

Programme Specification

MSc Audiology (with Clinical Placement) (2020-21)

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

Awarding Institution	University of Southampton
Teaching Institution	University of Southampton
Mode of Study	Full-time
Duration in years	2
Accreditation details	Registration Council for Clinical Physiologists (RCCP)
Final award	Master of Science (MSc)
Name of award	MSc Audiology (with Clinical Placement)
Interim Exit awards	Postgraduate Diploma
FHEQ level of final award	Level 7
UCAS code	N/A
Programme code	8085
QAA Subject Benchmark or other external reference	QAA Framework for Higher Education Qualifications (FHEQ) 2008, RCCP Standards of Proficiency 2015, RCCP Training Guidelines for Practice Placements 2016
Programme Lead	Steven Bell

Programme Overview

Brief outline of the programme

All prospective students must apply initially for, and be accepted onto, the one-year MSc Audiology programme during which they must express an interest in a clinical placement. They are then transferred to the pathway for the clinical placement once they have been interviewed and allocated to a placement. Allocations take place in the summer prior to starting the MSc. See the Terms of Placement.

The MSc Audiology (with clinical placement) and Postgraduate Diploma Audiology (with clinical placement) are primarily designed to prepare graduates to embark in a career in clinical audiology, to work in UK services for NHS patients as an audiologist and to be eligible to register with the Registration Council for Clinical Physiologists

(RCCP). More broadly, they combines Master's level education in hearing and balance science with clinical training, and the MSc also includes a research project, to provide the basis for post-graduate work in audiology and related disciplines in a range of sectors, including clinical, research, development, policy, voluntary and public health sectors. The MSc programme was established in 1972 and is the longest-running master's degree in Audiology in the UK. It has consistently produced leaders in the field both in the UK and internationally.

The programme is a full-time course over two academic years. The first year, referred to as Part 1, is identical to the MSc Audiology. Semester 1, from September to January, and Semester 2, from January to June, consists of modules covering a range of basic science, general clinical and specialist clinical topics. Semester 2 also includes clinic visits if available, during which you will visit a local audiology service to observe, and where possible participate in, patient clinics.

Those taking the Postgraduate Diploma Audiology (with clinical placement) do not undertake the research project. Consequently, those taking the Postgraduate Diploma Audiology (with clinical placement) must achieve the 120 CATS required for the Postgraduate Diploma from the taught modules, which is a requirement of accreditation. Those taking the MSc Audiology (with clinical placement) will undertake the research project. By the start of Semester 2, you will have been allocated your research project, having submitted your preferences from a list of potential projects we have provided. During Semester 2, you will conduct a literature review and propose a plan for your study. From June to September, you will undertake the study and write it up as a dissertation.

International students and students whose first language is not English will be able to attend an academic and language support module during both semesters. It is not credit bearing or assessed. Rather, it is an optional module that supports the students as they undertake the audiology modules, and has been considered as one of the strengths of the programme by External Examiners and students.

All students will be able to access a practical support module for the analysis of studies involving human subjects in Semester 2 and the summer. This builds on the research methods module from Semester 1 by providing practical support for conducting quantitative and qualitative analysis and using associated software alongside your project.

There is a series of preparation for placement sessions across Semester 2 and the summer covered by a non-credit bearing module which students on the placement pathway must attend in order to start their placement. This module also provides additional support for international students and students whose first language is not English to prepare for the real-time communication challenges of clinical practice.

The second year of the programme, referred to as Part 2, consists of the clinical placement undertaken full-time. Students must have successfully completed the taught component of the programme (the 120-CATS of taught modules) before being able to start the clinical placement. The clinical placement starts in early October of Year 2. Students must have completed their placement, including retakes of any assessments, by the end of September in Year 2. Within that placement period, all students must complete a minimum of 40 weeks on placement and a maximum of 12 months. Students undergo an assessment of their core clinical competence near the end of 9 months. If a student is unsuccessful and is eligible to retake the assessment later that year, the student must remain on placement until the end of September (i.e. for the full 12 months) in order to complete the re-assessment. Students on a Tier 4 visa must be on placement for the full 12 months. Students not requiring a visa might still need to remain on placement beyond 9 months in order to complete the required clinical competences, and might find it best to plan on being on placement for the full 12 months. Students will have an annual leave allowance.

The clinical placement involves clinical and professional training in a real audiology service. That training is designed to provide students the opportunity to meet competency standards in non-complex adult hearing assessment and rehabilitation, assist-level standards in paediatrics and vestibular services and expectations of professional behaviour by the end of the placement. These standards and expectations are detailed separately, in the Placement Handbook and the Individual Record of Clinical Practice available from www.southampton.ac.uk/audplace. See also the Terms of Placement.

Applicants or students initially applying for, or registered on, the one-year MSc Audiology are permitted to transfer to the MSc Audiology (with clinical placement) programme once they have been allocated a placement, visa regulations permitting. Students on the part-time MSc Audiology (with clinical placement) programme are can transfer to the full-time version at any point, and vice versa, with the approval of the Placement Lead (Audiology)

and Director of Programmes (Audiology), visa regulations permitting.

