programmes that it commissions are of a high standard. The continuing commissioning since 2002, of the BSc (Hons) Clinical Physiology and BSc (Hons) Audiology programmes is testament to this.

The Faculty of Applied Sciences and the Department of Pharmacy, Health and Well-Being therein, ensure that quality management and quality enhancement are integral to the modus operandi of its programmes. The Department acknowledges that any professionally accredited programme that it offers must be rigorous in its quality assurance, monitoring and enhancement activities. A key part of this process involves employer liaison groups and a departmental staff-student liaison committee. It is very apparent to the students that the university takes their feedback very seriously and follows it up. As a consequence, students provide clearly articulated and objective feedback because they understand and appreciate that they are really being listened to and their issues addressed. Issues that arise from any stakeholders are considered very seriously by the university and they must be addressed by the programme leader or other appropriate staff and evidenced in quality assurance and monitoring processes.

#### **Modules**

All modules are overseen by a Module Studies Board and the composition of this Board consists of all module leaders whose modules share a common identifying code prefix and students from every stage who undertake these modules. Every year each module leader must provide a report on the delivery of

the module, pass rates and grades attained, staff and student feedback and identify strengths and areas for further development. The module feedback is collected formatively as the module is delivered so that any issues which may arise can be quickly addressed and summatively at the end of the module, usually by the use of a questionnaire.

#### Programmes

The composition of the Programme Studies Board includes the module leaders of the module which make up the programme, student representatives from each stage, representatives from the Physiological Sciences Leads Group, the library representative from Student Learning Support Services, clinical staff who teach or contribute to the programme and patient representatives. The Programme Studies Board is responsible for the programme as a whole, ensuring the coherence of the programme overall, its currency, progression, and alignment between the learning outcomes and modes of teaching, learning and assessment. Student achievement, including progression between stages and degree classification, is kept under review.

#### Annual monitoring

Annual monitoring takes place at module and at programme level and is designed to ensure that the academic standards set for each award are maintained through a process of reflective evaluation by the teaching team. As previously described, student feedback forms a vital part of the module leaders report, similarly at programme level where feedback is more normally obtained using the nominal group technique. At programme level, feedback from students, teaching staff, employers, patients and external examiners must all be considered and addressed as part of the reporting process and formalised into a report. At the end of the annual monitoring process, an annual report which includes a developmental grid and an action plan for each programme is produced and this clearly articulates how the programme and the associated student experience will be enhanced in the following academic year. Reflections on the success or otherwise of this plan form the basis for the following year's annual monitoring report.

The programme's annual report is sent to the Faculty Quality Management Sub-Committee which in turn reports issues to Academic Board via the University's Quality Management Sub-Committee (QMSC) and Academic Experience Committee (AEC).

#### External examiners

External examiners are appointed to oversee and advise on the assessment of the programme. They verify the comparability of the standards of the programme with the standards of similar programmes elsewhere in the UK and the quality of the assessment process.

There will be three external examiners on the Healthcare Science physiological sciences programme: one person from the Association of Clinical Physiology Educators; one person from the Society for Cardiological Science and Technology; one person from the British Academy of Audiology. These appointments have already been agreed.

The external examiners moderate all of the assessments at stages 2 and 3 both before and after they are set. They moderate samples of work from all of the modules for which they have a responsibility as well as the projects. Prior to attending the assessment boards, they meet with student representatives and obtain formal feedback from the students. All of these activities inform the external examiner's annual report and issues arising from this report must be formally addressed by the programme leader in the development grid and in a formal written response to the external examiner. The external examiner reports are sent to the DVC (Academic) as well as to the Faculty; the DVC (Academic) requires a report from the Faculty on any major issues of concern raised by the external examiner. The current external examiners have been invited to comment on the new Healthcare Science programme and have provided valuable feedback particularly with respect to the management of work-based training.

Involvement of patients, employers and students in the development and monitoring of the programmes.

