



Queen Margaret University College
EDINBURGH

Programme Specification

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

1	Awarding Institution	Queen Margaret University College
2	Teaching Institution	Speech and Hearing Sciences, School of Social Sciences, Media and Communications, Corstorphine Campus
3	Work-based learning	Variety of locations in health care services, mainly in the NHS in Scotland for clinical placements. Also various locations in Edinburgh for inter-professional learning.
4	Programme accredited by	To be accredited by RCCP/HPC 2006
5	Final Award	BSc (Hons) Audiology
6	Programme	BSc (Hons) Audiology
7	UCAS code	B610 BSc/AUD
8	SCQF Level	10
	Date of validation/review	April 2005

9 Educational Aims of the programme

This 4-year programme leads to the award of a BSc (Hons) Audiology. On successful completion of the course, graduates will demonstrate competencies that lead to eligibility to apply for registration to enter professional practice as qualified audiologists.

The aims of the programme focus on the integrated development of academic, practical and professional knowledge, understanding and skills. The programme aims to:

:

- Provide students with the knowledge, skills and attitudes to equip them for a career in audiology;
- Develop professional specific knowledge, understanding and skills which fit them for effective, reflective clinical practice to secure, maintain and improve the health and well-being of people with hearing and balance disorders;
- Develop key transferable skills in general use in graduate employment so that students become competent in both autonomous practice and in team-working;
- Develop critical and analytical competence so that students become users and creators of research evidence in their professional practice;
- Provide opportunities for students to learn with and from other healthcare professionals so that they develop competence in inter-professional practice;
- Develop motivation and ability to engage in continuing professional development and life-long learning;
- Provide a responsive curriculum that acknowledges service changes, and national and local developments.

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

Benchmark Statement for Audiology. These statements include expressions of professional/employment related abilities that graduates in audiology are expected to develop during their higher education and associated practice based experiences. These align with abilities expressed in the SCQF framework.;

Registration Council for Clinical Physiologists (RCCP) Guidelines for Accreditation, which includes in Appendix 4 "BSc (Honours) in Audiology: Educational Aims";

National Audiology Portfolio;

National Occupational Standards for Audiology.

11 Learning Outcomes of the Programme

The programme provides opportunities for students to develop and demonstrate knowledge, understanding, professional skills, intellectual skills, attitudes values and key skills in the following areas.

A Knowledge and understanding

On successful completion of the programme students will be able to:

- A1 Integrate knowledge from the biological, physical, linguistic and behavioural sciences which underpin audiology;
- A2 Demonstrate knowledge and understanding of the core discipline of audiology, and an understanding of how this knowledge is applied in a variety of practical contexts;
- A3 Display an understanding of audiology professional standards and guidelines;
- A4 Demonstrate knowledge of the range of contexts and the complexities of health care systems within which audiology is practised;
- A5 Demonstrate knowledge of multidisciplinary working and an understanding of the role of other health professions;
- A6 Show an awareness of the social and economic factors that impact on health and the delivery of care;
- A7 Demonstrate understanding of the theoretical and scientific basis of research, research methodology, clinical audit, governance and evidence based practice;
- A8 Knowledge and skills in different counselling techniques and their effect on clients.

Teaching/learning methods and strategies

Teaching and learning approaches include key note lectures, student and tutor led tutorials, common learning programme; laboratory practical sessions, web-based learning; directed reading; clinical discussion groups, practical skill-based and case-based workshops, clinics and clinical placements.

Assessment

Unseen examinations; video case-based examinations; individual objective structured clinical examinations; clinical portfolio; essays; posters; data analysis and interpretation; case studies; clinical supervisor reports / grades; reflective logbook.

B Intellectual (thinking) skills

On successful completion of the programme students will be able to:

- B1 Formulate strategies for selecting appropriate and relevant information from a range of sources;
- B2 Analyse and critically evaluate such information in relation to the assessment and rehabilitation of individuals with hearing and balance disorders;
- B3 Debate how evidence from the literature and other sources can be used to develop best practice in audiology;
- B4 Critically discuss new concepts, theories and research in order to determine their relevance to audiology;
- B5 Critically evaluate and reflect on student's own academic, clinical and professional performance;
- B6 Formulate research questions and hypotheses and devise methodologies to address them;
- B7 To adapt management strategies to the needs of the client.

