

ASTON UNIVERSITY PROGRAMME SPECIFICATION 2012-13

Programme Title	BSc. (Hons) Healthcare Science (Audiology)
UCAS/JACS Code	B611
School/Subject Area	Life & Health Sciences, Audiology
Final Award	BSc (Hons) Healthcare Science (Audiology)
Interim Award(s)	<ul style="list-style-type: none"> • Certificate of Higher Education in Healthcare Science • Diploma of Higher Education in Healthcare Science • BSc Hearing Sciences (Ordinary Degree), if student transfers during period of study • BSc Hearing Sciences (Pass Degree), awarded at discretion of exam board
Mode(s) of Study	Full time
Normal Length of Programme	3 years
Total Credits	<ul style="list-style-type: none"> • 120 credits: Certificate of Higher Education in Healthcare Science • 240 credits: Diploma of Higher Education in Healthcare Science • 300 Credits: BSc Hearing Sciences (Ordinary Degree) • 320 credits: BSc Hearing Sciences (Pass Degree) • 360 credits: BSc (Hons) Healthcare Science (Audiology)
Programme Accredited By	Registration Council for Clinical Physiology
Dates Programme Specification Written and Revised	February 2012

Educational Aims of the Programme	<p>To produce graduates who are able to practice as audiologists in the neurosensory sciences specialism and who are eligible for professional registration to work within the National Health Service in the UK.</p> <p>To produce graduates who can bring qualities of critical judgement and reasoning to their chosen occupation, and who are capable of applying both academic and clinical knowledge.</p> <p>To provide students with an intellectually rigorous and up-to-date education in healthcare science that will help them achieve their personal, academic, and professional goals.</p> <p>To provide an environment where staff research and clinical activity inspire and inform student learning.</p> <p>To provide a programme of professionally relevant and educationally challenging undergraduate education that will enable students to maximise their contribution to the treatment and care of patients. It promotes directly applicable skills for career as well as professional development</p> <p>To produce a programme that responds to the needs of able mature students, those with non-traditional entry qualifications and students with good A-levels.</p>
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Relevant Subject Benchmark Statements and other External and Internal Reference Points used to inform programme outcomes	<ul style="list-style-type: none"> • Modernising Scientific Careers curriculum for Neurosensory Sciences • QAA benchmark statement for Audiology and RCCP accreditation guidelines • Health Professions Council Standards of Education & Training • The University Mission and Strategic Plan • The University Learning and Teaching Strategy
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Programme Structures and Requirements: Levels, Modules and Credits				
Stage I				
Module Title	Credits	Level	Module Code	Core/ Elective
Applied Physics & Measurement	20	4	HS1AM1	core
Cell Biology	10	4	BY1CB1	core
Clinical Measurement & Treatment	10	4	HS1CP1	core
Development & Human Anatomy	10	4	BY1DA1	core
Inheritance and Population Genetics	10	4	BY1GN1	core
Introduction to Anatomy, Physiology & Pathology	20	4	HS1AP1	core
Introduction to Healthcare	10	4	HS1HC1	core
Introductory Immunology	10	4	BY1IM1	core
Microbiology	10	4	HS1MI1	core
Professional Practice	10	4	HS1PP1	core
TOTAL	120			

Programme Structures and Requirements: Levels, Modules and Credits				
Stage II				
Module Title	Credits	Level	Module Code	Core/ Elective
Applied Physiological Measurement & Instrumentation	20	5	HS2AM2	core
Auditory Intervention	20	5	HS2AI1	core
Auditory Sciences	20	5	HS2AS1	core
Audiological Assessment	20	5	HS2AA1	core
Child Development	10	5	HS2CD1	core
Clinical Practice	10	5	HS2CP2	core
Professional Practice	10	5	HS2PP2	core
Research Methods	10	5	HS2RM1	core
	120			