#### Patients

Patient contact lies at the centre of the work of all healthcare professionals and it is essential that the programme is patient-centric so that these new healthcare professionals are responsive and competent to practice when they are in the workplace. Work with patients and lay people are part of modules HCS116 and HCS110 in stage 1 of the programme. The patient voice and the carer voice are included in HCS116. A patient and a layperson are used as subjects in HCS110 and provided feedback on the



student's performance. Actual patients will be involved in the assessment of the clinical skills by providing feedback to the trainee during the placement, this will be recorded in the student's professional portfolio. There is a layperson who teaches all of the stage one PTP students about working with patients and with the disabled and this person is a member of the Programme Board of Studies.

#### Employers

Employers and placement providers have contributed to the development of the programme through formal meetings hosted by NESHA of the Physiological Sciences Leads Group, Regional Advisory Committee for the Training of Audiology Professionals (RACTAP) and by the healthcare science sub-group of LETB. These groups meet regularly at least twice a year and the programme leader and/or clinical specialist practitioner staff attend these meetings and discuss placement issues. More formally, their representatives also attend the programme study board.

These groups provide a valuable and continuing source of feedback on the suitability of the programme to clinical practice. They have been particularly useful in adapting the earlier proposals for the timing of the large work-based training blocks in stages 2 and 3 to the newly proposed format where all of the academic and theoretical underpinning of the curriculum is taught before the student undertakes their training block. In response to their feedback, work-based training does not occur during August or the winter vacation period when staff numbers in the departments and clinics are depleted because of holiday arrangements.

#### Students

Student feedback is embedded into all of the management and enhancement activities that the university undertakes including at module, programme, departmental and university level. Our current students behave in a very open, objective and professional manner and have been a valuable source of feedback on the development of the new programmes. There has been full and frank discussion with potential students about the nature and requirements of the unpaid placement but their belief is that this is the only way that they are going to get such valuable hands-on experience, equivalent to a year's placement, and that this will put them in a favourable position with respect to employment when they graduate at the end of three years.

## 8. Learning Environment and Resources

The programme has an excellent learning environment and including a new multi-million pound development in the Sciences Complex. This includes:

- The latest teaching and learning facilities, including a brand new problem based learning facility and IT suites, simulation areas linked to seminar rooms to facilitate use of state of the art simulation technology (eg 'sim man' which will enable interactive learning of human physiology and pharmacology).
- Multi-disciplinary science laboratories, including new facilities for proteomics, drug discovery, pharmacy, and health sciences
- A new integrated industry-standard analytical services lab and scientific imaging suite
- Social learning spaces including:
  - Student learning lounge (including a 'podcast PC' to facilitate the delivery of video to students)
  - Open access computers with PC help area (with relevant software including SPSS)
  - Computer access to large TV screens to promote group work
- Exhibition space to promote science to industry and the health professions

The laboratory facilities are of a high standard and there is excellent technical support to deliver practicals across the curriculum. This ability to deliver high quality laboratory practicals has been enhanced by the new investment by access to the analytical instrumentation laboratory (£1.2 million investment in capital equipment).

There are well equipped physiology laboratories which are extensively used by students and will be upgraded as part of Phase II of the upgrade of the Science Complex. They are equipped with the specialist equipment and instrumentation to teach cardiac, vascular and respiratory physiology. The Department

hosts a clinical skills facility which simulates a clinical setting and includes simulation mannikins, these are used extensively by those students aiming to be healthcare professionals.

The Murray library offers an excellent physical and electronic resource to students. Over the past three years, through three major refurbishments, there has been investment into creating exciting, innovative 24/7 study spaces that reflect how students have indicated they want to use their libraries. In addition to books, journals, computers and printing facilities, and quiet study areas, there are study areas students can book for group work activities. University Library Services also administer the handing in of assignments and the return of marked assignments to students through their Assignment Services. Healthcare Science has been taught at the University of Sunderland for a number of years and consequently there is a mature but regularly updated collection of relevant text books and journals.

