BSc (Hons) Healthcare Science (Audiology) (apprenticeship)

Programme Specification

1.	**Programme title**	BSc (Hons) Healthcare Science (Audiology) (apprenticeship)
2.	**Awarding institution**	Middlesex University
3a	**Teaching institution**	Middlesex University
3b	**Language of study**	English
4a	**Valid intake dates**	September
4b	**Mode of study**	Full-time, Apprenticeship
4c	**Delivery method**	☒ On-campus/Blended ☐ Distance Education
5.	**Professional/Statutory/Regulatory body**	National School for Healthcare Science
6.	**Apprenticeship Standard**	Level 6 Healthcare Science Practitioner
7.	**Final qualification(s) available**	BSc (Hons) Healthcare Science (Audiology) (Apprenticeship) CertHE Healthcare Science DipHE Healthcare Science BSc Health Studies
8.	**Academic year effective from**	**2024/2025**

9. Criteria for admission to the programme

Candidates must be employed as an apprentice in an appropriate department that delivers a full range of audiology investigations. They would normally also require English and Maths to at least GCSE grade 4 or equivalent (depending on NHS requirements at time of application) such as an IELTS score band 7.0, plus a minimum of 120 UCAS points achieved from the following awards or equivalent:

- A-levels (including two A2s with at least one science subject, preferably in biology or chemistry at grade C or better)

- Or Two AVCEs or one double award in Science
- Or EDEXCEL National Diploma or Certificate in biology, chemistry, forensic science, laboratory and industrial science, or medical science
- Or Access course in applied science, clinical physiology, human or life sciences, medical or paramedical science, or science.
- Or high school equivalent, such as an International Baccalaureate

NB: Any apprentice who has not achieved appropriate English and/or Maths qualification(s) at admission, can complete Functional Skills Level 2 in either or both (depending on qualification(s) held) in parallel with the apprenticeship programme and organised through the University. Apprentices will be required to hold appropriate English and Maths qualifications before they can be entered for the End-point Assessment.

The programme is open to applicants with diverse educational backgrounds, allowing them to claim entry based on prior certified learning or experiential learning. Should an employer have a candidate that they consider suitable but does not hold relevant qualifications, this can be discussed with the Programme Leader to determine what can be done, if anything, to admit them to the apprenticeship programme, particularly if they have a minimum 2-years' experience in ancillary/assistant roles.

Those candidates claiming RPL must have completed/partly completed an equivalent programme at another HEI to be admitted via the RPL process and evidence must be provided. This approach recognises and values both formal education and practical experience in the admission process.

Apprentices are subject to an initial assessment that determines English and Maths skills, plus any prior learning that may exempt them from elements of the programme, the RPL process will then be followed.

All applicants for this programme must meet the requirements of the Education and Skills Funding Agency (ESFA) funding rules, including having the right to live and work in the UK. They also need to have been resident in the UK for a minimum of 3 years.

The healthcare science programmes have clear requirements for Disclosure Barring Service (DBS) checks and health clearance; apprentices are no exception. Such checks will be carried out by their employer prior to enrolment.

10. Aims of the programme

The programme aims:

- To develop the knowledge, skills and behaviours during training. In addition, attitudes and ethical values will be developed so that the graduate Audiologist will be able to provide patient-centred care and practice safely and effectively in both the NHS and private healthcare sector.
- To apply scientific principles and theories underpinning healthcare science to patient care.
- To equip apprentices to carry out competently diagnostic and therapeutic audiological investigations relevant to the role of a Healthcare Science Practitioner.
- To apply scientific methods and approaches to research, development and innovation in healthcare science.

- To develop a range of graduate competencies required for effective life-long learning, communication, team working and leadership. Recognising the importance of skills beyond technical expertise, the programme aims to instil qualities such as communication, teamwork, and leadership, which are essential for a successful and fulfilling career.

11. Programme outcomes

A. Knowledge and understanding

NB: Knowledge, Skills and Behaviours (KSBs) can be found in full at the end of this document in section 23 Apprenticeship Standards Mapping

On completion of this programme the successful apprentice will have knowledge and understanding of:

1. Skills, attitudes and professional behaviours required to work as an audiology healthcare practitioner
2. Normal and abnormal human physiology
3. The principles of diagnosis and management of human disease
4. The sciences underpinning quality healthcare.
5. The importance of scientific research in the advancement of healthcare practice
6. The range of diagnostic and therapeutic investigations carried out by a Healthcare Science Practitioner
7. The role of a Healthcare Science Practitioner and skills required for service improvement, as indicated by the Academy of Healthcare Sciences

Teaching/learning methods

Apprentices gain knowledge and understanding through bite sized videos covering threshold concepts, seminars, laboratory classes, peer presentations, debates, experience in clinical physiology departments, designing and undertaking a research project, role play and practical clinical sessions.

Experiential learning also includes laboratory classes, clinical work (on-the-job), and a research project.

These skills are consolidated by reading, group work, problem-based learning exercises, structured and directed learning, analysis of case studies, and through reflection, employment (off-the job) and development of portfolio material.

Assessment Method

Apprentices' knowledge and understanding is assessed by summative and formative assessment, including peer presentations, laboratory reports, objective-structured practical examinations, online quizzes, and unseen theory examinations and assessment of clinical practice and the End-point Assessment.

B. Skills

On completion of this programme the successful apprentice will be able to:

1. Formulate ideas through the evaluation of appropriate research evidence, scientific concepts, principles, or review of previous experience (4)
2. Generate, analyse, and critically evaluate scientific information and data using the most appropriate technology (4,7,8)
3. Appraise and synthesise evidence-based information to gain new insights into aspects of current clinical Audiology practice (4)
4. Reflect on own learning and practice to develop personally and professionally (6)
5. Communicate their ideas or information effectively to both scientific and non-scientific (3) audience using a variety of media
6. Propose, design and carry out an ethical research project or clinical audit (1-8)
7. Perform a wide range of clinical procedures competently, and in accordance with health and safety guidelines (4)
8. Work within scope of practice and professional codes of conduct (as specified by the PSRB requirements) (3,4)
9. Communicate their ideas effectively to patients, relatives, carers and colleagues using a variety of media (3)
10. Work both collaboratively, with an appreciation of skills required for leadership, to solve complex real-world problems (1,5)
11. Demonstrate an autonomous and reflective approach to lifelong learning (2)
12. Formulate learning and career development plans (1)
13. Use a range of information technologies (7)
14. Demonstrate a high level of numeracy, research and problem-solving skills (8)

Teaching/learning methods
Apprentices learn skills through a variety of methods:

Cognitive skills are developed through bite size videos, seminars, discussions, peer presentations, research projects, and problem-solving exercises.

