

Programme Specification

MSci, BSc (Hons) Audiology MSci, BSc (Hons) Hearing Science – 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.

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| Awarding Institution | University of Southampton |
| Teaching Institution | University of Southampton |
| Mode of study | Full-time |
| | Part-time option for Parts 2, 3 and 4 |
| Duration | Full-time: 3 years (BSc); 4 years (MSci) |
| | Part-time: 5 years (BSc); 6 years (MSci) |
| Accreditation details | BSc Audiology: accreditation by [*] , [^] and [‡] and approval by [§] is pending |
| | MSci Audiology: accredited by [*] , [^] and [‡] and approval by [§] is pending |
| | [*] National School of Healthcare Science (NSHCS) |
| | [^] Registration Council for Clinical Physiologists (RCCP) |
| | [‡] British Society of Hearing Aid Audiologists (BSHAA) |
| | [§] Health and Care Professions Council (HCPC) |
| Final award | Bachelor of Science (Honours) BSc (hons) |
| | Master of Science (integrated) MSci |
| Name of award | Clinical pathway: Audiology |
| | Non-clinical pathway: Hearing Science |
| Interim Exit awards | Diploma of Higher Education |
| | Certificate of Higher Education |
| | Bachelor of Science (ordinary) for non-clinical pathway only |
| FHEQ level of final award | 7 Masters: 6 Bachelor of Science |
| UCAS code | Placement pathway: B611 (MSci); B610 (BSc) |
| | Non-clinical pathway: B601 (MSci); B600 (BSc) |
| QAA Subject Benchmark or other external reference | QAA UK Quality Code for Higher Education ; QAA Masters Degree Characteristics (2015) ; QAA Benchmark Statement for Audiology (2006) ; RCCP Standards of Proficiency (2015) ; RCCP Training Guidelines for Practice Placements ; Modernising Scientific Careers Practitioner Training Programme BSc (Hons) Healthcare Science Curriculum Neurosensory Sciences 2016/17 ; HCPC Standards of Proficiency (2014) ; HCPC Standards of Education and Training (2017) for Hearing Aid Dispensers; BSHAA Practice Manual for the Use, Supervision, Training and Approval of Hearing Care Assistants (2014) |
| Programme Lead | Mrs Emma Mackenzie |
| Date specification was written | 04/2018 (Dr Daniel Rowan) |
| Date Programme was validated | 27 June 2018 |
| Date specification last updated | 25 June 2018 |

Programme Overview

This programme, also known as course, comprises of two pathways: the clinical (Audiology) and non-clinical (Hearing Science) pathways. All students enrol on the clinical pathway. Both pathways are associated with several exit awards and each exit award is associated with a set of programme learning outcomes that indicate what you must demonstrate in order to achieve that award. The programme is modular meaning that the learning and assessment is organised by modules, and the programme learning outcomes are addressed via the module learning outcomes. This document will explain how these various elements are connected and mapped to each other in order to form the two pathways and the overall programme.

The clinical pathway, leading to the awards *MSci and BSc (Hons) Audiology*, is primarily designed to provide the basic academic, technical, clinical, professional and employability training required for graduates to register in the UK to work as audiology healthcare professionals. The MSci programme has been designed to extend that to meet the needs of health services nationally and internationally that are growing their audiology services and need highly trained audiologists to take leading roles. Parts 1, 2 and 3 all include clinical placements in audiology. Part 1 includes three one-week taster placements; the summer of Part 2 and Semester 1 of Part 3 consists of one continuous 29-week block within which you must complete at least 27 weeks on placement; Semester 2 of Part 3 includes several 1-3-day clinic visits. The Terms of Placement are given in Appendix 1.

Pending programme accreditation/approval, on successfully completing Part 1 you will be able to register with BSHAA as a Hearing Care Assistant and apply for assistant audiology roles within healthcare services. This gives you the opportunity 'earn and learn' during your degree (e.g. during vacations), to accelerate your clinical experience and to enter the profession if you exit the programme after Part 1 but before completing Part 3. Pending programme accreditation/approval, on successfully completing Part 3 (or Part 4) of the clinical pathway you will be able to register with RCCP as a Clinical Physiologist (audiology), with HCPC as a Hearing Aid Dispenser and with AHCS as a Healthcare Science Practitioner (audiology).

The non-clinical pathway, leading to the awards *MSci, BSc (Hons) and BSc (ordinary) Hearing Science* is intended for students who do not wish to pursue, or are unsuccessful with, the main clinical placement in Parts 2 and 3. You can transfer from the clinical to the non-clinical pathway at any time; you cannot transfer from the non-clinical to the clinical pathway.

Part 4 is optional to both pathways and allows you to study towards the MSci. You can either apply for the MSci at the outset or transfer to the MSci once you have met the Faculty requirements for Part 2 of the MSci, if permitted by visa restrictions and in accordance with visa processes for international students. You can transfer from the BSc to the MSci at any time, again if permitted by visa restrictions and in accordance with visa processes for international students.

Part 1 must be taken full time. Parts 2, 3 or 4 can be taken full-time or part-time, if permitted by visa restrictions and in accordance with visa processes for international students. If taken part-time, you will undertake the whole of Semester 1 in one year and the whole of Semester 2 the following year (i.e. you cannot take the modules within one semester across two years). The option of part-time is intended to provide you with the opportunity to 'earn and learn' during your studies, especially since you will be able to apply for at least assistant audiologist roles having successfully completed Part 1. The rules and restrictions for part-time study are provided in the section on programme structure.

Our audiology programme is 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 a research-led University, we undertake a continuous review of our programmes to ensure your education stays relevant, to enhance the quality of our teaching and to manage our resources. As a result, our audiology programme may be revised during your period of registration. Any revision will be balanced against the requirement that you should receive the education you expected. Please read our [Disclaimer](#) to see why, when and how changes may be made to your 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 overarching goal of the programme is to develop you as a future, global leader of audiology by inspiring, challenging and supporting you to develop the knowledge, skills, attitudes, values and behaviours to be distinctive, successful and a life-long learner. We use a variety of learning activities to promote effective learning, depending on the task to be learnt or learning outcome to be achieved.

The clinical pathway aims to prepare you for careers in audiology and related professions, teaching, and research. For UK students, the clinical pathway specifically aims to meet your academic and clinical training needs to enable you to apply for registration as a Clinical Physiologist (Audiologist) with the RCCP, as a Healthcare Science Practitioner with the Academy for Healthcare Science (AHCS) and as a Hearing Aid Dispenser with the Health & Care Professions Council (HCPC). The clinical pathway has not been designed to meet the registration/licensing requirements of countries beyond the UK.

The non-clinical pathway aims to prepare you for a wide-range of non-clinical health, audio, science, teaching and research professions as well as for post-graduate-entry clinical training in a range of disciplines.

Both pathways also aim to remain broad-based enough to enable graduates to enter a variety of careers or post-graduate education in a variety of disciplines unrelated to audiology and healthcare.

Additional aims of both pathways 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 robust base of knowledge and understanding of audiology, hearing science and the wider healthcare context.
- Enable you to develop a wide range of intellectual, communication and collaborative working skills and other skills transferable to many careers and professions. For example, skills in finding and evaluating information and reflecting on your experiences and behaviours.

The MSci programmes aims to extend the BSc programmes in the following ways:

- To enable you to develop a more in-depth, critical knowledge and understanding of audiology, hearing science and related fields.
- To enable you to develop the capability to undertake scientifically rigorous research, e.g. in preparation for clinical research roles and PhD positions.
- To enable you to develop more effective intellectual (e.g. critical thinking and problem-solving), independent working, collaborative working, information processing and leadership skills.
- To prepare you for roles with a greater emphasis on leadership.

Programme Learning Outcomes

You will have the opportunity to develop a wide range of knowledge, skills and behaviours on our programmes. The following programme Learning Outcomes focus on those elements that will be summatively assessed during the programme; these assessments will determine whether you can progress from one part to the next and, for

Parts 2–4, your degree classification. The Programme Learning outcomes indicate what you will need to be able to do in order to pass, i.e. they are ‘threshold’ learning outcomes. The programme provides opportunities for you to achieve and demonstrate learning outcomes in the following frameworks: Certificate of Higher Education, Diploma of Higher Education, BSc (ordinary) (for non-clinical pathway only), BSc (Hons) and MSci.