Programme Structures and Requirements: Levels, Modules and Credits				
Stage III				
Module Title	Credits	Level	Module Code	Core/ Elective
Advanced Auditory Intervention	20	6	HS3AI2	core
Audiological Science	20	6	HS3AS2	core
Clinical Practice	20	6	HS3CP3	core
Professional Practice	10	6	HS3PP3	core

Research Project	30	6	HS3RP1	core
Specialist Audiological Assessment	20	6	HS3AA2	core
TOTAL	120			

Programme Outcomes, Learning and Teaching and Assessment Strategies			
A. Knowledge and Understanding			
	On successful completion of their programme, students are expected to have knowledge and understanding of:	Learning, Teaching and Assessment Strategies to enable outcomes to be achieved and demonstrated	
		Learning and Teaching Methods	Assessment Methods
1	The principles of physics and mathematics, including those principles relevant to physiological measurement, instrumentation, calibration, and data processing.	Each of the elements 1-7 are supported by a course of lectures. Lectures are supported where necessary by a practical component and all involve an element of continuous assessment. Lectures and practicals are accompanied by handouts and suggestions for further reading. Each student will receive individual supervision in the final year for their clinical project. Clinical elements 5-7 are supported by practice visits to healthcare providers.	By: seen and unseen examinations incorporating essay, short-answer or multiple-choice questions; continuous assessment via essays, write-up of practical classes, posters or oral presentations; and portfolios based on practice visits to healthcare providers.
2	The anatomy, physiology, epidemiology, genetics, and pharmacology of the neurosensory systems in health and disease.		
3	Psychological theories relevant to: rehabilitation; theories of development; cognition; hearing loss in the context of health, illness and health care; perceptions of deafness; and the culture of the Deaf community.		
4	The mechanisms of speech perception and production, and the role of hearing in the development of spoken language in both normal-hearing and hearing-impaired children.		
5	The aetiology and effects of disorders of hearing and balance, including the effects of ageing and the effects of dysfunction within other organs, and how these may be ameliorated by repair, prosthetic and rehabilitative methods; and current theories and management strategies for tinnitus, obscure auditory dysfunction, and hyperacusis.		
6	The theory, principles, and limitations of objective testing in diagnostic hearing assessment, including performance-based and electrophysiological tests.		

7	Models of auditory rehabilitation; models of disability and their relationship to rehabilitation; and models of behaviour change and adult learning.		
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B. Intellectual Skills

On successful completion of their programme, students are expected to be able to:		Learning, Teaching and Assessment Strategies to enable outcomes to be achieved and demonstrated	
		Learning and Teaching Methods	Assessment Methods
1	Apply clinical, psychological, and scientific concepts.	Skills 1 -5 are taught through lectures and practical classes in taught modules. Skill 3 is specifically instructed in lectures and practical demonstrations in modules such as research methods and statistics, and through conducting a research project. Skill 5 is taught through study skills sessions and via directed learning in writing essays and project. Skill 6 is taught through problem-based learning sessions.	Skills 1-6 are assessed by examination and continuous assessment, and the final year project. Data analysis elements of skill 3 are specifically assessed in coursework elements of research methods modules and in the project. Each of skills 1, 2, 4 and 5 are explicitly included in the marking scheme for essays and other coursework, distributed to staff and students.
2	Reason critically and assess the merits of competing explanations in understanding scientific concepts.		
3	Demonstrate competence in research design, interpretation, and data analysis.		
4	Demonstrate the ability to reason scientifically and understand the relationship between theory and evidence.		
5	Search and evaluate scientific literature.		
6	Synthesise theory and practise through problem-based learning.		

C. Professional Skills			
	On successful completion of their programme, students are expected to be able to:	Learning, Teaching and Assessment Strategies to enable outcomes to be achieved and demonstrated	
		Learning and Teaching Methods	Assessment Methods
1	Describe the routine referral pathways for audiology services from and to ENT consultants, audiological physicians, speech and language therapists, psychologists and other hospital and community-based services.	<p>Skills 1, 10 and 12 are taught in lectures. Skill 12 is also taught through one-to-one supervision in the final year project.</p> <p>All skills are also taught in clinical skills laboratory classes, clinical demonstrations, and by observation and participation in clinical practice.</p>	<p>Skills 1, 10, and 12 are assessed through examination. Skill 12 is also assessed in practical class reports, examinations, and in the final year project.</p> <p>All skills except skill 12 are assessed through completion of the practice portfolio, and through practical assessment on placements and in laboratory-based practical/ skills laboratory reports.</p>
2	Communicate with patients by using, or arranging to use, the patient's chosen method of communication.		
3	Obtain a comprehensive and accurate account of the hearing and/or balance problem and a detailed medical, social and work history.		
4	Participate actively in the assessment of patients with auditory dysfunction and/or balance problems.		
5	Modify audiological tests where necessary to enable appropriate management of the patient.		
6	Describe and discuss the implications of assessments to patients.		
7	Generate a report of patient assessment, including tests completed, results and their interpretation, and suggest management options		
8	Formulate, deliver and evaluate rehabilitative strategies.		
9	Participate actively in the management of patients who have hearing loss and/ or tinnitus or arrange appropriate referral.		
10	Understand the limitations of their knowledge and skills, and know when to seek advice and support from other health professionals in order for efficient patient management to proceed.		
11	Practise in a fair and anti-discriminatory way, acknowledging the difference in beliefs and cultural practices of individuals and groups.		
12	Participate in research and development projects and the implementation of new technology.		

D. Transferable Skills

On successful completion of their programme, students are expected to show:		Learning, Teaching and Assessment Strategies to enable outcomes to be achieved and demonstrated	
		Learning and Teaching Methods	Assessment Methods
1	Effective communication of ideas in both oral and written formats.	<p>Communication skills are developed through seminars, essay feedback, poster presentations, and oral presentations.</p> <p>Skills 1-5 are taught through study skills classes and problem-based learning sessions. Skills 1 - 4 are reinforced by individual supervision in the final year clinical project.</p> <p>Self reflection is developed through clinical practice exercises and problem-based learning, and through the self-assessment forms that are submitted with coursework</p>	<p>Skills 1-5 are assessed through written coursework and examinations, group and/or individual projects, practical reports, clinical practice reports, oral presentations, or poster presentations.</p>
2	The ability to undertake self-directed study and project management.		
3	Competence in the use of information technology for word processing, data handling, communication and information gathering.		
4	Self reflection on own work.		
5	The ability to work in teams, reacting appropriately to contextual and interpersonal factors.		

