

# Appendix 1: Programme Specification

## BSc (Hons) Healthcare Science (Audiology) (apprenticeship)

<b>1. Programme title</b>	BSc (Hons) Healthcare Science (Audiology) (apprenticeship)
<b>2. Awarding institution</b>	Middlesex University
<b>3a. Teaching institution</b>	Middlesex University
<b>3b. Language of study</b>	English
<b>4a. Valid Intake Dates</b>	September
<b>4b. Mode of Study</b>	Full-time; Apprenticeship
<b>5. Professional/Statutory/Regulatory body</b>	
<b>6. Apprenticeship Standard</b>	Level 6 Healthcare Science Practitioner
<b>7. Final qualification</b>	BSc (Hons) Healthcare Science (Audiology) CertHE Healthcare Science DipHE Healthcare Science
<b>8. Year Effective from</b>	2021/2022

### 9. Criteria for admission to the programme

- A-levels (including two A2s with at least one science subject, preferably in biology or chemistry at grade C or better)
- Or Two AVCEs or one double award in Science
- Or EDEXCEL 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

Any apprentices, who have not achieved Level 2 English or maths qualification on admissions, will be required to do so before they can be entered for the End-point Assessment.

Applicants can make a claim for entry onto the programme with or without advance standing on the basis of either accreditation of prior certified learning or experiential learning. However, only students who have done an equivalent programme at another HEI can be admitted via the RPL process and evidence must be provided.

All Apprentices for this programme must meet the requirements of the Education and Skills Funding Agency funding rules including having the right to live and work in the UK

## **10. Aims of the programme**

The programme aims:

- To help the student to develop the knowledge, skills, attitude and ethical values required to provide patient-centred care and work safely and effectively in the NHS as an Audiologist.
- To apply scientific principles and theories underpinning healthcare science to patient care.
- To equip the student to competently carry out diagnostic and therapeutic investigations relevant to the role of a Healthcare Science Practitioner in Audiology
- To apply scientific methods and approaches to research, development and innovation in healthcare science.
- To develop a range of transferable academic skills required for effective life-long learning, communication, teamworking and leadership.

**11. Programme outcomes - The relevant Level 6 Healthcare Science Degree Apprenticeship Standard is shown in brackets.**

<p><b>A. Knowledge and understanding</b></p> <p>On completion of this programme the successful student will have knowledge and understanding of:</p> <ol style="list-style-type: none"> <li>1. Knowledge, skills and attitude required to work as a healthcare practitioner (2. Personal Professional Development Standard);</li> <li>2. Normal and abnormal human physiology;</li> <li>3. The principles of diagnosis and management of human disease;</li> <li>4. The sciences and processes underpinning quality healthcare (4. Quality and Audit/Service Improvement Standard);</li> <li>5. The importance of scientific research and innovation in the advancement of healthcare practice (8. Research and Innovation Standard);</li> <li>6. The role and skills required by the practitioner in the delivery and monitoring of diagnostic and therapeutic investigations (5. Technical Scientific Services Standard);</li> <li>7. The role of and skills required by the practitioner for service improvement (Audit/Service Improvement Standard).</li> </ol>	<p><b>Teaching/learning methods</b></p> <p>Students gain knowledge and understanding through online and on campus lectures, seminars, and on campus and virtual laboratory classes, peer presentations, debates, employment in clinical physiology departments, designing and undertaking a research project, role play and practical clinical sessions.</p> <p>Experiential learning also includes clinical work (on-the-job), and a research project.</p> <p>These skills are consolidated by reading, group work, problem-based learning exercises, structured and directed learning, analysis of case studies, and through reflection, employment (off-the job) and development of portfolio material</p> <p><b>Assessment Method</b></p> <p>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 and the End-point Assessment.</p>
<p><b>B. Skills</b></p> <p>On completion of this programme the successful student will be able to:</p> <ol style="list-style-type: none"> <li>1. Critically evaluate research evidence in the context of current theory and practice</li> <li>2. Solve clinical problems</li> <li>3. Appraise and synthesise evidence-based information to gain new insights into aspects of current practice</li> </ol>	<p><b>Teaching/learning methods</b></p> <p>Students learn cognitive, practical and graduate skills through online and on campus lectures, seminars, discussions, peer presentations, a research project and debates, and through employment and clinical practice</p> <p>Experiential learning also includes , clinical work (on-the-job), and a research project.</p>

