BSc (Hons) Healthcare Science (Audiology)

Programme Specification

1. **Programme title** BSc (Hons) Healthcare Science (Audiology)
2. **Awarding institution** Middlesex University

3a Teaching institution Middlesex University

3b Language of study English

4a Valid intake dates September

4b Mode of study Full-time only

4c Delivery method On-campus/Blended

5. Professional/Statutory/Regulator body National School for Healthcare Science (NSHCS)

6. Apprenticeship Standard N/A

7. Final qualification(s) available BSc (Hons) Healthcare Science (Audiology), CertHE Healthcare Science, DipHE Healthcare Science, BSc Health Studies

8. Academic year effective from 2024/2025

9. Criteria for admission to the programme

Candidates normally require English and Maths equivalent to at least GCSE grade 4 or equivalent such as an IELTS score band 7.0 (depending on NHS requirements at time of application) plus a minimum of 120 UCAS points achieved from the following awards or equivalent:

- A-levels (including two A2s with at least one science subject, preferably in biology or chemistry at grade C or better, plus those with Practical Endorsement)

- 2x AVCEs or one double award in Science

- *Or* BTEC National Diploma or Certificate in biology, chemistry, forensic science, laboratory and industrial science, or medical science

- *Or* Access course in applied science, clinical physiology, human or life sciences, medical or paramedical science, or science.

- *Or* high school equivalent, such as an International Baccalaureate

The programme is open to applicants with diverse educational backgrounds, allowing them to claim entry based on prior certified learning or experiential learning. However, those seeking advanced standing through the RPL process must have completed or partly completed a comparable programme at another HEI and must provide evidence of their achievements in that programme. This approach recognises and values both formal education and practical experience in the admission process.

All candidates are invited to interview prior to receiving an offer, which involves a full day on campus, combining an Open Day and Taster Day with the interview, providing candidates with an experience of the programme teaching strategy and facilities, plus the opportunity to speak with current students. This early session is followed by a group interview in which candidates discuss healthcare scenarios provided by the interview team. By combining these elements, the interview process provides a comprehensive understanding of each candidate's suitability for the programme and healthcare, ensuring that not only their skills and knowledge are assessed but also their ability to integrate into the programme's culture and effectively communicate in a healthcare setting.

The programme has clear requirements for Disclosure Barring Service (DBS) checks and health clearances, ensuring that students are fit for placement. The programme covers the cost of these checks, and there's a provision for students who may face challenges in obtaining clearances to discuss their options with the programme team.

10. Aims of the programme

The programme aims to:

- Develop the knowledge, skills, attitude, and ethical values required to provide patient-centred care and work safely and effectively in both the NHS and private healthcare sector as an Audiology practitioner.
- Apply scientific principles and theories underpinning healthcare science to patient care.
- Equip students to carry out competently diagnostic and therapeutic audiological investigations relevant to the role of a Healthcare Science Practitioner.
- Apply scientific methods and approaches to research, development and innovation in healthcare science.
- Develop a range of graduate competencies required for effective life-long learning, communication, team working and leadership.

11. Programme outcomes*
A. Knowledge and understanding
On completion of this programme the successful student will have knowledge and understanding of:
1. Skills and attitudes required to work as an Audiology healthcare practitioner

2. Normal and abnormal human physiology
3. The principles of diagnosis and management of human disease
4. The sciences underpinning quality healthcare.
5. The importance of scientific research in the advancement of healthcare practice
6. The range of diagnostic and therapeutic investigations carried out by a Healthcare Science Practitioner
7. The role of a Healthcare Science Practitioner and skills required for service improvement, as indicated by the Academy of Healthcare Sciences

Teaching/learning methods
Students gain knowledge and understanding through bite sized videos covering threshold concepts, seminars, laboratory classes, peer presentations, debates, placements in clinical physiology departments, designing and undertaking a research project, role play and practical clinical sessions.

Assessment Method
Students' knowledge and understanding is assessed by summative and formative assessment, including peer presentations, laboratory reports, objective-structured practical examinations, online quizzes, and unseen theory examinations and assessment of clinical practice.