On successfully completing the following stages of the clinical pathway of the programme, you will be able to:

| | Clinical pathway: Audiology |
|--|--|
| Part 1: Certificate of Higher Education | <p>P1_1. Describe the physical, biological, psychophysical, technological, psychological and social basis and context of audiology.</p> <p>P1_2. Explain the ethical, professional and healthcare context of clinical audiology, including how audiology services work, professional expectations, fitness to practice, ethical issues and consent, and key communication practices.</p> <p>P1_3. Demonstrate the knowledge, skills, values and behaviours required for assistant roles in audiology and for registration as a Hearing Care Assistant. That includes patient-centred communication and care, meeting relevant professional standards (including working within your scope of practice) and competencies related to basic hearing assessment and rehabilitation in order to support an audiologist or Hearing Aid Dispenser.</p> <p>P1_4. Demonstrate effective scientific communication using a range of media.</p> <p>P1_5. Reflect on your experience and behaviours, and feedback from your Placement Supervisors, in order to identify relevant future learning needs and strategies.</p> |
| Part 2: Diploma of Higher Education | <p>In addition to the above:</p> <p>P2_1. Explain and critically analyze a range of scientific areas relevant to audiology (including basic otology, speech science, hearing technology and patient-centred aural rehabilitation for hearing loss and tinnitus) and their application in clinical practice.</p> <p>P2_2. Describe and critically appraise the basic methods used for service improvement and evidence-based practice in healthcare, including audiology.</p> <p>P2_3. Demonstrate effective, empathetic communication using a range of media, in individual and collaborative contexts.</p> <p>P2_4. Demonstrate a range of competencies related to routine adult hearing services with individuals from a non-clinical population simulating common clinical scenarios safely and showing effective patient-centred communication and care, professionalism, decision-making and problem-solving skills as appropriate, and identifying the need for onward referral.</p> <p>P2_5. Explain the professional context, requirements and obligations of a Healthcare Science Practitioner (Audiology), Clinical Physiologist (Audiology) and Hearing Aid Dispenser, including professional registration and regulation, health and safety, fitness to practice, safeguarding, consumer protection legislation and regulation, service accreditation and service improvement.</p> |
| Part 3: BSc (ordinary) | Not applicable because BSc (ordinary) is not a permissible exit award for the clinical pathway. |
| Part 3: BSc (Hons) | <p>In addition to the above:</p> <p>P3_CP1. Undertake a small-scale independent project in audiology, demonstrating basic competence in a range of discipline-specific and transferable skills such as scientific thinking, problem-solving, management, technical and communication skills, including a thorough and critical understanding of a specific area of audiology.</p> <p>P3_CP2. Explain the principal effects of hearing loss on child development, including speech, language, educational and social development, how they can be assessed and habilitated.</p> |

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| | <p>P3_CP3. Critically analyse a range of issues relevant to the future of healthcare, the information required to create that future and your role in creating that future.</p> <p>P3_CP4. Demonstrate clinical and professional competencies at the basic level of Healthcare Science Practitioner (Audiology), Clinical Physiologist (Audiology) and Hearing Aid Dispenser with 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, 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.</p> <p>P3_CP5. Critically analyse the clinical practice of an audiology professional with respect to and including the underpinning theory and evidence from a range of sources (such as fundamental and translational research, clinical studies, systematic reviews, guidelines and standards).</p> |
| Part 4: MSci | <p>In addition to the above:</p> <p>P4_CP1. Undertake a scientific investigation applying appropriate ethical and scientific techniques, and demonstrating critical evaluation of existing knowledge/theory, of research methodologies and of research findings.</p> <p>P4_CP2. Explain a range of scientific topics relevant to your discipline and career aspirations in depth.</p> <p>P4_CP3. Critically evaluate information from a wide range of sources.</p> <p>P4_CP4. 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.</p> |

On successfully completing the following stages of the non-clinical pathway of the programme, you will be able to:

| | Non-clinical pathway: Hearing Science |
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| Part 1: Certificate of Higher Education | <p>P1_1. Describe the physical, biological, psychophysical, technological, psychological and social basis and context of audiology.</p> <p>P1_2. Explain the ethical, professional and healthcare context of clinical audiology, including how audiology services work, professional expectations, fitness to practice, ethical issues and consent, and key communication practices.</p> <p>P1_3. Demonstrate the knowledge, skills, values and behaviours required for assistant roles in audiology and for registration as a Hearing Care Assistant. That includes patient-centred communication and care, meeting relevant professional standards (including working within your scope of practice) and competencies related to basic hearing assessment and rehabilitation in order to support an audiologist or Hearing Aid Dispenser.</p> <p>P1_4. Demonstrate effective scientific communication using a range of media.</p> <p>P1_5. Reflect on your experience and behaviours, and feedback from your Placement Supervisors, in order to identify relevant future learning needs and strategies.</p> |
| Part 2: Diploma of Higher Education | <p>In addition to the above:</p> <p>P2_1. Explain and critically analyze a range of scientific areas relevant to audiology (including basic otology, speech science, hearing technology and patient-centred aural rehabilitation for hearing loss and tinnitus) and their application in clinical practice.</p> <p>P2_2. Describe and critically appraise the basic methods used for service improvement and evidence-based practice in healthcare, including audiology.</p> <p>P2_3. Demonstrate effective, empathetic communication using a range of media, in individual and collaborative contexts.</p> <p>P2_4. Demonstrate a range of competencies related to routine adult hearing services with individuals from a non-clinical population simulating common clinical scenarios safely and showing effective patient-centred communication and care, professionalism, decision-making and problem-solving skills as appropriate, and identifying the need for onward referral.</p> <p>P2_5. Explain the professional context, requirements and obligations of a Healthcare Science Practitioner (Audiology), Clinical Physiologist (Audiology) and Hearing Aid Dispenser, including professional registration and regulation, health and safety, fitness to practice, safeguarding, consumer protection legislation and regulation, service accreditation and service improvement.</p> |
| Part 3: BSc (ordinary) | <p>In addition to the above:</p> <p>P3_NP1. Demonstrate basic competence in a range of discipline-specific and transferable scientific thinking, problem-solving, management, technical and communication skills, including a thorough and critical understanding of specific areas of your scientific discipline.</p> |
| Part 3: BSc (Hons) | <p>In addition to the above:</p> <p>P3_NP2. Demonstrate a range of transferable skills relevant to a career within a scientific, health or other relevant context.</p> <p>P3_NP3. Critically analyse theory and evidence in hearing science, healthcare or other relevant field from a range of sources.</p> |

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| Part 4: MSci | In addition to the above: P4_NP1. Undertake a scientific investigation applying appropriate ethical and scientific techniques, and demonstrating critical evaluation of existing knowledge/theory, of research methodologies and of research findings. P4_NP2. Explain a range of scientific topics relevant to your discipline and career aspirations in depth. P4_NP3. Critically evaluate information from a wide range of sources. P4_NP4. 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. |
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Programme Structure

Clinical pathway: Audiology

Part 1 will provide you with an immersive introduction to audiology, the biopsychosocial and technical foundations of audiology and the broader scientific, technical, healthcare and professional context. A module providing an introduction to professional practice will involve learning alongside students from a range of other healthcare disciplines to help you understand the wider context of health and care services and professional expectations. There will be a coherent series of sessions on academic study skills running through Part 1, embedded within two of the academic modules. These will help you to make the transition to university study in a scientific discipline, to understand the British higher education system and associated expectations, and to develop your general academic skills. Part 1 includes three 'taster' placements, lasting one week each, in audiology. These placements are compulsory and arranged by us. We will make all reasonable efforts to source placements although cannot guarantee them. See Appendix 1 for the Terms of Placements including arrangements in the unlikely event that it is not possible to source placements. Also during Part 1, we will help you prepare for the selection and allocation process for your main clinical placement. Once you have successfully progressed from Part 1, the selection and allocation process for your main clinical placement will begin.

