PROGRAMME QUALITY

HANDBOOK

2024-25

BSc Healthcare Science

(Audiology)

1. Welcome and Introduction to *BSc (Hons) Healthcare Science (Audiology).*

1.1 Welcome

Welcome to your Programme Quality Handbook (PQH), this PQH is designed to provide you with programme related information both for before and during your studies. In addition to this PQH, our UCSD interactive website contains our online Handbook to support you with studying at UCSD. A link is available here https://www.ucsd.ac.uk/student-life/student-handbook. It can also be navigated by going to www.ucsd.ac.uk and searching for student handbook.

Welcome to the Bachelor of Science Honours Degree in Healthcare Science, audiology pathway.

 This programme has been designed in partnership with healthcare scientists from both public and private sector. It continues to be evaluated and updated to reflect changes in local and national healthcare science agendas. It has been designed specifically to draw links between the theory and practice of health and science and as such, clinical work-based activity is central to your experience on this programme.

 This programme has been designed to equip you with the skills, knowledge and behaviours required to work as a compassionate, competent and confident Healthcare Science practitioner. You will develop the academic knowledge and skills to enhance understanding of the key concepts of the knowledge base of the Hearing Aid Dispenser role and its impact on professional practice. As part of the programme, you will apply critical thinking and problem-solving skills to both academic and clinical practice with active consideration of equality and diversity, personal and cultural awareness including an awareness of Prevent, which will support students to work across organisational boundaries.

1.2 Programme Management

Role	Person	Email address

Assistant Principal	Maria Woodger	mariawoodger@southdevon.ac.uk
Curriculum Head	Lucy Parkin	lparkin@southdevon.ac.uk
Programme Coordinator	Antonio Giulio Specchia	antoniospecchia@southdevon.ac.uk
Higher Education Coordinator	Lisa Rogers	lisarogers@southdevon.ac.uk
Lecturer / Personal Tutor	Stephen Campbell	stephencampbell@southdevon.ac.uk
Lecturer	Gabriele Bianco	gabrielebianco@southdevon.ac.uk
Lecturer	Abishek Umashankar	abishekumashankar@southdevon.ac.uk
Lecturer	Manah Chandra Changmai	mchangmai@southdevon.ac.uk
Assessor Coach	Anne Gallon	annegallon@southdevon.ac.uk
Assessor Coach	Rachel Mullinger	rachelmullinger@southdevon.ac.uk

1.3   Personal Tutor

Your personal tutor's role is to support your personal and professional development, develop your academic skills, manage student expectations, achieve positive student-staff communications, provide pastoral support and signposting, and monitor your wellbeing. They should be your first port of call for advice and/or direction for further support on academic or pastoral matters.

1.4   Tutoring at UCSD

UCSD's aim is to facilitate and promote positive student engagement in learning, wellbeing, academic success, and progression. This is coordinated through an integrated tutorial model:

1. Personal and pastoral tutoring to monitor students' wellbeing and support their personal development
2. An academic tutoring curriculum to support in the development of academic and employability skills and monitor your academic and professional progress

3. Professional services including the Student Support Hub team, library services, employability, academic standards and quality, and the University of Plymouth Student's Union for students on UoP programmes.

The integrated tutorial model ensures all students have a personal tutor and scheduled weekly group and/or one-to-one Tutorials, and can access professional study skills, wellbeing, disability and employability guidance from the HE Student Support Hub.

Your personal tutor's role is to support your personal and professional development, develop your academic skills, manage student expectations, achieve positive student-staff communications, provide pastoral support and signposting, and monitor your wellbeing. They should be your first port of call for advice and/or direction for further support on academic or pastoral matters. However, your tutor may refer you to members of the Student Support Hub to provide specialist advice and information. See section Student Support Hub below for more information.

The tutorial and personal development curriculum is tailored for your programme including consideration of the size of programme, the hours that you are studying and the level of your programme. Details will be provided by your personal tutor.

1.5   Course Contact List

Details of your modules leaders and how and when they can be contacted are below.   You can also view the profile of the teaching team within the curriculum area that your programme is based via this link Meet the Team - University Centre South Devon (ucsd.ac.uk)

If you have questions about a module, please contact the appropriate module leader.

If you have any questions about the programme or your pastoral needs please contact your personal tutor.

If you have any questions about fees, funding or support from the university please contact university@southdevon.ac.uk

Module Leader	Modules	Contact	If part time days/hours that are worked
Manah Chandra Changmai	SOUD3115	mchangmai@southdevon.ac.uk	Mon & Thurs (8am – 4pm)
Abishek Umashankar	SOUD3117	abishekumashankar@southdevon.ac.uk	Mon & Thurs (8am – 4pm)
Stephen Campbell	SOUD3116	stephencampbell@southdevon.ac.uk	
Antonio Giulio Specchia	SOUD3118	antoniospecchia@southdevon.ac.uk	

1.6 Preparing for your programme

At UCSD, we understand that degree level study is a big step up from previous studies. To help prepare you for the degree we recommend engaging with preparatory activities. Each year UCSD organise workshops, with a focus on supporting you to develop your research and writing skills, alongside academic techniques.

For more information on the workshops and resources available, please visit our website: https://www.ucsd.ac.uk/the-first-year-at-university/.

The Student Support Hub is available throughout the duration of your programme and offers a range of services, acting as a first port of call for academic, study, wellbeing, disability, fees/funding, employability and progression support. When progressing to the next level of study of your higher education, there are also workshops and activities available to support you with progressing your graduate skills.

Preparatory reading is a great way to develop your knowledge and skills to be ready for the next level of study in higher education. Please see below some recommended reading to undertake prior to the start of your course:

Preparatory activities and reading

Balance Function Assessment and Management

Auditory Processing Disorders

Speech Mapping and Probe Microphone measurement

Pediatric Audiology

1.7   Curriculum design principles

Programme Rationale (summary)

The BSc (Hons) Healthcare Science (audiology) programme has been designed to give registered hearing aid dispensers, currently holding a level 5 qualification, the knowledge, skills and attribute to register as healthcare science practitioners. Currently in UK, 1 in 6 people suffer with hearing problems, such as hearing loss or tinnitus. The top-up programme will ensure hearing aid dispensers will further specialise in working with

children, in the rehabilitation of vestibular conditions and tinnitus, and meet the increasing needs of the ageing population.

The programme aims to provide the NHS with a workforce that is suitably skilled to address the shortfall in skilled Audiologists.

Context

Healthcare Science is an exciting career with many avenues for employment and specialisation. It involves both a strong scientific interest in health and aptitude with exceptional interpersonal and communication skills, oral as well as written. Career opportunities are varied and include roles within the NHS, the private sector and with research centres in UK and abroad.