Practical skills are developed through laboratory practical classes, the workplace, virtual labs / video demonstrations and undertaking research projects.

These skills are consolidated by reading, group work, problem-based learning exercises, structured and directed learning, analysis of case studies, and through reflection, clinical practice and development of a portfolio of evidence of clinical practice.

Assessment Method
Apprentices' skills are assessed via formative and summative assessment by written work, practical examinations, online quizzes, case studies, peer presentations and assessment of clinical practice in the workplace.

Written work includes laboratory reports and research findings, with clinical skills also assessed by workplace OSPEs and portfolios of clinical practice. Additionally, workplace assessment requires case study presentation (using a range of visual aids) which incorporates data analysis,

interpretation and reflective practice. Professional Practice culminates with the End Point Assessment (EPA); this includes elements of research undertaken on the programme with readiness to practice in the role of a HCS Audiologist.

The above learning, teaching and assessment will be designed to develop and assess these graduate competencies:

1. Leadership and Influence
2. Entrepreneurship
3. Communication, Empathy and Inclusion
4. Curiosity and Learning
5. Collaborative Innovation
6. Resilience and Adaptability
7. Technological Agility
8. Problem Solving and Delivery
9. Apprenticeship knowledge, skills and behaviours (KSBs)

12. Programme structure (levels, modules, credits and progression requirements)

12.1 Structure of the programme

The professional practice modules incorporate the clinical practice learning and assessment:
Year 1: BMS1084 includes **10 weeks** of dedicated clinical practice starting in semester 2
Year 2: BMS2015 includes **15 weeks** of dedicated clinical practice starting at the end of semester 2
Year 3: BMS3236 includes **25 weeks** of clinical practice.

Dedicated clinical practice periods coincide with PTP placement periods, so clinical assessments, if not already carried out, should be completed by the end of these periods, as per guidance for each year of study.

Year 1

BMS1064 Specialist Diagnostics (30 Credits) Semester 1	BMS1074 Clinical Anatomy and Physiology (30 Credits) Semester 1	BMS1084 Professional Practice (30 Credits) Semester 2	BMS1014 Biological Basis of Healthcare (30 Credits) Semester 2	EXIT POINT: Pass all year 1 modules – **CertHE in Healthcare Science**

Year 2

BMS2845 Principles of Diagnostic Audiology (30 Credits) Semester 1	BMS2965 Practical Diagnostic Audiology (30 Credits) Semester 1	BMS2855 Audiology Specialities: Vestibular, Paediatrics and Hearing Therapy (15 Credits) Semester 2	BMS2015 Research Methods and Professional Practice (30 Credits) Semester 2	BMS2625 Medical Instrumentation and Imaging (15 Credits) Semester 2	EXIT POINT: Pass all year 1 & 2 modules – **DipHE in Healthcare Science**

Year 3

BMS3966 Practical Aural Rehabilitation (30 Credits) Semester 1	BMS3146 Aural Rehabilitation and Hearing Aid Amplification (30 Credits) Semester 1	BMS3246 Final Year Project (30 Credits) Semester 2	BMS3236 Professional Practice **(includes EPA)** (30 Credits) Semester 2	EXIT POINT: **300-330 credits ordinary degree BSc Health Studies**

EXIT POINTS:

- Apprentices who have passed year 1 modules, can exit with a CertHE in Healthcare Science
- Apprentices who have passed year 1 and 2 modules, can exit with a DipHE in Healthcare Science
- Apprentices completing 300-330 credits will be eligible for the BSc Health Studies award. (Note: this is an ordinary degree, i.e. non-honours, and graduates will not be entitled to work as a Healthcare Science Practitioner)
- Apprentices that do not complete/pass their end point assessment will be ineligible for an apprenticeship degree, but could be awarded an ordinary degree – BSc Health Studies

12.2 Levels and modules

Level 4

Compulsory

Apprentices must take all the following:

BMS1064 Specialist Diagnostics
BMS1074 Clinical Anatomy and Physiology
BMS1084 Professional Practice
BMS1014 Biological Basis of Healthcare

Optional

There are no optional modules.

Progression requirements

All module assessments must be passed.

Exit point 120 credits:
CertHE (Healthcare Science)

Level 5

Compulsory
Apprentices must take all the following:
BMS2845 Principles of Diagnostic Audiology
BMS2965 Practical Diagnostic Audiology
BMS2855 Audiology Specialities: Vestibular, Paediatrics and Hearing Therapy
BMS2015 Research Methods and Professional Practice
BMS2625 Medical Instrumentation and Imaging

Optional
There are no optional modules.

Progression requirements
All module assessments must be passed.

Exit point 240 credits:
DipHE (Healthcare Science)

Level 6

Compulsory
Apprentices must take all the following:
BMS3146 Aural Rehabilitation and Hearing Aid Amplification
BMS3966 Practical Aural Rehabilitation
BMS3236 Professional Practice
BMS3246 Final Year Project

Optional
There are no optional modules.

Progression requirements
All module assessments must be passed including the Requirements of the End-point Assessment (EPA)
Gateway must be met at the end of Semester 1

Exit point: 300-330 credits:
BSc Health Studies (ordinary degree)

12.3 Non-compensatable modules

Module level

4-6

Module code

All

13. Information about assessment regulations

This programme will run in line with the following:

General University Regulations / Regulations for Apprenticeship Programmes:
https://www.mdx.ac.uk/about-us/policies

Apprenticeship Standards
https://www.instituteforapprentices.org/apprenticship-standards/
Healthcare science practitioner (integrated degree) / Institute for Apprenticeships and Technical Education

Apprenticeship Funding Rules
Apprenticeship funding rules - GOV.UK (www.gov.uk)

End Point Assessment Plan:
https://www.instituteforapprenticeships.org/media/1212/healthcare_science_practitioner.pdf

Apprenticeship gateway and resits for end-point assessment (EPA):
https://www.gov.uk/guidance/apprenticeship-gateway-and-resits-for-end-point-assessment-epa#gateway

NB: Before the apprentice can progress onto the End-point Assessment, they must meet the following minimum Gateway criteria:

Minimum requirements

- Completion of the Clinical Portfolio
- Display occupational competency.
- Have evidence of or pass functional skill levels in English and maths.
- Complete mandatory training
- Take any qualifications set out in the standard.
- Meet the minimum duration for their apprenticeship training.
- Off the Job Hours for all 3 years must have been recorded regularly on the apprenticeship delivery platform in use – such as Aptem

Only apprentices who complete the Gateway successfully can start the EPA

14. Placement opportunities, requirements and support (if applicable)

Apprentices will be employed as Audiology Physiology Degree Apprentices for the duration of the programme

Apprentices and employers are supported with regular tripartite reviews (normally every 12 weeks) which are 3-way meetings between the apprentice, employer and the University, to discuss general progress of the apprentice and any issues that may arise, positive or otherwise. Such meetings are arranged by the University.