Graduates of the MSc Audiology (with clinical placement) and Postgraduate Diploma Audiology (with clinical placement) programmes are eligible to register with the Registration Council for Clinical Physiologists (RCCP). They are not eligible to apply to register with the Health & Care Professions Council (HCPC) as a Hearing Aid Dispenser or Clinical Scientist without further qualifications. Our separate Hearing Aid Aptitude Distance Learning course provides such a top-up qualification for graduates of the MSc Audiology (with clinical placement) and Postgraduate Diploma Audiology (with clinical placement) programmes making them eligible to apply to register with HCPC as a Hearing Aid Dispenser.

Our audiology programmes are strongly research-led and patient/family-centred. You will learn within a community of people who are actively engaged in, and passionate about, research, evidence-based practice and patient/family-centred practice in audiology. Our culture values and promotes curiosity, creativity, questioning and compassion. Furthermore, you will learn from people who are actively engaged in research and/or clinical practice in audiology. Your education will therefore be infused by research, debate, enquiry, reason and reflection. As a student here, you will be a central part of our community and engage in those activities throughout the programme. As part of a relatively small cohort of Master's students (typically 20-25), you will be working hard during the full duration of the course. It will also be an opportunity to get to know your student and teaching colleagues well, and to immerse yourself in this fascinating discipline.

Full information about contact hours is provided in individual module profiles.

Your contact hours will vary depending on your module/option choices. Full information about contact hours is provided in individual module profiles.

Learning and teaching

We use a variety of traditional and modern learning activities to promote deep and effective learning, depending on the task to be learnt or learning outcome to be achieved including:

- > Traditional lectures and seminars
- > Flipped-learning and Q&A sessions
- > Small group tutorials
- > Problem-based learning in small groups within one specialist module
- > Computing laboratories within the research methods and analysis support modules
- > Practical sessions
- > Practical demonstrations by staff
- > Case studies
- > Supervised but self-managed research project
- > Guided and self-directed individual study
- > Observations of clinical appointments from local audiology services, if available, in Clinical Audiology
- > Clinical training and associated support during the placement

Assessment

We use a variety of traditional and modern assessment methods including:

- > Formative assessment via targeted assignments, on-line quizzes, presentations, project proposal, literature review, mock exam sessions and computing lab work
- > Summative assessment via individual assignments (e.g. case study and reports)
- > Summative assessment via group-work assignments (e.g. presentations and reports)
- > Summative assessment via traditional unseen examination
- > Summative assessment via research poster
- > Summative assessment via research dissertation/thesis
- > Summative assessment via observation of continuous and end-point assessment of you professional and clinical practice
- > Summative assessment via reflective accounts and case studies

Special Features of the programme

The clinic visits during Part 1, Semester 2 and the clinical placement in Part 2 involve attending real audiology services whose patients could be children or vulnerable adults. Criminal record and occupational health checks are therefore required. As part of their Fitness to Practise, students on the MSc Audiology (with clinical placement) and Postgraduate Diploma Audiology (with clinical placement) programmes are required to meet the expectations described in HCPC's guidance on conduct and ethics for students (available from www.southampton.ac.uk/audplace) throughout the entire programme, including Part 1. They are also required to meet the RCCP Standards of Proficiency and Code of Conduct and HCPC Standards of conduct, performance and ethics during the clinical placement (available from www.southampton.ac.uk/audplace). This includes declaring on starting the programmes any pre-existing health issues that might impair their fitness to practise. Further information on the University's fitness to practise policy can be found at www.southampton.ac.uk/quality/off_campus_learning/fitnesstopractise.page.

Please note: As a research-led University, we undertake a continuous review of our programmes to ensure quality enhancement and to manage our resources. As a result, this programme may be revised during a student's period of registration; however, any revision will be balanced against the requirement that the student should receive the educational service expected. Please read our [Disclaimer](#) to see why, when and how changes may be made to a student's programme.

Programmes and major changes to programmes are approved through the University's [programme validation process](#) which is described in the University's [Quality handbook](#).

Educational Aims of the Programme

The aims of the programme are to: The overarching goal of the programme is to develop you as a future, global leader of audiology or hearing or balance science by inspiring, challenging and supporting you to develop the knowledge, skills, attitudes, values and behaviours to be distinctive, successful and a life-long learner. The programme primarily aims to meet the needs of both those new to audiology and those seeking to develop their careers in audiology or related disciplines. It also aims to provide a strong basis in a clinical science discipline to prepare students for a wide-range of non-clinical health, audio, science, teaching and research professions as well as for post-graduate-entry clinical and research training in a range of disciplines.

Specifically, the programme aims to:

- Meet your academic and clinical training needs for registration with RCCP in the field of Audiology
- Enable you to develop deep critical understanding of audiology and hearing and balance sciences
- Enable you to develop the capability to participate in scientifically rigorous research (e.g. in preparation for clinical research roles and PhD positions)
- Enable you to develop more effective intellectual (e.g. critical thinking and problem-solving), independent working, collaborative working, information processing and leadership skills
- Prepare you for roles with a greater emphasis on leadership

More general aims of the programme are to:

- Provide you with many, diverse opportunities to develop yourself as a person, a professional, a member of a team and a member of the global society.

- Provide you with a dynamic research-led environment within which to inspire you to develop a love, and the skills, for life-long curiosity, scepticism and learning.
- Encourage you to hold high aspirations for your contribution to society and to hold high standards of scientific, professional and personal ethics and conduct.
- Enable you to develop a wide range of intellectual, communication and collaborative working skills and other skills transferable to many careers and professions.