Teaching/learning methods and strategies

Teaching and learning approaches include key note lectures, student and tutor led tutorials, common learning programme; laboratory practical sessions, web-based learning; directed reading; clinical discussion groups, practical skill-based and case-based workshops, clinics and clinical placements.

Assessment

Unseen examinations; clinical portfolio; video case-based examinations; OSCE (observed skills clinical examination); essays; data analysis and interpretation; written case reports; clinician's reports / grades; reflective logbook.

C Practical skills

These are profession specific clinical audiology skills. On completion of the programme students will be able to:

- C1 Meet the published National Occupational Standards for audiology and demonstrate competencies necessary for safe practice;
- C2 Apply knowledge of hearing and balance science to the assessment and rehabilitation of service users;
- C3 Demonstrate the ability to work collaboratively with other professionals in different contexts and be aware of professional boundaries;
- C4 Develop skills in effective reporting of assessment results and interpretation and management options to service users, their carers and other professionals;
- C5 Demonstrate personal skills congruent with professional codes of conduct;
- C6 Select and apply appropriate management techniques which may include prosthetic devices and counselling or training techniques;
- C7 Practise in a fair and anti-discriminatory way;
- C8 Communicate and relate effectively with service users, including children, who may have a variety of needs and come from diverse cultural backgrounds.

Teaching/learning methods and strategies

Teaching and learning approaches include demonstrations, observations, student and tutor led tutorials, skills development workshops; laboratory practical sessions, web-based learning; directed reading; on-site supervised clinical skills development practical sessions, seminars; clinical placements in the service domain.

Assessment

Individual observed skills clinical examinations (OSCE); National Audiology Portfolio; clinical portfolio; video case-based examinations; data analysis and interpretation; written case reports; clinical supervisors' reports / grades; reflective logbook.

D Transferable skills

On completion of the programme students will be able to:

- D1 Engage in independent learning;
- D2 Confidently display numerical and IT skills to present, manage and analyse data appropriately;
- D3 Select and carry out appropriate statistical procedures to address particular research questions;
- D4 Use word-processing, spreadsheets and statistical analysis software packages in the pursuit of effective Audiological practice;
- D5 Retrieve information on a particular topic from printed and electronic sources;
- D6 Work in both individual and team working practice situations;
- D7 Confidently present a verbal report on a project;
- D8 Identify personal and professional goals for continuing professional education and lifelong learning;
- D9 Engage in reflective practice.

Teaching/learning methods and strategies

Teaching and learning approaches include keynote lectures, tutorials, laboratory practical sessions, clinical placements and experience in a variety of settings.

Assessment

Unseen examinations; National Audiology Portfolio; video case-based presentations and oral presentations; data analysis and interpretation; written case reports; clinical supervisors' reports / grades; reflective logbook.

12 Programme structures and features, curriculum units (modules), credits and award requirements

The programme is divided into four levels of full time study. The average length of attendance per year is 32.5 weeks. The curriculum is made up of modules linked together to form a coherent programme of learning. A standard-size module is 10 credits and requires a notional 100 hours work on the part of the student, including attendance at classes or placement. Total credits for the programme = 520.

The taught components of the course (with the exception of the distance learning modules delivered by UHI) require attendance at QMUC, with the clinical placements carried out in the practice environment.

An innovative feature is the extensive inter-professional learning that is contained within the programme. Here students learn in groups with health professional students from medicine, nursing podiatry, occupational and physiotherapy, radiography, speech and language therapy and dietetics.

Students are required to successfully complete all assessments associated with each module in order to accrue credit. The modules, levels at which they are studied and the credit rating are shown below.

Level 1

Components	Modules	Credits
Audiological Studies	Introduction to audiology, physics and psychoacoustics	10
	Anatomy, physiology and pathology of the auditory system	10
	Identification audiometry	10
	Basic audiometry	10
Communication	Interprofessional Education 1	20
	Introduction to Linguistics	10
	Structure and Development of Speech	10
Psychology and Sociology	An Introduction to Psychology (UHI)	15
	Research Methods in Social Science (UHI)	15
Biological and Medical Sciences	Introductory Physiology and Anatomy	10
	Neurobiological Foundations of Communication	10
Total		130

Level 2

Components	Modules	Credits
Audiological Studies	Observation	0
	Adult Aural Rehabilitation	10
	Paediatric Audiology	10
	Paediatric Rehabilitation	10
	Diagnostic Audiology	20
	Rehabilitation Technology	20
	Preparation for placement	0
Communication	Interprofessional Education 2	20
	Cognitive Psychology	10
Psychology and Sociology	Individual, Society and the Health Continuum (UHI)	15
	Neurology	10
Biological and Medical Sciences		
Total		125