The BSc (Hons) Healthcare Science (Audiology) is an innovative programme boasting exclusive connections with its placement environments, enabling access to a range of real-life situations in both clinical and community environments as well as access to simulation suites. This embedded work-based programme will provide a challenging balance between the development of core skills and professional practice required by Healthcare Scientists who have knowledge in basic sciences, clinical aspects of audiology, audiological techniques, hearing advice and rehabilitation.

Content

To equip graduates with the knowledge, understanding, values and skills to progress into graduate employment and/or postgraduate education, in the fields of healthcare science, audiology, neurophysiology and other related settings.

The programme aims to:

1. Build on students' varied Level 4 and 5 studies to develop their knowledge and understanding of the interrelated and complex factors that impact on patients' outcomes.

2. Develop students' understanding of the variety of healthcare frameworks in which audiologists and healthcare scientists will work.

3. Prepare students to work flexibly, effectively, and compassionately with patients and other health and care professionals, through careful reflection and critical exploration of research evidence, practice-based experience, individual cases, contexts, and policy.

4. Enable students to develop as active and self-critical life-long learners, with a sound understanding of the relationship between theoretical frameworks and the active, empirical methods of enquiry which inform the development, interpretation and continuing re-evaluation of theory and professional practice.

1.8 Teaching and Learning Strategy

Modes of Delivery

The programme team will adopt a blended format to deliver the BSc (Hons) Healthcare Science (Audiology) degree. Live lectures will be delivered via MS Teams, every week. In addition, on-site block release will be utilised to teach practical skills and for formative and summative practical assessments. Block release will take place every 8-12 weeks.

All students will have a personal tutor with scheduled and additional time available for tutorial support.

Modes of delivery will include:

Scheduled Activities	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures	Lectures will be used to introduce the key concepts and issues using interactive teaching and learning methods. Dedicated lectures are also used to brief students on the two assignments.
Seminars	Seminars will be used to provide the opportunity for students to engage in deeper discussion and exploration of a particular topic following a lecture
Tutorials	Dedicated tutorials are used for workshops on the assignments, including the provision of formative feedback.
Guided independent study	Students are provided with a comprehensive reading list and other resources via the VLE to support independent learning

Students can access their timetables on OnTrack and SDConnect. Notification of amendments will be issued via Moodle/email/MS Teams.

A key element for these programmes, whether full or part time will be Tutorial. This will be a combined tutorial each of the years that a student studies with us and to help provide a sense of community.

The personal tutor will work with students both individually and as a group to support them on their journey through Higher Education. At the commencement of the course, they help students to make the transition into the learning process, to assist with the process of induction and orientation into academic life. After this they will be the student's first port of call for advice and/or direction to further support on academic or pastoral matters. Tutorials are timetabled into the working week on each course.

Often, they will be undertaken as structured group sessions. Sometimes the tutor will book individual tutorials. Students can also book tutorials with their tutor –usually by email or be making a request during the tutorial session.

1.9 Research and employment-informed teaching and learning

UCSD supports academic teaching staff to develop their subject knowledge, professional practice and keep currency in their academic field through investment in continuous professional development through a variety of mechanisms.

All the teaching and dissertation supervision team are involved in professional development to support their teaching practice, subject knowledge development and academic skills. Everyone is a qualified teacher, specialised in different aspect of the audiology field or anatomy, physiology and pathology of the human beings and all engage in the institution's continuous professional development to improve and develop teaching practice in-line with the evidence-informed teacher programme. Several of us are involved in the British Society of Audiology and British Academy of Audiology activities, Research projects and scientific publication reviews, gaining valuable insights from across the UK higher education sector about improving our pedagogy in the subject area.

Everyone undertakes research and scholarly activities each academic year to maintain currency in our academic field and advance our own academic skills. This includes undertaking academic study for higher qualifications, attending and presenting at conferences, taking short vocational courses, writing and publishing academic research, and collaboratively writing textbooks.

As university lecturers in college Higher Education, we are all dual professionals, having worked for many years in the sector we teach about. Members of the team have worked as audiologists and registered professionals. We bring this knowledge and experience into our classroom teaching. We also maintain currency in our sector through employer liaison and engagement activities such as our annual conference, working with employers and placement mentors, running private clinics and holding honorary contracts with local NHS Audiology departments.

The depth of research, scholarly activity and employment-related engagement that the team undertake is a particular strength of the programme. We bring all this into the classroom, ensuring your teaching and learning experience is excellent.

1.10   Resources to support outstanding teaching and learning

UCSD provides a wide range of specific resources available to students. It is the intention that these resources help developed students' academic ability through a high-quality experience. Students will also benefit from the development of graduate and employability skills, so they are able to succeed in and beyond higher education. The University Centre campus resources include dedicated HE teaching spaces in the UCSD building, a campus wide wireless network, free access to Microsoft 365 whilst enrolled on your programme and a library with over 25,000 books, newspapers, magazines and eBooks and e-journals, such as the SAGE premier collection. Within your module guides you will be provided with a reading list that you will be able to undertake additional and further reading to support your learning.

As a UCSD student you will have access to the following resources:

- Microsoft Office applications and OneDrive via your southdevon.ac.uk account
- MS Teams for online learning and communication with your peers and teaching team
- Moodle, South Devon College and the University Centre's virtual learning environment
- The South Devon College Library in the main college building. The library hosts thousands of hard copy textbooks.
- The South Devon College online library, via Moodle, which hosts thousands of ebooks and online journals specifically selected for courses related to children and young people.
- The University of Plymouth online library, Primo, which hosts hundreds of thousands of ebooks and online journals.

You will be issued with a reading list of textbooks and additional reading for each module, you do not have to purchase the books as they are available in the South Devon College and/or Primo library as either hardcopy textbooks or ebooks. If you wish to purchase any of

the textbooks recommended, you can often get earlier editions of the books cheaper from online shops.

1.11 Assessment and feedback strategy

Assessment of your learning is an essential part of attaining your qualification. Your assessments will be design in accordance with the UCSD Assessment Policy https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/ and the assessment guidance on the UCSD website https://www.ucsd.ac.uk/student-life/support/assessment-guidance/

Your module leaders will support you to develop the skills to succeed in your assessments. But you can also use the self-directed guidance on https://www.ucsd.ac.uk/student-life/support/assessment-guidance/ and receive one-to-one support from the HE Study team by contacting HEstudy@southdevon.ac.uk

Your assessment timetable will be available on Moodle at the start of your course. There are broadly three types of assessment and feedback at UCSD:

- **Formative assessment and feedback** opportunities are embedded into module teaching and assessment for learning. This means your teachers will be continuously assessing you progress and learning towards the modules learning outcomes and giving you verbal feedback, for example in answers to questions, and in response to group activities and your assessment plans.
- **Draft assessment and feedback** are a set time within your module when you can submit a draft version of your assessment for formal feedback. The feedback could be verbal and/or written feedback.
- **Summative assessment and feedback** are the final stages of the assessment cycle. You will formally submit your final assessment task, and receive summative developmental feedback and a grade for the task within 20-working-days.