Part 2 will extend your clinical, scientific and professional development in audiology as well as broadening your perspectives beyond audiology with two optional modules (such as from but not restricted to the list [here](#)). You will select your optional modules during Semester 2 of Part 1, with guidance from your Personal Academic Tutor. The main clinical placement runs within a 29-week period from the end of Semester 2 of Part 2 (i.e. across the summer after finishing Part 2) until the Christmas University closure period near the end of Semester 1 of Part 3, during which you must complete at least 27 weeks on placement. In order to complete the clinical pathway, this placement is compulsory. We will make all reasonable efforts to source you a placement although cannot guarantee it. See Appendix 1 for the Terms of Placements including why we cannot guarantee it and what your options would be in the unlikely event of us not being able to source you a placement. The placement is organised and overseen by us. The selection and allocation process allows you to indicate your preferred placement centres and requires you to demonstrate your suitability for placement with them. We will thoroughly prepare you throughout Parts 1 and 2 for the selection and allocation process, for starting your clinical placement and for getting the most out of your clinical placement. At the end of your placement, you will be assessed on placement with patients. The period of time after completing your placement at the Christmas break of Part 3 and before starting Semester 2 of Part 3 includes the exam period and the period for retaking any end-of-placement assessments you are eligible/required to complete.

Part 3 consists of main clinical placement (Semester 1, continuing from the summer), your individual project (across both semesters) and audiology-focused modules. The module 'Clinical and Professional Practice in Audiology 2' in Part 2 will prepare you for your individual project by introducing you to various methods of service improvement including clinical research, clinical audit and service evaluation. Your individual project in Part 3 will have a clinical focus, such as involving undertaking a clinical audit. You will plan the project and collect information from your placement centre during Semester 1 while you are on placement, during which you will be supported remotely by your University-based project supervisor. You will complete the analysis and write-up of the project during Semester 2 and present your project at the Faculty-wide individual project conference. Also in Semester 2, you will complete an intensive four-week block module on paediatric audiology, which you can choose to take at BSc Part 3 level (FHEQ level 6) or Master's level (FHEQ level 7). The latter gives you the opportunity for experience of Master's-level study and assessment (e.g. to help you decide if you want to continue into Part 4), to gain a Master's level module (e.g. to support an application for Master's study after the BSc) and to gain a module approved by the BAA Higher Training Scheme. Semester 2 also includes further learning in clinical and professional practice including clinic visits, described below.

Throughout Parts 1-3, you will work on a clinical training portfolio and a professional development portfolio, which are completed in stages throughout the programme. The final stage of both are submitted during Semester 2 of Part 3. In order to complete those, you will need to sign-up for short clinical placements, such as in paediatric and vestibular services, during Semester 2 of Part 3. They will typically be 1-2 days in duration. The duration and number of these placements depend on what is needed to complete your clinical training portfolio as well as your preferences and aspirations. We will make all reasonable efforts to source these placements although cannot guarantee them. See Appendix 1 for the Terms of Placements including your options in the unlikely event that it is not possible to source placements.

Non-clinical pathway: Hearing Science

Parts 1 and 2 of the clinical and non-clinical pathway are identical, with the exception that the latter does not include Audiology Clinical Placement 2. Part 3 of the non-clinical pathway provides you with the route to a degree should you initially be enrolled on the clinical pathway but are unsuccessful with the assessment as part of Audiology Clinical Placement 2. Part 3 provides the option for extended non-clinical work experience from the summer of Part 2 until the Christmas break of Part 3 (i.e. at the same time as the clinical placement), where this is able to support the development of key general professional skills. This work experience is identified and organised by you, and is approved and overseen, but not guaranteed, by us. If you begin, but do not successfully complete, Audiology Clinical Placement 3 due to not passing the assessment of your clinical competence, you will be able to undertake the remaining (non-clinical) assessments (comprising the professional development portfolio and the synoptic exam) and be credited for those as part of the non-clinical work experience modules. You will not undertake the short clinical placements in Semester 2 of Part 3. You also have the option on the non-clinical pathway of not undertaking the work experience module and instead undertaking optional academic modules in and beyond audiology. You can transfer from the clinical pathway to the non-clinical pathway at any time. It is not possible to transfer from the non-clinical pathway to the clinical pathway.

Both pathways: Part 4

Part 4 includes a compulsory qualitative and quantitative research methods module and a compulsory research project. The latter involves undertaking a scientific study, for example involving an experiment, and producing a dissertation. The rest of Part 4 comprises of optional modules in audiology or beyond.

Rules for part-time enrolment

Part-time enrolment is available for the clinical pathway only; it is not available for the non-clinical pathway even if you were previously enrolled on the clinical pathway. If taking a Part of the programme part-time, Semester 1 must be completed alongside full-time students in the first year and Semester 2 must be completed alongside full-time students in the second year. No special arrangements can be made for part-time students in each semester, such as related to timetabling or modules taken. In other words, each semester must be taken as a block as if studying it full-time. Part 2 involves two optional modules, one in each semester. If taken part-time, the optional modules are chosen in the academic year immediately prior to that in which the optional module is taken.

The maximum duration of the part-time programmes is 5 years for the BSc and 6 years for the MSci, i.e. you can take two of Parts 2, 3 and 4 part-time but not all three. Within that restriction, you can transfer to and from part-time enrolment multiple times but you cannot transfer from one to the other *within* a Part. That means that if you have transferred to part-time for Part 2, you must complete Part 2 as part-time. If you wish to transfer from one to the other for a Part of the programme, you must submit your request to transfer by the last working day of May of the previous Part. E.g. if you wish to transfer to part-time for Part 2, you must submit your request to transfer before the last working day of May in Part 1. Requests to transfer cannot be accepted after that date.

You are responsible for informing the Student Loans Company of changes from full-time to part-time enrolment or vice versa. You must be aware that transferring from one to the other might affect the loan you are eligible to. For example, the maintenance loan available to part-time students is usually substantially less than that available to full-time students due to the assumption that part-time students are working to support themselves. You are strongly advised to inform Student Loans Company as soon as we have approved your transfer request.

The regulations governing progression, compensation, referral, repeat and awarding are the same for both full-time and part-time. Decisions are taken at the exam board, and referral assessments are undertaken, at the end of the Part of the programme, even if that is in a different academic year. For example, if you are enrolled part-time and you fail a module in Semester 1 of the first academic year, you will need to wait until the end of the second academic year to find out if you are eligible to refer in that module and to take the referral assessment.

If you take the programme part-time, you must check your university email account regularly throughout the programme regardless of whether you are currently taking any modules or not. You will be responsible for missing any important information through not doing so.

Modules

The modules are listed in the tables below and the mapping of them to the Programme Learning Outcomes is given in Appendix 2. Progression from one part to the next will follow standard Faculty policy. The overall structure, exit points and requirements for the programme are described below.

The University uses the European Credit Transfer Scheme (ECTS) to indicate the approximate amount of time a typical student can expect to spend in order to complete successfully a given module or programme. Where 1 ECTS indicates around 20 nominal hours of study. Previously, Credit Accumulation and Transfer Scheme (CATS) points were used for this purpose where 1 CATS credit was 10 nominal hours of study. The University Credit Accumulation and Transfer Scheme is detailed at <http://www.calendar.soton.ac.uk/sectionIV/cats.html>.

Additional costs

You are responsible for meeting the cost of essential textbooks, and of producing work such as essays, assignments, laboratory reports and dissertations as are required to fulfil the academic requirements for each programme of study. Costs that students registered for this programme typically also have to pay for are included in Appendix 3.

In some cases, coursework and/or projects may be submitted electronically. Where it is not possible to submit electronically, you will be liable for printing costs, which are detailed in the individual Module Profile and can also be found in Appendix 3.