Level 3

Components	Modules	Credits
Audiological Studies	Placement/clinical audiology 1	50
	Placement/Clinical audiology 2	50
	Introduction to cochlear implantation	10
	Anatomy, physiology and pathology of the vestibular system	10
Psychology and Sociology	Investigative Methods	10
Total		130

Level 4

Components	Modules	Credits
Audiological Studies	Placement/Clinical audiology 3	20
	Placement/Clinical audiology 4	20
	Research Project and Report	40
	Interprofessional Education 4	20
Communication Options (two)	Disability and Society (UHI)	10/15
	Counselling in audiology	10
	Linguistics in specific contexts: Deafness and Hearing Impairment, including British Sign Language	10
Total		120/5

Specific Professional Requirements

The programme meets the following professional requirements:

- BSc Audiology involves 4 years of education and clinical training and completion of the National Audiology Portfolio;
- For students whose first language is not English, they must show evidence of IELTS (British Council English Language Testing Service) score of 7 (in line with other UK Audiology courses);
- 40+ weeks of clinical placement (in line with other UK Audiology courses);
- Fit and well in order to meet the majority of Audiology role requirements;
- Students must satisfy requirements of Disclosure Scotland.

13 Support for students and their learning

Student Induction Programme. Induction introduces students to members of staff and provides contact information.

Clinical Supervisors. They provide support for students' learning on placement.

Student Mentors. Each new entrant to the programme is paired with a Level 3 student who offers support and provides information to the new student.

Student Counsellors. QMUC offers a student counselling service and a range of other QMUC-wide support services including accommodation advice, financial advice, careers advice and a health service.

The Library. This is a key resource and support for learning for all QMUC students. Full information on Library facilities can be found in the QMUC Student Handbook.

IT facilities and support. These are offered in eight open access workshops at the Corstorphine Campus.

Special Needs Coordinator. This is a member of staff who provides information and support for students with disabilities and ensures that all members of the Programme Team are aware of such students' needs.

International Student Tutor. A member of staff who is the personal academic tutor of all international students following the programme.

Personal Academic Tutors. Each student is assigned a personal academic tutor on entry to the programme. The personal academic tutor is a student's first line of contact if he or she wishes to discuss any circumstances that could affect progress.

Year Tutors. Each level of the programme is the responsibility of a Year Tutor. These tutors liaise with the Programme Leader to ensure the smooth organisation of that level of the programme.

Module Coordinators. The maintenance and delivery of each individual module is the responsibility of its module coordinator.

Access to all staff via Email.

Programme Leader. This member of staff is responsible for the day to day running of the programme and for the welfare of students, in consultation with all other members of the team. It is envisaged that this will be the Senior Lecturer audiology position.

Clinical Lecturer. This will be a member of the audiology lecturing staff. If students have concerns about any aspect of clinical placements they can consult with the Clinical Lecturer either directly or via their personal academic tutor. The Clinical Lecturer contacts supervising clinicians to discuss student-related issues where appropriate.

Distance Learning Co-ordinator. This is a part-time member of staff who co-ordinates the distance learning components of the programme that are offered by the Highlands and Islands Millenium Institute, the collaborative partner institution.

14 Criteria for admission

We welcome applications from school leavers, graduates and mature students. Applicants are advised to gain some experience of observing or work-shadowing an audiologist.

Entry Requirements

Admission to the programme typically requires:

- Scottish Higher grades of BBBCC (278 UCAS Tariff points);
- A Level grades of BBC (280 UCAS Tariff points);
- Irish Leaving Certificate (ILC): BBBCC at Honours level.
- Mathematics with English and a Science subject at S/Intermediate2/GCSE or beyond; preferred subjects at H/A/AS are Physical or Biological Sciences and Psychology;

Prior learning is recognised and there is provision for multiple points of entry into and exit from the programme. According to the institution's APEL policy persons in the NHS, currently registered as audiology technical officers, may register as Associate students for stand-alone theoretical modules and accumulate the credits associated with them, provided that all assessment criteria are met.

- Fit and well in order to meet the majority of Audiology role requirements;
- Students must satisfy requirements of Disclosure Scotland.

15 Methods for evaluating and improving the quality and standards of teaching and learning

Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards

External Examiners' reports. Two external examiners for the programme will be appointed.

