



Queen Margaret University
EDINBURGH

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

1 Awarding Institution	Queen Margaret University
2 Teaching Institution	Queen Margaret University
3 Professional body accreditation	British Academy of Audiology: Higher Training Scheme
4 Final Award	MSc (Post registration) in Rehabilitative Audiology
Subsidiary exit awards	Post Graduate Diploma

2. Apply a critical understanding of a range of specialist skills and techniques in order to gather and analyse all relevant information required for a detailed assessment of an
3. Demonstrate creativity and scientific rigour in formulating individual management plans for complex audiological conditions; these should be informed by a critical

13. Teaching and learning methods and strategies

The aim of the PG Dip/MSc (post-registration) in Rehabilitative Audiology is to develop increasingly independent learners and problem solvers. On completion of the programme, we expect that students will be able to bring an analytical, reflective and evidence-based approach to their professional practice and apply the principles of clinical decision-making to meeting the needs of individual clients. The programme encourages students to evaluate the needs of others, whether clients, carers, support workers or other members of health, education and social care teams. These aims are of teaching and learning, as described below.

Teaching and learning philosophy

SM045 Advanced Practice in Balance Management	15	<p><u>Formative</u> Record and self critique an intervention with a new patient. The reflective piece should include an evaluation of the patho-physiology and specialist requirements for managing the case.</p> <p><u>Summative</u> 1500 word case study 70% Design and video a rehabilitation session demonstrating vestibular exercises relevant to the case study. Write a 500 word reflective piece about the rehabilitation session 30%</p> <p>The formative assessment can be used to inform the summative assessment.</p>
SM016 Paediatric Aural Habilitation: Advanced Practice	30	<p><u>Formative</u> Case study exploring the role of early intervention in paediatric aural habilitation Resource file information for parents and professionals</p> <p><u>Summative</u> Detailed Individual Management Plan (2000 words) relating to a case study 30% Plan for one aural habilitation session for the child and family 30% Online presentation providing critical evaluation of the IMP and session plan 40%</p> <p>All formative assessments can contribute towards the summative assessment</p>
Year 1 Semesters 1 and 2		
PM051 Research methods	30	<p><u>Summative</u> (to be completed in semester 2) 4000 word protocol for a systematic review proposal <u>or</u> a research proposal in an area of research relating to your clinical practice within an identified subject area (100%).</p>
Year 1 Semester 2		
SM020 Tinnitus and hyperacusis	15	<p><u>Formative</u> Record and self critique an intervention with a new patient. The reflective piece should include an evaluation of the patho-physiology and specialist requirements for managing the case</p> <p><u>Summative</u> 1500 word case Study 70% Design and record a relaxation class and write a 500 word reflective piece about the experience 30% reflective piece</p> <p>The formative assessment can be used to inform the summative assessment.</p>
SM046 Language and Culture of the Deaf Community	15	<p><u>Formative</u> Hub-based discussions and journals</p> <p><u>Summative</u> 2000 word written assignment on Deaf culture and signed language linguistics (100%)</p> <p>The formative assessment can be used to inform the summative assessment.</p>
SM047 Hearing Technology: Advanced Theory and Practice	15	<p><u>Formative</u> Critical evaluation of chosen technological feature(s) of a hearing device.</p> <p><u>Summative</u> 2000 word case study critically evaluating a range technological interventions that might be considered for the given case study.</p> <p>Students will be offered a choice of either an adult or paediatric case study.</p> <p>The formative assessment can be used to inform the summative assessment.</p>

SM015 Adult Aural Rehabilitation: Advanced Practice	30	<p><u>Formative</u> Critical evaluation of approaches to the functional assessment of hearing and communication</p> <p><u>Summative</u> Detailed Individual Management Plan (2000 words) relating to a case study 30% Plan for one rehabilitation/therapy session for the patient 30% Online presentation providing critical evaluation of the IMP and rehabilitation session plan 40%</p> <p>The formative assessment can be used to inform the summative assessment.</p>
Year 2		
PM009 Research Dissertation	60	<p><u>Summative</u> A thesis of 12,500 - 14,000 words (to be agreed with supervisor) 100% of module mark The thesis can take different forms: quantitative or qualitative research a portfolio, a professional intervention, creative piece of work, theoretical study, extended research proposal, critical reviewing using a systematic approach or work-based study which includes theoretical testing and analysis to the same high standard as required from a piece of empirical research. The format of the thesis will be determined within each cognate area. The thesis will be double marked and the second marker will be the</p>

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

Year 1			
Semester 1		Semester 2	
SM014 Advanced counselling: Theory and Practice*	15 credits	SM020 Tinnitus and Hyperacusis	15 credits
SM045 Advanced Practice in Balance Management	15 credits	SM046 Language and Culture of the Deaf Community	15 credits
SM016 Paediatric Aural Habilitation: Advanced Practice	30 credits	SM047 Hearing Technology: Advanced Theory and Practice	15 credits
		SM015 Adult Aural Rehabilitation: Advanced Practice	30 credits
PM051 Research Methods*			30 credits
Year 2 (MSc students only)			
Semester 1		Semester 2	
PM009 Research Dissertation*			60 credits
<p>Total credits for PG Dip = 120 credits (all at SCQF level 11) Total credits for MSc = 180 (all at SCQF level 11)</p>			

*Compulsory module

15.1 Programme awards

PG Diploma (post-registration)

Additional entry criteria

The above requirements reflect the academic demands of the degree programme, but the Admissions team will take a flexible approach and give full consideration to other aspects of the applications received.

16. Support for students and their learning

QMU programmes normally provide the following student support:

- Personal Academic Tutors
- Personal Development Portfolios
- Student handbooks
- Access to Student Learning Services, Library and IT support
- Access to Student Services: careers, counselling, disability advice
- Representation through Student-Staff Committees

18. Quality Assurance