Assessment is aligned to the University of Plymouth Assessment Policy and designed to be a valid, reliable and practical assessment of knowledge and understanding, critical thinking and professional attributes - with the intention to support the development of reflective, life-long learners who are able to assess their own performance.

There is a degree of flexibility within most modules for students to have choice of direction and interest whilst meeting the learning outcomes of the modules. Students

identified with disabilities will be supported through the relevant UCSD policies and procedures relating to disabilities and inclusive assessments.

The method of assessment varies between modules. This reflects the need to develop different knowledge, understanding and skills.

Modes of assessment will include:

- Online open book assessment
- Coursework
  - Written assignment
  - Case-study based questions
  - Set exercises
  - Research Proposal
  - Literature Review
  - Report
  - Personal Development Plan
- Practical
  - Oral assessment and presentation
  - Informal Discussion

In all assessment cases above, the method is chosen and designed to assess the achievement of the learning outcomes for the module. Students will be given Specific Assessment Criteria which are used to judge the extent of achievement.

1.12   Student engagement in ongoing programme development

UCSD sees students as partners in their academic process, we actively seek and respond to your feedback at several points within the year. You and your course peers will elect a Student Representative to represent your views at Student Consultative Forum three times a year. The Lead Student Rep, elected by the whole UCSD student body, chairs the Student Consultative Forum and works with the UCSD leadership team to act on student feedback. Additionally, a Higher Education Student Governor is nominated from the student

body to represent your views in South Devon College's governance structures. Students are also asked to give early and end of module review feedback to improve module delivery, and surveys about their student satisfaction once a year. In addition, students can always discuss any concerns or areas of good practice with their personal tutor.

1.13 Student Support Hub

The University Centre South Devon (UCSD) is committed to an ethos of equality and inclusivity. How we will support you is set out in the Student Development Policy, available on the UCSD website https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/ By becoming a UCSD student you enter a partnership with us, committing yourself to positively engaging and actively taking part in scheduled learning activities, self-directed learning and alerting your teaching team and/or the Student Support Hub to any additional needs you have. In return we commit to support you to achieve your potential. This relationship is set out in our Student Charter https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/

The UCSD Student Support Hub https://www.ucsd.ac.uk/student-life/support/ is based on the ground floor of the University Centre. Many students think that the Support Hub is only for when they have exhausted all other avenues of support. But we encourage you to seek us out as soon as you think that you are struggling, because it is much easier to solve issues when they emerge. Also, students may feel that they are expected or should be able to manage any difficulty, but we are here to help and can support you to make the right decisions for you and your studies. Therefore, all students are encouraged to contact the Hub team early in their student journey, the service is available year-round except for closure days (normally around Christmas), so that you can be supported to thrive:

HE Study Team
The HE Study Team's role is to support you to develop your study and academic skills. You may have just progressed from a Level 3 course such as A' Levels, Access to HE, BTEC, or a Level 3 Diploma, or not have studied for many years, but everyone will find the step up to Higher Education learning a challenge, we are here to support everyone. The team can

support you to enjoy and make the most of your academic studies, that includes students who are doing well and want to do better, and those for whom learning is more challenging. There is a wealth of resources on the UCSD website https://www.ucsd.ac.uk/student-life/support/study-skills/ and you can book one-to-one sessions by emailing HEstudy@southdevon.ac.uk sessions can be held face to face or on MS Teams.

HE Disability Team

If you have a disability or difficulty, whether that is physical, sensory, mental health or a learning difficulty, you can receive the support and assistance you need to study. If you are unsure whether your needs would be categorised as a disability or difficulty we are happy to have a chat. Our team will assist and guide you from the initial enquiry, through the application and assessment process, and signpost you to additional resources and services where required. Please contact HEdisability@southdevon.ac.uk How you are paying for the course will impact on the support available and how you apply for it, for more information please visit https://www.ucsd.ac.uk/student-life/support/disability-support

HE Wellbeing Team

The Wellbeing team can provide support to students experiencing wellbeing challenges that impact on their studies we understand that studies can face many difficulties so, don't be afraid to speak to us. The team offers urgent and regular support to help you adjust to and manage student life, stay positive and motivated, encourage you to continue with your studies, and manage the unexpected. Students who have mental health difficulties can apply for disability support to provide regular and specialist support. For more information see https://www.ucsd.ac.uk/student-life/support/wellbeing-support/ or contact HEwellbeing@southdevon.ac.uk

HE Employability

The Employability team are available to support you as your career plans develop. They support you to search for placement opportunities and help you to find appropriate work while you are studying. You can discuss your ideas, gain support researching opportunities, have feedback on your CV, personal statement or job application, and practice your interview skills. For more information see https://www.ucsd.ac.uk/employability-and-next-steps/ or contact HEemploy@southdevon.ac.uk

Before you start your programme, you should engage with the online resources on our website https://www.ucsd.ac.uk/stepping-up-to-higher-education/ and attend the workshops held by the HE Study team as these provide a detailed and useful introduction to your new academic life. There will also be a course induction by the programme team a week before teaching starts.

UCSD encourages all students to actively engage with their tutor and the HE Student Support Hub to access study skills, wellbeing, disability, and employability support throughout their studies. Make the most of the support available to you, so that you can gain the best degree.

1.14   Becoming a South Devon Graduate

You have enrolled to undertake a qualification about a specific subject, but alongside this UCSD is committed to supporting you to secure higher-level academic knowledge and skills, possess positive personal attributes for your future, and be work-ready with professional knowledge, skills and behaviours. This is known as educational gain – everything you will develop alongside your academic qualification towards becoming a South Devon Graduate. To find out more, visit https://www.ucsd.ac.uk/south-devon-graduate/

Higher-level academic skills

Alongside excellent programme design, and outstanding teaching, learning and assessment on your course, tutors will help you to identify and address any gaps in your academic knowledge, skills and behaviours. This starts before your course begins with preparation activities online and in-person to help you develop foundational academic skills, the tutorial curriculum then scaffolds new and developing knowledge and skills with your peers throughout your course, and you can access one-to-one support from the UCSD Student Support Hub.