Quinquennial programme review, accreditation and validation by RCCP/HPC and QMUC.

Annual Course Monitoring. Issues raised in these reports inform action points arising from external examiners' reports and comments appear in the annual Action Plan for the programme. The Faculty Taught Programmes committee receives, considers and takes appropriate action on annual programme monitoring reports and reports to the Faculty Academic Board.

Programme, Student/Staff committees.

Subject meetings.

Members of audiology staff will also probably act as External Examiners in other HE Institutions.

Clinical Supervisors' meetings.

Committees with responsibility for monitoring and evaluating quality and standards

Programme Committee. This is the main decision-making body for the programme and is the forum for policy-making, review and development of the curriculum and for monitoring student progress.

Faculty Taught Programmes Committee. This is a sub-committee of the Faculty Academic Board, receives minutes of the Programme Committee (with the exception of Reserved Business). The

purpose of the Committee is to serve as the guarantor of academic standards and quality in respect of learning and teaching, the academic support of students, and the design, delivery, development and promotion of best practice in curricula and taught programmes at undergraduate and taught postgraduate level within the Faculty

Student-Staff Forum. This consists mainly of student members (2 or 3 from each Level) together with the Programme Leader, Clinical Lecturer and one other member of academic staff.

Board of Examiners. This normally meets twice a year, once in June and again in August. The Board is responsible for all decisions on student progression and qualification.

Academic Quality Committee. The purpose of this Committee is to serve as a guarantor of standards of quality in respect of the design, delivery, development and promotion of best practice in curricula, programmes, and general educational matters.

Educational Policy Committee. This advises on academic standards, formulates, develops and evaluates University College policy and to promotes best practice in curricula, learning and teaching and the academic support of students.

Mechanisms for gaining student feedback on the quality of teaching and their learning experience

- Module evaluations
- QMUC questionnaire
- Staff/student consultative committee with input into the Annual Programme Report
- Personal academic tutorials, which take place a minimum of once per semester.

Staff development priorities include

- Staff involvement in research
- Continuing professional development for RCCP Audiology/HPC registered staff
- Staff development through accessing provision and guidance on matters of teaching, learning, quality and standards from QMUC's Centre for Academic Practice
- Opportunities for staff to maintain areas of clinical expertise
- Opportunities for staff development in areas such as PhD supervision, IT skills, learning and teaching qualifications, time and stress management
- Opportunity to apply for Career Advancement, which recognises and rewards excellence in academic staff achievement through the Academic Promotions Committee.

16 Material used in designing the programme

- Registration Council for Clinical Physiologists (RCCP) Guidelines for Accreditation, which includes in Appendix 4 "BSc (Honours) in Audiology: Educational Aims";
- National Audiology Portfolio;
- National Occupational Standards for Audiology;
- QAA website including the subject benchmark statements for audiology and placement learning;
- HPC Standards Guidance, including: Education and Training; Proficiency; Conduct, Performance and Ethics;
- Introduction to the Scottish Credit and Qualifications Framework (2nd Edition);
- Queen Margaret University College Quality Assurance Handbook;
- QMUC Quality Website (<http://www.qmuc.ac.uk/quality/>);
- QMUC's Strategy for the Quality Enhancement of Learning, Teaching and Assessment (QELTA);

17 Key sources of information about the programme can be found in

- Programme document BSc Audiology
- School website
- Student and Clinical Handbooks