Employers support apprentices with funding for course costs plus providing a minimum of 20% off the job (super numerate) training which must be recorded on a weekly basis by the apprentice.

In the final year, apprentices have an opportunity to undertake a research project, which could include a clinical audit. Research projects carried out in the workplace will normally require local ethical approval in addition to Middlesex ethical approval, plus support from the workplace mentor.

15. Future careers / progression

On completion of programme, graduates are qualified Healthcare Scientists and could apply for band 5 physiological science posts in the NHS and are eligible to apply for admission to the Academy register.

Suitably qualified graduates can study to become physiological scientists, working in the NHS at Band 7 or higher. They would need to get onto an NHS Scientist Training Programme (STP). For STP training places, a 2:1 in a relevant science degree is the minimum required. Success in the STP programme, combined with additional experience, could lead to further advancement via the HSST programme.

16. Particular support for learning

- A Dedicated Healthcare Science department at the new StoneX facility which houses specialist clinical skills laboratories. The equipment used for teaching is identical to that used in clinical practice. This includes audiometry, hearing aid programming and balance testing.
- Online support for all modules available on My Learning. This support encompasses varied resource materials such as teaching slides, key concept videos, reading lists, excerpts from books and journals, links to specific websites (such as NICE), videos of live clinical practice (such as angiography).
- Learning resource facilities at the University including computing suites and internet access, including online access to reading lists and materials.
- Access to the library 24/7 in each semester, including access to academic writing and language plus maths, statistics and numeracy support on campus or online
- Academic Advisors Scheme serves as an enhancement for all students, ensuring that every undergraduate (UG) student is assigned a dedicated academic advisor during the academic year, encompassing consistent elements, such as needs and resource limitations, aimed at improving student outcomes.
- Regular tripartite reviews (normally every 12 weeks) to discuss and assess apprentice progression and determine any support needs.
- Online provision and support functional skills English and Maths, via specialist providers such as Runway Training

- Aptem – an online apprentice management system that stores records of apprentice progress, achievements and off-the-job hours.

UniHelp is the University's central service; you can contact UniHelp online, by phone, in person and via Chat.
http://unihub.mdx.ac.uk/your-support-services/unihelp

Support and Wellbeing Find what you need and how you need it through a range of expert support services, online tools and self-help resources, including childcare, counselling and mental health, disability and dyslexia, health and wellbeing and religious needs
Support & Wellbeing | UniHub (mdx.ac.uk)

Student Welfare Advice Team (SWAT) – providing information and advice on money and funding matters, housing and other miscellaneous issues, via private consultation, workshops and information leaflets. Access is via UniHub and the MDX intranet.

Learning Enhancement Team (LET)
They provide academic support to you in areas such as writing essays and reports, giving presentations and participating in academic discussions.
Contact Details: http://unihub.mdx.ac.uk/let or email: LET@mdx.ac.uk

17. HECos code(s) 100260

18. Relevant QAA subject benchmark(s) N/A

19. Reference points

The following reference points were used in designing the Programme:

Internal documentation:

i. Middlesex University *2031 Learning Framework*
ii. Middlesex University *Middlesex University Regulations.* MU
iii. Middlesex University *Learning and Quality Enhancement Handbook.* MU
iv. Middlesex University *Regulations for Apprenticeship Programmes.* MU

External Documentation:

1. Quality Assurance Agency (2024) The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies
2. Quality Assurance Agency (2022) *Higher Education in Apprenticeships Characteristics Statement.* QAA
3. Quality Assurance Agency (2018)*UK Quality Code, Advice and Guidance: Work-based Learning. QAA*
4. Health Education England (HEE) (2016 Modernising Scientific Careers, Practitioner Training Programme, BSc (Hons) Healthcare Science Curriculum: Cardiovascular, Respiratory and Sleep Sciences 2016/17

5. Degree Apprenticeship Standard for Healthcare Science Practitioner (Level 6): https://haso.skillsforhealth.org.uk/wp-content/uploads/2017/04/L6-Healthcare-Science-Practitioner-Standard.pdf
6. Degree Apprenticeship Standard for Healthcare Science Practitioner (Level 6) End-point Assessment: https://haso.skillsforhealth.org.uk/wp-content/uploads/2017/04/L6-Healthcare-Science-Practitioner-Assessment-Plan.pdf
7. Apprenticeship Funding Rules: Apprenticeship funding rules - GOV.UK (www.gov.uk)
8. OFSTED Education Inspection Framework: https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework
9. Office for Students – Guidance to Quality Assurance: Quality assessments - Office for Students

20. Other information

There are no fees/charges for the apprentices and the following are included in your programme:

- A free electronic core textbook for every module.
- Printing and photocopying required for study.
- Self-service laptops available for 24-hour loan

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical apprentice might reasonably be expected to achieve if they take full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the apprentice programme handbook and the University Regulations

21. Curriculum map for *BSc Healthcare Science (Audiology) (apprenticeship)*

This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed.