Positive personal attributes for your future

South Devon Graduates have positive personal attributes, qualities and characteristics that mean they are confident, resilient and act with integrity. We nurture these attributes through our Ready, Respect and Safe agenda. Students are ready to learn with group and one-to-one support for academic skills, disability and wellbeing. UCSD and our students are encouraged to respect and care for themselves, others and the environment though initiatives related to equality and diversity, sustainability, academic integrity, and behaviour and conduct. Student and staff keep themselves and each other safe through pastoral support, knowledge of safeguarding and Prevent, online safety activities, and opportunities to report misconduct and bullying.

Work-ready

Your teaching team have designed a course to give you the knowledge and skills for a career in your chosen field. Beyond this you will become work-ready though work-based learning, placement activities and assessments that reflect the real world of work, a tutorial curriculum that inspires you to reflect on your growing employability and record them in your Personal Development Plan (PDP), and enrichment activities arranged by your programme team or the wider University Centre, such as Research Showcase.

Throughout your studies at UCSD you will be working toward these academic, personal and work-ready knowledge, skills and behaviours making you a South Devon Graduate.

1.15   Preparation for employment and further academic study

Once completed the BSc (Hons) Healthcare Science programme, if students wish to advance their academic journey, they will be eligible to apply for students can progress to University of Plymouth on the MSc Advanced Professional Practice (Health and Social Care Professions), MSc Global Health and MSc Healthcare Management, Leadership and Innovation programmes as well as MSc in Clinical Science, Advanced Practice (Audiology), Audiology, MPhill/PhD in Hearing Therapy delivered in several HEIs in UK, Republic of Ireland and globally. Otherwise, graduates will be able to work as audiologist or healthcare science practitioner in both public and private framework.

1.17   UCSD Enterprise and Employability Framework Mapping

The UCSD Enterprise and Employability Framework sets out employability criteria that every UCSD graduate should achieve. Evidence here activity within the programme, or signpost to further support, that matches each of the criteria:

Employability Criteria	Definition	Programme Aims and Intended LOs	Module Aims and LOs	Assessment	Extra activity (i.e. trips)	Other UCSD areas of activity
Job-specific skills	Students demonstrate the specialist and technical knowledge and skills needed by employers (in the sector) locally and nationally.	PILO 1.1; 2.3; 1.4; 3.2	SOUD3116 LO1; LO2 & LO4 SOUD3117 LO3	Examination 1 SOUD3116 & Examination 1SOUD3117	Master classes and guest lecturers	UCSD HE Study Skills support
General skills (aka. Transferable skills, 'soft' skills)	Students demonstrate the general knowledge, behaviours, and skills needed by every employer and workplace.	PILO 3.3	SOUD3118 LO5	SOUD3118 Practical 1 & Examination1	Master Classes, guest lecturers and professional conversations	Engagement in UCSD Student Voice activities
Digital skills	Students demonstrate the essential digital knowledge, behaviours, and skills needed by employers.	PILO 3.1	SOUD3115 LO5 & LO6	Practical 1 SOUD3115	Master classes	Accessing and managing Moodle, MS Teams, Library, OneDrive, email etc.

Employability Criteria	Definition	Programme Aims and Intended LOs	Module Aims and LOs	Assessment	Extra activity (i.e. trips)	Other UCSD areas of activity
Practice and Experience	Students apply their knowledge and skills to specific career-relevant situations, and within career-relevant contexts.	PILO 5.2	SOUD3116 LO3; SOUD3117 LO1	SOUD3116 A1 & SOUD3117 A1	Professional conversation	SDC & UCSD Career Events
Careers Guidance	Students explore their knowledge, skills, and behaviours, in terms of their future, employment, and chosen career areas.	PILO 4.2	SOUD3118 LO1	SOUD3118 Practical 1 & Examination1	Professional conversation	UCSD Employability Support and Personal Tutor Support
Enterprise	Students create ideas, set within practical situations, which lead to cultural, social or economic value. This can, but does not have to, lead to venture creation.	PILO 4.1	SOUD3118 LO3	SOUD3118 Practical 1 & Examination1	Guest lecturers	
Personal Development	Students reflect on their identities, qualities, and values to better understand themselves, from which to make informed choices	PILO 4.2	SOUD3118 LO1	SOUD3118 Practical 1 & Examination1	Professional conversations	UCSD HE Study Skills Support Personal Tutor support

Employability Criteria	Definition	Programme Aims and Intended LOs	Module Aims and LOs	Assessment	Extra activity (i.e. trips)	Other UCSD areas of activity
	about future employment.					
Professional Behaviours	Students display the professional behaviours required of best practice and suitable for general employment.	PILO 4.1	SOUD3118 LO3	SOUD3118 Practical 1 & Examination1	Master classes and professional conversation	Engagement with Personal Tutor and Programme Staff
Networking	Students have opportunities to grow and utilise personal networks of support for a wide range of career- and industry-related activities.	PILO 3.1	SOUD3115 LO6	SOUD3115 Practical 1	conferences	Linkedin
Further information:						Extra employability-related activity will be recorded on the Employability Activity Form.

Further information:

Employability is a vital part of the learning journey of all UCSD students and is integrated throughout the programme. As detailed in the UCSD Enterprise and Employability Framework, UCSD students develop their employability across nine criteria. This section highlights any other areas of activity, signposting, or links to industry and employer standards.

Students can record their employability and work-related activity on their Personal Development Plan on Moodle.

1.18   Regulations, Policy and Procedures

This is not a definitive list, the UCSD Student Handbook can provide more information
https://www.ucsd.ac.uk/student-life/student-handbook/

Policy/Procedure/Regulation	Provision	Comments
Regulations	Regulations for both UCSD and UoP can be found here	
Terms and Conditions	UCSD	
Fee Policy	UCSD	
Admission Policy	UCSD	
Academic Complaints Policy	UCSD	
Service Complaints Policy	UCSD	
Code of Conduct and Disciplinary Policy	UCSD	
Fitness to Study/Study and Wellbeing Review Policy	UCSD	
Academic Offences Policy	Policy for both UCSD and UoP can be found here	Depending on the awarding body
Extenuating Circumstances Policy	UCSD	
Academic Appeals	Regulations for both UCSD and UoP can be found here	Depending on the awarding body
Assessment Policy	UCSD	
Educational Audit Procedure	UCSD	

2. Programme Specification

2.1 BSc (Hons) Healthcare Science (Audiology)

Named Exit Awards including Final award title

BSc (Hons) Healthcare Science (Audiology)

UCAS code   HCSA

HECOS code   100257 Audiology

         100260 Healthcare Science

Awarding Institution: University of Plymouth

Teaching institution(s): **South Devon College**

Accrediting body

2.2 Distinctive Features of the Programme and the Student Experience

Most audiology and hearing aid audiology students work within their local communities, sometimes working in a voluntary capacity before transitioning to working in this field to improve the quality of life for hearing impaired people. The majority of students studying on our hearing aid audiology programme want to further positively contribute to the lives of their patients affected by hearing and vestibular conditions. The new programme will therefore extend their knowledge and skills to improve their scope of practice.