<ol style="list-style-type: none"> <li>4. Reflect on own learning and practice to develop personally and professionally</li> <li>5. Present information in the most effective format to communicate ideas clearly</li> <li>6. Design and carry out research project or clinical audit</li> <li>7. Perform a wide range of clinical procedures competently, and in accordance with health and safety guidelines and the Good Scientific Practice.</li> <li>8. Work within scope of practice and professional codes of conduct</li> <li>9. Communicate their ideas effectively to patients, relatives, carers and colleagues using a variety of media</li> <li>10. Work both collaboratively and with an appreciation of skills required for leadership</li> <li>11. Demonstrate an autonomous and reflective approach to lifelong learning</li> <li>12. Formulate learning and career development plans</li> <li>13. Use a range of information technologies</li> <li>14. Demonstrate a high level of numeracy and problem-solving skills</li> </ol>	<p>These skills are consolidated by reading, group work, problem-based learning exercises, structured and directed learning, analysis of case studies, and through reflection, employment (off-the-job) and development of portfolio material</p> <p><b>Assessment Method</b></p> <p>Students' skills are assessed via formative and summative assessment by written work, examinations, online quizzes, case studies, assessment of clinical practice and peer presentation.</p> <p>Written work includes laboratory reports and research findings, with clinical skills also assessed by OSPEs and portfolios of clinical practice. Additionally, workplace assessment requires case study presentation which incorporates data analysis, interpretation and reflective practice.</p>
<p><b>12. Programme structure (levels, modules, credits and progression requirements).</b></p>	
<p><b>The professional practice modules incorporate the clinical work-based learning and assessment:</b></p> <p><b>At each intake the cohort will have an appropriately dated planner.</b></p> <p>The planner highlights exactly which terms and teaching weeks that students will spend in the workplace, allowing time for holidays etc to be planned and booked. Students are asked NOT to plan any absences during the marked weeks on the Planner so as not to miss any important events.</p> <p>Allowances will be made for students with extenuating circumstances, but students must discuss planning problems with the Programme Leader as soon as possible.</p>	

## 12.1 Overall structure of the programme

### Year 1

BMS1004 Professional Practice  (15 Credits)	BMS1014 Biological Basis of Healthcare  (30 Credits)	BMS1024 Social Aspects of Healthcare  (15 Credits)	BMS1624 Clinical Technology & Mathematics  (15 Credits)	BMS1644 Physics and Measurements  (15 Credits)	BMS1904 Anatomy and Physiology of Nervous System  (30 Credits)
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### Year 2

BMS2015 Research Methods and Professional Practice  (30 Credits)	BMS2625 Medical Instrumentation and Imaging  (15 Credits)	BMS2945 Diagnostic Audiology  (30 Credits)	BMS2965 Practical Diagnostic Audiology  (30 Credits)	BMS2985 Introduction to Audiology Specialties  (15 Credits)	<b>EXIT POINT:</b> Pass all year 1 modules – <b>CertHE in Healthcare Science</b>
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### Year 3

BMS3236 Professional Practice  <b>(Includes the EPA)</b>  (30 Credits)	BMS3336 Dissertation  (30 Credits)	BMS3946 Aural Rehabilitation and Amplification  (30 Credits)	BMS3966 Practical Aural Rehabilitation  (30 Credits)	<b>EXIT POINT:</b> Pass all year 1 & 2 modules – <b>DipHE in Healthcare Science</b>
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<b>12.2 Levels and modules</b>		
Level 4		
<b>COMPULSORY</b>	<b>OPTIONAL</b>	<b>PROGRESSION REQUIREMENTS</b>
Students must take all the following: BMS1004 BMS1014 (Biological) BMS1024 (Social) BMS1624 BMS1644 BMS1904	There are no optional modules.	All module assessments must be passed.
Level 5		
<b>COMPULSORY</b>	<b>OPTIONAL</b>	<b>PROGRESSION REQUIREMENTS</b>
Students must take all the following: BMS2015 BMS2625 BMS2945 BMS2965 BMS2985	There are no optional modules.	All module assessments must be passed.
Level 6		
<b>COMPULSORY</b>	<b>OPTIONAL</b>	<b>PROGRESSION REQUIREMENTS</b>
Students must take all the following: BMS3336 BMS3236 BMS3946 BMS3966	There are no optional modules.	All module assessments must be passed including the End-Point Assessment.