B. Skills
On completion of this programme the successful student will be able to:

1. Formulate ideas through the evaluation of appropriate research evidence, scientific concepts, principles, or review of previous experience (4)
2. Generate, analyse, and critically evaluate scientific information and data using the most appropriate technology (4,7,8)
3. Appraise and synthesise evidence-based information to gain new insights into aspects of current clinical Audiology practice (4)
4. Reflect on own learning and practice to develop personally and professionally (6)
5. Communicate their ideas or information effectively to both scientific and non-scientific (3) audience using a variety of media
6. Propose, design and carry out an ethical research project or clinical audit (1-8)
7. Perform a wide range of clinical procedures competently, and in accordance with health and safety guidelines (4)
8. Work within scope of practice and professional codes of conduct (as specified by the PSRB requirements) (3,4)
9. Communicate their ideas effectively to patients, relatives, carers and colleagues using a variety of media (3)
10. Work both collaboratively, with an appreciation of skills required for leadership, to solve complex real-world problems (1,5)
11. Demonstrate an autonomous and reflective approach to lifelong learning (2)
12. Formulate learning and career development plans (1)

13. Use a range of information technologies (7)
14. Demonstrate a high level of numeracy, research and problem-solving skills (8)

Teaching/learning methods

Students learn skills through a variety of methods:

Cognitive skills are developed through bite size videos, seminars, discussions, peer presentations, research projects, and problem-solving exercises.

Practical skills are developed through laboratory practical classes, virtual labs / video demonstrations and undertaking research projects.

These skills are consolidated by reading, group work, problem-based learning exercises, structured and directed learning, analysis of case studies, and through reflection, clinical practice and development of a portfolio of evidence of clinical practice

Assessment Method

Students' skills are assessed via formative and summative assessment by written work, practical examinations, online quizzes, case studies, peer presentations and assessment of clinical practice in the workplace

Written work includes laboratory reports and research findings, with clinical skills also assessed by workplace OSPEs and portfolios of clinical practice. Additionally, placement assessment requires case study presentation (using a range of visual aids) which incorporates data analysis, interpretation and reflective practice.

The above learning, teaching and assessment will be designed to develop and assess these graduate competencies:

1. Leadership and Influence
2. Entrepreneurship
3. Communication, Empathy and Inclusion
4. Curiosity and Learning
5. Collaborative Innovation
6. Resilience and Adaptability
7. Technological Agility
8. Problem Solving and Delivery

12.   Programme structure (levels, modules, credits and progression requirements)
12.1 Structure of the programme

The professional practice modules incorporate the clinical practice learning and assessment:

Year 1: BMS1084
        includes 10 weeks of clinical practice starting in Semester 2

Year 2: BMS2015
includes **15 weeks** of clinical practice starting at the end of Semester 2

Year 3: BMS3236
Includes **25 weeks** of clinical practice.

Provision of a Clinical Practice Planner covering all 3 years, provides a structured and organized approach to the cohort's academic and clinical experiences. Emphasis on adhering to placement periods, attendance, allowances for extenuating circumstances, and the proactive communication approach with the Programme Leader demonstrates commitment to both a well-structured educational programme and individualised support for students facing challenges.

Year 1

BMS1064 Specialist Diagnostics (30 Credits) Semester 1	BMS1074 Clinical Anatomy and Physiology (30 Credits) Semester 1	BMS1084 Professional Practice (30 Credits) Semester 2	BMS1014 Biological Basis of Healthcare (30 Credits) Semester 2	EXIT POINT: Pass all year 1 modules – **CertHE in Healthcare Science**

Year 2

BMS2845 Principles of Diagnostic Audiology (30 Credits) Semester 1	BMS2965 Practical Diagnostic Audiology (30 Credits) Semester 1	BMS2855 Audiology Specialities: Vestibular, Paediatrics and Hearing Therapy (15 Credits) Semester 2	BMS2015 Research Methods and Professional Practice (30 Credits) Semester 2	BMS2625 Medical Instrumentation and Imaging (15 Credits) Semester 2	EXIT POINT: Pass all year 1 & 2 modules – **DipHE in Healthcare Science**

Year 3

BMS3966 Practical Aural Rehabilitation (30 Credits) Semester 1	BMS3146 Aural Rehabilitation and Hearing Aid Amplification (30 Credits) Semester 1	BMS3246 Final Year Project (30 Credits) Semester 2	BMS3236 Professional Practice (30 Credits) Semester 2	EXIT POINT: **300-330 credits ordinary degree BSc Health Studies**

EXIT POINTS:
- Students, who have passed year 1 modules, can exit with a CertHE in Healthcare Science
- Students, who have passed year 1 and 2 modules, can exit with a DipHE in Healthcare Science
- Students completing 300-330 credits will be eligible for the BSc Health Studies award. (Note: this is an ordinary degree, i.e. non-honours, and graduates will not be entitled to work as a Healthcare Science Practitioner)

12.2 Levels and modules

Level 4

Compulsory
Students must take all the following:
BMS1064 Specialist Diagnostics
BMS1074 Clinical Anatomy and Physiology
BMS1084 Professional Practice
BMS1014 Biological Basis of Healthcare

Optional
There are no optional modules.