The programme has been designed to be open to contribution from a diversity of epistemologies and disciplinary fields, for a holistic view of care that validates approaches

beyond the western biomedical approach and will be delivered by a multidisciplinary team. Our team consists of qualified Higher Education lecturers with a background that encompasses healthcare science, multiple different health & care professions, nursing and medicine, which allows opportunities for cross discipline learning.

Other elements considered during the programme design were the inclusion of the social determinants of health and the systemic barriers that may prevent diverse minority groups from accessing Health services and providing inclusive opportunities for the students to share their own experiences and perspectives without prejudice or judgement, thus valuing diversity.

For students joining the programme directly from another higher education provider and alumni continuing progressing from our foundation degree or after a break in their studies, University Centre South Devon organise a series of workshops that will take place at the beginning of the student's experience. These webinars are in addition of the guidance that the Student Support Hub constantly provide to every student..

Moreover, creating cultural safety for critical reflection around sociocultural is paramount and will be the distinctive feature of the programme as well as providing opportunities for the students to share their own experiences and perspectives without prejudice or judgement, thus valuing diversity.

2.3 Relevant QAA Subject Benchmark Group(s)

QAA Benchmark Statement for Health Studies (2024)

Subject Benchmark Statement - Health Studies (qaa.ac.uk)

QAA Benchmark Statement for Audiology (2006)

http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement--Health-care-programmes---Audiology.pdf

2.4 Programme Structure

Programme will be delivered full-time only, following a blended learning approach. Students will attend live weekly classes delivered via MS Teams, in addition to seminars and practical sessions delivered on campus or in clinical settings.

Students will attend weekly live lectures delivered on Virtual Learning Environment as well as attending a total of 10 teaching days on campus split across 3 block release.

Students are also required to complete a total of 240 hours of clinical placement that will sum up with the hours completed during the previous courses (please read the entry requirements for further details) to fulfil the National School of Healthcare Science requirements to be eligible to join the Healthcare Science Register. Please note that might be a cost for graduates to join the register.

Full-time Pathway (Level 6)

Semester	Code	Module Title	Credits	Core or Option
All year	SOUD3115	Research Project in Audiology	30	Core
Semester 1	SOUD3116	Hearing and Vestibular Rehabilitation	30	Core
Semester 2	SOUD3117	Paediatric audiology and objective testing	30	Core
All year	SOUD3118	Healthcare Science Advanced Professional Practice	30	Core

2.5 Programme Aims

To equip students with the knowledge, understanding, values and skills to progress into graduate employment and/or postgraduate education, in the fields of healthcare science, audiology, neurophysiology and other related settings.

The programme aims to:

1. Build on students' varied Level 4 and 5 studies to develop their knowledge and understanding of the interrelated and complex factors that impact on patients' outcomes.
2. Develop students' understanding of the variety of healthcare frameworks in which audiologists and healthcare scientists will work.
3. Prepare students to work flexibly, effectively, and compassionately with patients and other health and care professionals, through careful reflection and critical exploration of research evidence, practice-based experience, individual cases, contexts, and policy.
4. Enable students to develop as active and self-critical life-long learners, with a sound understanding of the relationship between theoretical frameworks and the active, empirical methods of enquiry which inform the development, interpretation and continuing re-evaluation of theory and professional practice.

2.6 Programme Intended Learning Outcomes (PILOs)

2.6.1 Knowledge and understanding

On successful completion graduates should have developed:

1)Comprehensive knowledge and understanding of professional practice, the requirements and competencies, required for working in both specialist and interdisciplinary teams as a Healthcare Science Practitioner.

2) Knowledge of the physiology, pathology, organisation, and function of the auditory and vestibular processes for adult and paediatric populations, and applying this knowledge to assessment, management, habilitation, and rehabilitation of these populations.

3) A range of established techniques to initiate and undertake critical analysis of information and be able to propose appropriate solutions to address any concerns.

2.6.2 Application of acquired knowledge, skills, and behaviours

On successful completion graduates should have developed:

1) The ability to integrate principles, theory, and practice in the context of healthcare science utilising information from a wide variety of sources including current research.

2) The skills to critically analyse the importance of using current evidence-based practice to improve the quality of service.

3) The ability to apply problem-solving and critical thinking skills in clinical settings taking account of relevant social, cultural, psychological, and ethical issues.

2.6.3. Key and transferable skills

On successful completion graduates should have developed the ability to:

1) The professional communication skills, including written and verbal in the contexts from interpersonal to documentary, employing appropriate technology and respecting the various levels of confidentiality, appropriate for Healthcare Science.

2) Apply the acquired the knowledge, skills, and behaviours necessary for their employment to support professional value base and personal responsibility and accountability in an audiology healthcare science practitioner.

3) Effectively communicate and interact with a variety of professions and patients with different personal, cultural, and socioeconomic backgrounds.

2.6.4. Employment related skills

On successful completion graduates should have developed:

1) Self-awareness through reflection and the performance required within own sphere of practice, in accordance with values and principles of a Healthcare scientist.

2) The ability to maintain, update and further develop own skills and knowledge, and that of others, through recognised Continued Professional Development (CPD) activities enabling flexibility in practice and responsiveness to changing service needs.

3) Appropriate leadership, within the scope and limits of the role, to effectively manage own case load, mentoring lees experienced colleagues as well as supervising healthcare assistants and associates and promote inter-professional and multidisciplinary team working.

2.6.5. Practical skills

On successful completion graduates should have developed:

1) The ability to provide and promote holistic patient/person-centred care and support, duty of care and safeguarding of individuals.

2) Competence in a range of clinical, technical, and administrative procedures relevant to the scope of practice.

3) The ability to conduct literature reviews and research project to constantly apply evidence best practice in a variety of settings.

2.7 Admissions Criteria, including RPL and Disability Service arrangements

All applicants must have GCSE (or equivalent) Maths and English at Grade C/Level 4 or above.

Regardless the entry route, all applicants must provide evidence of having completed at least 885 hours of clinical placement in a relevant audiology setting, that in addition of the 240 hours of placement that students accrue during this programme, will fulfil the National School of Healthcare Science requirements to be eligible to join the Healthcare Science Register. During the application process, students must submit completed logbooks, attendance certificates from previous courses and/or written statement from current/previous employers and placement providers with the number of hours, start dates and end dates on it.