| Taught modules: Clinical Pathway | | ECTS/ CATS | Core / Compulsory/ Optional |
|----------------------------------|--|------------------|-----------------------------------|
| Part 1 | | 60/120 | |
| AUDI1101 1 | Clinical and Professional Practice in Audiology 1 | 15/30 | All compulsory and core |
| HPRS1030 | An Introduction to Professional Practice 1 | 7.5/15 | |
| AUDI1012 | Biopsychosocial Basis of Audiology | 15/30 | |
| AUDI1013 | Introduction to Hearing Science and Technology | 15/30 | |
| AUDI1014 | Audiology Clinical Placement 1 | 7.5/15 | |
| Part 2 | | 60/120 | |
| AUDI2xxx | Clinical and Professional Practice in Audiology 2 | 15/30 | All compulsory and core |
| AUDI2xxx | Facilitating Effective Auditory Rehabilitation 1 | 15/30 | |
| AUDI2xxx | Facilitating Effective Auditory Rehabilitation 2 | 15/30 | |
| | Two optional modules, one in each semester, that fit into your timetable (e.g. from the list here), subject to approval by the Programme Lead or Director of Programmes. Note that one or both can be from Parts 1 or 3 of other programmes. | 7.5/15 7.5/15 | Optional (not core) |
| AUDI2xxx | Audiology Clinical Placement 2 | none | Compulsory |
| Part 3 | | 60/120 | |
| AUDI3xxx | Audiology Clinical Placement 3 | 30/60 | All compulsory and core |
| FEEG3003 | Individual Project | 15/30 | |
| AUDI3xxx | Clinical and Professional Practice in Audiology 3 | 7.5/15 | |
| AUDI3003 or AUDI6007 | Introduction to Paediatric Audiology or Paediatric Audiology* | 7.5/15 | |
| | | | |
| Part 4 | | 60/120 | |
| AUDI6001 | Research Project | 22.5/45 | All compulsory and core |
| AUDI6004 | Applied Research Methods | 7.5/15 | |
| | Optional modules from within the University subject to approval by the Programme Lead or Director of Programmes. For example: <ul style="list-style-type: none"> ➤ AUDI6008 Assessment and Management of Vestibular Disorders*. Semester 2. 15 CATS. ➤ AUDI6009 Physiology and Psychology of Hearing (Semester 1). 15 CATS. ➤ AUDI6010 Rehabilitation of Auditory Disorders* (Semester 1). 15 CATS. ➤ AUDI6012 Fundamentals of Auditory Implants (Semester 2). 15 CATS. | 30/60 | Optional (not core) |

* approved by the BAA for the Higher Training Scheme

| Taught modules: Non-Clinical Pathway | | ECTS/ CATS | Core / Compulsory/ Option |
|--------------------------------------|--|---------------|---------------------------------|
| Parts 1 and 2 | Identical to the clinical pathway except no Audiology Clinical Placement 2 | | |
| Part 3 | | 60/120 | |
| FEEG3003 | Individual Project | 15/30 | Compulsory and core |
| AUDI3003 or AUDI6007 | Introduction to Paediatric Audiology or Paediatric Audiology | 7.5/15 | Compulsory (not core) |
| | Optional module(s) from within the University, subject to approval by the Programme Lead or Director of Programmes. For example: <ul style="list-style-type: none"> ➤ AUDI3008. Work Experience 1. 30 CATS. ➤ AUDI3009 Work Experience 2. 30 CATS. ➤ Note: AUDI3008 and AUDI3009 must be taken together as a pair if chosen prospectively. ➤ ISVR3061 Human Responses to Sound and Vibration. 15 CATS | 37.5/75 | Optional (not core) |
| Part 4 | Identical to the clinical pathway | 60/120 | |

Teaching and Learning Methods

(1) Taught Modules

(i) *Preliminary Preparation*

You will be provided with a short reading list for study prior to the start of the programme. During the first week, you will undertake exercises to identify areas of potential limitations in background knowledge, given students have a wide range of entry qualification subjects. This activity promotes your ability to:

- assemble information from different sources;
- study independently
- manage your time effectively
- be self-motivated and to take responsibility for achieving learning outcomes.

(ii) *Taught Programme*

Teaching is carried out primarily at the University of Southampton with additional clinical placements at collaborating audiology services for the clinical pathway. Assessments are administered and moderated by the University of Southampton within its normal quality assurance practices. University-Appointed Assessors from clinical practice who assess your clinical competence as part of the Audiology Clinical Placement 3 module in Part 3 are approved by Faculty and hold appropriate professional qualifications.

During the main teaching period, modules are structured and taught in parallel in an integrated manner to form a coherent programme of learning. Learning activities include scheduled sessions (e.g. practicals, academic lectures, seminars, tutorials), both individual and collaborative independent work (e.g. assignments, quizzes, presentations, project, reflective accounts, practice sessions, workbooks, case studies and inter-professional learning) and placements. Both pathways include development of practical skills as a background for clinical or research practice. The clinical pathway includes a greater emphasis on clinical methods such as clinical practicum, placements, case studies and a professional development portfolio. The non-clinical pathway includes the option of non-clinical work experience. Parts 2 and 4 also provide you with opportunities to shape your learning and degree to suit your interests and aspirations through optional modules. Your learning and wellbeing is further supported by a Personal Academic Tutor system and a wide range of other services, see the Programme Handbook.

We place a strong emphasis on 'formative assessment', which are activities where you will receive feedback on how well you are learning and progressing. For example, every piece of summative assessment (which is marked and determines whether you've met the learning outcomes) will have a formative counterpart. We select the summative assessment tasks carefully to match what we intend you to learn. And because we intend you to learn a wide range of skills and behaviours, we therefore use a wide range of types of summative assessment, including assignments, team presentations, reflective accounts, practical assessments, traditional exams case studies, team reports, portfolios and a dissertation. We also select summative assessments in each part of the programme to build on that from the previous part. For example, you will be assessed on your professional and clinical skills in all three years, starting with isolated aspects of audiology practice with volunteers in our in-house skills lab in Part 1 and building to the management of entire appointments with service users in an audiology service in Part 3.

(2) Placements

In order to complete the clinical pathway, the clinical placements and clinic visits (together referred to as 'placements' hereafter) are compulsory. They are exciting and highly rewarding components of every year of the clinical pathway. We pride ourselves on the support we offer to students and placement centres in preparation for, and during, the placements. The placements will help you to develop a wide range of clinical skills required for careers in audiology as well as professional skills that are highly valued by employers in a wide range of sectors both inside and outside healthcare.

The placements are in real audiology or related services whose first priority is the care it provides to members of the public. You therefore have important responsibilities to both placement centres and the people they serve when preparing for, and participating in, your placements. We will provide information, support and reasonable time to help you to meet those responsibilities and there can be serious consequences to you if you don't despite that help. The Terms of Placements in Appendix 1 describes the allocation processes and your options in

the unlikely event that you are unable to undertake or complete a placement, or you cannot be allocated a placement, for reasons within or outside of your control.

Your main placement will take place within a 28-to-29-week period between the end of Semester 2 of Part 2 (beginning of June) and the Christmas closure period of the University (just before Christmas). You will have a one-week break after your Part 2, Semester 2 exam period and starting the placement. Within that placement period, you must complete 27 weeks on placement; the rest can be taken as leave if you wish. Your main placement is covered by two modules. The first is the non-credit bearing, Part 2 module called 'Audiology Clinical Placement 2', which runs from the start of the placement period until the beginning of Part 3. You must demonstrate the minimum expected progress and minimum expected professional behaviours within the first three months of placement, which are considered at the September Supplementary Exam Board. You must pass that in order to progress into the clinical pathway in Part 3 and thus continue on your placement. If you do not pass Audiology Clinical Placement 2, or do not wish to continue on placement, you will be able to transfer to the non-clinical pathway for Part 3, if permitted by visa restrictions and in accordance with visa processes for international students. The second module, 'Audiology Clinical Placement 3', runs from the start of Part 3 until the end of the placement period.

Training activities will be arranged for you by your Placement Supervisor, who will normally be a senior member of the department at the organisation, according to guidelines from the University in the Placement Handbook available on our [placement website](#). You will undertake supervised work within the department and maintain a logbook to show competencies that you have achieved. Initially you will be observed in all your work, but as you develop competencies you will be allowed to work without being observed directly, under the general responsibility of the Placement Supervisor. You will receive two visits during placement. The first will be approximately 4 months into placement where a Placement Supervisor from a 'buddy' placement provider (or the University if need be) will visit you to check your progress and give you feedback on your practice with patients. The second will be within the final month by an External Assessor (either from, or appointed by, the University) to perform the final (end-point) assessment of your competence with patients. Extensive support is provided to you prior to and during your clinical placements. You will be in regular contact with University staff and continue to have access to your Personal Academic Tutor.

The credit-bearing modules in Part 2 determine whether you can progress to Part 3. However, you must also pass Audiology Clinical Placement 2 in order to continue on the clinical pathway into Part 3. If you do not pass Audiology Clinical Placement 2, or Audiology Clinical Placement 3, you will have the option of transferring to the non-clinical pathway in order to pursue the BSc (ordinary) Hearing Science or BSc (honours) Hearing Science qualifications, if permitted by visa restrictions and in accordance with visa processes for international students. Your capability to obtain enough credits for the BSc (honours) Hearing Science without repeating Part 3 will depend on whether you can meet the assessment requirements and gain the credits for the non-clinical counterpart modules 'Work Experience 1' and 'Work Experience 2' or access alternative optional modules.