Programme Learning Outcomes

Having successfully completed this programme you will be able to demonstrate knowledge and understanding of:

Learning Outcomes

- LO1. Explain the physical, physiological and psychophysical bases of hearing and balance sciences applicable to audiology and related health care sciences
- LO2. Describe and explain the main assessment, intervention and therapeutic procedures used with adults and children in audiology, their scientific justification and the corresponding evidence base
- LO3. Explain and apply the basics of acoustics and instrumentation relevant to audiology and related health care disciplines
- LO4. Describe and explain the difficulties experienced by people with problems of hearing or balance and the consequences of those problems for everyday living
- LO5. Describe the epidemiology and pathophysiology of a range of disorders affecting the auditory and vestibular systems as well as their medical diagnosis and medical and surgical treatment options
- LO6. Describe and explain the fundamental quantitative and qualitative research methods applicable to audiology, focusing on the design, analysis and interpretation of experiments involving human subjects
- LO7. Demonstrate basic competence in several audiological techniques with non-clinical populations, including showing effective patient-centred communication and care, effective technical and manual skills, professionalism, decision-making and problem-solving skills, and identifying the need for onward referral
- LO8. Critically evaluate information from a wide range of sources
- LO9. Demonstrate mastery of scientific communication using various media, including effective graphical presentation of data, observation of scientific conventions, the use of concise and clear language, and the presentation of logical, coherent arguments
- LO10. Demonstrate clinical and professional competency standards at the basic level of Clinical Physiologist (Audiology). The clinical competency standards are described in the Individual Record of Clinical Practice, and reference to appropriate local and national standards such as published by the NHS, your registration bodies (e.g. clinical competencies and codes of conduct) and your professional bodies. The competencies are underpinned by: a sincere commitment to the principles and values that guide the NHS and to the maintenance of your fitness to practice (including high standards of personal as well as professional conduct); highly effective communication with the public and other health care professionals; resilience; being able to justify your practice in terms of health & safety, ethical, legal, professional, patient-centred, evidence-based and efficiency principles and in terms of scientific theory and evidence; effective clinical reasoning, problem-solving, multidisciplinary collaborative working, leadership and reflective practice skills; and a commitment to self-motivated life-long learning and professional development

- LO11. Having successfully completed the MSc Audiology (with clinical placement), you will also be able to undertake a substantial scientific investigation applying appropriate ethical and scientific techniques, and demonstrating critical evaluation of existing knowledge/theory, of research methodologies and of research findings

Programme Structure

The programme structure table is below:

Information about pre and co-requisites is included in individual module profiles.

Where optional modules have been specified, the following is an indicative list of available optional modules, which are subject to change each academic year. Please note in some instances modules have limited spaces available.

Part I

The programme structure are indicated in the tables below. Information about pre and co-requisites is included in individual module profiles. Core modules must be passed and are not eligible for compensation. The PG Diploma in Audiology (with Clinical Placement) is identical to the below but without the research project (i.e. the core modules on the MSc are also core for the PG Diploma).

Code	Module Title	ECTS	Type
AUDI6004	Applied Research Methods	7.5	Compulsory
AUDI6008	Assessment and Management of Vestibular Disorders	7.5	Compulsory
AUDI6012	Fundamentals of Auditory Implants	7.5	Compulsory
AUDI6007	Paediatric Audiology	7.5	Compulsory
AUDI6009	Physiology and Psychology of Hearing	7.5	Compulsory
FEEG6039	Practical support for the analysis of studies involving human subjects	0	Compulsory
AUDI6016	Preparation for Audiology Placement	0	Compulsory
AUDI6015	Clinical Audiology	15	Core
FEEG6012	MSc Research Project	30	Core
AUDI6010	Rehabilitation of Auditory Disorders	7.5	Core

Part II

Code	Module Title	ECTS	Type
AUDI6013	Audiology Placement	0	Core

Progression Requirements

The programme follows the University's regulations for [*Progression, Determination and Classification of Results : Undergraduate and Integrated Masters Programmes*](#) and [*Progression, Determination and Classification of Results: Postgraduate Master's Programmes*](#) Any exemptions or variations to the University regulations, approved by AQSC are located in [*section VI of the University Calendar*](#).

Support for student learning

There are facilities and services to support your learning some of which are accessible to students across the University and some of which will be geared more particularly to students in your particular Faculty or discipline area.