Entry Requirements for BSc (Hons) Healthcare Science (Audiology) (Top-up)	
Higher National Diploma	In relevant subject area, for example Diploma in Hearing Science or Audiology etc.
Foundation Degree	Foundation Degree in relevant subject field such as Audiology, Hearing Aid Audiology, Assistant Practitioners (that completed specific specialty studies) etc.
Other Qualifications	Applicants who possess 120 credits at level four and 120 credits at level five that has not previously been counted towards a degree award.
APEL	Recognition of prior experiential learning can be considered where there is a shortfall in entry requirements.

Applications for Accreditation of Prior Learning (APL) and Accreditation of Prior Experiential Learning (APEL) are welcomed. Accreditation of Prior Learning (APL) - University of Plymouth. |
| Experience | Applicants must have relevant work experience, such as a valid registration as Hearing Aid Dispenser with Health and Care Professions Council (HCPC) and have the ability to study successfully at degree level. |
| UK and EU Entry | Equivalent international qualifications will be considered towards meeting the general entry requirements. Additionally, international students, for whom English is not their first language, will be required to evidence an IELTS score of 7.0, with no element below 6.5, or equivalent. |

2.8 Non-Standard Regulations (NB: all non-standard regulations must be approved by QSSC)

Students are required to achieve a pass at component level, as required by the Academy of Healthcare Science.

Level 6					
Module Code	Module Title	Credits	Year of Delivery*	Semester/Term of Delivery	Core/Optional
SOUD3115	Research Project in Audiology	30	2024/25	All year	Core

SOUD3116	Hearing and Vestibular Rehabilitation	30	2024/25	Semester 1	Core
SOUD3117	Paediatric audiology and objective testing	30	2024/25	Semester 2	Core
SOUD3118	Healthcare Science Advanced Professional Practice	30	2024/25	All year	Core

Core modules	Programme Intended Learning Outcomes contributed to (for more information see Section 8)															Compensation Y/N	Assessment Element(s) and weightings 01 (online open book assesment) E1 (exam), E2 (clinical exam), T1 (test), C1 (coursework), A1 (generic assessment), P1 (practical)
	8.1 Knowledge and understanding			8.2 Cognitive and intellectual skills			8.3 Key and transferable skills			8.4 Employment related skills			8.5 Practical skills				
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3		
PILOs met at Level 6																	
SOUD3115 Research Project in Audiology			X	X		X									X	N	C1 100% P1 P/F

Module	1	2	3	4	5	6	7	8	9	10	11	12	13	Comp.	Assessment
SOUD3116 Hearing and Vestibular Rehabilitation	X	X	X			X							X	N	C1 50% E1 50% A1 P/F
SOUD3117 Paediatric audiology and advanced objective testing		X					X	X			X	X	X	N	C1 70% E1 30% A1 P/F
SOUD3118 Healthcare Science Advanced Professional Practice							X	X	X	X	X			N	C1 50% E1 50% P1 P/F

3.   Module Records

UNIVERSITY OF PLYMOUTH MODULE RECORD

<u>**SECTION A: DEFINITIVE MODULE RECORD**</u>*. Proposed changes must be submitted via Faculty/AP*

Quality Procedures for approval and issue of new module code.

MODULE CODE: SOUD3115	MODULE TITLE: Research Project in Audiology	
CREDITS: 30	FHEQ LEVEL: 6	HECOS CODE(S) [max 3]: 100962 research skills; 100257 audiology; 100260 healthcare science
PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: N

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

Designed to allow students to conduct an in-depth study of an area in health and care that they are particularly interested in, and to enable them to demonstrate skills and knowledge acquired throughout the programme of study. Projects can take several forms and the students are expected to develop cognitive skills through the understanding of the chosen topic area and presentation of technical information

ELEMENTS OF ASSESSMENT – *see Definitions of Elements and Components of Assessment*

C1 (Course work)	100%	**P1** (Practical)	Pass/Fail		

SUBJECT ASSESSMENT PANEL to which module should be linked: BSc (Hons) Healthcare Science (Audiology)

Professional body minimum pass mark requirement: 40%

MODULE AIMS:

The aim of this module is to acquire skills in research methods and develop a research project from initial planning stages through to completion of a dissertation and dissemination of the research via an oral presentation.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1. Demonstrate knowledge of qualitative and quantitative research methods.	8.2 (1) 8.5(3)
2. Critically review the literature in an area of interest.	8.2 (2) 8.5 (3)
3. Define a research problem/question and identify ethical issues and circumstances demanding integrity and be able to manage such situations.	8.5 (3)
4. Design methodology and conduct research.	8.5 (3)
5. Analyse results and evaluate findings using appropriate analysis methods.	8.5 (3) 8.2 (1)
6. Disseminate findings to an audience comprising peers, scholars and clinicians.	8.3 (1)

DATE OF APPROVAL: 14/05/2024	**FACULTY/OFFICE:** Partnerships, Academic Registry
DATE OF IMPLEMENTATION: 01/09/2024	**SCHOOL/PARTNER:** South Devon College
DATE(S) OF APPROVED CHANGE: n/a	**SEMESTER:** Semester 1 & 2
MODE OF DELIVERY: Blended Learning	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be published on the website as a guide

for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2024/2025	**NATIONAL COST CENTRE:**
MODULE LEADER: Manah Chandra Changmai	**OTHER MODULE STAFF:** Abishek Umashankar

Summary of Module Content

The curriculum begins with an introduction to research, covering both qualitative and quantitative methods. Students will choose an appropriate area of interest for their research, guided and supported by a supervisor. Emphasis is placed on independent time management and project planning. Students will learn to critically appraise research literature, identifying and justifying a research question to be answered. The research process includes planning, design, obtaining ethical approval where required, implementation, reporting, and writing up. The significance of ethics and integrity in research is underscored. The curriculum also covers the review and interpretation of research evidence as it applies to audiology practice and the selection of appropriate methods for data collection. The unit will also include an introduction to statistical analysis such as grids and scales used in research as well as descriptive statistics, paired and unpaired t-tests, correlation and linear regression. Formal teaching of presenting skills are included into the unit.

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**

Lectures and Seminars	45	Delivery of module content to include lectures, data collection and analysis workshops, seminars, group discussion, 1 to 1 dissertation support.
Guided Independent study	255	Directed tasks, data collection and research for dissertation.
Total	**300**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting
Coursework 1	4000 words Article – LO1, LO2, LO3, LO4, LO5	100%
Practical 1 (EPA Requirement)	15 Minute Oral Presentation + Panel Questions LO6	Pass/Fail

REFERRAL ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting
Coursework 1	4000 words Article – LO1, LO2, LO3, LO4, LO5	100%
Practical 1 (EPA Requirement)	15 Minute Oral Presentation + Panel Questions LO6	Pass/Fail

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Date:	**Approved by**: Date:

UNIVERSITY OF PLYMOUTH MODULE RECORD

<u>**SECTION A: DEFINITIVE MODULE RECORD**</u>. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: SOUD3116	MODULE TITLE: Hearing and Vestibular Rehabilitation	

CREDITS: 30	FHEQ LEVEL: 6	HECOS CODE(S) [max 3]: 100257 audiology; 100260 healthcare science; 100264 anatomy
PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: N

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

In this module, students will explore the anatomy and physiology of the balance system and introduction to adult complex cases and their management. There will be a focus on the assessments of vestibular function, common vestibular complaints and vestibular rehabilitation as well as best practice assessment and management of tinnitus, hyperacusis, misophonia and phonophobia.