For more information, see our [placement website](#) for resources including the current version of the Placement Handbook and Appendix 1 for the Terms of Placements.

Note that you will start your placement in June before knowing whether you have passed Part 2 and can progress to Part 3. You will find that out towards the end of June. If you need to retake any assessments before being able to progress to Part 3 (called 'referrals'), these will usually take place or be submitted in August. The normal deadline for the assessments of Audiology Clinical Placement 2 are also in August. You would therefore be attending placement full time, preparing for referrals and preparing for the assessment of Audiology Clinical Placement 2 at the same time. All students have 4 hours per week of protected study time while on placement and 10 days of leave across the entire placement which you could use to help prepare for your referrals. If your circumstances require it, you can also apply for an extension to the date of the summative assessment of Audiology Clinical Placement 2 or for Special Considerations. The timing of the normal deadline for the submission of assessment for Audiology Clinical Placement 2 is such to accommodate a short extension. You will find out the outcome of your referrals (which will determine whether you can progress to Part 2) and the assessment of Audiology Clinical Placement 2 (which will determine whether you can continue on the clinical pathway into Part 3) in the middle of September.

If you are unable to complete 27 weeks of placement between June and December for reasons beyond your control, you will be able to apply for Special Considerations. If granted, this will allow for alternative arrangements to be made for completing the placement and Part 3 of the clinical pathway.

(3) Individual Project

Your research, problem-solving and project skills are developed throughout the programme, regardless of which pathway you are on. The emphasis on this only partly reflects the possibility that you might undertake research later in your career. It also reflects the importance of developing general problem-solving, analytical and critical-thinking skills to be an effective healthcare professional as well as being able to use research to inform your practice. You are introduced to engaging with research and evidence-based practice in Part 1 and learn clinically relevant research methods in Part 2. You build on that in Part 3 with your Individual Project. For those on the clinical pathway, you will undertake a project related to service improvement for the benefit of service users at your Placement Centre. For those on the non-clinical pathway, you will design and carry out an experimental research study. All students present their studies as dissertations/theses and poster presentations, the latter at a Faculty Individual Project conference. The research project in Part 4, which runs across both semesters, builds on these by giving you the opportunity to undertake a novel and more extensive research project and the aim of making an original contribution to knowledge.

An approved member of staff supervises each research project. For projects in Parts 3 and 4, that is usually an international leader of research or clinical practice in that area. You will select your projects from an approved list with guidance from your personal academic tutor as required or propose your own. You will undertake preliminary planning of the projects and submit your plans for approval. These procedures ensure that projects are suitably designed before practical work commences. Your progress is monitored carefully by your supervisor and through interim reports. You will receive feedback on specific sections of your dissertations, as well as on your poster, before you submit them for assessment.

Assessment and Awards

Assessment

All modules are subject to summative assessment using a variety of methods. An overview of the assessment methods used in the various modules can be found in Appendix 2. The summative assessments have been carefully designed to build on one another from year to year. For every method of assessment you will undertake in Parts 2 and 3, you will have experienced that or a similar method in previous years. For example, the Observed Structured Clinical Examinations (OSCEs) you will undertake in Parts 1 and 2 will help prepare you for the assessment of your clinical competence in Part 3 of the clinical pathway. Similarly, the development of your research, critical thinking and writing skills through the various assignments you will complete in Parts 1 and 2 will culminate in the dissertation you will submit near the end of Part 3 and the more substantial dissertation you will submit in Part 4.

You will develop two portfolios during Parts 1 to 3 of the programme. You will use the Individual Record of Clinical Practice (IRCP) to keep record of the development of your clinical competencies and the feedback you receive on it throughout the programme. You will use the Professional Development Portfolio (PDP) across the three Parts to submit evidence of having met standards of professional practice, such as related to communication, service improvement, equality & diversity and career development. That evidence will include structured reflective accounts (typically based on the Gibbs reflective cycle) and various media such as photographs, videos, presentations, blogs and documents from your placements.

The module profiles provide the learning outcomes you will need to meet in order to pass the modules, how they will be assessed, what the options are for retaking the module if needed and approximately how much time you should expect to spend on each component of assessment if you are studying effectively. For modules with more than one component of assessment (e.g. an assignment and an exam), the module profile indicates which learning outcomes are assessed by each component and what weighting is given to each component when calculating the over module mark. At the beginning of each module, you will be provided with more detailed information regarding the summative assessment associated with that module such as the nature of the assessment, the brief, the requirements for you (e.g. word limit for assignments and time limit for exams), the timing of it, guidance on the standard of work expected for different % bands, when it will be and how you will

be able to receive feedback on it. Note that the word limit does not directly indicate the expected quality of your assignment or how long it will take you to complete it because those things also depend on the context and requirements of the assignment, the style you are expected to present it in and the particular learning outcomes being assessed as well as how effectively you are studying.

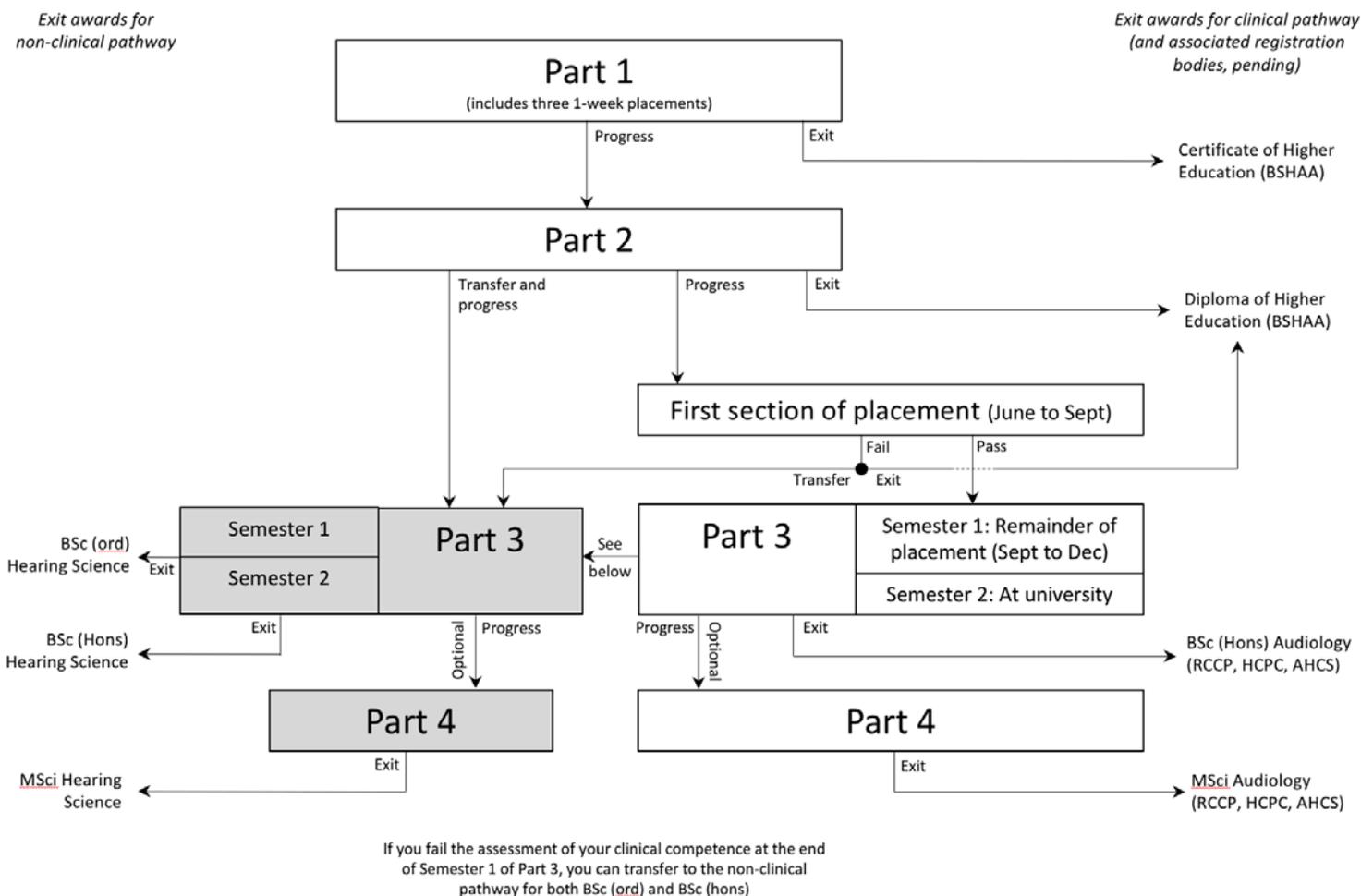
In advance of every piece of summative assessment, you will complete a formative counterpart in order to help you prepare. That can be a separate assessment, a plan for the summative assignment, a mock exam in groups of students (e.g. so you can also get experience of the perspective of an examiner) or a trial run of the real thing. These formative counterparts are in addition to many other opportunities to practice the skills and test your knowledge during our scheduled learning activities and guided independent work.

