

MSc Clinical Science (Neuro Sciences) 25/26

Description



MSc Clinical Science (Neurosensory Sciences)

University of Manchester

Faculty of Biology, Medicine and Health

School of Health Sciences, Division of Psychology, Communication and Human Neuroscience

**PROGRAMME HANDBOOK
2025/26**

**Note: this Programme Handbook should be read in conjunction with the
Dissertation Handbook (MSc only)**

Version 1, July 2025

Division of Psychology, Communication and Human Neuroscience

We are a multi-disciplinary team studying the perceptual, cognitive, social and neural bases of human behaviour, development and health across the lifespan.

We make basic research discoveries and translate these discoveries into real-world applications that improve the quality of life for individuals of all ages and from all parts of society.

Our Division has a leading national and international reputation in the education and training of psychologists, cognitive neuroscientists, neuroimagers, audiologists and

healthcare scientists, speech and language therapists, and Teachers of the Deaf.

Manchester Centre for Audiology & Deafness:

The [Manchester Centre for Audiology and Deafness](#) (ManCAD) is a world leader in research underpinning improved services in healthcare and education for those with a hearing loss or who are deaf. The [Hearing Health](#) theme within the NIHR Manchester Biomedical Research Centre provides a clear pathway from research discoveries to benefit for people with hearing loss.

ManCAD has the most extensive portfolio of [audiology and deaf education training programmes](#) in the UK. Our teaching portfolio covers undergraduate, pre-registration and post-registration postgraduate taught programmes. We also run continuing professional development courses and post-registration [Doctor of Clinical Science \(Audiology\) programmes](#):

BSc in Healthcare Science (Audiology)

MSc in Clinical Science (Neurosensory Sciences) MSc Audiology with General, Advanced and Paediatric Pathways

Post Graduate Diploma in Deaf Education

MSc/PGDip in Deaf Education

D Clin Sci in Audiological Science

PhD in Audiology

School of Health Sciences Student Handbook

[Click here to access.](#)

You will need your University of Manchester login.

The student handbook has been developed as a resource for Undergraduate and Postgraduate Taught students completing degree programmes within the School of Health Sciences (SHS).

This resource should be used as the first point of reference for questions concerning your programme, support and advice, or academic policies and procedures.

The University of Manchester is a large and complex organisation, and we want to ensure that you know how to access the information, support, and guidance you need to succeed in your studies. It is therefore designed to guide you through many aspects of your time as a student and provides useful links to information available through the University's website, as well as summarising the facilities and support services that are available across the University and how you can access them. It also outlines what you should expect of the School and what they can expect from you, and clarifies the policies and procedures relevant to your area of study.

Introduction to MSc Clinical Science (Neurosensory Sciences)

Welcome to the University of Manchester and to the field of Audiology. We expect you will have high expectations of this postgraduate programme and high expectations of yourself. Success on a demanding, postgraduate degree programme involves a great deal of commitment and sustained effort on the part of you as a student. You should already be familiar with the terms 'independent learner', 'critical evaluation', 'enquiry-based learning' and 'reflective practice' whereby you are expected to be the driving force behind your own learning experience. If you are to be a respected clinician and/or researcher at the end of your training and throughout your career, able to work autonomously and keep up to date, then you need to be clear from the outset that you need to take responsibility for your own learning.

An induction day with all students is arranged on the first day of the academic year to explain in more detail the expectations and the responsibility for learning that students will have to take.

Each credit of the 180 credit MSc or the 120 credit Postgraduate Diploma represents ten hours of student work and effort.

What you achieve while you are a student here will depend upon how much you make of the excellent facilities available to you—the library, the IT clusters, helpful staff, and practical and laboratory facilities which you can and should use frequently (available between the hours of 8am and 8pm).

Finally, please note that by accepting a place on this programme, you have entered into a contract with the University. You are expected to adopt a professional attitude to your studies, adhere to the School of Health Code of Conduct and attend all lectures, practicals and timetabled activities.

This programme handbook is central to your studies. You will need to refer to it frequently. It provides you with key information about the degree content, what the intended learning outcomes are and how we assess whether you have achieved them, what is expected of you as a student and what you can expect from staff. It directs you to other useful sources of information. It is, in part, a record that you keep of exactly what you studied in the programme. If there are changes to course content, you will be given additional sections. It is important for you to have an accurate record of exactly what your cohort has studied: apart from your transcript of marks, future employers, particularly in other countries, may like more detail of your course content.