<b>12.3 Non-compensatable modules (note statement in 12.2 regarding FHEQ levels)</b>	
<b>Module level</b>	<b>Module code</b>
4-6	<i>All</i>

**13. A curriculum map relating learning outcomes to modules**

See Curriculum Map attached.

**14. Information about assessment regulations**

- The assessment regulations are the general university regulations.
- All modules of the programme and module assessment components must be passed either by assessment or pre-accreditation.
- A student, who is unable to complete the honours degree due to illness, will be eligible for aegrotat degree in healthcare science without a specialism in the title of the award; students who have not met the programme outcomes therefore will not be qualified to work as a healthcare science practitioner.
- Before the student can progress onto the End-point Assessment, they must meet the following Gateway criteria:
  - Completion of the Professional Practice Portfolio
  - Level 2 English and Mathematics must be achieved if not already held

**15. Clinical opportunities, requirements and support (if applicable)**

Apprentices will be employed as Audiology Physiology Degree Apprentices for the duration of the programme.

**16. Future careers (if applicable)**

On completion of programme, graduates could apply for band 5 physiological science posts in the NHS. 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.

On successful completion of the programme graduates are eligible to apply for admission to the RCCP register.

**17. Particular support for learning (if applicable)****From Middlesex University**

Academic Advisor

Use of MyLearning and other on-line technologies for directed learning activities

Clinical Skills Laboratory

Middlesex University Libraries

Academic and Learning Support Services

Disability and Dyslexia Support

**From the workplace**

Named mentor who plans learning, reviews progress and professional learning

**18. JACS code (or other relevant coding system)**

Audiology 144B91J (B610)

**19. Relevant QAA subject benchmark group(s)**

N/A

## 20. Reference points

The following reference points were used in designing the Programme:

### Internal documentation:

- i. Middlesex University (2014) *Learning Framework Document*
- ii. Middlesex University (2018/19) *Middlesex University Regulations*. MU
- iii. Middlesex University (2018/19) *Centre for Learning and Quality Enhancement Handbook*. MU

### External Documentation:

1. Quality Assurance Agency (2008) *The QAA Framework for framework for higher education qualifications in England, Wales and Northern Ireland*. QAA
2. Quality Assurance Agency (2010) *Code of practice for the assurance of academic quality and standards in higher education - Section 9: Work-based and placement 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*
5. Degree Apprenticeship Standard for Healthcare Science Practitioner (Level 6): <https://haso.skillsforhealth.org.uk/wp-content/uploads/2017/04/L6-Healthcare-Science-Practitioner-Standard.pdf>
6. Degree Apprenticeship Standard for Healthcare Science Practitioner (Level 6) End-point Assessment: <https://haso.skillsforhealth.org.uk/wp-content/uploads/2017/04/L6-Healthcare-Science-Practitioner-Assessment-Plan.pdf>
7. OFSTED Education Inspection Framework: <https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework>



## 21. Other information

Course costs; (see the Programme Handbook for further details)

The following course-related costs are not included in the fees; the costs are approximate and may change due to changes in pricing at the retailer.

- Visits to NHS meetings (~ 4 one-day travel cards / year)
- Additional books that you wish to purchase
- Travel costs to Middlesex campus
- Travel costs within London during your study.
- Deposit for accommodation – refundable after your stay.