A basic level of competence must be achieved in every aspect of clinical work assessed. During Parts 1-3, all compulsory modules on both pathways are also 'core' which means that they must be passed; you cannot compensate for poor performance on one module through strong performance on another. You must also pass every individual element of assessment for modules involving clinical practicals or placements.

The programme follows the University's regulations for [Progression, Determination and Classification of Results: Undergraduate and Integrated Masters Programmes](http://www.calendar.soton.ac.uk/sectionIV/sectIV-index.html) as set out in the University Calendar (<http://www.calendar.soton.ac.uk/sectionIV/sectIV-index.html>) and in particular at <http://www.calendar.soton.ac.uk/sectionIV/credit-bearing-progs.html>, <http://www.calendar.soton.ac.uk/sectionIV/progression-regs.html> and <http://www.calendar.soton.ac.uk/sectionVIII/fee-ug.html>

Exit awards

The diagram below provides a summary of progression, transfer and exit awards for the two pathways.



The exit points, transfer options and awards available for the two pathways are as follows. Information about the exit awards and associated professional registrations are then described.

All students enrol on the clinical pathway.

If you successfully complete all modules in Part 1 and either decide to exit at this point or fail to progress beyond Part 2, you will be awarded a Certificate of Higher Education.

If you successfully complete all modules in Part 2 and either decide to exit at this point or fail to progress beyond or complete Part 3, you will be awarded a Diploma of Higher Education.

Having successfully completed Part 2, you can continue on the clinical pathway (including the main clinical placement) or transfer to the non-clinical pathway (no clinical placement).

Clinical pathway:

- First section of placement from June to September. You are summatively assessed in August on your clinical progress and professional conduct as part of the module Audiology Clinical Placement 2. If you pass, you can continue on the clinical pathway into Part 3 including the remainder of the placement from September to December as part of the module Audiology Clinical Placement 3. If you do not pass, you can repeat the whole of Part 2, including all weeks of placement, or you can transfer to the non-clinical pathway and continue into Part 3. Note that no weeks of placement can be 'held over' from one year to the next if you are unsuccessful with the assessment associated with Audiology Clinical Placement 2 first time.
- Audiology Clinical Placement 3. If you don't pass the assessment of your clinical competence (pass vs. fail) as part of this module, you can repeat the whole of Part 3, including all 27 weeks of placement. If, however, you do pass some or all of the other components of assessment (associated with %), you will also have the option to transfer to the non-clinical pathway and have the components of assessment you pass credited by the Work Experience 1 and/or 2 modules, depending on which components you pass
- Part 3. If you successfully complete all modules in Part 3 and either decide to exit at this point or fail to complete Part 4, you will be awarded an BSc (Hons) Audiology. There is no option for an ordinary degree in the clinical pathway
- Part 4. If you successfully complete all modules in Part 4, you will be awarded an MSci Audiology.

Non-clinical pathway:

- If you successfully complete Part 3 modules equivalent to 60 CATS/30 ECTS and decide to exit at this point, you will be awarded a BSc (ordinary) Hearing Science
- If you complete Part 3 modules equivalent to 120 CATS/60 ECTS and decide to exit at this point, you will be awarded a BSc (Hons) Hearing Science
- If you successfully complete all modules in Part 4, you will be awarded an MSci Hearing Science.

Certificate of Higher Education

This is intended to provide you with basic knowledge, core academic and practical skills, and strong professional skills and behaviours in audiology, including patient-centred communication, assessment procedures and rehabilitation techniques applicable to adults with hearing impairment. This qualification will enable you to register as a Hearing Care Assistant with BSHAA, pending accreditation. It will **not** enable you to register as an audiologist with RCCP or AHCS or as a Hearing Aid Dispenser with HCPC.

Diploma of Higher Education

In addition to the Certificate, this extends your knowledge and understanding of the underpinning science and assessment and rehabilitation procedures applicable to adults with audiological impairments as well as introducing you to service improvement methods. This qualification will enable you to register as a Hearing Care Assistant with BSHAA, pending accreditation. It will **not** enable you to register as an audiologist with RCCP or AHCS or as a Hearing Aid Dispenser with HCPC.

BSc (Hons) Audiology

This is intended to provide you with detailed systematic knowledge of all topic areas covered in the programme, a comprehensive conceptual understanding of the discipline of neurosensory function, basic overall clinical

competence and the capacity for original self-directed work by means of an individual research project. This qualification will enable you to apply to register an audiologist with RCCP and AHCS and as a Hearing Aid Dispenser with HCPC, pending accreditation.

BSc (ordinary) and (Hons) Hearing Science

Exit awards of ordinary and honours degrees are available for the non-clinical pathway. They are intended to provide you with capacity for original self-directed work by means of an individual research project, detailed systematic knowledge of relevant scientific areas and, for the BSc (Hons), the development of more comprehensive knowledge and skills relevant to hearing science. This qualification will enable you to register as a Hearing Care Assistant with BSHAA. It will **not** enable you to register as an audiologist with RCCP or AHCS or as a Hearing Aid Dispenser with HCPC but will make you eligible to apply for postgraduate-entry training in some clinical fields including audiology.

MSci Audiology

This is intended to extend your knowledge, scientific, cognitive and leadership skills in research, clinical decision-making and specific clinical areas of audiology and prepare you for higher research degrees such as PhD. It will utilise and build on your clinical experiences during the placement and during Part 4 (if taken part-time while working). This will also help you build towards Clinical Scientist registration through the BAA's 'Higher Training Scheme', depending on the discipline-specific modules you choose. This qualification will enable you to apply to register as a healthcare professional with RCCP, AHCS or HCPC, pending accreditation.

MSci Hearing Science

This is intended to extend your knowledge, scientific, cognitive and leadership skills in research, hearing science and related fields and prepare you for higher research degrees such as PhD. This qualification will enable you to register as a Hearing Care Assistant with BSHAA. It will **not** enable you to register as an audiologist with RCCP or AHCS or as a Hearing Aid Dispenser with HCPC but will make you eligible to apply for postgraduate-entry training in some clinical fields including audiology.

Support for student learning

There are extensive 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. Students can also access SVE (Southampton Virtual Environment), a virtual Windows University of Southampton desktop that can be accessed from personal devices such as PCs, Macs, tablets and smartphones from any location.
- 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) and Panopto (for viewing recorded sessions and making your own recordings such as to practice presentations)
- standard ICT tools such as email, secure filestore and calendars.
- access to key information through the SUSSED Student Mobile Portal which delivers timetables, module information, locations, tutor details, library account, bus timetables etc. while you are on the move.
- Central IT support is provided through a comprehensive website, telephone and online ticketed support and a dedicated helpdesk in the Hartley Library foyer
- 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 Representatives from each Part, 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.

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.
- Formal progress monitoring during clinical placement (see Placement Handbook) and research project.
- University mentor for guidance during clinical placements.
- A Placement Handbook, placement website, placement support team with dedicated email address and other support related to placements

Methods for evaluating the quality of teaching and learning

The programme has been devised in accordance with the guidelines of the Quality Assurance Agency for Higher Education and the procedures in the University's Quality Assurance Handbook. Curriculum design and student achievement are reviewed annually at programme and module level. The programme is reviewed by the Programme Committee, which includes all staff with material teaching involvement. Your Student Representative is invited to make verbal and written reports. Module co-ordinators and associated staff review modules. Formal review reports for the programme and modules are submitted annually to Faculty for approval.

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, Faculty 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.