Progression requirements
All module assessments must be passed.
Exit point 120 credits:
CertHE (Healthcare Science)

Level 5

Compulsory
Students must take all the following:
BMS2845 Principles of Diagnostic Audiology
BMS2965 Practical Diagnostic Audiology
BMS2855 Audiology Specialities: Vestibular, Paediatrics and Hearing Therapy
BMS2015 Research Methods and Professional Practice
BMS2625 Medical Instrumentation and Imaging

Optional
There are no optional modules.

Progression requirements
All module assessments must be passed.
Exit point 240 credits:
DipHE (Healthcare Science)

Level 6

Compulsory
Students must take all the following:
BMS3146 Aural Rehabilitation and Hearing Aid Amplification
BMS3966 Practical Aural Rehabilitation
BMS3236 Professional Practice
BMS3246 Final Year Project

Optional
There are no optional modules.

Progression requirements
All module assessments must be passed.
Exit point: 300-330 credits:
BSc Health Studies (ordinary degree)

12.3 Non-compensatable modules

Module level
4-6

Module code
All

13.   Information about assessment regulations

This programme will run in line with general University Regulations:

https://www.mdx.ac.uk/about-us/policies

14.   Placement opportunities, requirements and support (if applicable)

Placements are an integral part of the programme. Over the three years, students will spend a total maximum of 50 weeks in a clinical physiology department normally in London or the South East; maximum 10 weeks in year 1, maximum 15 weeks in year 2 and maximum 25 weeks in year 3.

Students are only placed in University approved learning environments. The designated Placement Officer, in collaboration with placement providers, will ensure that learning opportunities and support will be available in the placement area to help students meet the module learning outcomes and complete the Practitioner Training Programme (PTP) clinical portfolio.

Prior to going on placement, students are required to have enhanced DBS and Occupational Health clearance. Students, who do not get either will be unable to go on placement, but will be able to discuss their options with the programme team. DBS checks and Occupational Health appointments are arranged and funded by the University.

The University and placement providers will also ensure that a robust quality monitoring processes will be in place and establish clear lines of communication

Students are notified in advance of their placement allocation and contact details of placement staff.

Students will be required to attend placement Monday to Friday during normal working hours; 37.5 hours per week maximum. Their duty rota may include Bank Holidays. Any absences must

be reported to both the Programme Leader and the placement mentor, following local sickness reporting policies.

At the start of each placement, students will receive an induction, plus both support and guidance will be provided for students with diverse needs.

Each student and placement provider are given a copy of the Clinical Portfolio, which outlines, for example, lines of communication, contact details of key academic staff, attendance policy and complaints procedures. Practice learning is assessed using the Clinical Portfolio and written assignments.

In the final year, students have an opportunity to undertake a research project, which could include a clinical audit. Research projects carried out on placement will normally require local ethical approval in addition to Middlesex ethical approval.

15.   Future careers / progression

On completion of programme, graduates could apply for band 5 physiological science posts in the NHS and are eligible to apply for admission to the HCPC register.

Suitably qualified graduates can study to become physiological scientists, working in the NHS at Band 7 or higher. They would need to get onto an NHS Scientist Training Programme (STP). For STP training places, a 2:1 in a relevant science degree is the minimum required. Success in the STP programme, combined with additional experience, could lead to further advancement via the HSST programme.

16.   Particular support for learning

- A Dedicated Healthcare Science department at the new StoneX facility which houses specialist clinical skills laboratories. The equipment used for teaching is identical to that used in clinical practice. This includes audiometry, hearing aid programming and balance testing.
- Online support for all modules available on My Learning. This support encompasses varied resource materials such as teaching slides, key concept videos, reading lists, excerpts from books and journals, links to specific websites (such as NICE), videos of live clinical practice (such as angiography).
- Learning resource facilities at the University including computing suites and internet access, including online access to reading lists and materials.
- Access to the library 24/7 in each semester, including access to academic writing and language plus maths, statistics and numeracy support on campus or online
- Academic Advisors Scheme serves as an enhancement for all students, ensuring that every undergraduate (UG) student is assigned a dedicated academic advisor during the academic year, encompassing consistent elements, such as needs and resource limitations, aimed at improving student outcomes.

UniHelp is the University's central service; you can contact UniHelp online, by phone, in person and via Chat.
http://unihub.mdx.ac.uk/your-support-services/unihelp

Support and Wellbeing Find what you need and how you need it through a range of expert support services, online tools and self-help resources, including childcare, counselling and mental health, disability and dyslexia, health and wellbeing and religious needs
Support & Wellbeing | UniHub (mdx.ac.uk)

Student Welfare Advice Team (SWAT) – providing information and advice on money and funding matters, housing and other miscellaneous issues, via private consultation, workshops and information leaflets. Access is via UniHub and the MDX intranet.