ELEMENTS OF ASSESSMENT – *see Definitions of Elements and Components of Assessment*

C1 (Course work)	50%	A1 (Generic Assessment)	Pass/Fail	E1 (Examina tion)	50%

SUBJECT ASSESSMENT PANEL to which module should be linked: BSc (Hons) Healthcare Science (Audiology)

Professional body minimum pass mark requirement: 40%

MODULE AIMS:

To provide a knowledge of the anatomy and physiology of the vestibular system plus overview of the assessment, management and rehabilitation options for adults with balance difficulties. Students will also learn about advanced auditory interventions including implantable auditory prostheses and interventions for tinnitus, hyperacusis and misophonia. The module also aims to provide knowledge on advanced auditory assessment procedures and considerations for patients with complex needs.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1. Demonstrate knowledge of the anatomy and physiology, pathologies, signs and symptoms of the balance system.	8.1(2)
2. Demonstrate knowledge of the range of procedures for assessment of balance.	8.2(3)
3. Perform the various rehabilitation techniques for balance difficulties.	8.5(2)
4. Demonstrate knowledge of considerations for audiological testing and management of patients with complex needs.	8.1(1)
5. Outline aetiology of tinnitus, hyperacusis, misophonia and phonophobia.	8.1(2)

6. Critically evaluate a range of techniques used for assessment of tinnitus, hyperacusis, misophonia and phonophobia	8.1(3)

DATE OF APPROVAL: 14/05/2024	**FACULTY/OFFICE:** Partnerships, Academic Registry
DATE OF IMPLEMENTATION: 01/09/2024	**SCHOOL/PARTNER:** South Devon College
DATE(S) OF APPROVED CHANGE: n/a	**SEMESTER:** Semester 1
MODE OF DELIVERY: Blended Learning	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2024/2025	**NATIONAL COST CENTRE:**
MODULE LEADER: Stephen Campbell	**OTHER MODULE STAFF:** Manah Chandra Changmai

Summary of Module Content

The curriculum covers the anatomy and physiology of the systems involved in maintaining balance, including the vestibular system, central nervous system, and peripheral musculoskeletal system. It explores theories of equilibrium and the pathology affecting peripheral and central balance structures. A comprehensive diagnostic audio-vestibular case history is emphasized,

alongside eye movement assessments using Electronystagmography (ENG) and Videonystagmography (VNG) testing and interpretation. The curriculum includes Dix-Hallpike positional testing (DHP) and caloric testing, with considerations for managing patients with complex needs and uncommon hearing losses. It differentiates between acoustic and electric hearing and discusses candidacy for various implantable prostheses. The course examines cochlear implants, including bimodal and bilateral candidates, and highlights sensitive and critical periods affecting language and development. An overview of Bone-Anchored Hearing Aids (BAHAs), Auditory Brainstem Implants (ABIs), Middle Ear Implants (MEIs), and the latest developments in auditory prostheses is provided, along with the advantages and limitations of these devices. Additionally, the curriculum addresses the aetiology and testing of tinnitus, hyperacusis, misophonia, and phonophobia, and includes methods for alleviating tinnitus, such as sound therapy (masking) and behavioral therapies.

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lectures and Seminars	45	Delivery of module content to include lectures, workshops, seminars, group discussion.
Work-Based Learning	120	Students are required to work in practice or attend clinics and seminars in a specialised clinics centres for the duration of the module to apply the theoretical knowledge.
Guided Independent study	135	Preparation for scheduled sessions, follow-up work, wider

		reading and completion of assessment tasks.
Total	**300**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting
Coursework 1	Portfolio of Evidence LO5 & LO6	100%
Assessment 1	Practice Assessment Document evidencing 120 practice hours LO3	Pass/Fail
Examination 1	Two-hour examination LO1, LO2 & LO4	100%

REFERRAL ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting
Coursework 1	Portfolio of Evidence LO5 & LO6	100%
Assessment 1	Practice Assessment Document evidencing 120 practice hours LO3	Pass/Fail
Examination 1	Two-hour examination LO1, LO2 & LO4	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Date:	**Approved by**: Date:

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: SOUD3117	**MODULE TITLE:** Paediatric audiology and objective testing	
CREDITS: 30	**FHEQ LEVEL:** 6	**HECOS CODE(S) [max 3]:** **100257 audiology; 100260**

	healthcare science; 101289 rehabilitation studies

PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE: N**

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module will provide students with the opportunities to learn assessment, habilitation and rehabilitation strategies in paediatric audiology, taking a holistic view of the needs of deaf children and young people. Will also enable students to critically evaluate and apply aspects of contemporary audiology and healthcare practice, policy, research and education.

ELEMENTS OF ASSESSMENT – *see Definitions of Elements and Components of Assessment*

C1 (Course work)	70%	**A1** (Generic Assessment)	Pass/Fail	**E1** (Examination)	30%

SUBJECT ASSESSMENT PANEL to which module should be linked: BSc (Hons) Healthcare Science (Audiology)

Professional body minimum pass mark requirement: 40%

MODULE AIMS:

The module focuses on the range of common hearing assessment techniques used with children at different stages of development and provides an insight into the effects of hearing impairment

in the paediatric population and management options. The module also aims to provide knowledge on advanced electrophysiological and objective auditory assessments.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1. Perform electrophysiological testing and other objective tests.	8.5(2)
2. Explain the main theories of hearing, speech and language development.	8.1(2)
3. Demonstrate awareness of selection of appropriate assessments based on the developmental stages of infancy and childhood.	8.3(2)
4. Evaluate the impact of hearing impairment and communication disorders in children and describe rehabilitation options including hearing aid fitting.	8.3(3)
5. Critically evaluate the literature on assessment and management of hearing loss in the paediatric population.	8.5(3)
6. Explain the importance of adopting a multi-disciplinary approach in assessment and	8.5(1)

management of paediatric patients and describe the role of each of the different professionals.	