Entry Requirements	<p>Please note that offers are not based purely on the qualifications outlined below. Your personal statement and references also influence whether an offer is made. As the programme requires the completion of a number of practice placements, offers will be subject to a satisfactory Criminal Records Bureau Disclosure and health check. This programme is subject to the University's Fitness to Practice regulations.</p> <p><u>Three Year BSc (Hons) HCS (Audiology) degree programme</u></p> <p><u>GCE A Level</u> Three A Levels are required and must include one Science subject. A typically minimum offer would be ABB/ABC at A level or 320 tariff points. This offer may be increased where A levels are being retaken for the first time. Additional AS levels are taken into account when making offers.</p> <p><u>Applied A Level</u> A six unit Applied A Level award (previously called AVCE) will be considered at grade A/B plus additional GCE A level subjects at grade A/B/B. A twelve unit Applied A level will be considered on an individual basis plus additional GCE A level subject at grade A/B/B.</p> <p><u>GCSE</u> English Language (or equivalent) and GCSE Mathematics are required at grade B. Appropriate Science subjects or Dual Award Science are required at GCSE level at grades B or above.</p> <p><u>Scottish and Irish Qualifications</u> Students may also be admitted with Scottish and Irish Highers provided that these include Biology and Chemistry, Physics or Mathematics. Scottish applicants must have five subjects at ABBBB, normally taken in one year at the Higher level. If applicants offer Advanced Highers, a typical offer would be ABB.</p> <p>Applicants from the Republic of Ireland must have five subjects taken in one year with a B1 in one science subject. A typical offer would be 320 tariff points.</p> <p><u>BTEC Qualifications</u> Applications from students studying BTEC National Certificate or Diploma in Science subjects are considered on an individual basis.</p> <p><u>International Baccalaureate (IB)</u> Applicants with an IB qualification must offer six predominantly science subjects. Three subjects must be taken at Higher level, including two science subjects. Three further subjects must be taken at Subsidiary level. A minimum offer would usually be 34 points.</p> <p><u>Graduates</u> A second class honours degree is required with a minimum of 65% overall.</p> <p><u>Access Certificates</u> Access Certificates in science or social science subjects are considered on an individual basis and performance in a formal interview.</p> <p><u>Mature Students</u> The majority of our applicants enter at 18 years of age. We do however select a number of mature applicants. The number and criteria for selection varies from one year to another depending upon places available on the course. Competition for these places is considerable and we ask for evidence of recent study and a formal interview.</p> <p><u>English Language</u> Evidence of English Language proficiency is also required. Acceptable alternatives to GCSE level English Language include the IGCSE 'O' Level (grade C), TOEFL paper based test (577), TOEFL computer based test (233), TOEFL internet based test (90-91) and a minimum score of 7.0 in all sections of the International English Language Testing system).</p> <p><u>Progression to Honours Degree</u> Applicants holding an appropriate Foundation Degree, or Hearing Aid Council certificate with 2 years post qualification experience, may enter year 3 of the BSc (Hons) Healthcare Science (Audiology) programme. This requirement will be assessed on an individual basis by the University's Associate Dean for Undergraduate Studies or her/his nominee.</p>
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<p>Programme Regulations</p>	<p>Attendance requirements</p> <ol style="list-style-type: none"> 1. Students are normally required to attend the University for two stages (first and second year) and to undertake an approved professional placement in year 3 as part of relevant taught modules. 2. Students will be required to attend for part of the programme at hospitals or such other institutions as designated by the Head of School or their nominee. Placement locations may be outside the Birmingham area. Attendance at placements is compulsory, and students not achieving the required amount of placement hours will be required to make up any missed placement sessions. 3. A student whose attendance has not met the requirements of the Programme Specification may be required by the relevant Associate Dean to withdraw from the programme. Students are expected to attend all lectures and practicals, and placements. Spot checks will be taken and unauthorised absences recorded. Students will be sent a written warning to allow justification of any absence, but students with two or more unauthorised absences will be referred to the Associate Dean and may be asked to withdraw from the programme. <p>Specific assessment requirements for modules</p> <ol style="list-style-type: none"> 1. Condonement/compensation is not available and marks are not aggregated. Students must pass all assessment components of each module to achieve an overall pass. 2. The period of validity for a credit (for progression to higher stage or for award of degree) is two years. 3. In some modules, there are assessment components that must be completed to the satisfaction of the Board of Examiners (in addition to the overall module being passed). These assessment components are: the Individual Record of Clinical Practice (IRCP) in the Clinical Practice modules (HS2CP2, HS3CP3). . <p>Requirements for the Pass Degree A student who fails to reach an Honours standard at the end of the final stage may at the discretion of the Board of Examiners, be considered for the award of a Pass Degree as per the General Regulations.</p> <p>Requirements for the Ordinary Degree A student who has transferred to an Ordinary degree will not undertake the Research Project HS3RP1.</p>
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<p>Further Information</p>	<p>The original course proposal was approved by the Department of Health in 2011</p>
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This specification provides a concise summary of the main features of the programme and the threshold learning outcomes that a student might normally be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. **The individual modules included in the programme may differ from those included in this programme specification as our programmes are subject to continuous review.** Information on admissions requirements and career opportunities is available in the relevant prospectus. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the appropriate module guides and programme handbook(s) which are available to students on enrolment.