De Montfort University

Course Template

1. Basic information

- Course Name: Healthcare Science (Audiology)
- Course Code: SM025A
- Level (UG, PG): Undergraduate
- Academic Period: 2015
- Faculty: HLS - Faculty of Health & Life Sciences
- Department: School of Allied Health Sciences
- PMB ALHE
- Offered at: DM - DMU Leicester
- Type (single, joint.): SI
- Highest Award : Bachelor of Science (Honours)
- All possible exit awards : Bachelor of Science; Diploma of Higher Education; Certificate of Higher Education; Institutional Undergraduate Credit
- Award notes :

Professional Body Recognition

- Accreditation by Professional/Statutory body:
  Yes
- Exemption by Professional/Statutory body:
  No
- Details
  Medical Education England

- Modes of attendance: Main MOA: Full-Time
  Other MOA: Part-Time; Previously Full Time, ET or IT for All Session; Previously Part Time, ET or IT for All Session
- Mode Notes:

- Course leader: Wendy Stevens

2. Entry Requirements and Profile

GCSEs

- At least 5 GCSEs at grade C or above including Maths, Science and English. Plus one of the following:

A Levels

- From a minimum of 2 a levels with a Science subject** at grade B or above

BTEC

- BTEC National Diploma Science - BTEC Distinction/Distinction/Merit
- BTEC National Certificate - only in combination with other accepted qualifications. Must meet Science requirement
- BTEC National Award - only in combination with other accepted qualifications. Must meet Science requirement
- BTEC Extended Diploma (3 A2s) Science - BTEC Distinction/Distinction/Merit
- BTEC Diploma (2 A2s) - only in combination with other accepted qualifications Must meet Science requirement
- BTEC 90 credit Diploma - only in combination with other accepted qualifications. Must meet Science requirement
- BTEC Subsidiary Diploma (1 A2) only in combination with other accepted qualifications. Must meet Science requirement
- BTEC certificate (1 A1) only in combination with other accepted qualifications. Must meet Science requirement

Access Course
Pass in Access to Science. English and Maths GCSE equivalency required, 12 level 2 credits in each subject
Interview: No
Work Experience: No
International Baccalaureate: 30+ with 6 higher level points in a Science subject

You must complete an occupational health check, declaration form and enhanced CRB disclosure application form before starting the course, which needs to be cleared in accordance with DMU's admission policy. Contact us for up-to-date information.

International students:
If English is not your first language, we require an English language level of IELTS 6.5 or equivalent.

Personal Statement selection criteria

- Clear communication skills, including good grammar and spelling
- Information relevant to the course applied for
- Interest in the course demonstrated with explanation and evidence
- If relevant for the course - work and life experience.

3. Course Description

Characteristics and Aims

Successful completion of the BSC Healthcare Science Practitioner Training Programme (PTP) will lead to qualification as a Healthcare Science Practitioner. The PTP comprises BSc (Hons) degree programmes in different aspects of healthcare science [Life Sciences, Physiological Sciences, Medical Physics and Clinical Engineering] which will be delivered and quality assured by Higher Education Institutions (HEIs). The degree programmes will integrate academic and work-base learning.
The PTP curricula comprise the knowledge, skills, experiential learning and associated personal qualities and behaviours (professionalism) which a Healthcare Science Practitioner will need to work safely and effectively in the NHS. HEIs will develop degree programmes based on the agreed framework and high level curriculum content specified by the Modernising Scientific Careers programme working with colleagues in the profession. The degrees should deliver the specified learning outcomes and the requisite balance of academic and work-base learning. HEIs' degree programmes should address equality and diversity issues, as is their responsibility as a public body.
The detailed curricula which will deliver the specified learning outcomes for the work-base learning are described in the Training Manuals which further define the knowledge, skills and experience needed to work safely and effectively as a Healthcare Science Practitioner in the NHS. It is intended that work-base attainment will be assessed to national standards. The assessment system and methods will be detailed in the Training Manuals and used alongside Competency Logs or Portfolios of Learning which will provide a record of the student's attainment.
Healthcare Science Practitioners (HCSP) will have the necessary expertise in applied scientific techniques within a discipline or related disciplines and will work in a range of healthcare settings, with a clearly defined technologically based role in the delivery and technical reporting of quality assured tests, investigations and interventions for patients, on samples or equipment. In a number of disciplines, HCSP will provide therapeutic interventions, some of which may be specialist

Teaching, Learning and Assessment Strategies

Lectures, practical sessions, seminars and technology-enhanced learning whilst at university complemented by work-based learning on placement in NHS Trusts. Placement learning will follow the DoH Training Manuals and be assessed using the NHS online assessment tool.