The University VLE, SunSpace is a key resource that underpins their delivery of teaching material and enables easy communication with students. There are existing successful programme spaces for frequently asked questions, and each module has a space for guides, handbooks, lecture notes and other resources (relevant web links, media etc). The majority of modules make use of the plagiarism detection software (turn-it-in) and also provide feedback within SunSpace (eg in grademark). Increasingly, individual audio-feedback is delivered to students via SunSpace (selective release).

University IT services enable students to register wi-fi phones / PDAs or laptops and provide access to relevant software (SPSS v18) at no cost to the student. Students have access a shared drive so that saved information can be opened on any of the University computers.

# APPENDICES

APPENDIX 1: SITS Summary

APPENDIX 2: Module assessment weightings

APPENDIX 3: Programme Specific Regulations

APPENDIX 4: Matrix of modes of teaching, learning and assessment

APPENDIX 5: Assessment Criteria

**QUICK REFERENCE**

Panel: External Internal  
 Programme: New Review Title Change  
 Replacement for existing

**SITS SUMMARY PROGRAMME/SHORT COURSE DETAILS**

(Form to be completed electronically by the Faculty and forwarded to the QAE Quality Officer supporting the Approval event, or sent to MISD for faculty devolved processes before sending to QAE)

<b>PROGRAMME/SUBJECT/SHORT COURSE DETAILS</b>	
Exit Award: Title of programme/award	BSc (Hons) Healthcare Science: Audiology
<i>If replacement for existing, specify title of old</i>	BSc (Hons) Audiology
Faculty:	Applied Sciences
Department:	Pharmacy, Health and Well-being
SITS Programme/Short Course code <sup>1</sup>	
Programme Studies Board <sup>2</sup>	Biosciences
UCAS code <sup>3</sup> (if applicable). If other please state method.	B990
JACS code <sup>4</sup>	B610
Qualification Level / Qualification Aim	BSc (Honours)
Modes of delivery and duration:	Full time 3 years Part time 4-6 years On-campus
CSP Only. Other subject combinations not allowed with this subject:	N/A
Programme Leaders:	Mr Paul Parkin
Date of Approval	May 24 <sup>th</sup> 2011
Date of next review ( <i>QAE to complete</i> )	
Start date of programme/Short Course	September 2011
Number of intakes per annum and likely month(s) intake(s) starts.	One per year in September
<b>FUNDING DETAILS</b>	
Confirm funding arrangements for programme e.g. HEFCE/TDA/NHS/Other <sup>5</sup>	HEFCE
If it is TDA, is it primary/secondary/F.E./Other (please state)	
Is the programme Open or Closed <sup>6</sup> :	Open

<sup>1</sup> To be allocated in consultation with MISD team in SRBP

<sup>2</sup> Programme Studies/Assessment Board that will have management responsibilities for the programme.

<sup>3</sup> Please contact Admissions Manager for code

<sup>4</sup> JACS code = e.g. (V1) History, (G5) Computing Science, etc. for information contact relevant AD

<sup>5</sup> Please confer with Amanda Watson for funding status for programme

<sup>6</sup> An Open programme constitutes an open admissions policy. A Closed programme is normally specific to one client only. If in doubt please consult Academic Services or Planning and Finance.

<b>ACCREDITING BODY</b>	Health Education England Healthcare Science Programme Board
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<b>PROGRAMME SPECIFIC REGULATIONS</b>	<p>BSc (Hons) Healthcare Science: Audiology is a dedicated Practitioner Training Programme (PTP) for the Health Education England Healthcare Science Programme Board. In order to comply with the PTP all students must be able to achieve all of the designated credits which make up the programmes. The students must achieve 40% in each element of assessment to pass a module.</p> <p>Any student who fails to do this at any stage cannot be awarded the named title BSc (Hons) Healthcare Science: Audiology as it would misrepresent their ability to practice. The Health Education England Healthcare Science Programme Board does not allow students who fail to attain 120 credits at stage 3 to graduate with an interim award of a general degree in Healthcare Science.</p> <p>Professional Practice and Work Base Training modules (HCS209, HCS311) include pass / fail assessment of competencies. The undergraduate generic assessment criteria are not used and assessments do not include numerical values but reflect the standard expected for practice. These modules therefore cannot be included in the calculation for the final degree classification.</p>
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<b>COLLABORATIVE:</b> Please complete details	<b>UK</b> No	<b>Overseas</b> No
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**INTERIM AWARD SCHEDULE**