Mapping of Learning Outcomes: LEVEL 1

LEVEL 1			MODULES																			
			Introduction to Audiology, physics and psychoacoustics		Anatomy, physiology and pathology of the auditory system		Interprofessional education 1		Introduction to Linguistics		Structure and Development of Speech		An Introduction to Psychology (UHI)		Research methods in Social Science (UHI)		Introductory Physiology and Anatomy		Neurobiological Foundations of Communication		Identification audiometry Basic audiometry	
			S	A	S	A	S	A	S	A	S	A	S	A	S	A	S	A	S	A	S	A
LEARNING OBJECTIVES	A Knowledge and Understanding																					
	A1	Integrate knowledge from the biological, physical, linguistic and behavioural sciences which underpin audiology	X	X	X	X			X	X	X	X	X	X			X	X	X	X	X	X
	A2	Demonstrate knowledge and understanding of the core discipline of audiology, and an understanding of how this knowledge is applied in a variety of practical contexts	X	X	X	X															X	X
	A3	Display an understanding of audiology professional standards and guidelines	X		X																X	X
	A4	Demonstrate knowledge of the range of contexts and the complexities of health care systems within which audiology is practised	X	X	X	X															X	X
	A5	Demonstrate knowledge of multidisciplinary working and an understanding of the role of other health professions	X		X		X	X													X	X
	A6	Show an awareness of the social and economic factors that impact on health and the delivery of care	X		X																X	X
	A7	Demonstrate understanding of the theoretical and scientific basis of research, research methodology, clinical audit, governance and evidence based practice	X		X									X	X						X	X
	A8	Knowledge and skills in different counselling techniques and their effect on clients																				
	B Intellectual (Thinking) Skills																					
	B1	Formulate strategies for selecting appropriate and relevant information from a range of sources	X		X		X		X					X	X	X		X		X	X	X
	B2	Analyse and critically evaluate such information in relation to the assessment and rehabilitation of individuals with hearing and balance disorders	X	X	X	X	X	X	X	X	X	X	X								X	X
	B3	Debate how evidence from the literature and other sources can be used to develop best practice in audiology	X	X	X	X			X		X						X		X		X	X
	B4	Critically discuss new concepts, theories and research in order to determine their relevance to audiology	X	X	X	X			X		X						X		X	X	X	X
	B5	Critically evaluate and reflect on student's own academic, clinical and professional performance;																				
B6	Formulate research questions and hypotheses and devise methodologies to address them												X	X								
B7	To adapt management strategies to the needs of the client																					

S – Studied and/or applied

A – Assessed

Mapping of Learning Outcomes: LEVEL 1 (contd)

LEVEL 1		MODULES																				
		Introduction to Audiology, physics and psychoacoustics		Anatomy, physiology and pathology of the auditory system		Interprofessional education 1		Introduction to Linguistics		Structure and Development of Speech		An Introduction to Psychology (UHI)		Research methods in Social Science (UHI)		Introductory Physiology and Anatomy		Neurobiological Foundations of Communication		Identification audiometry Basic audiometry		
		S	A	S	A	S	A	S	A	S	A	S	A	S	A	S	A	S	A	S	A	
C	Practical Skills																					
C1	Meet the published National Occupational Standards for audiology and demonstrate competencies necessary for safe practice	x																		X	x	
C2	Apply knowledge of hearing and balance science to the assessment and rehabilitation of service users	x		x																X	x	
C3	Demonstrate the ability to work collaboratively with other professionals in different contexts and be aware of professional boundaries					x	x														x	
C4	Develop skills in effective reporting of assessment results and interpretation and management options to service users, their carers and other professionals	x	x																	X	X	
C5	Demonstrate personal skills congruent with professional codes of conduct					x	x														X	x
C6	Select and apply appropriate management techniques which may include prosthetic devices and counselling or training techniques	x	x																			
C7	Practise in a fair and anti-discriminatory way																					
C8	Communicate effectively with service users who may have a variety of needs and come from diverse cultural backgrounds																			X	X	
																				X	X	
D	Transferable Skills																					
D1	Engage in independent learning	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
D2	Confidently display numerical and IT skills to present, manage and analyse data appropriately	x		x				x	x	x	x	x	x	x	x	x	x	x	x	X	X	
D3	Select and carry out appropriate statistical procedures to address particular research questions											x	x	x	x							
D4	Use word-processing, spreadsheets and statistical analysis software packages in the pursuit of effective Audiological practice	x	x	x	x			x		x		x	x	x		x		x		X	X	
D5	Retrieve information on a particular topic from printed and electronic sources	x		x		x		x		x		x		x		x		x		X	x	
D6	Work in both individual and team working practice situations	x		x	x			x		x		x	x	x						X	x	
D7	Confidently present a verbal report on a project			x	x							x	x	x						X	x	
D8	Identify personal and professional goals for continuing professional education and lifelong learning											x	x									
D9	Engage in reflective practice					x	x															