The ways in which the quality of your programme is checked, both inside and outside the University, are:

- Regular module and programme reports, monitored by the Faculty
- Programme validation, normally every five years
- External examiners, who produce an annual report
- Peer development of teaching staff (internal and external)
- Annual staff appraisal and University Training and Development provision
- Mentoring of less experienced clinical tutors and project supervisors
- Personal tutorial system for students, with timely access by meeting or email
- Accreditation by professional and other bodies (see front page)
- A national Research Excellence Framework (our research activity contributes directly to the quality of your learning experience)
- Higher Education Review by the Quality Assurance Agency

Criteria for admission

The University's Admissions Policy www.southampton.ac.uk/admissions_policy applies equally to all programmes of study.

Standard entry requirements for the programme are detailed at [insert webpage].

Applicants for the BSc/MSci programme taking A-Levels will be required to achieve a minimum of ABB (BSc) or AAB (MSci), including at least one science subject (biology, chemistry, maths, physics or psychology) with a minimum grade B in the science subject.

The [UCAS tariff tables](#) are changing for entry to higher education from 2017-18. It is important to have some understanding of how this relates to applicants with alternative qualifications to A-Levels. We are asking for a minimum of 128 Tariff Points for BSc entry and 136 Tariff Points for MSci entry (A*=56, A=48, B=40).

The WJEC Level 3 Applied Diploma in Medical Science will be treated as the equivalent to an A Level (no additional science needed). For this course the grade Tariff Points are the equivalent to A Level. Further information about the syllabus is available [here](#). Applicants studying the WJEC Level 3 Applied Diploma in Medical Science are eligible to apply for the BSc and MSci programmes. The course is for learners who are interested in careers related to healthcare and medical research and contains and includes a learning outcome specifically focused on the function of audiological testing. The course is taught at Farnborough College and we have a good relationship with the course lead, making this an excellent avenue for recruitment.

Alongside A Levels, BTECs are a widely-recognised qualification for admission to HE. Applicants with a BTEC Level 3 National Extended Diploma in either Health and Social Care or Applied Science will be considered. They must achieve a minimum of DDM (equivalent 128 Tariff Points). Applicants studying a BTEC Level 3 National Diploma are only eligible to apply for the BSc programme.

Other A Level equivalents such as Irish Leaving Certificate and Scottish Highers will be considered on an individual basis depending on A Level equivalency and subjects studied.

Mature applicants are considered on an individual basis. Depending upon the date of academic qualification achieved applicants may be offered the Science Foundation Year.

If your first language is not English, we need to ensure that your listening, written and spoken English skills would enable you to enjoy the full benefit of your studies. For entry onto our programmes, you will need an International English Language Testing System (IELTS) score of 6.5 overall, with a minimum component score of 6.0 in Speaking, Listening, Reading and Writing. The minimum requirements reflect the clinical nature of the programme and that you will be interacting with the public in your first year. Pre-sessional English language courses are available for those who do not meet these requirements.

In addition to the academic requirements applicants must also demonstrate a clear and strong motivation to study audiology in their application. All applicants must pass a selection task prior to being offered. This task

assesses the applicants' communication skills, values and knowledge of healthcare, and has been subject to a full equality and diversity assessment. This is usually undertaken during a visit to the University although other arrangements are possible, such as for applicants living a long distance from Southampton. All offers are subject to (1) a description of, and personal reflection on, an experience of audiology, e.g. work experience, focusing on what the applicant has learnt (not what the applicant has seen or done); (2) a satisfactory outcome of an Enhanced Disclosure and Barring Service check including extra lists (i.e. a satisfactory criminal record) according to our standard criminal records checks policy and at the applicant's expense; (3) a satisfactory outcome of an Occupational Health check.

In accordance with the University's Equal Opportunities Policy, the programme is open to anyone regardless of age, class, creed, disability, ethnic origin, gender, marital status, sexual orientation or caring responsibilities.

Recognition of Prior Learning (RPL)

The University has a [Recognition of Prior Learning Policy](#). Entry to Part 2 only is acceptable upon completion of a comparative Part 1 at another institution. Each case is assessed on an individual assessment based on copies of transcripts and learning outcomes. Entry beyond Part 2 is not possible.

University Commitment

The University will at all times seek to operate admissions regulations that are fair and are in accordance with the law of the United Kingdom, and the University's Charter, Statutes, Ordinances and Regulations.

This includes specific compliance with legislation relating to discrimination (e.g. Equality Act 2010) and the University's Equal Opportunities Policy Statement. This includes a commitment that the University will:

- actively assist groups that experience disadvantage in education and employment to benefit from belonging to the University
- actively seek to widen participation to enable students that do not traditionally participate in Higher Education to do so;
- ensure that admission procedures select students fairly and appropriately according to their academic ability and that the procedure is monitored and regularly reviewed.

Career Opportunities

There is a wide range of career options available for graduates, including the following based on roles previous graduates have accepted. Those indicated with * and *italics* apply exclusively to graduates from the clinical pathway although clinical roles can be accessed by graduates of the non-clinical pathway via further study e.g. post-graduate-entry training.

- *Clinical audiologist in traditional NHS hospital**
- *Clinical audiologist in range of non-traditional NHS service providers**
- *Clinical audiologist in independent health care provider**
- *Hearing Aid Dispenser within existing company**
- *Hearing Aid Dispenser setting up your own business**
- Research Assistant or Research Student (PhD)
- Scientific advisor to charity
- Equipment developer, manufacturer or supplier, in terms of sales, training or development
- Paid or voluntary work for overseas charities to develop and support services
- Educator, e.g. within a university or other education provider
- Teacher, via a PGCE
- Alternative healthcare professional via post-graduate entry routes into professions such as medicine, dentistry, medical physics and public health
- Variety of other science, healthcare and professional careers

The MSci qualification is expected to provide a wider range of options than the BSc (Hons) qualification, as well as providing opportunity for more rapid and extended career development.

External Examiner(s) for the programme

External Academic Examiner

Name Dr Joy Rosenberg

Institution Mary Hare partnered with University of Hertfordshire

External Clinical Advisor

Name Dr Alison Vaughan

Institution Specsavers

Two external examiners will oversee all aspects of the programme. Each normally serves for a period of 3 or 4 years. One will be a senior academic from a UK University actively involved in teaching and research in a related subject. The other will be a clinician in one of the specialised streams to comment on the clinical aspect of the programme and will be referred to as the Clinical Advisor. The latter will not necessarily be an academic. External Examiners are approved and appointed by Faculty.

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 Representatives, 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 s/he takes full advantage of the learning opportunities that are provided. More detailed information can be found in the programme handbook, see <http://www.southampton.ac.uk/studentservices/academic-life/faculty-handbooks.page>.

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| Revision History |
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Appendix 1

Terms of Audiology Clinical Placements

Read in conjunction with the Placement Handbook, which can be downloaded from our [placement website](#).

- 1) Placements are a compulsory part of the MSci and BSc (Hons) Audiology programmes (the clinical pathway) and must be passed to graduate with either of those clinical degrees (as is required for professional registration). Standard tuition fees are payable for the three (BSc) and four (MSci) years of the programme, including Semester 1 of Part 3. There are no additional tuition fees for placements outside of normal academic weeks, including some of the Easter break of Part 1 and the summer of Part 2. Placements are not a part of the MSci and BSc Hearing Science programmes (the non-clinical pathway).
- 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 accreditation process prior to accepting students and an ongoing quality assurance process thereafter.
- 3) We guarantee that all placements offered to students are in accredited placement centres, 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 accredited centres. Our [placement website](#) provides an *indication* of our current group of audiology placement centres; this is subject to change at any time and without prior notification depending on the capacity, fitness and existence of placement centres.
- 4) We guarantee to oversee and support all students and organisations participating in placements as described in the Placement Handbook.
- 5) 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 accredited 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 accrediting new organisations where possible. Secondly, placement centres 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 centre 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.
- 6) We can only offer placements to students within our group of accredited centres. 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.
- 7) 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 centre'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. For Audiology Clinical Placements 2 and 3, that can mean not being able to continue on the clinical pathway or failing Part 3.

- 8) 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 to option of asking us to seek a placement for you during the summer before starting Part 2.
- 9) 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 to attending an interview with representatives of the placement centres. 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.
- 10) 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.
- 11) 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.
- 12) 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.
- 13) The placements are usually unpaid and students must self-fund accommodation, living and travel expenses. Specific employers might provide financial support to those students that they select for placements with them. We cannot guarantee paid placements to any or all students.
- 14) 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 centres (outside of the NHS) to which international students are prioritised.