4. Outcomes

Generic outcome headings	What a student should know and be able to do upon completion of the course
• **Knowledge & understanding**	1. The generic subject aim is to produce graduates with an overall knowledge, understanding and competence in the major aspects of healthcare sciences. The first year provides a broad understanding of the basic scientific principles of healthcare science. 2. Students will be able to understand and appreciate divisional and specific pathway knowledge in sciences and technology allied to healthcare science 3. Completion of the full diet of pathway modules aims to produce graduates competent in all aspects of healthcare sciences within a given division, with the ultimate goal of an intercalated full professional training that leads to employment as a Healthcare Science Practitioner.
• **Cognitive skills**	Students should be able to; 1. Work with a high degree of independence 2. Understand the basis of professionalism and professional practice related to healthcare science 3. Evaluate and use efficiently materials, apparatus or equipment related to clinical practices in their selected area 4. Demonstrate a high level of competence in generating and interpreting data related to clinical diagnoses and their solution 5. Gather information from a wide variety of sources including they may have generated de novo and critically review and evaluate this information 6. Organise and manage their own work in the context of being an effective team member 7. Develop appropriate relationships with colleagues and patients (where relevant) 8. Understand the uncertainty, ambiguity and limits of scientific knowledge
• **Subject specific skills**	Students should develop the specific skills that enable them to become effective Healthcare Science Practitioners in a given Division and to attain the science skills

	related to a given division and speciality. Graduate Healthcare Science Practitioners will be expected to: · apply technology, in the delivery and reporting of quality assured tests, investigations and interventions for patients, on samples and equipment · use a degree of judgement and deal with ambiguity within a clinical context · be able to undertake activities which are outlined in 'protocols' e.g. genetic screening activities
• **Key Skills**	The Allied Health Sciences subject area at De Montfort University has always offered transferable skills instruction as a part of the integrated learning experience. Library and information technology skills, mathematics, statistics, and communication skills, that is the general preparation for life in the university and for future employment, are not only developed within specifically designated modules over years one to three, but form a continuous and integrated learning process within all the Healthcare Science modules. Students of Healthcare Science therefore should be able to; 1. Analyse, interpret, apply and communicate technical information within the area of healthcare science 2. Use a wide variety of communication vehicles including oral, written and IT-based formats 3. Understand and be able to apply mathematical and statistical procedures needed in healthcare science 4. Retrieve information from a variety of sources 5. Demonstrate initiative and critical/analytical ability 6. Manage their own work effectively and to work, when required, as an effective team member 7. Demonstrate advanced problem solving abilities

5. Structure and Regulations

Relationship Details

Module	Credits	Level	Take/Pass		Semester	Locations
HCSC1003	**30.00**	**1**	**Both**	**Y**	**DM**	
HCSC1066	**15.00**	**1**	**Both**	**Y**	**DM**	
HCSC1105	**15.00**	**1**	**Both**	**Y**	**DM**	
HCSC1106	**30.00**	**1**	**Both**	**Y**	**DM**	
HCSC1107	**15.00**	**1**	**Both**	**Y**	**DM**	
SALT1000	**15.00**	**1**	**Both**	**Y**	**DM**	
HCSC2000	**30.00**	**2**	**Both**	**Y**	**DM**	

HCSC2001	**15.00**	**2**	**Both**	**1**	**DM**
HCSC2004	**15.00**	**2**	**Both**	**1**	**DM**
HCSC2005	**15.00**	**2**	**Both**	**1**	**DM**
HCSC2103	**15.00**	**2**	**Both**	**1**	**DM**
HCSC2601	**30.00**	**2**	**Both**	**1**	**DM**
HCSC3001	**30.00**	**3**	**Both**	**Y**	**DM**
HCSC3002	**15.00**	**3**	**Both**	**2**	**DM**
HCSC3003	**15.00**	**3**	**Both**	**2**	**DM**
HCSC3004	**15.00**	**3**	**Both**	**2**	**DM**
HCSC3005	**15.00**	**3**	**Both**	**2**	**DM**
HCSC3601	**30.00**	**3**	**Both**	**2**	**DM**

Structure

Structure notes

1 The modules are delivered in the order above with the aim of ensuring that there is progressive development of the knowledge and skills necessary for the students to progress each year. Students with appropriate qualifications will be able to join the programme at any point and also to exit at any point after the first year with an award

Course Specific Differences or Regulations

1 Students are permitted 90 credits of re-sits per level as each component has to be passed at 40%

Numbers at sites, including partner institutions

1

Relevant QAA Subject Benchmarking statement(s)

1

6. Quality Assurance Information

QA of Workbased Learning

Liaison with Collaborative Partners

Procedures for Maintaining Standards

All modules will be formally evaluated by students through completion of a module evaluation form. Each student's achievement of modules will be monitored from both academic and practice perspectives. This will ensure that student progress is maintained, any under achievement identified will be addressed at the earliest opportunity, remedial action plans will be negotiated with students and employer to ensure improvements are acknowledged and incorporated into the programme. Liaison with placement providers is achieved through Placement Co-ordinators / Practice Educators meetings. This module will receive an overall evaluation undertaken by

- DMU module evaluation form.
- Sample of assignments for internal and external moderation
- Programme Management Board [PMB] to approve assessments
- Programme Enhancement Plans to PMB.

Course Handbook Descriptor