S – Studied and/or applied

A – Assessed

Mapping of Learning Outcomes: LEVEL 2

LEVEL 2		Adult aural rehabilitation	Paediatric Audiology	Paediatric aural rehabilitation	Diagnostic Audiology	Rehabilitation technology	Interprofessional Education 2	Cognitive Psychology	Individual, Society and the Health Continuum (UHI)	Neurology				
		S	A	S	A	S	A	S	A	S	A	S	A	
LEARNING OBJECTIVES	A Knowledge and Understanding													
	A1 Integrate knowledge from the biological, physical, linguistic and behavioural sciences which underpin audiology	x	x	x	x	x	x	x	x	x	x	x	x	
	A2 Demonstrate knowledge and understanding of the core discipline of audiology, and an understanding of how this knowledge is applied in a variety of practical contexts	x	x	x	x	x	x	x	x					
	A3 Display an understanding of audiology professional standards and guidelines	x		x		x		x	x					
	A4 Demonstrate knowledge of the range of contexts and the complexities of health care systems within which audiology is practised	x	x	x	x	x	x	x	x	x		x	x	
	A5 Demonstrate knowledge of multidisciplinary working and an understanding of the role of other health professions							x	x		x	x		
	A6 Show an awareness of the social and economic factors that impact on health and the delivery of care	x	x			x	x		x	x				
	A7 Demonstrate understanding of the theoretical and scientific basis of research, research methodology, clinical audit, governance and evidence based practice.	x		x		x		x						
	A8 Knowledge and skills in different counselling techniques and their effect on clients	x	x			x	x		x	x				
	B Intellectual (Thinking) Skills													
	B1 Formulate strategies for selecting appropriate and relevant information from a range of sources	x	x	x	x	x	x	x	x	x		x	x	x
	B2 Analyse and critically evaluate such information in relation to the assessment and rehabilitation of individuals with hearing and balance disorders	x	x	x	x	x	x	x	x	x				
	B3 Debate how evidence from the literature and other sources can be used to develop best practice in audiology	x	x	x	x	x	x	x	x	x				
	B4 Critically discuss new concepts, theories and research in order to determine their relevance to audiology	x	x	x	x	x	x	x	x	x				
B5 Critically evaluate and reflect on student's own academic, clinical and professional performance;		x		x		x		x						
B6 Formulate research questions and hypotheses and devise methodologies to address them	x		x		x		x							
B7 To adapt management strategies to the needs of the client.	x	x			x	x		x	x					

S – Studied and/or applied

A – Assessed

Mapping of Learning Outcomes: LEVEL 2 (contd)

LEVEL 2			Adult aural rehabilitation		Paediatric Audiology		Paediatric aural rehabilitation		Diagnostic Audiology		Rehabilitation technology		Interprofessional Education 2		Cognitive Psychology		Individual, Society and the Health Continuum (UHI)		Neurology		
			S	A	S	A	S	A	S	A	S	A	S	A	S	A	S	A	S	A	
LEARNING OBJECTIVES	C	Practical Skills																			
	C1	Meet the published National Occupational Standards for audiology and demonstrate competencies necessary for safe practice		x		x		x		x		x									
	C2	Apply knowledge of hearing and balance science to the assessment and rehabilitation of service users	x	x	x	x	x	x	x	x	x	x									
	C3	Demonstrate the ability to work collaboratively with other professionals in different contexts and be aware of professional boundaries		x				x				x	x	x							
	C4	Develop skills in effective reporting of assessment results and interpretation and management options to service users, their carers and other professionals	x	x	x	x	x	x	x	x	x	x									
	C5	Demonstrate personal skills congruent with professional codes of conduct		x		x		x		x		x	x	x							
	C6	Select and apply appropriate management techniques which may include prosthetic devices and counselling or training techniques	x	x	x	x	x	x	x	x	x	x									
	C7	Practise in a fair and anti-discriminatory way		x		x		x		x		x									
	C8	Communicate effectively with service users who may have a variety of needs and come from diverse cultural backgrounds	x	x		x	x	x		x	x	x									
	D	Transferable Skills																			
	D1	Engage in independent learning	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	D2	Display numerical and IT skills to present, manage and analyse data appropriately				x	x			x	x	x	x	x	x	x	x	x	x	x	x
	D3	Select and carry out appropriate statistical procedures to address particular research questions														x	x				
	D4	Use word-processing, spreadsheets and statistical analysis software packages in the pursuit of effective audiological practice	x		x		x		x		x										
	D5	Retrieve information on a particular topic from printed and electronic sources	x		x		x		x		x		x		x		x		x		x
	D6	Work in both individual and team working practice situations	x		x		x		x		x		x		x		x		x		x
	D7	Confidently present a verbal report on a project		x		x		x		x		x									
	D8	Identify personal and professional goals for continuing professional education and lifelong learning																			
	D9	Engage in reflective practice	x	x	x	x	x	x	x	x	x	x	x	x							