<b>Interim award title</b>	<b>Credits required</b>	<b>Interim structure</b> Please show mandatory requirements if applicable e.g. core module codes
Certificate in Higher Education	120 credits	HCS102/104/105/116/107/108
Diploma in Higher Education in Healthcare Science	240 credits	As above + 120 credits from any stage 2 HCS modules

**DETAILS SUPPLIED BY:** ..... **DATE:** .....

**For QAE use only:** Circulation list: Quality Assurance & Enhancement (files), MISD (J Ruffell, L Warner), Admissions (E Wilson), Recruitment (Les Brown, Catryn Davies), Student Office (L Dixon), Planning (Laura Anderson), Learning Development Services (Scott Miller, [sunspace@sunderland.ac.uk](mailto:sunspace@sunderland.ac.uk)) Central Timetabling (Alison McMahon) International Admissions (Annie Doyle) + **for collaborative programmes:** Partnership Office Carole Green, Marketing and Recruitment (Judith Green)

## BSc Healthcare Science: Audiology stage 1 modules. All core.

Award, Route (if applicable) and Stage	New Module N	Module Title	Module Code	Module Credit Value	Assessment weighting	Pre-/co-requisites	Module leader	Other comment	Date of Entry on SITS. ( After event)	JACS Code
1	N	Human Physiology	HCS102	20	CW1 25% CW2 25% CW3 25% CW4 25%	None	Dr R Pullen			B120
1	N	Cell Science 1	HCS104	20	CW1 50% CW2 50%	None	Dr J. Armstrong			C130
1	N	Infection & Immunity 1	HCS105	20	CW1 20% CW2 20% CW3 60%	None	Dr K Thomas			C500
1	N	Clinical & Professional skills for Healthcare Science	HCS116	20	CW1 25% CW2 75%	None	Mr P. Parkin			B990
1	N	Applied Physics and Measurement	HCS107	20	CW1 20% CW2 20% EX 60%	None	Mr W. Arden			B610
1	N	Applied anatomy, physiology and pathophysiology of the neurosensory systems	HCS108	20	CW1 40% CW2 20% EX1 40%	None	Mr P. Parkin			B610

**BSc Healthcare Science: Audiology. Stages 2 and 3. All modules are core**

Award, Route and Level	New Module N	Module Title	Module Code	Module Credit Value	Core or option	Assessment weighting	Pre-/co-requisites	Module leader	Date of Entry on SITS.	JACS Code
2	N	Research and Analytical Skills for Biosciences	HCS226	20	Core	CW1 50% CW2 50%		Dr K. McGarry		G311
2	N	Work base training in Physiological Science 1	HCS209	20	Core	CW1 100%	HCS116	Mr . P. Parkin		B120
2	N	Applied Physiological Measurement and Instrumentation	HCS213	20	Core	CW1 20% CW2 20% EX1 60%		Mr P. Parkin		B890
2	N	Processes of audiological rehabilitation	HCS214	20	Core	CW1 20% CW2 20% EX1 60%		Dr Catherine Hayes		B610
2	N	Pathophysiology of Hearing and Balance	HCS231	20	Core	CW1 40% EX1 60%		Mr P. Parkin		B610
2	N	Fundamental principles of audiological assessment	HCS216	20	Core	CW1 20% CW2 20% EX1 60%		Mr P. Parkin		B610
3	N	Work base training in Physiological Science 2	HCS311	30	Core	CW1 100%		Mr P. Parkin		B120
3	N	Psycho/Social aspects of hearing loss	HCS315	30	Core	CW1 20% CW2 20% EX1 60%		Dr Catherine Hayes		B610
3	N	Advanced principles of audiological assessment	HCS316	20	Core	CW1 20% CW2 20% EX1 60%		Mr P. Parkin		B610
3	N	Introduction to tinnitus	HCS317	10	Option	CW1 50% CW2 50%		Mr P. Parkin		B610
3	N	Vestibular assessment	HCS318	10	Option	CW1 50% CW2 50%		Mr P. Parkin		B610
3	N	Paediatric assessment	HCS319	10	Option	CW1 50% CW2 50%		Mr P. Parkin		B610
3	N	Specialist hearing instruments	HCS320	10	Option	CW1 50% CW2 50%		Mr P. Parkin		B610
3	N	Research Project in Physiological Science	HCS321	30	Core	CW1 20% CW2 80%	HCS226	Mr P. Parkin		B120