Manchester Academy for Healthcare Scientist Education (MAHSE)

Supporting the delivery of Healthcare Science education is MAHSE. Please find information here: <https://mahse.ac.uk/>.

MAHSE is a partnership between the University of Manchester (UoM), Manchester Metropolitan University (MMU) and the University of Salford (UoS), as well as leading Healthcare Scientists (HCS) from partner Trusts. MAHSE was formally established on 1 January 2012 under the directorship of Dr Phil Padfield. It is overseen by a Board with representatives from Universities, regional HCS networks, patient groups and the NHS.

What is the purpose of MAHSE?

To support the development and delivery of HCS education and training at all levels of the MSC framework in line with local and national requirements

To promote continuing professional development opportunities for the current HCS workforce

To facilitate effective communication and knowledge transfer between principal stakeholders, share good practice and stimulate innovation in HCS education and training.

Key People

Members of the PDT team and ManCAD staff who contribute to the teaching and/or dissertation supervision are:

Name	Office	Phone	Email
Dr Richard Baker	B2.14	275 3388	richard.baker@manchester.ac.uk

Dr Siobhan Brennan	B1.2A	275 8677	siobhan.brennan@manchester.ac.uk
Debbie Cane	B2.13	275 8679	debbie.cane@manchester.ac.uk
Dr Samuel Couth	B1.9 2	275 6924	samuel.couth@manchester.ac.uk
Bridget Goodier	B2.16	275 3434	bridget.goodier@manchester.ac.uk
Dr Antje Heinrich	B2.13	275 8679	antje.heinrich@manchester.ac.uk
Dr Reza Hoseinabadi	B2.7	306 1757	Reza.hoseinabadi@manchester.ac.uk
Dr Karolina Kluk-de Kort	B2.15	275 3371	karolina.kluk-de-kort@manchester.ac.uk
Verity Langlands	B2.16	275 8679	verity.langlands@manchester.ac.uk
Dr Rebecca Millman	B2.8	275 3387	rebecca.millman@manchester.ac.uk
Prof Kevin Munro	A3.11	275 3360	kevin.munro@manchester.ac.uk
Dr Garreth Prendergast	A3.16	275 8586	garreth.prendergast@manchester.ac.uk
Prof Chris Plack	B1.23	275 3373	chris.plack@manchester.ac.uk
Gabrielle Saunders		275 3386	gabrielle.saunders@manchester.ac.uk
Dr Michael Stone	A3.16	275 8583	michael.stone@manchester.ac.uk
Dr Kai Uus	B2.1	275 8282	kai.uus@manchester.ac.uk
Dr Anisa Visram	A3.09	306 1758	anisa.visram@manchester.ac.uk
Dr Tim Wilding	B2.10	275 8286	timothy.wilding@manchester.ac.uk

Staff who have a specific administrative role linked to the MSc in Clinical Science programme are:

Programme Director: Dr Kai Uus

School of Health, Ellen Wilkinson Building, University of Manchester, Oxford Road, Manchester M13 9P

Email: kai.uus@manchester.ac.uk

Aims of the Programme

The Masters programme aims to (dependent on pathway taken):

01. To provide the clinical scientist trainees (students) with strong science-based knowledge and understanding of the theory and practice of either audiology, neurophysiology or ophthalmic & vision sciences.
02. Produce graduates with a critical understanding of how neurosensory science services are employed to develop a clinical diagnosis, and how this information can be logically and systematically employed to deliver effective day to day patient-centred care and management of the relevant conditions of the neurosensory system.
03. Contribute to innovation, change and service developments in clinical science by equipping students with a systematic and critical understanding of relevant knowledge, theoretical frameworks and advanced skills.
04. Enhance career-long development and promote lifelong learning in students in order to meet the requirements of potential employers in the NHS; support and enhance best practice in clinical audiology, neurophysiology or ophthalmic & vision sciences.
05. Develop the students's experimental, analytical and interpretative skills through the undertaking of a comprehensive piece of original research project.

Learning Outcomes of the Programme

Knowledge and Understanding

At the end of the programme students should be able to:

- A1. Demonstrate knowledge and integrative understanding of the normal anatomy and physiology of the neurosensory system throughout auditory, vision and neural pathways
- A2. Display a critical understanding of the regulatory processes and practices involved in conducting research in a health service or academic setting.
- A3. Demonstrate extended understanding of the pathological processes which affect the neurosensory system, and their effects on individuals and families

- A4. Display knowledge of the theory and critical understanding of the use of the investigation techniques employed within the neurosensory science disciplines.
- A5. Exhibit extended knowledge and integrative understanding of the scientific basis and practice of clinical audiology, and a critical understanding the role the discipline plays in the investigation, diagnosis and management of disability and disease.
- A6. Demonstrate a working understanding of the wider health and social context in which they practice, and patients experience care investigations and interventions.
- A7. To systematically and critically employ the knowledge and understanding obtained during the taught component of the programme to address an original research question through the design and undertaking of a comprehensive research project and production of a dissertation.