Programme learning outcomes

Knowledge and understanding

A1	Skills, attitudes and professional behaviours required to work as an audiology healthcare practitioner
A2	Normal and abnormal human physiology
A3	The principles of diagnosis and management of human disease
A4	The sciences underpinning quality healthcare.
A5	The importance of scientific research in the advancement of healthcare practice
A6	The range of diagnostic and therapeutic investigations carried out by a Healthcare Science Practitioner
A7	The role of a Healthcare Science Practitioner and skills required for service improvement, as indicated by the Academy of Healthcare Sciences

Skills

B1	Formulate ideas through the evaluation of appropriate research evidence, scientific concepts, principles, or review of previous experience
B2	Generate, analyse, and critically evaluate scientific information and data using the most appropriate technology
B3	Appraise and synthesise evidence-based information to gain new insights into aspects of current clinical Audiology practice
B4	Reflect on own learning and practice to develop personally and professionally
B5	Communicate their ideas or information effectively to both scientific and non-scientific audience using a variety of media
B6	Propose, design and carry out an ethical research project or clinical audit
B7	Perform a wide range of clinical procedures competently, and in accordance with health and safety guidelines
B8	Work within scope of practice and professional codes of conduct (as specified by the PSRB requirements)
B9	Communicate their ideas effectively to patients, relatives, carers and colleagues using a variety of media
B10	Work both collaboratively, with an appreciation of skills required for leadership, to solve complex real-world problems
B11	Demonstrate an autonomous and reflective approach to lifelong learning

B12	Formulate learning and career development plans
B13	Use a range of information technologies
B14	Demonstrate a high level of numeracy, research and problem-solving skills

Programme outcomes

A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12	B13	B14

Highest level achieved by all graduates

6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6

Module Title	Module Code by Level	A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12	B13	B14
Professional Practice	BMS1084	x	x	x	x	x	x		x	x	x	x	x		x	x	x	x	x	x	x	x
Biological Basis of Healthcare	BMS1014		x		x				x												x	
Specialist Diagnostics	BMS1064				x						x		x								x	x
Clinical Anatomy and Physiology	BMS1074		x	x	x		x			x		x	x									x
Research Methods and Professional Practice	BMS2015	x			x	x			x		x		x	x	x	x	x	x	x	x	x	x
Medical Instrumentation and Imaging	BMS2625				x						x		x									
Principles of Diagnostic Audiology	BMS2845	x			x	x			x		x		x	x	x	x	x	x	x	x	x	x
Practical Diagnostic Audiology	BMS2965		x	x	x		x		x	x	x		x		x							
Audiology Specialities: Vestibular, Paediatrics and Hearing Therapy	BMS2855	x			x	x			x		x		x	x	x	x	x	x	x	x	x	x
Professional Practice	BMS3236	x		x			x	x	x	x	x	x	x		x	x	x	x	x	x		
Final Year Project	BMS3246					x		x	x	x	x	x	x	x			x	x			x	x
Aural Rehabilitation and Hearing Aid Amplification	BMS3146		x	x					x		x											
Practical Aural Rehabilitation	BMS3966				x	x		x		x	x	x		x		x						

22. The End-point Assessment (Overview)

The End-point Assessment (EPA) is the culmination of the apprenticeship and will be taken no earlier than at the end of the final year of the 3-year programme. It is embedded within BMS3236 Professional Practice module taken in the final year of the integrated apprenticeship degree. All components of the EPA must be passed and signed off by an independent external assessor, who is occupationally knowledgeable about role of the Audiology Physiologist and has no direct involvement in the employment and training of the Apprentice, ensuring a level of independence and impartiality. The external assessor will be provided by a peer-Higher Education Institute or another organisation on the Register of End-point Assessment Organisations, which has not been involved in the delivery of the programme.

On-Programme

- Professional Practice Portfolio that documents the assessments and tasks completed to demonstrates that the skills, knowledge and behaviours set out in the Standard have been achieved
- Confirmation that academic standards have been met by passing all modules

Gateway

- Completion of Off the Job hours record
- Completion of the Professional Practice Portfolio
- Level 2 English and Mathematics must be achieved if not already held
- Must be signed off by employer
- Check all gateway requirements

EPA

- Element 1: Readiness for Practice Test (RPT)
- Element 2: Professional discussion
- Element 3: Research Project Presentation and Review

The University and the employer are bound by contract to work together to support the Apprentice and to ensure that EPA is carried out. Both organisations will support the Apprentice to compile the Professional Practice Portfolio, which will be linked to the three Professional Practice modules and judged against the Middlesex University's Apprenticeship Mapping Document, over the three years. The University will arrange the EPA.

For information more about the EPA, visit: http://www.nshcs.hee.nhs.uk/images/guidance/apprenticeships/endpoint-assessment-healthcare-science-practitioner-level6.pdf

23. Apprenticeships Mapping Grid

Occupational Profile: Healthcare Science (HCS) Practitioners (HCSPs) fulfil a common occupational role1. They work independently and as part of a team providing HCS scientific and technical services within HCS Divisions in Life Science, Physiological Science, or Physical Science, with the specific focus of work determined by the area/department within which they work.2 They use expertise in applied scientific techniques to deliver patient sensitive and quality assured tests, investigations and procedures (in some cases, including specialist therapeutic interventions) on samples, patients and equipment. HCSPs are responsible for the analysis of a wide range of diagnostic tests that contribute to the clinical assessment of patients for the presence of disease, the monitoring of health and the effectiveness of treatments. While working to departmental protocols, HCSPs are required to use judgement, deal with ambiguity and supervise the training of those in the trainee practitioner and HCS support workforce. HCSPs work in a range of different settings including hospitals, primary care, public health, and private sector hospitals.

Responsibilities and duties of the role: HCSPs will have the knowledge, skills, competences, attitudes, values and behaviours to perform complex clinical technical procedures within the scope of practice of their HCS specialism to a high degree of safety, accuracy and precision, recording and interpreting the clinical technical output as required. They must take responsibility and be accountable for their own practice in respect of the detailed diagnostic, technical and clinical outcomes of tests, procedures and analyses, as well as leading and supporting teams involved in these. They must be organised and prioritise work through good time management and achieve demanding tasks/objectives against deadlines. HCSPs must be able to support the development of and write delegated technical Standard Operating Procedures (SOPs) and have excellent oral/written and interpersonal communication skills.

Professional Recognition: All HCSPs are eligible for registration on the Academy for HCS accredited register (which is the HCS register recognised and supported by Health Education England [HEE]). Completion of the apprenticeship in the Life Sciences Division also confers eligibility to apply for statutory regulation with the Health and Care Professions Council (HCPC) as a Biomedical Scientist. In addition, those in the Physical Sciences Division are also eligible to join the accredited Register of Clinical Technologists (RCT) held by the Institute of Physics and Engineering Medicine (IPEM).

Qualifications: Individual employers will set the selection criteria for appointing apprentices. All apprentices must achieve an accredited/approved BSc (Honours) degree in healthcare science before taking the end-point assessment. Apprentices without level 2 English and Maths must achieve these prior to taking the end-point assessment.

Level: 6 Duration: typically, a minimum of 36 months but may be longer depending on the learner Review Date: after 3 years

BEHAVIOURS and VALUES: You will be compassionate; honest; conscientious and adhere to the HCPC Standards of Standards of Conduct, Performance and Ethics and Good Scientific Practice (GSP) that are the standards of behaviour/practice/personal conduct that underpin the delivery of those in HCSP roles.