The University provides:

- library resources, including e-books, on-line journals and databases, which are comprehensive and up-to-date; together with assistance from Library staff to enable you to make the best use of these resources
- high speed access to online electronic learning resources on the Internet from dedicated PC Workstations onsite and from your own devices; laptops, smartphones and tablet PCs via the Eduroam wireless network. There is a wide range of application software available from the Student Public Workstations.
- computer accounts which will connect you to a number of learning technologies for example, the Blackboard virtual learning environment (which facilitates online learning and access to specific learning resources)
- standard ICT tools such as Email, secure filestore and calendars.
- access to key information through the MySouthampton Student Mobile Portal which delivers timetables, Module information, Locations, Tutor details, Library account, bus timetables etc. while you are on the move.
- IT support through a comprehensive website, telephone and online ticketed support and a dedicated helpdesk in the Hartley Library.
- Enabling Services offering support services and resources via a triage model to access crisis management, mental health support and counselling. Support includes daily Drop In at Highfield campus at 13.00 – 15.00 (Monday, Wednesday and Friday out of term-time) or via on-line chat on weekdays from 14.00 – 16.00. Arrangements can also be made for meetings via Skype.
- assessment and support (including specialist IT support) facilities if you have a disability, long term health problem or Specific Learning Difficulty (e.g. dyslexia).
- the Student Services Centre (SSC) to assist you with a range of general enquiries including financial matters, accommodation, exams, graduation, student visas, ID cards
- Career and Employability services, advising on job search, applications, interviews, paid work, volunteering and internship opportunities and getting the most out of your extra-curricular activities alongside your degree programme when writing your CV
- Other support that includes health services (GPs), chaplaincy (for all faiths) and 'out of hours' support for students in Halls and in the local community, (18.00-08.00)
- A Centre for Language Study, providing assistance in the development of English language and study skills for non-native speakers.

The Students' Union provides

- an academic student representation system, consisting of Course Representatives, Academic Presidents, Faculty Officers and the Vice-President Education; SUSU provides training and support for all these representatives, whose role is to represent students' views to the University.
- opportunities for extracurricular activities and volunteering
- an Advice Centre offering free and confidential advice including support if you need to make an academic appeal
- Support for student peer-to-peer groups, such as Nightline.

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- high speed access to online electronic learning resources on the Internet from dedicated PC Workstations onsite and from your own devices; laptops, smartphones and tablet PCs via the Eduroam wireless network. There is a wide range of application software available from the Student Public Workstations.
- computer accounts which will connect you to a number of learning technologies for example, the Blackboard virtual learning environment (which facilitates online learning and access to specific learning resources)
- standard ICT tools such as Email, secure Filestore and calendars.
- access to key information through the MySouthampton Student Mobile Portal which delivers timetables, Module information, Locations, Tutor details, Library account, bus timetables etc. while you are on the move.
- IT support through a comprehensive website, telephone and online ticketed support and a dedicated helpdesk in the University Library, Highfield Campus
- Enabling Services offering support services and resources via a triage model to access crisis management, mental health support, and counselling.

- Assessment and support (including specialist IT support) facilities if you have a disability, long term health problem or Specific Learning Difficulty (e.g dyslexia).
- the Student Services Centre (SSC) to assist you with a range of general enquiries including financial matters, accommodation, exams, graduation, student visas, ID cards
- Career Destinations, advising on job search, applications, interviews, paid work, volunteering and internship opportunities and getting the most out of your extra-curricular activities alongside your degree programme when writing your CV
- Other support that includes health services (GPs), chaplaincy (for all faiths), and 'out of hours' support for students in Halls (18.00 – 08.00).
- a Centre for Language Study, providing assistance in the development of English language and study skills for non-native speakers.

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- opportunities for extracurricular activities and volunteering
- an Advice Centre offering free and confidential advice including support if you need to make an academic appeal
- Support for student peer-to-peer groups, such as Nightline.

Associated with your programme you will be able to access:

- Induction programme for orientation, introduction of the programme and staff, dissemination of materials.
- Programme Handbook including guidance on selection and presentation of dissertations.
- A Personal Academic Tutor to assist you with academic, organisational and personal matters. Where practical, you will be assigned the same Personal Academic Tutor throughout your studies.
- A Senior Academic Tutor for support if needed.
- Careers advisor and dissemination of available job advertisements.
- Personal e-mail account and e-mail access to staff.
- ISVR library and study resources.
- Access to specialist online resources.
- Access to Hearing and Balance Centre, Skills Lab and other labs for practical and project work.
- Access to ISVR cluster of computers for use of specialist software.
- Access to ISVR during evenings and at weekends.
- Access to University Learning and Teaching Support Services.
- An approved placement provider for the clinical placement and remote support from the University throughout the placement, including an extensive range of resources and support as described in detail in the Placement Handbook available at www.southampton.ac.uk/audplace

Methods for evaluating the quality of teaching and learning

You will have the opportunity to have your say on the quality of the programme in the following ways:

- Completing student evaluation questionnaires for each module of the programme.
- Acting as a student representative on various committees, e.g. Staff/Student Liaison Committees, School Programmes Committee OR providing comments to your student representative to feedback on your behalf.
- Serving as a student representative on Faculty Scrutiny Groups for programme validation.
- Taking part in programme validation meetings by joining a panel of students to meet with the Faculty Scrutiny Group.

Further details on the University's quality assurance processes are given in the [Quality Handbook](#).

Criteria for admission

The University's Admissions Policy applies equally to all programmes of study. The following are the typical entry criteria to be used for selecting candidates for admission. The University's approved equivalencies for the requirements listed below will also be acceptable.

https://www.southampton.ac.uk/engineering/postgraduate/taught_courses/audiology/msc_audiology.page#entry_requirements%0A_____

Recognition of Prior Learning (RPL)

The University has a [Recognition of Prior Learning Policy](#)

Students are accepted under the University's recognition of prior learning policy; however, each case will be reviewed on an individual basis.