- 15) It may be necessary to move you to a different placement centre after the initial allocation or during your placement in unusual circumstances (e.g. to benefit your progress or welfare, or because the centre has unexpectedly become unable to provide a placement that is fit for purpose).
- 16) 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 the clinical pathway but might be able to transfer to the non-clinical pathway.
- 17) 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 their main placements, as required by the placement centre and at your cost.
- 18) You are expected to have read and understood the Health & Care Professions Council's "Guidance on Conduct and Ethics For Students", available from our placement website, before enrolling on the programme and abide by it throughout the programme both in your academic and personal life. 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 change in health state or criminal record.
- 19) While on placement, you will have a member of clinical staff who will be your local supervisor and will coordinate your placement training, called a 'Placement Supervisor'. The Placement Supervisor will have undertaken specific training provided by the University and will liaise with the University regarding your progress, behaviour and wellbeing.
- 20) Your placement centre will have an absence policy (e.g. covering attendance, leave and illness) which you must abide by. You will usually be required to make up for missed clinic time due to short-term illness by working additional days or using what would have been your study sessions, unless otherwise approved by your Placement Supervisor. You will have a leave allowance and your Placement Supervisor must approve any leave before it is taken. Any additional leave beyond that allowance must also be approved by the University and you would usually be expected to make up for it by working additional days or using what would have been your study sessions. The University has a formal process for special considerations in the case of prolonged sickness or other circumstances that have interfered with your studies, which can allow for extensions.
- 21) 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.
- 22) You must engage with all human resources processes required by your placement centre 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 centre.
- 23) 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.
- 24) 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.

- 25) 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 centre.
- 26) 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 centre. You are entitled to one repeat of Audiology Clinical Placement 3 only.
- 27) Placements are covered by a Learning Placement Charter, the most recent version of which is included in this Appendix. You are expected to fulfil your responsibilities while on placements at all times. It also gives you guidance on what you can expect from your Placement Centre.
- 28) You will be expected to adhere to the dress code when on placements, which can be found in the Placement Handbook. This includes ensuring full visibility of your lips and face when on placement to enable patients, other members of the public and staff to access visual cues to communication.
- 29) We have robust, tried-and-tested processes for providing support to you and Placement Centres. 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.
- 30) Placement Centres 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.
- 31) Placement Centres reserve the right to suspend or terminate placements if they deem it absolutely necessary. This forms part of a formal agreement between the Placement Centre and the University, called the Practice Placement Agreement. The relevant section is 9.1, which indicates that "*The Placement Provider may reserve the right to remove a Student from a placement setting in any case where it considers (in the reasonable opinion of a senior staff member with competent authority) this is necessary having regard to the Student's conduct or professional suitability or where patient safety is compromised.*" 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.
- 32) Placement Centres also reserve the right to suspend or terminate placements if they become unable to provide a placement that is fit for purpose.

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.

Appendix 2

Learning Outcomes and Summative Assessment Mapping

Abbreviations: Individual Record of Clinical Practice (IRCP, includes assessment of clinical competencies); Observed Structured Clinical Examinations (OSCEs); Professional Development Portfolio (PDP, which includes reflective accounts). 'Assignment' includes the dissertation for FEEG3003. 'Presentation' includes verbal presentations supported by various media and to vivas.

| Clinical Pathway (MSci and BSc Audiology) | | | Programme Learning Outcomes | | | | | Summative Assessment Types | | | | | |
|---|------------------------|---|-----------------------------|--------|--------|--------|--------|----------------------------|------|----------------|-----|---------------|------------------|
| Part | Module code | Module name | P1_1 | P1_2 | P1_3 | P1_4 | P1_5 | Assign ment | Exam | IRCP / OSCE | PDP | Group work | Presen tation |
| 1 | AUDI1xxx | Clinical and Professional Practice in Audiology 1 | | x | x | x | | | x | x | | | |
| | HPRS1028 | Introduction to Professional Practice 1 | | x | x | x | x | | | | | x | x |
| | AUDI1xxx | Biopsychosocial Basis of Audiology | x | | x | x | | x | | | | | |
| | AUDI1xxx | Introduction to Hearing Science and Technology | x | | x | x | | | x | | | | |
| | AUDI1xxx | Audiology Clinical Placement 1 | | x | x | x | x | | | | x | | |
| | | | P2_1 | P2_2 | P2_3 | P2_4 | P2_5 | | | | | | |
| 2 | AUDI2xxx | Clinical and Professional Practice in Audiology 2 | | x | x | | x | | | x | x | | |
| | AUDI2xxx | Facilitating Effective Aural Rehabilitation 1 | x | | x | | | | x | | | x | x |
| | AUDI2xxx | Facilitating Effective Aural Rehabilitation 2 | x | | x | | | x | | | | | |
| | AUDI2xxx | Optional modules | x | | x | | | | | | | | |
| | AUDI2xxx | Audiology Clinical Placement 2 | | | x | x | | | | x | x | | |
| | | | P3_CP1 | P3_CP2 | P3_CP3 | P3_CP4 | P3_CP5 | | | | | | |
| 3 | AUDI3xxx | Audiology Clinical Placement 3 | | | | x | x | | x | x | x | | x |
| | FEEG3003 | Individual Project | x | | | | | x | | | | | x |
| | AUDI3003 / AUDI6007 | Introduction to Paediatric Audiology | | x | | | x | x | | | | | |
| | AUDI3xxx | Clinical and Professional Practice in Audiology 3 | | | x | x | x | | | x | x | | |
| | | | P4_CP1 | P4_CP2 | P4_CP3 | P4_CP4 | | | | | | | |
| 4 | AUDI6001 | Applied Research Methods | x | | | x | | x | | | | | |
| | AUDI6001 | Research Project | x | | x | x | | x | | | | | |
| | Optional modules | | | x | x | x | | | | | | | |

| Non-clinical Pathway (MSci and BSc Hearing Science) | | | Programme Learning Outcomes | | | | | Summative assessment types | | | | | |
|---|------------------------|---|-----------------------------|---------------|---------------|---------------|-------------|----------------------------|--------|------|-----|---------------|------------------|
| Part | Module code | Module name | Programme Learning Outcomes | | | | | Assign ment | IRCP / | | | Group work | Presen tation |
| | | | P1_1 | P1_2 | P1_3 | P1_4 | P1_5 | | Exam | OSCE | PDP | | |
| 1 | AUDI1xxx | Clinical and Professional Practice in Audiology 1 | | x | x | x | | | x | x | | | |
| | HPRS1028 | Introduction to Professional Practice 1 | | x | x | x | x | | | | | x | x |
| | AUDI1xxx | Biopsychosocial Basis of Audiology | x | | x | x | | x | | | | | |
| | AUDI1xxx | Introduction to Hearing Science and Technology | x | | x | x | | | x | | | | |
| | AUDI1xxx | Audiology Clinical Placement 1 | | x | x | x | x | | | | x | | |
| | | | P2_1 | P2_2 | P2_3 | P2_4 | P2_5 | | | | | | |
| 2 | AUDI2xxx | Clinical and Professional Practice in Audiology 2 | | x | x | | x | | | x | x | | |
| | AUDI2xxx | Facilitating Effective Aural Rehabilitation 1 | x | | x | | | | x | | | x | x |
| | AUDI2xxx | Facilitating Effective Aural Rehabilitation 2 | x | | x | | | x | | | | | |
| | AUDI2xxx | Optional modules | x | | x | | | | | | | | |
| | AUDI2xxx | Audiology Clinical Placement 2 | | | x | x | | | | x | x | | |
| | | | P3_NP1 | P3_NP2 | P3_NP3 | | | | | | | | |
| 3 | FEEG3003 | Individual Project | x | x | x | | | x | | | | | x |
| | AUDI3003 / AUDI6007 | Introduction to Paediatric Audiology | x | x | x | | | x | | | | | |
| | Optional modules | | x | x | x | | | | | | | | |
| | | | P4_NP1 | P4_NP2 | P4_NP3 | P4_NP4 | | | | | | | |
| 4 | AUDI6001 | Applied Research Methods | x | | | x | | x | | | | | |
| | AUDI6001 | Research Project | x | | x | x | | x | | | | | |
| | Optional modules | | | x | x | x | | | | | | | |

Appendix 3

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.