Mapping Process of Apprenticeship Standard Knowledge, Skills & Behaviours to Programme Modules

Knowledge	Module	Task	How will this prepare the apprentice for End-Point Assessment (EPA)?
K1 - how the NHS Constitution/GSP/HCPC Standards are used to support person-centred care	L1 BMS1084 Professional Practice* L6 BMS2015 Research Methods and Professional Practice* L8 BMS3236 Professional Practice* L1 BMS3146 Aural Rehabilitation and Amplification**	Portfolio Competency assessment Examination Endpoint assessment	*Evidence in the Professional Portfolios will demonstrate that apprentices have met the Apprenticeship Standard: successful completion of the portfolio will demonstrate the ability to reflect on and discuss the responsibilities and attributes required for a Healthcare Science practitioner. ** The specialism assessment will demonstrate the acquisition of knowledge and skills required to work as a competent Healthcare Science Practitioner:
K2 - equality and diversity legislation, policies and local ways of working	L1 BMS1084 Professional Practice L8 BMS3236 Professional Practice	Portfolio Portfolio	*Evidence in the Professional Portfolios will demonstrate that apprentices have met the Apprenticeship Standard: successful completion of the

			portfolio will demonstrate the ability to reflect on and discuss the responsibilities and attributes required for a Healthcare Science practitioner. ** The specialism assessment will demonstrate the acquisition of knowledge and skills required to work as a competent Healthcare Science Practitioner:
K3 - the importance of probity, honesty and integrity in all aspects of your professional practice	L1 BMS1084 Professional Practice L1 & L8 BMS3236 Professional Practice	Portfolio Portfolio	As above for the Professional Practice Portfolio and in addition the apprentice will be able to demonstrate high quality safe person-centred care
K4 - the work of your department and its impact on patient care through problem solving in the team	L6 BMS2015 Research Methods and Professional Practice L6 BMS3236 Professional Practice	Competency assessment Competency assessment	Evidence in the Professional Portfolios will demonstrate that apprentices have met the Apprenticeship Standards: they will have developed clinical-reasoning skills and professional attributes outlined in the current Healthcare Science Practitioner Training Manual and the ability to work
K5 - how to involve patients and the public in HCS and in making choices about their care	L5 BMS1084 Professional Practice L6 BMS2015 Research Methods and Professional Practice L8 BMS3236 Professional Practice	Reflection Competency assessment Endpoint assessment	Evidence in the Professional Portfolios will demonstrate that apprentices have met the Apprenticeship Standards: the apprentice will have demonstrated safe and

			effective clinical practice, developed clinical-reasoning skills, and demonstrated high quality safe person-centred care
K6 - factors impacting on mental health and how to promote mental health and well being	L4 BMS1084 Professional Practice* L8 BMS3236 Professional Practice**	Case study Portfolio	*The module assessment will demonstrate the acquisition of knowledge required to work as a competent Healthcare Science Practitioner: apprentice will have discussed the psychosocial aspects of health and illness. **Evidence in the Professional Portfolio will demonstrate that apprentices have met the Apprenticeship Standards: the apprentice will have demonstrated high quality safe person-centred care
K7 - how to use and teach others to use appropriate language/feedback to share information to patients/families with complex needs, including giving oral/written explanations	L2 BMS1084 Professional Practice L6 BMS2015 Research Methods and Professional Practice L8 BMS3236 Professional Practice	Case study Case study Competency assessment Endpoint assessment	The case study tasks incorporate discussion of barriers to effective communication which Is developed further with clinical reasoning skills
K8 - models of critical reflection and self-reflection to enhance the quality of patient care you provide personally and as a team leader	L3 BMS1084 Professional Practice L7 BMS3236 Professional Practice	Reflection Reflection	Reflective practice first focuses on areas for development then progresses to the continuous improvement of performance

K9 - the underpinning theories and benefits to staff of excellent appraisal processes	L8 & 9 BMS3236 Professional Practice	Portfolio Endpoint assessment	Critical thinking will be continuously developed in order to review a range of areas including self- development, departmental protocols (health & safety, human rights management and quality assurance) leadership and innovation.
K10 - how to lead an appraisal/performance review and support the development of an action plan	L8 & 9 BMS3236 Professional Practice	Endpoint assessment	
K11 - legislation/policies/regulations relating to health and safety at work and your responsibilities	L6 BMS1084 Professional Practice L8 & 9 BMS3236 Professional Practice	Portfolio Portfolio	
K12 - risk assessment methodologies, including strategies for dissemination of the findings, and approaches to implementing the changes required	L4 BMS2015 Research Methods and Professional Practice L1 BMS3236 Professional Practice L6 BMS3236 Professional Practice	Competency assessment Portfolio Endpoint assessment	Competency assessment (portfolio) will include explanation of equipment choice and procedure as part of working safely within the team.
K13 - quality management/improvement processes within the regulatory environment	L1 BMS3236 Professional Practice L8 BMS3236 Professional Practice	Portfolio Endpoint assessment	Protocols will be subject to review with the aid of data from clinical audit. Improvements will be recommended and communicated via the departmental chain of management
K14 - analysis, interpretation and communication of audit findings to promote quality	L1 BMS3236 Professional Practice L8 BMS3236 Professional Practice	Portfolio Endpoint assessment	
K15 - the underpinning scientific principles of investigations offered by HCS services	L8 BMS1084 Professional Practice L1 BMS2845 Diagnostic Audiology L1, 2, 3 BMS2855 Audiology Specialties L2 BMS3236 Professional	Examination Examination Examination Portfolio	The assessments from these tasks will enable the successful apprentice to discuss the value of epidemiology (generic module) and demonstrate detailed

	Practice		knowledge to justify basic audiological tests (specialist modules)
K16 - the principles and practice of equipment management, maintenance, repair and safety	L1 BMS2625 Medical Instrumentation and Imaging L3 BMS2625 Medical Instrumentation and Imaging L1 & L8 BMS3236 Professional Practice L2 & L3 BMS3146 Aural Rehabilitation and Amplification	Report Report Portfolio Examination	(Generic module) The assessments from these tasks will enable the successful apprentice to discuss the principles of the equipment function in the context of clinical technique and effects on patient health & safely. The specialist module assessment will demonstrate the development of underpinning knowledge in equipment selection, verification, and application.
K17 - how to draft and update SOPs	L1 BMS3236 Professional Practice L8 BMS3236 Professional Practice	Portfolio Endpoint assessment	Protocols will be subject to review with the aid of data from clinical audit. Improvements will be recommended and communicated via the departmental chain of management. Apprentices reflect and review own practice to continuously improve personal performance and produce a professional portfolio
K18 - technical skills teaching frameworks; assessment methods & assessment of technical skills	L8 BMS3236 Professional Practice	Portfolio	
K19 - critical evaluation of the evidence base that underpins your clinical technical practice	L3 BMS1084 Professional Practice L6 BMS2015 Research Methods and Professional Practice	Portfolio Portfolio Portfolio	