Career Opportunities

We provide resources and support to help our students with their future careers and securing employment after leaving the University. In partnership with the University Careers Service, we provide dedicated audiology employability sessions and events throughout the programme to help you identify, prepare and apply for career options, including the opportunity to meet with potential employers.

We are confident that the educational experience we have given you provides a solid foundation on which to build a successful career, whether it is in audiology or elsewhere. Graduates of the MSc audiology programmes have gone onto clinical roles in various countries around the world, often escalating rapidly to leadership roles. They have also gone into research and academic roles, including PhD programmes, positions within universities, research and development roles and leadership roles in other sectors. Many graduates have also entered additional post-graduate training programmes including the Scientist Training Programme for audiology and other healthcare sciences, public health training programmes and post-graduate entry medicine programmes.

External Examiner(s) for the programme

Name: Ms Amanda Hall - Aston University

Students must not contact External Examiner(s) directly, and external examiners have been advised to refer any such communications back to the University. Students should raise any general queries about the assessment and examination process for the programme with their Course Representative, for consideration through Staff: Student Liaison Committee in the first instance, and Student representatives on Staff: Student Liaison Committees will have the opportunity to consider external examiners' reports as part of the University's quality assurance process.

External examiners do not have a direct role in determining results for individual students, and students wishing to discuss their own performance in assessment should contact their Personal Academic Tutor in the first instance.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information can be found in the programme handbook.

Appendix 1: Costs

Students are responsible for meeting the cost of essential textbooks, and of producing such essays, assignments, laboratory reports and dissertations as are required to fulfil the academic requirements for each programme of study. In addition to this, students registered for this programme also have to pay for:

Additional Costs

Students are responsible for meeting the cost of essential textbooks, and of producing such essays, assignments, laboratory reports and dissertations as are required to fulfil the academic requirements for each programme of study. In addition to this, students registered for this programme typically also have to pay for the items listed in the table below.

In some cases you'll be able to choose modules (which may have different costs associated with that module) which will change the overall cost of a programme to you. Details of such costs will be listed in the Module Profile. Please also ensure you read the section on additional costs in the University's Fees, Charges and Expenses Regulations in the University Calendar available at www.calendar.soton.ac.uk.

Main Item	PROGRAMME SPECIFIC COSTS
Approved Calculators	Candidates may use calculators in the examination room only as specified by the University and as permitted by the rubric of individual examination papers.
Stationery	You will be expected to provide your own day-to-day stationary items, e.g. pens, pencils, notebooks, etc). Any specialist stationery items will be specified under the Additional Costs tab of the relevant module profile.
Textbooks	Where a module specifies core texts these should generally be available on the reserve list in the library. However due to demand, students may prefer to buy their own copies. These can be purchased from any source. Some modules suggest reading texts as optional background reading. The library may hold copies of such texts, or alternatively you may wish to purchase your own copies. Although not essential reading, you may benefit from the additional reading materials for the module.
Printing and Photocopying Costs	In some cases, coursework and/or projects may be submitted electronically. Where it is not possible to submit electronically students will be liable for printing costs, which are detailed in the individual Module Profile.
Placement expenses	The student is responsible for meeting all costs associated with attending placement, including travel to main and out-station clinics, accommodation and clothing. Costs will vary by placement location, placement outstation clinics, personal circumstance and personal choice. For example, if you are allocated to a placement centre with no outstation clinics within walking distance from home in the UK and already have sufficient suitable clothing, your costs may be zero. If you are allocated to a placement centre in Central London and also use public transport from a London-based private accommodation to the centre and several outstation clinics, your costs could exceed £3000.
Conferences	Students are encouraged to attend at least one external conference. Usually online with registration fee unlikely to be over £100.

In some cases you'll be able to choose modules (which may have different costs associated with that module) which will change the overall cost of a programme to you. Details of such costs will be listed in the Module Profile. Please also ensure you read the section on additional costs in the University's Fees, Charges and Expenses Regulations in the University Calendar available at www.calendar.soton.ac.uk.

Appendix 2:

Terms of Audiology Clinical Placements

Read in conjunction with the Placement Handbook and the Individual Record of Clinical Practice, which can be downloaded from www.southampton.ac.uk/audplace.