Mapping of Learning Outcomes: LEVEL 3

LEVEL 3		Placement /Clinical audiology 1		Placement/Clinical audiology 2		Investigative Methods		Introduction to cochlear implantation		Anatomy, physiology and pathology of the vestibular system		
		S	A	S	A	S	A	S	A	S	A	
		LEARNING OBJECTIVES										
A	Knowledge and Understanding											
	A1	Integrate knowledge from the biological, physical, linguistic and behavioural sciences which underpin audiology										
	A2	Demonstrate knowledge and understanding of the core discipline of audiology, and an understanding of how this knowledge is applied in a variety of practical contexts										
	A3	Display an understanding of audiology professional standards and guidelines										
	A4	Demonstrate knowledge of the range of contexts and the complexities of health care systems within which audiology is practised										
	A5	Demonstrate knowledge of multidisciplinary working and an understanding of the role of other health professions										
	A6	Show an awareness of the social and economic factors that impact on health and the delivery of care										
	A7	Demonstrate understanding of the theoretical and scientific basis of research, research methodology, clinical audit, governance and evidence based practice.										
A8	Knowledge and skills in different counselling techniques and their effect on clients											
B	Intellectual (Thinking) Skills											
	B1	Formulate strategies for selecting appropriate and relevant information from a range of sources										
	B2	Analyse and critically evaluate such information in relation to the assessment and rehabilitation of individuals with hearing and balance disorders										
	B3	Debate how evidence from the literature and other sources can be used to develop best practice in audiology										
	B4	Critically discuss new concepts, theories and research in order to determine their relevance to audiology										
	B5	Critically evaluate and reflect on student's own academic, clinical and professional performance;										
	B6	Formulate research questions and hypotheses and devise methodologies to address them										
B7	To adapt management strategies to the needs of the client.											

S – Studied and/or applied
A – Assessed

Mapping of Learning Outcomes: LEVEL 3 (contd)

LEVEL 3		Placement /Clinical audiology 1		Placement/Clinical audiology 2		Investigative Methods		Introduction to cochlear implantation		Anatomy, physiology and pathology of the vestibular system	
		S	A	S	A	S	A	S	A	S	A
		C Practical Skills									
C1	Meet the published National Occupational Standards for audiology and demonstrate competencies necessary for safe practice		x		x					x	x
C2	Apply knowledge of hearing and balance science to the assessment and rehabilitation of service users	x	x	x	x				x	x	x
C3	Demonstrate the ability to work collaboratively with other professionals in different contexts and be aware of professional boundaries		x		x					x	x
C4	Develop skills in effective reporting of assessment results and interpretation and management options to service users, their carers and other professionals	x	x	x	x	x	x	x	x	x	x
C5	Demonstrate personal skills congruent with professional codes of conduct		x		x					x	x
C6	Select and apply appropriate management techniques which may include prosthetic devices and counselling or training techniques	x	x	x	x				x	x	x
C7	Practise in a fair and anti-discriminatory way		x		x					x	x
C8	Communicate effectively with service users, including children, who may have a variety of needs and come from diverse cultural backgrounds		x		x				x	x	x
D Transferable Skills											
D1	Engage in independent learning	x	x	x	x	x	x	x	x	x	x
D2	Confidently display numerical and IT skills to present, manage and analyse data appropriately		x		x					x	
D3	Select and carry out appropriate statistical procedures to address particular research questions					x	x				
D4	Use word-processing, spreadsheets and statistical analysis software packages in the pursuit of effective audiological practice	x	x	x	x	x	x	x	x	x	
D5	Retrieve information on a particular topic from printed and electronic sources	x		x		x			x		x
D6	Work in both individual and team working practice situations	x	x	x	x				x		x
D7	Confidently present a verbal report on a project		x		x					x	x
D8	Identify personal and professional goals for continuing professional education and lifelong learning	x		x							
D9	Engage in reflective practice	x	x	x	x				x	x	