	L8 BMS3236 Professional Practice		
K20 - 'duty of care' and safeguarding	L1 BMS1084 Professional Practice	Portfolio Portfolio	On successful portfolio completion the apprentice will have demonstrated knowledge of safeguarding via the concept of patient-centred care and will be able to explain how national standards are used in patient management
K21 - the appropriate support available in difficult situations or when a complaint is made	L8 BMS3236 Professional Practice	Endpoint assessment	On successful portfolio completion the apprentice will have demonstrated knowledge of safeguarding via the concept of patient-centred care and will be able to explain how national standards are used in patient management
K22 - the rights of patients with regard to giving informed & meaningful consent when required	L6 BMS2015 Research Methods and Professional Practice L1 & L8 BMS3236 Professional Practice	Competency assessment Portfolio	On successful portfolio completion the apprentice will have demonstrated knowledge of safeguarding via the concept of patient-centred care and will be able to explain how national standards are used in patient management
K23 - the role and importance of the key factors influencing dignity/rights/privacy/confidentiality of patients/colleagues	L1 BMS1084 Professional Practice L6 BMS2015 Research Methods and Professional Practice L8 BMS3236 Professional Practice	Portfolio Competency assessment Portfolio	As above and in addition, the apprentice will be able to recommend the appropriate procedures and guidelines.
K24 - the governance/ethical frameworks applied to clinical audit	L4 BMS2015 Research Methods and Professional Practice	Report Endpoint assessment	The assessment tasks will enable the successful apprentice to discuss

	L8 BMS3236 Professional Practice		clinical audit and innovation in the context of service improvement. This will become part of the development of working within the clinical team.
K25 - continuous improvement principles for the delivery of high quality outcomes	L6 BMS3236 Professional Practice L7 BMS3236 Professional Practice	Endpoint assessment Reflection	The assessment tasks will enable the successful apprentice to discuss clinical audit and innovation in the context of service improvement. This will become part of the development of working within the clinical team.
K26 - the opportunities for research/innovation/implementation of change	L6 BMS2015 Research Methods and Professional Practice L8 BMS3236 Professional Practice	Report Endpoint assessment	The assessment tasks will enable the successful apprentice to discuss clinical audit and innovation in the context of service improvement. This will become part of the development of working within the clinical team.
K27 - how to contribute to research and grant proposal writing as appropriate	L5 BMS2015 Research Methods and Professional Practic L8 BMS3236 Professional Practice	Report Endpoint assessment	As above and in addition, the apprentice will be able to design a research project, assessing risk, ethical and legal issues
K28 - advanced concepts of leadership and their application to practice	L6 BMS3236 Professional Practice L8 BMS3236 Professional Practice L9 BMS3236 Professional Practice	Portfolio Endpoint assessment	On successful completion of the portfolio (including the reflective practice) the apprentice will be able to critically review leadership and management within the NHS

Skills	Module	Task	How will this prepare the apprentice for End-Point Assessment (EPA)?
S1 prevent discriminatory practice against patients/carers/colleagues	L1 BMS1084 Professional Practice L8 BMS3236 Professional Practice	Portfolio Portfolio	Aspects of discrimination, dignity, respect and practice with compassion are delivered theoretically during campus-based modules. They are then incorporated into both GSP and technical skills assessments during placement. Successful completion of the portfolio will demonstrate the achievement of these skills.
S2 ensure that the highest standards of person-centred care are practiced so that each person is treated with dignity and respect	L1 BMS1084 Professional Practice L7 BMS1084 Professional Practice L6 BMS2015 Research Methods and Professional Practice L8 BMS3236 Professional Practice	Portfolio Portfolio Portfolio Portfolio	Aspects of discrimination, dignity, respect and practice with compassion are delivered theoretically during campus-based modules. They are then incorporated into both GSP and technical skills assessments during placement. Successful completion of the portfolio will demonstrate the achievement of these skills.
S3 develop effective partnerships with patients, treating patients/carers/families with kindness and compassion	L1 BMS1084 Professional Practice L6 BMS2015 Research Methods and Professional Practice L8 BMS3236 Professional Practice	Portfolio Portfolio Portfolio	Aspects of discrimination, dignity, respect and practice with compassion are delivered theoretically during campus-based modules. They are then incorporated into both GSP and technical skills assessments during placement. Successful completion of the portfolio will demonstrate the achievement of these skills.

S4 identify ways of promoting good mental health/well being	L4 BMS1084 Professional Practice L8 BMS3236 Professional Practice	Portfolio Endpoint assessment	Similarly (to the above), a dedicated module – Social Aspects of Healthcare) provides the underpinning for the portfolio assessments.
S5 use appropriate language to share complex technical information with the public/patients/colleagues, including giving/receiving feedback	L8 BMS3236 Professional Practice	Portfolio Endpoint assessment	This is practiced throughout the placement period and are incorporated into clinical and reflective practice, and also through the assessment of good scientific practice.
S6 critically reflect on your technical/non-technical practice, keeping knowledge and skills updated & responding to appraisal/feedback	L3 BMS1084 Professional Practice L7 BMS3236 Professional Practice	Reflection Reflection	This is practiced throughout the placement period and are incorporated into clinical and reflective practice, and also through the assessment of good scientific practice.
S7 work within your scope of practice as an autonomous practitioner	L6 BMS3236 Professional Practice	Portfolio	This is practiced throughout the placement period and are incorporated into clinical and reflective practice, and also through the assessment of good scientific practice.
S8 promote the professional development/training of junior colleagues	L8 BMS3236 Professional Practice	Portfolio Endpoint assessment	Successfully assessed experiential learning at Levels 4 & 5 will provide the foundation to undertake elements of training or supervision of junior staff. The level 6 portfolio will provide the evidence of successful performance.