Terms applying to all audiology programmes involving clinical placements

- 1) Placements are a compulsory part of the MSci and BSc (Hons) Audiology programmes (the clinical pathway) and the MSc Audiology (with clinical placement) and Postgraduate Diploma (with clinical placement) programmes. The placements must be passed to graduate with any of those clinical degrees (as is required for professional registration). Placements are not a part of the MSci and BSc Hearing Science programmes (the non-clinical pathway) or the MSc Audiology or MSc Audiology Research programmes.
- 2) Placements take place within real audiology services in the National Health Service (NHS) and in the independent and private sectors, i.e. in organisations that are independent of the University of Southampton. They are subject to an initial approval process by the University prior to accepting students and an ongoing quality assurance process thereafter.
- 3) We guarantee that all placements offered to students are in approved placement providers, meaning that they have been judged by us to be fit for purpose (e.g. will enable you to meet the placement learning outcomes) and have agreed to be subject to our ongoing quality assurance processes. Therefore, we can only offer placements to students within our group of approved providers. Our placement website (www.southampton.ac.uk/audplace) provides an indication of our current approved audiology placement providers; this is subject to change at any time and without prior notification depending on the capacity, fitness and existence of placement providers.
- 4) We guarantee to oversee and support all students and organisations participating in placement providers as described in the Placement Handbook.
- 5) We can only offer placements to students within our group of approved providers. We cannot guarantee to offer placements in particular locations or with particular features other than being fit for purpose, appropriate for the learning outcomes associated with the particular placement and appropriate for the individual student (e.g. with a disability). As part of the allocation process, you will be invited to submit preferences and reasons for them. Students with specific special circumstances (supported by evidence) are prioritised.
- 6) If you are unable to undertake or complete placements, or if we are unable to allocate you placements, for reasons within your control (e.g. by not engaging in the allocation process, not engaging in the placement provider's human resources processes or not completing the statutory and mandatory training), you will be deemed to have failed the placement and the associated module. That can mean not being able to continue on the programme you are currently enrolled.
- 7) We will make every reasonable effort to source and allocate you a replacement placement if your initial allocation or your placement falls through for reasons beyond your control. While the likelihood of not being able to find you a replacement placement is low, we cannot guarantee that it will not happen because placements take place in organisations that are independent of the University. Our quality assurance processes are intended to monitor the quality of placements, identify concerns regarding quality and to protect students from unacceptable quality; they do not have the power to force an organisation to meet our requirements. Similarly, we do not have the power to force organisations to take students on placement. The number of approved placements and number of students each one can accept can vary annually. To help mitigate this issue, we carefully manage the numbers of students who are recruited onto the clinical pathway given our overall placement capacity in advance of the University admissions cycle. Our placement capacity can still change after that point and prior to placement allocation for reasons beyond our control. We therefore also monitor our placement capacity carefully including by recruiting and approving new organisations where possible.
- 8) Placements often involve visiting out-station clinics (e.g. community clinics in nearby villages), domiciliary visits (accompanied by a supervisor) and contributing to evening or weekend clinics. You are required to attend these as requested by your Placement Supervisor in order to achieve the necessary quantity, breadth

and richness of clinical experience. It is extremely important that you recognise that you will be working as part of a team and contributing to a real clinical service, and so are expected to act as if you were fully employed by the service; this is all part of the training we provide for you to become a highly employable professional.

- 9) The placements are usually unpaid and students must self-fund accommodation, living and travel expenses, including travel expenses associated with attending out-station clinics and domiciliary visits. Specific employers might provide financial support to those students that they select for placements with them but we cannot guarantee this. We cannot guarantee paid placements to any or all students.
- 10) We are obliged to prioritise UK/EU students to NHS placements in Wessex and Thames Valley areas (including Basingstoke, Bournemouth, Dorchester, Reading, Portsmouth, Salisbury, Southampton, Winchester, Windsor). International students are normally placed outside of those areas. There are a small number of placement providers (outside of the NHS) to which international students are prioritised.
- 11) It may be necessary to move you to a different placement provider after the initial allocation or during your placement in unusual circumstances (e.g. to benefit your progress or welfare, or because the provider has unexpectedly become unable to provide a placement that is fit for purpose).
- 12) Our offer of placements does not extend to students who are deemed unfit to practise by our Fitness to Practise process or who do not have satisfactory Disclosure and Barring Service (i.e. criminal records) or Occupational Health checks. Those students will not be able to continue on clinical placements and might not be able to continue on the programme on which they were enrolled.
- 13) It is a standing condition that you must have satisfactory Disclosure and Barring Service (i.e. criminal records) and Occupational Health checks throughout the programme. Any delays in arriving at an outcome of these checks could delay the start of the placement; you are liable for any costs to you from a delayed start of placement related to delays in criminal records or Occupational Health checks. You are expected to maintain a clean criminal record and must inform us immediately if your Disclosure and Barring Service (DBS; i.e. criminal records) and Occupational Health status changes at any point during the programme. You might be required to undertake an additional criminal records or occupational health check immediately before starting your placements, as required by the placement provider and at your cost.
- 14) You are required to meet the expectations described in Health & Care Professions Council's "Guidance on Conduct and Ethics For Students" (available from www.southampton.ac.uk/audplace) throughout the entire programme. This includes declaring on starting the programmes any pre-existing health issues that might impair your fitness to practise. Further information on the University's fitness to practise policy can be found at www.southampton.ac.uk/quality/off_campus_learning/fitnesstopractise.page. Note that this guidance applies both to you academic and personal life. You are therefore expected to have read and understood the guidance before enrolling on the programme. Breaches of that guidance may lead to you being referred into the University's Fitness to Practise process, which could result in you being excluded from placements or having your enrolment on the programme terminated. Breaches include a breach of the University regulations on academic integrity related to any module (e.g. passing another student's work off as your own) and the failure to immediately disclose a relevant change in health state or criminal record.
- 15) All parties, including you, the University and the placement provider, must behave and operate in accordance with all the expectations, policies and procedures detailed in the Placement Handbook.
- 16) You must engage with all human resources processes required by your placement provider in a constructive and timely manner. UK/EU students might, and international students will, be required to sign an honorary contract before starting placements, as required by the placement provider.
- 17) We have robust, tried-and-tested processes for providing support to you and Placement Providers. This includes placement evaluations, progress reviews and Fitness to Practise and Fitness to Study policies. We will work to keep you within your placement wherever possible. We reserve the right to suspend or terminate your placement if absolutely necessary as part of a Fitness to Practise process. Under that situation, you will be deemed to have failed the module associated with the placement.
- 18) Placement Providers reserve the right to exclude you from clinics if it is in the best interests of their service users or if your conduct does not meet the expectations as indicated in the Health & Care Professions Council's "Guidance on Conduct and Ethics for Students", the Learning Placement Charter and in the Placement Handbook. This includes expectations regarding dress, attendance, use of mobile phones,

language and preparation. Exclusions on the basis of conduct will be communicated to the University immediately and may trigger a Fitness to Practise process.