DATE OF APPROVAL: 14/05/2024	**FACULTY/OFFICE:** Partnerships, Academic Registry
DATE OF IMPLEMENTATION: 01/09/2024	**SCHOOL/PARTNER:** South Devon College
DATE(S) OF APPROVED CHANGE: n/a	**SEMESTER:** Semester 2
MODE OF DELIVERY: Blended Learning	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2024/2025	**NATIONAL COST CENTRE:**
MODULE LEADER: Abishek Umashankar	**OTHER MODULE STAFF:** Stephen Campbell

Summary of Module Content

An extensive examination of diagnostic electro-physiological testing techniques, such as Oto-Acoustic Emissions (OAEs) and Auditory Brainstem Response (ABR) testing, is among the subjects covered in this section. It covers the stages of normal general development, maturation, hearing development, and the normal development of speech and language as it dives into developmental embryology. A comprehensive analysis is

conducted on communication difficulties in children, encompassing auditory processing disorders (APD). The frequency of hearing impairment in children and its effects on education and society are covered in the curriculum. In addition, it discusses the aetiology, epidemiology, and risk factors of hearing impairment, highlighting the advantages of early intervention. The significance of the paediatric case history and the Neonatal Newborn Hearing Screening (NHSP) are emphasised. Different assessment methods suitable for various developmental stages include play audiometry, behavioural observation audiometry, visual reinforcement audiometry, distraction testing, and performance testing. The unit also covers the use of tympanometry and acoustic reflexes, speech discrimination tests, and the integration of results. Real-Ear-Coupler Difference (RECD), fitting considerations for youngsters, and reasons for medical or surgical therapy or further referral are also included. Lastly, an analysis is conducted on the function of various medical specialists and educators in the evaluation and treatment of paediatric patients.

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lectures and Seminars	45	Delivery of module content to include lectures, workshops, seminars, group discussion.
Work-Based Learning	120	Students are required to work in practice or attend clinics and seminars in a specialised clinics centres for the duration of the module to apply the theoretical knowledge.
Guided Independent study	135	Preparation for scheduled sessions, follow-up work, wider

		reading and completion of assessment tasks.
Total	300	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting
Coursework 1	Portfolio of Evidence LO2, LO4, LO5 & LO6	100%
Assessment 1	Practice Assessment Document evidencing 120 practice hours LO1	Pass/Fail
Examination 1	One-hour examination LO3	100%

REFERRAL ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting
Coursework 1	Portfolio of Evidence LO2, LO4, LO5 & LO6	100%
Assessment 1	Practice Assessment Document evidencing 120 practice hours LO1	Pass/Fail
Examination 1	One-hour examination LO3	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Date:	Approved by: Date:

UNIVERSITY OF PLYMOUTH MODULE RECORD (4)

SECTION A: DEFINITIVE MODULE RECORD*. Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: SOUD3118	MODULE TITLE: Healthcare Science Advanced Professional Practice

CREDITS: 30	FHEQ LEVEL: 6	HECOS CODE(S) [max 3]: 100257 audiology; 100260 healthcare science

PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: N

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

By the end of the module students will be able to practise as an autonomous professional, applying their knowledge appropriately, exercising their own professional judgement, practising within the legal and ethical boundaries of the role and critically reflecting on and developing their professional practice.

ELEMENTS OF ASSESSMENT – *see Definitions of Elements and Components of Assessment*

C1 (Course work)	50%	P1 (Practical)	Pass/Fail	E1 (Examination)	50%

SUBJECT ASSESSMENT PANEL to which module should be linked: BSc (Hons) Healthcare Science (Audiology)

Professional body minimum pass mark requirement: 40%

MODULE AIMS:

The aim of this module is to provide students with relevant non-clinical skills to gain the experience to develop the required professional competencies and values whilst working to the required statutory standards. It will also provide them with the opportunity to learn how to support patients utilising a holistic approach.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1. Demonstrate knowledge to identify personal development needs using a range of tools and develop and update action plans to ensure that they keep skills and knowledge up to date.	8.4(2)
2. Demonstrate ability of managing consistently personal workload and objectives to achieve quality of care.	8.4(3)
3. Critically evaluate the importance of keeping professional knowledge and skills up to date, working within the limits of personal competence.	8.4(1)
4. Demonstrate knowledge of the theories of leadership, mentoring and coaching within the scope and limits of the role according to the best	8.4(3)

contemporary clinical and education on work-place standards.	
5. Demonstrate effective communication and teamwork skills and adherence to patient confidentiality, GDPR, consent and infection control policies.	8.3(3)
6. Critically evaluate the importance to deliver holistic and personalised care, in order to promote the health and wellbeing of individuals, groups and communities.	8.5(1)

DATE OF APPROVAL: 14/05/2024	**FACULTY/OFFICE:** Partnerships, Academic Registry
DATE OF IMPLEMENTATION: 01/09/2024	**SCHOOL/PARTNER:** South Devon College
DATE(S) OF APPROVED CHANGE: n/a	**SEMESTER:** Semester 1 & 2
MODE OF DELIVERY: Blended Learning	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2024/2025	**NATIONAL COST CENTRE: 103**
MODULE LEADER: Antonio Giulio Specchia	**OTHER MODULE STAFF:** Stephen Campbell

Summary of Module Content

A wide range of fundamental knowledge and skill areas, including coaching, mentoring, communication, and counselling, are covered in this unit. These are all necessary for productive support and engagement. The significance of teamwork in collaborative environments is emphasised. Protecting sensitive information requires both patient confidentiality and GDPR regulations. Maintaining safety and moral principles depends on infection control and consent procedures. Policy writing and non-clinical interventions are also included in the curriculum, which equips students with a strong foundation for jobs in support and administration. In order to enhance interpersonal comprehension and collaborative learning, advanced concepts such as communities of practice and transactional analysis are presented. Comprehensive quality assurance is achieved by addressing audit procedures, service improvement plans, and security, health, and safety precautions and contemporary management issues are explored to prepare individuals for progression from operational levels to leadership roles.

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lectures and Seminars	45	Delivery of module content to include lectures, workshops, seminars, group discussion.
Guided Independent study	255	Preparation for scheduled sessions, follow-up work, wider

		reading and completion of assessment tasks.
Total	**300**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting
Practical 1 (EPA Requirements)	Professional Discussion (40 minutes) LO1, LO2, LO3, LO4, LO5, LO6	Pass/Fail
Examination 1 (EPA Requirements)	One-hour examination LO1, LO2, LO3, LO4, LO5, LO6	100%

REFERRAL ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting

Practical 1 (EPA Requirements)	Professional Discussion (40 minutes) LO1, LO2, LO3, LO4, LO5, LO6	Pass/Fail
Examination 1 (EPA Requirements)	One-hour examination LO1, LO2, LO3, LO4, LO5, LO6	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by:	**Approved by**:
Date:	Date: