



Queen Margaret University College  
EDINBURGH

# Programme Specification

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

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

## 9 Educational Aims of the programme

This 2-year programme leads to the award of a Graduate Diploma (GDip) 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, clinical 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 profession 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 student 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 rehabilitation technology, assistive listening 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; clinics and 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 two levels of full time study. 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 = 290/5.

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

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.

### Year 1

<b>Modules</b>	<b>Credits</b>
Foundations of Audiology	10
Adult Aural Rehabilitation	10
Paediatric Aural Rehabilitation	10
Diagnostic Audiology	20
Rehabilitation Technology	20
Paediatric Audiology	10
Neurology	10
Individual Learning Plan	20
Placement/Clinical audiology 1	50
<b>Total</b>	<b>160</b>

### Year 2

<b>Modules</b>	<b>Credits</b>
Placement/Clinical audiology 2	50
Placement/Clinical audiology 3	20
Introduction to Cochlear Implantation	10
Anatomy, Physiology and Pathology of the Vestibular System	10
Placement/Clinical audiology 4	20
<b>Options (two)</b>	
Counselling in audiology	10
Linguistics in specific contexts: Deafness and Hearing Impairment, including British Sign Language	10
Health improvement and the new public health	15
Health psychology	15
<b>Total</b>	<b>130/5</b>

### Specific Professional Requirements

The programme meets the following professional requirements:

- Completion of the National Audiology Portfolio within 2 years (students will have 4 years of graduate level education prior to entering the course);
- For students whose first language is not English, an IELTS (British Council English Language Testing Service) score of 7;
- A minimum of 32 weeks of clinical placement;
- Fit and well in order to meet 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.

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.

### 14 Criteria for admission

Admission to the programme requires:

- a class 2:2 Honours degree in mathematics, physics, biological sciences, psychology, linguistics, speech-language therapy or sociology;
- a British Council English Testing Service (IELTS) assessment with a score of 7.

Prior learning, namely a previous honours degree is recognised. A student in the BSc (Hons) Audiology degree programme, who meets the above criteria, may transfer into the programme at level 2, provided that level 1 modules of the BSc (Hons) (Audiology) degree have been successfully completed.

Applicants are advised to gain some experience of observing or work-shadowing an audiologist.

Candidates must satisfy the requirements of Disclosure Scotland.  
Students need to be fit and well in order to meet Audiology role requirements.

### 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 Monitoring 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 (2<sup>nd</sup> 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 GDip Audiology
- School website
- Student and Clinical Handbooks

## Mapping of Learning Outcomes: YEAR 1

Year 1		Foundations of Audiology	Adult aural rehabilitation	Diagnostic Audiology	Paediatric Audiology	Paediatric aural rehabilitation	Rehabilitation technology	Placement/Clinical audiology 1	Neurology	Individual Learning Plan				
		S	A	S	A	S	A	S	A	S	A	S	A	
<b>LEARNING OBJECTIVES</b>	<b>A Knowledge and Understanding</b>													
	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				
	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>B Intellectual (Thinking) Skills</b>													
	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
	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	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					
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				

S – Studied and/or applied  
A – Assessed

## Mapping of Learning Outcomes: YEAR 1 (contd.)

Year 1			Foundations of Audiology		Adult aural rehabilitation		Diagnostic Audiology		Paediatric Audiology		Paediatric aural rehabilitation		Rehabilitation technology		Placement /Clinical audiology 1		Neurology		Individual Learning Plan			
			S	A	S	A	S	A	S	A	S	A	S	A	S	A	S	A	S	A		
<b>LEARNING OBJECTIVES</b>	<b>C Practical Skills</b>																					
	C1	Meet the published National Occupational Standards for audiology and demonstrate competencies necessary for safe practice		x		x		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	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		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	x	x					
	C5	Demonstrate personal skills congruent with professional codes of conduct															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	x	x	x					
	C7	Practise in a fair and anti-discriminatory way																x				
	C8	Communicate effectively with service users who may have a variety of needs and come from diverse cultural backgrounds																x				
		<b>D Transferable Skills</b>																				
	D1	Engage in independent learning	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	
	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	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	
	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					x	x	x							
	D9	Engage in reflective practice			x	x	x	x	x	x	x	x	x	x	x	x					x	

## Mapping of Learning Outcomes: YEAR 2

		Year 2																		
		Placement /Clinical audiology 2		Introduction to cochlear implantation		Anatomy, physiology and pathology of the vestibular system		Placement/Clinical audiology 3		Counseling in audiology		Linguistics in clinical contexts including British		Health Improvement and the new Public Health		Health Psychology		Placement/Clinical audiology 4		
		S	A	S	A	S	A	S	A	A	A	S	A	S	A	S	A	S	A	
<b>LEARNING OBJECTIVES</b>	<b>A Knowledge and Understanding</b>																			
	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	x	x											
	A3 Display an understanding of audiology professional standards and guidelines	x	x	x		x		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	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							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																			
	A8 Knowledge and skills in different counselling techniques and their effect on clients	x	x	x	x	x		x	x	x	x	x	x						x	x
	<b>B Intellectual (Thinking) Skills</b>																			
	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	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
	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	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				x	
B5 Critically evaluate and reflect on student's own academic, clinical and professional performance;		x		x		x		x		x									x	
B6 Formulate research questions and hypotheses and devise methodologies to address them			x		x					x		x		x						
B7 To adapt management strategies to the needs of the client.	x	x	x	x	x		x	x	x	x	x	x						x	x	

S – Studied and/or applied  
A – Assessed

## Mapping of Learning Outcomes: YEAR 2 (contd)

Year 2			Placement/Clinical audiology 2		Introduction to cochlear implantation		Anatomy, physiology and pathology of the vestibular system		Placement/Clinical audiology 3		Counseling in audiology		Linguistics in clinical contexts including British Sign Language		Health Improvement and the new Public Health		Health Psychology		Placement/Clinical audiology 4			
			S	A	S	A	S	A	S	A	S	A	S	A	S	A	S	A	S	A		
<b>LEARNING OBJECTIVES</b>	<b>C Practical Skills</b>																					
	C1	Meet the published National Occupational Standards for audiology and demonstrate competencies necessary for safe practice		x		x		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	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		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	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	x							x	x
	C7	Practise in a fair and anti-discriminatory way		x		x		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	x								x
	<b>D Transferable Skills</b>																					
D1	Engage in independent learning	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	
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	x	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	
D6	Work in both individual and team working practice situations	x	x	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												x	
D9	Engage in reflective practice	x	x	x	x				x	x	x	x	x	x							x	

S – Studied and/or applied  
A – Assessed