**PART B - Programme Regulation/s****Name of programme:** Healthcare Science (Audiology)**Title of final award:** BSc with Honours Healthcare Science (Audiology)**Interim awards:** Certificate in Higher Education in Healthcare Science; Diploma in Higher Education in Healthcare Science**Accreditation:** Healthcare Science (Audiology) programme is accredited until 2019 by the National School of Healthcare Science and until 2018 by the Registration Council of Clinical Physiologists (RCCP)**University Regulation** (please state the relevant University Regulation)<https://docushare.sunderland.ac.uk/docushare/dsweb/Get/Document-8312/AQH-F1-1%20Undergraduate%20Academic%20Regulations%202013-14.pdf>**Programme specific regulations to meet Professional Body requirements:**

- 1) Admissions regulations: Overseas applicants from countries whose first language is not English are required to produce evidence of advanced competence in English. This will require an IELTS test score of 7.0 or equivalent (with a minimum of 6.0 in each element)
- 2) A whole module score must not be below the University definition of a pass – this means compensation between modules is not allowed
- 3) Maximum period of registration on a programme of study will be 5 years for full-time students

**Regulations apply to students commencing their studies from** (please state the date / intake that these regulations will apply to students for each Stage):

Regulations apply to students	Date the regulations apply	Intakes affected
Stage 1	September 2016	2016 onwards
Stage 2	September 2016	2016 onwards
Stage 3	September 2016	2016 onwards

**Stage 1**

Code	Title	Credits
HCS102	Human Physiology	20
HCS107	Applied Physics and Measurement	20
HCS108	Applied Anatomy, Physiology and Pathophysiology	20
HCS104	Cell Science 1	20
HCS105	Infection and Immunity 1	20
HCS116	Clinical and Professional Practice for Healthcare Science	20

**Progression Regulations**

*To meet the requirements of the National School of Healthcare Science the following restrictions have been approved by Academic Board on the provisions of the university regulations:*

*Modules cannot be compensated so you must pass each module with an overall mark of 40%*



Students must also achieve a pass mark of 40% in each element of assessment in HCS116

## Stage 2

Code	Title	Credits
HCS209	Professional Practice and Work-based Training in physiological sciences 1	20
HCS213	Applied Physiological measurement and Instrumentation	20
HCS214	Processes of Audiological Rehabilitation	20
HCS226	Research and analytical skills for bioscience students	20
HCS216	Fundamental Principles of audiological assessment	20
HCS231	Pathophysiology of hearing and balance	20

## Progression Regulations

To meet the requirements of the National School of Healthcare Science the following restrictions have been approved by Academic Board on the provisions of the university regulations:

Modules cannot be compensated so you must pass each module with an overall mark of 40%.

## Stage 3

### Core modules

Code	Title	Credits
HCS311	Professional Practice and Work-based Training in physiological sciences 2	30
HCS315	Psycho/social aspects of hearing loss	30
HCS316	Advanced Principles of audiological assessment	30
HCS321	Research Project in Physiological Sciences	30

### Optional module

Code	Title	Credits
HCS318	Vestibular Assessment	10

## **Progression Regulations**

*To meet the requirements of the National School of Healthcare Science the following restrictions have been approved by Academic Board on the provisions of the university regulations:*

*Modules cannot be compensated so you must pass each module with an overall mark of 40%*

Any student who fails to complete 120 credits at stage 3 of the programme will not be allowed to graduate with a BSc (Hons) Healthcare Science degree.