- 19) Placement Providers reserve the right to suspend or terminate placements if they deem it absolutely necessary. This forms part of a formal agreement between the Placement Provider and the University, called the Practice Placement Agreement. If you are removed from your placement on this basis, you will be deemed to have failed the module associated with the placement. You will be referred to Fitness to Practise process to determine whether you are eligible for any further placement.
- 20) Placement Providers also reserve the right to suspend or terminate placements if they become unable to provide a placement that is fit for purpose.

Terms applying to the undergraduate audiology programmes only

- 21) We will make every reasonable effort to source and allocate placements for students on the clinical pathway. While the likelihood of a student not being allocated a placement is very low, we cannot absolutely guarantee that it will not happen for two main reasons. Firstly, placements take place in organisations that are independent of the University. Our quality assurance processes are intended to monitor the quality of placements, identify concerns regarding quality and to protect students from unacceptable quality; they do not have the power to force an organisation to meet our requirements. Similarly, we do not have the power to force organisations to take students on placement. The number of approved placements and number of students each one can accept can vary annually. To help mitigate this issue, we carefully manage the numbers of students who are recruited onto the clinical pathway given our overall placement capacity in advance of the University admissions cycle. Our placement capacity can still change after that point and prior to placement allocation for reasons beyond our control. We therefore also monitor our placement capacity carefully including by recruiting and approving new organisations where possible. Secondly, placement providers are involved in selecting students for the main (27-week) placement as part of our placement allocation process and also have the final say as to whether they will take any particular student on any placements. We will provide you with extensive opportunities to prepare yourself for the clinical and professional expectations of the selection process, for how to interact effectively with placement organisations and for the potential consequences of not maintaining an adequate record of professionalism during the programme. For example, students who have a placement terminated by one placement provider for ongoing concerns about their clinical or professional conduct, despite warnings and support from the university, will find it difficult to be accepted by other organisations for further placements.
- 22) As part of Audiology Clinical Placement 1, we will endeavour to arrange three weeks of placement in audiology or related services during Part 1 of the programme. The normal dates of the placement can be found on our [placement website](#), which includes weeks within the Easter break. The allocation process starts during Semester 1 of Part 1 and completes by the end of February in Semester 2. If you are unable to undertake or complete (e.g. due to ill health) a placement, or if we are unable to allocate you a placement, for reasons *outside* of your control, we will provide you with an alternative experience in-house that will enable you to meet the learning outcomes of the module within the normal assessment time frame. You will also have the option of asking us to seek a placement for you during the summer before starting Part 2.
- 23) Audiology Clinical Placement 2 and 3 together require you to complete 27 weeks on placement within the placement period the dates of which can be found on our [placement website](#). The allocation process for that placement will start after you have successfully completed Part 1 and be completed by the end of Semester 1 of Part 2. The allocation process involves you attending an interview with representatives of the placement providers. You must pass that interview in order to be allocated a placement. Part 1 contains extensive opportunities for you to learn the skills to excel at this interview; together, these opportunities and the interview form part of your professional training. If you are unable to undertake or complete (e.g. due to ill health) a placement, or if we are unable to allocate you a placement, for reasons *outside* of your control, you will have several options. You will be able to apply to our extension or special considerations processes in order to seek to complete your placements outside of the normal placement period (i.e. after Semester 2 of Part 3). That would usually mean a delay in formally completing Part 3 by one year. Other options for completing the placements within the clinical pathway might be possible depending on your specific circumstances. You would also have the option of transferring to the non-clinical pathway in order to complete your degree; that would mean not doing the placements as part of the degree. We would be able to advise you on the options for completing your clinical training separately from the degree before you made that decision.

