



Queen Margaret University  
EDINBURGH

Where appropriate outcome statements have be referenced to the appropriate Benchmarking Statement (**BS**)

## 1 Awarding Institution

<http://www.hpc-uk.org/publications/standards/index.asp?id=101>

Health And Care Professions Council (HCPC), 2014. *Standards of proficiency - Hearing aid dispensers*.

<http://www.hpc-uk.org/publications/standards/index.asp?id=223>

Health And Care Professions Council (HCPC), 2014. *Standards of education and training*.

<http://www.hpc-uk.org/education/standards/>

### **13. Learning Outcomes of the Programme**

#### **Diploma in Higher Education Hearing Aid Audiology**

1. Integrate understanding of the theoretical knowledge and practical skills which underpin hearing aid audiological practice, by analysing information from biomedical behavioural and social sciences, linguistics, psychology and audiological science. (KU, I)
2. Use a range of specialist skills and techniques in order to gather and analyse all communicative, psychosocial and healthcare needs. (I, P, T)
3. Formulate individual management plans that are informed by an understanding of the principles of clinical decision making and a profession specific knowledge of the current evidence base. (KU, I, P, T)
4. Demonstrate an awareness of the roles, responsibilities and boundaries of professionals, voluntary agencies and carers involved with clients, in order to deliver profession specific care within an interdisciplinary context. (KU,P, T)
5. Communicate with clients, professionals and others, using effective oral, written and

means of presenting information or demonstrating specific skills, but the main emphasis will be on more active learning approaches. These include:

Enhancement of reflective skills through activities including: development of personal journals; self-critique of performance of clinical skills procedures and peer-evaluation. The use of case-based and problem-based scenarios, supported by tutor-led discussion, to promote self-directed and group learning and evaluation of relevant evidence.

Experiential learning of clinical and research skills through role-play and work based learning.

Class debate and discussion (on campus and online).

Collaborative learning and development of shared learning resources.

An extensive range of learning technologies is available to support directed learning, including HUB (VLE), e-portfolio (Pebble+) and multimedia resources. Each module will have a HUB site, providing access to: PowerPoint materials; reading materials; case-based data; guided learning activities; discussion boards and self-assessment quizzes, as appropriate.

## **15. Assessment Strategies**

Assessment is an integral part of the learning experience, as well as a means of monitoring performance. A wide range of assessment methods will be used within the programme. These are designed to encourage and assess a range of relevant, learning outcomes while providing evidence of the specific strengths of individual students. Assessment methods reflect the aims, learning outcomes and learning approaches used in each module and include the following:

Case-studies

Reflective and investigative essays

Work book involving analysis and interpretation of clinical data and information

Reflective work book

Work based assessment and completion of a logbook

Written examinations

Objective Structured Clinical Examination (OSCE)

Assessment methods are intended to encourage depth, as well as breadth of learning, in line with the principles of constructive alignment. Table 1 provides an overview of the various methods of assessment employed within the programme. It should be noted that only the type of assessment is listed in table 1. Each module will utilise a variety of topics related to the learning outcomes and contents of the relevant module.

**Table 1 Assessment Schedule**

<b>Year 1</b>		
<b>Semester 1</b>		
<b>Module</b>	<b>Credits</b>	<b>Assessment details</b>
Introduction to Hearing 3294(		

<b>Year 2</b>		
<b>Semester 1</b>		
<b>Module</b>	<b>Credits</b>	<b>Assessment Details</b>

**16. Programme structures and features, curriculum units (modules), credits and award requirements (including any periods of placement)**

**Table 2 Programme Structure**

Year 1		
Semester 1		Semester 2
Introduction to Hearing Aid Audiology <i>Online</i>	20 credits	Basic Anatomy, Physiology and Pathology of the Audio-Vestibular System