## Matrix of modes of teaching, learning and assessment

## Stage 1: All modules are core

Module	Code	Modes of T&L	Modes of Assessment	LO K1	LO K2	LO K3	LO S1	LO S2	LO S3	LO S4	LO S5	LO S6
Human physiology	HCS102	Lectures Labs Workshops	MCQ Group poster; lab report; worksheet		TDA		TDA	TDA	TDA	TDA		
Cell science 1	HCS104	Lectures Labs	MCQ Lab report	TDA			TDA	TDA	TDA			
Infection & immunity 1	HCS105	Lectures Labs	Portfolio (incl competency) Report TCT	TDA			TDA	TDA	TDA			
Clinical and Professional Practice for Healthcare Science	HCS116	Workshops Simulations Observations	Case study presentation Competency Reflective log			TDA			TDA	TDA	TDA	TDA
Applied Physics and Measurement	HCS107	Lectures Tutorials Seminars	Lab report Oral presentation TCT				TDA	TDA	TDA	TDA		
Applied anatomy, physiology and pathophysiology of the neurosensory systems	HCS108	Lectures Tutorials Seminars Labs	Lab report Oral presentation TCT	TDA	TDA		TDA	TDA	TDA	TDA		

**T: Taught**  
**D: Developed**  
**A: Assessed**

## Stage 2: BSc Healthcare Science (Audiology) All core

Module	Code	Modes of T&L	Modes of Assessment	LO K4	LO K5	LO K6	LO S7	LO S8	LO S9	LO S10	LOS11
Research and Analytical Skills for Biosciences	HCS226	Lectures Workshops	Research proposal, statistics assignment		TDA			TDA	TDA	TDA	
Work base training 1 in physiological sciences	HCS209	Work base training	e-portfolio	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA
Applied Physiological Measurement and Instrumentation	HCS213	Labs Workshops	Lab report Oral presentation TCT		TDA	TDA	TDA	TDA			
Processes of audiological rehabilitation	HCS214	Lectures, Labs, Workshops	Lab report Case study TCT	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA
Pathophysiology of auditory and vestibular systems	HCS231	Lectures, Labs, Workshops	Lab report Case study TCT	TDA			TDA	TDA	TDA		
Fundamental principles of audiological assessment	HCS216	Lectures Labs Tutorials	Lab report Oral presentation TCT	TDA	TDA	TDA	TDA	TDA	TDA	TDA	

**T: Taught**

**D: Developed**

**A: Assessed**

### Stage 3: BSc Healthcare Science (Audiology) HCS317/318/319/320 all 10 credit options

Module	Code	Modes of T&L	Modes of Assessment	LO K7	LO K8	LO K9	LO K10	LO K11	LO S12	LO S13	LO S14	LO S15	LO S16
Work base training 2 in physiological sciences	HCS311	Work base training	Portfolio	TDA	TDA			TDA		TDA	TDA	TDA	TDA
Psycho/Social aspects of hearing loss	HCS315	Lectures Labs Workshop	Lab report Case Study TCT	TDA				TDA		TDA	TDA	TDA	TDA
Advanced principles of audiological assessment	HCS316	Lectures Labs Workshop	Lab report Oral TCT	TDA		TDA	TDA	TDA		TDA	TDA	TDA	TDA
Introduction to tinnitus	HCS317	Labs	Case study TCT	TDA		TDA	TDA	TDA		TDA	TDA	TDA	TDA
Vestibular assessment	HCS318	Workshop	Case study	TDA		TDA	TDA	TDA		TDA	TDA	TDA	TDA
Paediatric assessment	HCS319	Lectures	TCT	TDA		TDA	TDA	TDA		TDA	TDA	TDA	TDA
Specialist hearing instruments	HCS320	Labs	Case study	TDA		TDA	TDA	TDA		TDA	TDA	TDA	TDA
Research project in physiological science	HCS321	Labs workshops	Poster Project report	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA

**T: Taught**

**D: Developed**

**A: Assessed**

**Assessment Criteria at the level of the target award**

The university undergraduate generic assessment criteria will be used.