S – Studied and/or applied
A – Assessed

Mapping of Learning Outcomes: LEVEL 4

		LEVEL 4														
		Interprofessional Education 4		Research project and report		Linguistics and British Sign Language		Counselling in audiology		Disability and Society (UHI)		Placement/ Clinical audiology 3		Placement/Clinical audiology 4		
		S	A	S	A	A	A	S	A	S	A	S	A	S	A	
LEARNING OBJECTIVES	A Knowledge and Understanding															
	A1	Integrate knowledge from the biological, physical, linguistic and behavioural sciences which underpin audiology	x	x	x	x	x	x	x	x	x	x	x	x	x	
	A2	Demonstrate knowledge and understanding of the core discipline of audiology, and an understanding of how this knowledge is applied in a variety of practical contexts			x	x	x	x	x				x	x	x	x
	A3	Display an understanding of audiology professional standards and guidelines					x	x					x	x	x	x
	A4	Demonstrate knowledge of the range of contexts and the complexities of health care systems within which audiology is practised	x				x	x	x	x			x	x	x	x
	A5	Demonstrate knowledge of multidisciplinary working and an understanding of the role of other health professions	x	x			x	x					x	x	x	x
	A6	Show an awareness of the social and economic factors that impact on health and the delivery of care									x	x	x		x	
	A7	Demonstrate understanding of the theoretical and scientific basis of research, research methodology, clinical audit, governance and evidence based practice			x	x										
	A8	Knowledge and skills in different counselling techniques and their effect on clients							x	x			x	x		
	B Intellectual (Thinking) Skills															
	B1	Formulate strategies for selecting appropriate and relevant information from a range of sources	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	B2	Analyse and critically evaluate such information in relation to the assessment and rehabilitation of individuals with hearing and balance disorders	x	x	x	x	x	x	x	x				x		x
	B3	Debate how evidence from the literature and other sources can be used to develop best practice in audiology	x	x	x	x	x	x	x	x			x		x	
	B4	Critically discuss new concepts, theories and research in order to determine their relevance to audiology	x	x	x	x	x	x	x	x	x	x	x	x		
	B5	Critically evaluate and reflect on student's own academic, clinical and professional performance;		x			x	x	x				x	x	x	x
B6	Formulate research questions and hypotheses and devise methodologies to address them			x	x	x	x									
B7	To adapt management strategies to the needs of the client.	x	x			x	x	x	x					x	x	

S – Studied and/or applied
A – Assessed

Mapping of Learning Outcomes: LEVEL 4 (contd)

LEVEL 4			Interprofessional Education 4		Research project and report		Linguistics and British Sign Language		Counselling in audiology		Disability and Society (UHI)		Placement/ Clinical audiology 3		Placement/Clinical audiology 4		
			S	A	S	A	S	A	S	A	S	A	S	A			
LEARNING OBJECTIVES	C Practical Skills																
	C1	Meet the published National Occupational Standards for audiology and demonstrate competencies necessary for safe practice						x		x					x	x	
	C2	Apply knowledge of hearing and balance science to the assessment and rehabilitation of service users			x	x	x	x	x	x				x	x	x	x
	C3	Demonstrate the ability to work collaboratively with other professionals in different contexts and be aware of professional boundaries		x					x		x			x			x
	C4	Develop skills in effective reporting of assessment results and interpretation and management options to service users, their carers and other professionals	x		x	x	x	x	x	x				x	x	x	x
	C5	Demonstrate personal skills congruent with professional codes of conduct							x		x				x		x
	C6	Select and apply appropriate management techniques which may include prosthetic devices and counselling or training techniques							x	x	x	x			x	x	x
	C7	Practise in a fair and anti-discriminatory way	x						x		x				x		x
	C8	Communicate effectively with service users who may have a variety of needs and come from diverse cultural backgrounds	x						x	x	x	x			x		x
	D Transferable Skills																
	D1	Engage in independent learning	x	x	x	x	x	x	x	x	x	x			x	x	x
	D2	Confidently display numerical and IT skills to present, manage and analyse data appropriately	x		x	x	x	x	x	x	x	x			x	x	
	D3	Select and carry out appropriate statistical procedures to address particular research questions			x	x											
	D4	Use word-processing, spreadsheets and statistical analysis software packages in the pursuit of effective audiological practice			x	x	x	x	x	x	x	x			x	x	x
D5	Retrieve information on a particular topic from printed and electronic sources	x		x	x	x								x		x	
D6	Work in both individual and team working practice situations	x	x					x	x	x	x			x	x	x	
D7	Confidently present a verbal report on a project					x				x				x		x	
	D8	Identify personal and professional goals for continuing professional education and lifelong learning	x											x		x	
	D9	Engage in reflective practice	x	x										x		x	

S – Studied and/or applied
A – Assessed