S9 manage delegated junior staff training in security/health/safety practices that underpin their work, especially in infection control	L8 BMS3236 Professional Practice	Endpoint assessment	Successfully assessed experiential learning at Levels 4 & 5 will provide the foundation to undertake elements of training or supervision of junior staff. The level 6 portfolio will provide the evidence of successful performance.
S10 undertake delegated risk assessments & implement changes	L8 BMS3236 Professional Practice	Endpoint assessment	Aspects of risk assessment and quality management are delivered theoretically during campus-based modules, (generic and professional practice). They are then incorporated into both GSP and technical skills assessments during placement. Successful completion of the portfolio will demonstrate the achievement of these skills.
S11 strategically plan clinical and quality management processes	L8 BMS3236 Professional Practice	Endpoint assessment	
S12 undertake delegated clinical technical audits in your area of work	L8 BMS3236 Professional Practice	Endpoint assessment	As above and in addition: experience gained from successful completion of the instrumentation and Final Year Project assessments will aid the practice of these skills. The experience obtained from the clinical investigations (technical assessments) will also provide continued training in the safe

S13 independently analyse/interpret accurately clinical technical data	L3 BMS2965 Practical Diagnostic Audiology L5 BMS3236 Professional Practice L8 BMS3236 Professional Practice	Examination Competency assessment Endpoint assessment	
S14 be responsible for the safety and functioning of equipment	L6 BMS2015 Research Methods and Professional Practice L8 BMS3236 Professional Practice	Competency assessment Portfolio	Working of the equipment and interpretation of the data. The successful candidate will have the evidence in the portfolio of clinical practice, particularly in the Case Based Discussion assessment.
S15 present/explain technical results to other professionals & patients	L3 BMS2965 Practical Diagnostic Audiology L1 BMS2015 Research Methods and Professional Practice L5 BMS3236 Professional Practice	Practical Examination Report Competency assessment	
S16 coordinate drafting of SOPs & updating techniques/procedures	L1 BMS3236 Professional Practice	Portfolio Endpoint assessment	The underpinning knowledge for these skills is presented across the 3 years of the entire programme, most notably in the Professional Practice modules. Each module / year will have the corresponding skills incorporated into the clinical practice portfolio as training and assessment criterion for practical skills, case-based discussion, and Good Scientific Practice. On successful completion of all 3

			Clinical Practice portfolios, the apprentice will have demonstrated the skills required at the level (6) required for the Apprenticeship Standard.
S17 evaluate and implement solutions to clinical technical problems	L8 BMS1084 Professional Practice L5 BMS2015 Research Methods and Professional Practice L8 BMS3236 Professional Practice	Portfolio Portfolio Portfolio	
S18 ensure that responsibilities for safeguarding and protecting patient confidentiality, including record keeping, are met	L6 BMS1084 Professional Practice L6 BMS2015 Research Methods and Professional Practice L8 BMS3236 Professional Practice	Portfolio Portfolio Competency assessment	
S19 conduct sensitive discussions with patients as required, including obtaining meaningful consent	L6 BMS1084 Professional Practice L6 BMS2015 Research Methods and Professional Practice L8 BMS3236 Professional Practice	Portfolio Portfolio Competency assessment	
S20 supervise the delivery of high quality clinical technical procedures	L8 BMS3236 Professional Practice	Endpoint assessment	
S21 manage audit and/or service improvement programmes	L9 BMS3236 Professional Practice	Endpoint assessment	
S22 act on the outcomes of audit/service improvement programmes	L9 BMS3236 Professional Practice	Endpoint assessment	
S23 use research, reasoning and problem-solving skills to support quality care improvements/innovation in your area of work	L5 BMS2015 Research Methods and Professional Practice L3 BMS3246 Final Year Project L9 BMS3236 Professional Practice	Portfolio Report Endpoint assessment	
S24 coordinate leadership activities across a HCS technical team	L9 BMS3236 Professional Practice	Endpoint assessment	

Behaviours	Module	Task	How will this prepare the apprentice for End-Point Assessment (EPA)?
B1 You will be compassionate; honest; conscientious and adhere to the underpinning HCPC Standards of Conduct, Performance and Ethics and HEE Good Scientific Practice.	L8 BMS1084 Professional Practice L6 BMS2015 Research Methods and Professional Practice L8 BMS3236 Professional Practice L7& 8 BMS2965 Practical Diagnostic Audiology L3 & 4 BMS3966 Practical Aural Rehabilitation **Note:** elements of B1 occur across the programme but are not specifically assessed as for the modules above	Portfolio Portfolio Endpoint assessment	The GSP has been incorporated into the 'code of conduct' for placement training. These behavioural elements are observed and assessed in the practical skills that have patient contact. In addition, GSP is assessed as a separate requirement across all three years of the programme. Preparation for practice occurs during the specialist modules where assessment of practical skills includes patient contact scenarios. Successful completion of the clinical portfolio provides the evidence that the Behaviours have been observed in the clinical setting.

Knowledge, Skills and Behaviours Map

Apprenticeship standards

Module Title	Module Code by Level	K1	K2	K3	K4	K5	K6	K7	K8	K9	K10	K11	K12	K13	K14	K15	K16	K17	K18	K19	K20	K21	K22	K23	K24	K25	K26	K27	K28
Professional Practice	BMS1084	x	x	x			x	x	x			x				x				x	x			x					
Biological Basis of Healthcare	BMS1014				X											x													
Specialist Diagnostics	BMS1064				X										x	x													
Clinical Anatomy and Physiology	BMS1074				X											X													
Research Methods and Professional Practice	BMS2015	x			X			x					x							x	x		x	x	x		x	x	
Medical Instrumentation and Imaging	BMS2625				X											X	X												
Principles of Diagnostic Audiology	BMS2845				X											X	X												
Practical Diagnostic Audiology	BMS2965				X											X	X												
Audiology Specialities: Vestibular, Paediatrics and Hearing Therapy	BMS2855				X											x	X												
Professional Practice	BMS3236	x	x	x	X	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	X
Final Year Project	BMS3246	x	X		X										x	x													
Aural Rehabilitation and Hearing Aid Amplification	BMS3146	X																											
Practical Aural Rehabilitation	BMS3966	x	x													x	x												

https://www.instituteforapprenticeships.org/apprenticeship-standards/

Module title	Module code by Level	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	S22	S23	S24	B1
Professional Practice	BMS1084	x	x	x	x	x	X											x	x	x						X
Specialist Diagnostics	BMS1064					X								x	x	x										
Clinical Anatomy and Physiology	BMS1074					X								X												X
Research Methods and Professional Practice	BMS2015		x	x												x		x	x	x					x	X
Medical Instrumentation and Imaging	BMS2625					X								x	x	x										X
Principles of Diagnostic Audiology	BMS2845					X								X												X
Practical Diagnostic Audiology	BMS2965					X								X	x									x		X
Audiology Specialities: Vestibular, Paediatrics and Hearing Therapy	BMS2855					x								x												X
Professional Practice	BMS3236	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	X	x	X
Final Year Project	BMS3246		x			x							x	x	x	x								x		X
Aural Rehabilitation and Hearing Aid Amplification	BMS3146					X	x							x	x			x								X
Practical Aural Rehabilitation	BMS3966					x	x							x	x			x		x						X