Learning Enhancement Team (LET)
They provide academic support to you in areas such as writing essays and reports, giving presentations and participating in academic discussions.
Contact Details: http://unihub.mdx.ac.uk/let or email: LET@mdx.ac.uk

17. **HECos code(s)** 100260

18. **Relevant QAA subject benchmark(s)** N/A

19. **Reference points**
The following reference points were used in designing the Programme:

Internal documentation:

   i.   Middlesex University 2031 *Learning Framework*
   ii. Middlesex University *Middlesex University Regulations.* MU
   iii. Middlesex University *Learning and Quality Enhancement Handbook.* MU

External Documentation:

1. Quality Assurance Agency (2024) The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies QAA
2. Quality Assurance Agency (2018) *UK Quality Code, Advice and Guidance: Work-based Learning. QAA*
3. Health Education England (HEE) (2016 Modernising Scientific Careers, Practitioner Training Programme, BSc (Hons) Healthcare Science Curriculum: Neurosensory Sciences 2016/17
4. Department of Health (DH) (2013) *Modernising Scientific Careers Practitioner Training Programme. BSc (Hons) Healthcare Science, Work Based Training, Learning Guide. NEUROSENSORY SCIENCES 2013/14*

20.   Other information

The following are included in your course fees:

- A free electronic core textbook for every module.
- Printing and photocopying required for study.
- Self-service laptops available for 24-hour loan

The following course-related costs are not included in the fees:
(see programme handbook for further details)
- Travel costs during placement

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if they take full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the rest of your programme handbook and the university regulations.

21. Curriculum map for BSc (Hons) Healthcare Science (Audiology)

This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed.

Programme learning outcomes

Knowledge and understanding

A1	Skills and attitudes required to work as an audiology healthcare practitioner
A2	Normal and abnormal human physiology
A3	The principles of diagnosis and management of human disease
A4	The sciences underpinning quality healthcare.
A5	The importance of scientific research in the advancement of healthcare practice
A6	The range of diagnostic and therapeutic investigations carried out by a Healthcare Science Practitioner
A7	The role of a Healthcare Science Practitioner and skills required for service improvement, as indicated by the Academy of Healthcare Sciences

Skills

B1	Formulate ideas through the evaluation of appropriate research evidence, scientific concepts, principles, or review of previous experience
B2	Generate, analyse, and critically evaluate scientific information and data using the most appropriate technology
B3	Appraise and synthesise evidence-based information to gain new insights into aspects of current clinical Audiology practice
B4	Reflect on own learning and practice to develop personally and professionally
B5	Communicate their ideas or information effectively to both scientific and non-scientific audience using a variety of media
B6	Propose, design and carry out an ethical research project or clinical audit
B7	Perform a wide range of clinical procedures competently, and in accordance with health and safety guidelines
B8	Work within scope of practice and professional codes of conduct (as specified by the PSRB requirements)
B9	Communicate their ideas effectively to patients, relatives, carers and colleagues using a variety of media
B10	Work both collaboratively, with an appreciation of skills required for leadership, to solve complex real-world problems
B11	Demonstrate an autonomous and reflective approach to lifelong learning
B12	Formulate learning and career development plans

B13	Use a range of information technologies
B14	Demonstrate a high level of numeracy, research and problem-solving skills

Programme outcomes

A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12	B13	B14

Highest level achieved by all graduates

6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6

Module Title	Module Code by Level	A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12	B13	B14
Professional Practice	BMS1084	x	x	x	x	x	x		x	x	x	x		x	x	x	x	x	x	x	x	x
Biological Basis of Healthcare	BMS1014		x		x				x												x	
Specialist Diagnostics	BMS1064				x						x		x								x	x
Clinical Anatomy and Physiology	BMS1074		x	x	x		x			x		x	x									x
Research Methods and Professional Practice	BMS2015	x			x	x			x		x		x	x	x	x	x	x	x	x	x	x
Medical Instrumentation and Imaging	BMS2625				x						x		x									
Principles of Diagnostic Audiology	BMS2845	x			x	x			x		x		x	x	x	x	x	x	x	x	x	x
Practical Diagnostic Audiology	BMS2965		x	x	x		x		x	x	x		x		x							
Audiology Specialities: Vestibular, Paediatrics and Hearing Therapy	BMS2855	x			x	x			x		x		x	x	x	x	x	x	x	x	x	x
Professional Practice	BMS3236	x		x			x	x	x	x	x	x	x		x	x	x	x	x	x		
Final Year Project	BMS3246					x		x	x	x	x	x	x			x	x				x	x
Aural Rehabilitation and Hearing Aid Amplification	BMS3146		x	x					x		x											
Practical Aural Rehabilitation	BMS3966				x	x		x		x	x	x		x		x						