- 24) If you cannot complete the 27 weeks of placement required for Audiology Clinical Placement 2 and 3 for reasons outside of your control, you will need to apply for Special Considerations. If granted, alternative arrangements will be found for completing your placement and Part 3 of the clinical pathway. This may involve additional placement weeks during Easter of Part 3 or after Part 3 depending on the number of weeks remaining, your progress while on placement, the availability of placements, the time gap between placements and your circumstances. If indicated or required by a Fitness to Practise process, you could be required to repeat the entire 27 weeks of placement regardless of how many weeks you completed previously.
- 25) Clinical & Professional Practice in Audiology 3 requires you to attend short clinic visits during Semester 2 of Part 3 in order to obtain experience and basic assistant-level competence in paediatric and vestibular practice. As a general guide, you will need to complete about three days of each, although it depends on your progress. The module also offers you additional optional clinic visits and optional assessments of competence to enable you to extend your experience, skills and employability. If you are unable to undertake or complete (e.g. due to ill health) the clinic visits required to meet the learning outcomes of the module, or if we are unable to arrange them for you, within the normal period for reasons *outside* of your control, you will have similar to Audiology Clinical Placement 2 and 3. For example, you will be able to apply for an extension in order to complete the clinic visits over the summer of Part 3, which would mean a delay in formally completing Part 3 until September and a delay in graduating with the BSc by one year.
- 26) You must successfully complete a programme of Statutory & Mandatory training in its entirety during Semester 1 of Part 1 prior to starting the placement associated with Audiology Clinical Placement 1 in Semester 2 of Part 1. If you do not, you will not be allocated a placement and you might be referred to the Fitness to Practise process.
- 27) You will need to start Audiology Clinical Placement 2 before having received confirmation that you have passed all other assessments in Part 2, due to time constraints. The consequence of failing one or more modules in Part 2 after you have started placement depends on the details of which and how many modules you have failed. If you need to repeat Part 2, you must repeat Audiology Clinical Placement 2 regardless of how much of the placement you have already completed.
- 28) You must pass the assessment of Audiology Clinical Placement 2 in order to continue on the clinical pathway in Part 3 and continue the placement in Audiology Clinical Placement 3. There are no referral rights for Audiology Clinical Placement 2 so it must be passed first time.
- 29) If you suspend your studies in Part 3 prior to completing Audiology Clinical Placement 3, you will normally be required to repeat the full 27 weeks of placement when you recommence your studies as part of Audiology Clinical Placement 3. You will also normally be reallocated to a new placement provider.
- 30) If you fail the Audiology Clinical Placement 3 on your first attempt of Part 3 and still wish to leave with a clinical degree, you will be required to repeat Part 3 in its entirety. You will normally be required to repeat the full 27 weeks of placement as part of your repeat of Audiology Clinical Placement 3. You will also normally be reallocated to a new placement provider. You are entitled to one repeat of Audiology Clinical Placement 3 only.

Learning Placement Charter

The Learning Placement Charter establishes ways of working together for all Learners (trainees and students), mentors, supervisors and educators. The overall aim of the Charter is to support the development of a positive relationship between Learners and those supporting them in their education to enable effective learning to take place.

The Charter identifies the responsibilities of mentors/supervisors/educators and Learners at a minimum standard, that many individuals will already be exceeding.

Patients, service users and the public can expect:

- To know when they are being treated by a service that supports the education of our future workforce and Learners may be part of their care team though they have a right to refuse this.

As a Learner you can expect:

- A named mentor/supervisor/educator identified to you at the start of each placement.
- A local induction and to take part in local induction activities.
- To have your work pattern planned and to work alongside your mentor/supervisor/educator as outlined by Regulatory Bodies in order to meet your professional requirements.
- An initial meeting within the first two weeks (or as soon as practical due to rota arrangements) of the placement, focusing on your individual learning needs.
- Regular reviews including a mid-point/interim and final meeting scheduled at an appropriate time during your placement in line with Regulatory Body requirements.
- Constructive feedback on progress at regular intervals.
- A supervision framework to:
 - Ensure safe and effective patient care through training
 - Teach and facilitate learning
 - Enhance learning through assessment
 - Support and monitor educational progress
 - Guide personal and professional development
- To negotiate and prioritise (with appropriate support) identified learning experiences to meet specified learning outcomes, needs and competencies.
- The placement area to respect the "learning" needs of you as a Learner; this may include individual issues (depending on the role of the Learner) such as protection of supernumery status.
- Access to contemporary learning resources (including IT) to enhance the learning opportunities.
- For all placements to be audited/approved to ensure a quality learning environment.
- Results of practice evaluation to inform and enhance the quality of the learning environment.

As a Learner you have a responsibility to:

- Work in a manner that is consistent with the values of the NHS Constitution (Working Together for Patients, Respect and Dignity, Commitment to Quality of Care, Compassion, Improving Lives and Everyone Counts).
- At all times to act in a professional manner and follow local policies and procedures as well as your professional and/or Regulatory Body code of conduct, ethics and standards.
- Complete the required Statutory and Mandatory training prior to your first placement and maintain this throughout your training.
- Observe the principles of maintaining confidentiality and obtaining consent at all times.
- Commit to learning and development and actively seek out learning opportunities including inter-professional working.
- Listen to, and act on, constructive feedback.
- Develop your professional feedback skills through the evaluation of your placements; informing the dissemination of good practice and enabling the continuous improvement of quality in the placement experience.
- Observe accurate timekeeping and inform the placement area (and the University if on a pre-registration programme) in a timely manner if you are unable to attend for any reason.
- Work alongside a mentor/supervisor/educator for the required amount of time as specified by your professional and/or Regulatory Body and experience 24hr patient care as appropriate.
- Dress accordingly to the local Uniform or Dress code/corporate image policies and guidelines, wearing appropriate identification at all times which promotes a professional image, meets health and safety and infection control requirements.
- Ensure your Assessment of Practice portfolio or equivalent is available and completed as instructed throughout the placement period.
- Follow locally agreed procedures when identifying any deviation from this Charter, any area of concern regarding the practice experience or patient care that may have occurred whilst on placement.