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 s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the student programme handbook and the University Regulations

## Appendix 2: Curriculum Map

### Curriculum map for *BSc Healthcare Science (Audiology) (apprenticeship)*

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		Skills (cont.)	
A1	Knowledge, skills and attitude required to work as a healthcare science practitioner	B5	Present information in the most effective format to communicate ideas clearly
A2	Normal and abnormal human anatomy and physiology	B6	Design and carry out a research project or clinical audit
A3	The principles of diagnosis and management of human diseases	B7	Perform a wide range of clinical procedures competently, and in accordance with health and safety guidelines
A4	The sciences underpinning quality healthcare delivery	B8	Work within scope of practice and professional codes of conduct
A5	The importance of scientific research in the advancement of healthcare practice	B9	Communicate their ideas effectively to patients, relatives, carers and colleagues using a variety of media
A6	The range of diagnostic and therapeutic investigations carried out by a Healthcare Science Practitioner	B10	Work both collaboratively and with an appreciation of skills required for leadership
A7	The role of a Healthcare Science Practitioner in and skills required for service improvement	B11	Demonstrate an autonomous and reflective approach to lifelong learning
<b>Skills</b>			
B1	Critically evaluate research evidence in the context of current theory or practice	B12	Formulate learning and career development plans
B2	Solve clinical problems	B13	Use a range of information technologies
B3	Appraise and synthesise evidence-based information to gain new insights into aspects of current practice	B14	Demonstrate a high level of numeracy and problem-solving skills
B4	Reflect on own learning and practice to develop personally and professionally		

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	A	A	A	A	A	A	A		B	B	B	B	B	B	B	B	B	B	B	B		
		1	2	3	4	5	6	7		1	2	3	4	5	6	7	8	9	10	11	12	13	14
Professional Practice	BMS1004	x			x	x	x				x	x	x	x		x	x	x	x	x	x	x	
Social Aspects of Healthcare	BMS1024		x	x						x				x									
Biological Basis of Healthcare	BMS1014		x		x					x												x	
Physics and Measurements	BMS1644				x							x		x									
Clinical Technology & Mathematics	BMS1624				x																	x	x
Anatomy and Physiology of Nervous System	BMS1904		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									
Diagnostic Audiology	BMS2945	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							
Introduction to Audiology Specialities	BMS2985	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		
Dissertation	BMS3336					x	x			x	x	x	x	x	x			x	x			x	x
Aural Rehabilitation and Amplification	BMS3946		x	x						x		x											
Practical Aural Rehabilitation	BMS3966				x	x		x			x	x	x		x		x						

## The End-point Assessment (Overview)

The End-point Assessment (EPA) is the culmination of the apprenticeship and will be taken no earlier than at the end of the final year of the 3-year programme. It is embedded within BMS3236 Professional Practice module taken in the final year of the integrated apprenticeship degree. All components of the EPA must be passed and signed off by an independent external assessor, who is occupationally knowledgeable about role of the Audiology Physiologist and has no direct involvement in the employment and training of the Apprentice, ensuring a level of independence and impartiality. The external assessor will be provided by a peer-Higher Education Institute or another organisation on the Register of End-point Assessment Organisations, which has not been involved in the delivery of the programme.

<b>On-Programme</b>	<ul style="list-style-type: none"><li>• Professional Practice Portfolio that documents the assessments and tasks completed to demonstrates that the skills, knowledge and behaviours set out in the Standard have been achieved</li><li>• Confirmation that academic standards have been met by passing all modules</li></ul>
<b>Gateway</b>	<ul style="list-style-type: none"><li>• Completion of the Professional Practice Portfolio</li><li>• Level 2 English and Mathematics must be achieved if not already held</li></ul>
<b>EPA</b>	<ul style="list-style-type: none"><li>• Element 1: Readiness for Practice Test (RPT)</li><li>• Element 2: Professional discussion</li><li>• Element 3: Research Project Presentation and Review</li></ul>

The University and the employer are bound by contract to work together to support the Apprentice and to ensure that EPA is carried out. Both organisations will support the Apprentice to compile the Professional Practice Portfolio, which will be linked to the three Professional Practice modules and judged against the Middlesex University's Apprenticeship Mapping Document, over the three years. The University will arrange the EPA.

For information more about the EPA, visit:

<http://www.nshcs.hee.nhs.uk/images/guidance/apprenticeships/endpoint-assessment-healthcare-science-practitioner-level6.pdf>