Mapping Process of additional Apprenticeship-specific requirements to Programme Modules

i. British Values

Module Code / Title	**Evaluation:** *Where and how is evidence of British Values developed? Indicate task(s)*
BMS1084 Professional Practice BMS1074 Clinical Anatomy and Physiology BMS2625 Medical Instrumentation and Imaging	Principles of psychosocial effects on health and illness, equality and diversity, health inequalities & disability are delivered theoretically in this module and the underpinning knowledge is assessed by coursework via problem-based scenarios. This is further enhanced with Neurosensory specific modules that explore the [NHS] working practice
BMS1084 Professional Practice BMS2015 Professional Practice BMS3236 Professional Practice	These modules integrate the knowledge with clinical practice; the context for protecting liberties and treating patients with dignity and respect is through professionalism in clinical practice. This is first approached via seminars utilising problem-solving and clinical scenarios. This is assessed, in the first instance by coursework. Further development of these skills occurs during placement training where (during interaction with patients) evidence is required to pass the GSP assessments which is focused on the DoH / HEE codes of conduct. Feedback is both received and given in the context of leadership and accountability. Throughout the 2nd & 3rd year placement periods, non-technical skills such as communication with patients and their relatives, empathy, medical ethics and practice of equality and diversity are assessed, alongside the technical skills which require patient contact. The successful apprentice will have evidence recorded in the Portfolio of Clinical Practice.
BMS2845 Principles of Diagnostic Audiology	The specialist pathway modules and Final Year Project incorporate patient specific groups for development of the principles discussed in the core modules.
BMS2965 Practical Diagnostic Audiology	
BMS2855 Audiology Specialities: Vestibular, Paediatrics and Hearing Therapy	By case history discussion, practical scenario assessments and patient data collection the apprentice will be able to demonstrate leadership and teamwork while problem solving. Preparation for placement focuses on how the practice of physiological recording can preserve the patients Human Rights (with further practice of informed consent, preserving patient dignity and the guiding principles of the NHS). These issues are also incorporated into the module assessment.

	Ethics is studied at a higher level during the Final Year Project preparation module; this focuses on Human Rights issues, particularly respect / tolerance and dignity. Approval is subject to these conditions being met throughout the duration of the research.
BMS3966 Practical Aural Rehabilitation	
BMS3146 Aural Rehabilitation and Hearing Aid Amplification	
BMS3246 Final Year Project	

ii. Safeguarding (inc. the Prevent duty)

Module Code / Title	**Evaluation:** *Where and how is evidence of Safeguarding developed? Indicate task(s).*
BMS1084 Professional Practice BMS2015 Research Methods and Professional Practice BMS3236 Professional Practice	Prima Facie Duties***** are introduced conceptually during the taught part of the module; this assessed (in the first instance through problem solving coursework). Later, during the placement phase of the module, 'duty of care' is one of the performance criteria in the GSP assessment; evidence of success is recorded in the clinical practice portfolio. Throughout the 2nd & 3rd year placement periods the training continues, and the apprentice is further observed and assessed, alongside the technical skills which require patient contact. The successful apprentice will have evidence recorded in the Portfolio of Clinical Practice.
BMS1064 Specialist Diagnostics	In addition to the above, campus-based modules introduce principles of informed consent are delivered theoretically and discussed during case study seminars; these are then put into assessed practice (above). Similarly, mental health and (with and without physical disabilities) have a major representation throughout these core modules due to the patient types of apprentices and apprentices will be working with. Through the maintenance of seminar behaviour, tutors also engender the appropriate methods of communication with vulnerable patients and colleagues, principles of pro-active practice and the adherence to NHS Trust policy in clinical practice. BMS1014 & BMS1084
BMS1014 Biological Basis of Healthcare	

BMS1084 Professional Practice	
BMS2015 Research Methods and Professional Practice	
BMS2625 Medical Instrumentation and Imaging	
BMS3246 Final Year Project	explore how wider ranging partnerships with the Trusts can assist with care in the community and the effect this has on well-being. The before data can be collected for the Final Year Project, a rigorous ethics application must be approved in order to protect patients / subjects. The principles are delivered theoretically as part of the module and supervisors monitor
BMS2845 Principles of Diagnostic Audiology	The five specialist pathway modules focus on safeguarding principles specifically for audiology patients. The SOP's are discussed and practiced over the 2nd & 3rd year of study which reinforce protection and accountability. Case studies and scenarios are used for practice and assessment; this includes assessed practical skills that impact patient well-being such as history taking, techniques that involve physical contact and explanations to patients above those needed for informed consent.
BMS2965 Practical Diagnostic Audiology	
BMS2855 Audiology Specialities: Vestibular, Paediatrics and Hearing Therapy	
BMS3966 Practical Aural Rehabilitation	
BMS3146 Aural Rehabilitation and Hearing Aid Amplification	

iii. Development of Functional Skills in English and Maths

Module Code / Title	**Evaluation:** *Where and how is evidence of functional skills developed? Indicate task(s).*
BMS1084 Professional Practice	Principles of essay writing are delivered at the start of this module. Formative assessment provides the opportunity for feedback which is augmented by one-one meetings. Coursework throughout the entire programme will have a formative submission, giving the opportunity for individual feedback. Apprentices may also be referred to the campus-based Academic Learning Support Services & Disability and Dyslexia Support for additional assistance.
BMS1064 Specialist Diagnostics	Basic mathematical principles are delivered at the start of this module. Formative assessment provides the opportunity for feedback; (summative assessment is via MCQ solutions to problems)
BMS2015 Research Methods and Professional Practice	Math's skills are further developed in the second year with the focus on statistical analysis. The coursework assessment requires apprentices to identify and justify appropriate analytical methods for the data in question.