Teaching and Learning offering these ILOs

Assessment of achievement of ILOs

Lectures A1-A6

Exams A1-A6

Seminars/tutorials/masterclasses A1 - A6

Course work A1-A6

Workshops/PBL A1-A6

Student presentations A1-A6

Self-directed learning A1-A6

Online MCQ tests A1-A6

Team-based learning A1-A6

EBL A1-A6

Student Presentations A1-A6

Team-based learning A1-A6

Research Project A1-A7

Research Project Dissertation A1-A7

Intellectual Skills

At the end of the programme students should be able to:

B1. Critically reflect on and challenge their own practice, the practice of others and the organisation and delivery of neurosensory services in order to ensure use of appropriate values and best evidence in delivering patient care and management.

- B2. Appraise and interpret information from different sources in order to develop a coherent critical analysis of issues relating to the practice and delivery of clinical neurosensory services.
- B3. Systematically and objectively evaluate what diagnostic criteria need to be established to develop a valid diagnosis of a patient displaying specific clinical disability or disease.
- B4. Critically evaluate research and innovation in order to implement techniques and new technologies to assess and manage patients with audiovestibular conditions in the context of the specific requirements of the health service.
- B5. Critically analyse and objectively evaluate data from different diagnostic platforms.
- B6. Interpret diagnostic data and then systematically develop a clinical diagnosis and clear therapeutic strategy.
- B7. To synthesis, analyse and systematically combine information obtained from different sources to develop a defined original research question and then to address it through the development of a coherent research project.
- B8. Interpretation and statistical interrogation of scientific data leading to the generation of valid and defensible scientific conclusions.

Teaching and Learning offering these ILOs

Assessment of achievement of ILOs

Lectures B1-B6

Exams B1-B6

Seminars/tutorials/masterclasses B1-B6

Course work B1-B6

Workshops/PBL B1-B6

Student presentations B1-B6

Self-directed learning B2, B3, B5, B7

Online MCQ tests B3, B4, B5, B6

Team-based learning B1-B6

EBL B1-B6

Student Presentations B1, B2, B3, B4

Team-based learning B1-B6

Research Project B2, B4, B5, B7, B8

Research Project Dissertation B3- B8

Practical Skills

Students should be able to:

- C1. Apply the principles of patient-centred care and shared decision making in the diagnosis and management of patients with audiovestibular conditions and practice in accordance with the currently available guidance and evidence-base.
- C2. Effectively communicate with colleagues within the neurosensory service staff through the presentation of verbal and written reports
- C3. Collect, collate and record scientific data according to established health service practices.
- C4. Draw on their knowledge and understanding of different diagnostic approaches to formulate appropriate strategies to develop patient care pathways.
- C5. Contribute to the advancement of effective and timely patient diagnosis through a knowledge and understanding of the multidisciplinary environment of the neurosensory service within the modern health service.
- C6. Demonstrate critical and analytical skills in processing information and data to advance clinical science practice, patient care and service improvement responsive to the diverse needs of service users and carers.
- C7. Demonstrate safe, accurate and effective use of assessment techniques and devices in the diagnosis and care of patients with audiovestibular conditions.
- C8. Contribute to the strategies for practice development and change at both a team and organisational level to enhance access to and effectiveness of clinical science services.
- C9. Design a scientifically valid experimental strategy to address a specific research question relevant to modern clinical science practice.
- C10. Produce a cogent dissertation that contains a critical analysis and evaluation of data generated during research project, and a concise and scientifically valid interpretation of the experimental findings.

Teaching and Learning offering these ILOs

Assessment of achievement of ILOs

Lectures C2-C8

Exams C1-C6

Seminars/tutorials/masterclasses C1-C8

Course work C1-C6

Workshops/PBL C1-C8	Student presentations C1-C4, C6
Self-directed learning C1-C8	Online MCQ tests C3, C4, C5, C6
Team-based learning C1-C8	EBL C1-C7
Student Presentations C2, C3, C5, C6	Team-based learning C1-C7
Research Project C3-C10	Research Project Dissertation C3, C7-C10

Transferable Skills and Personal Qualities

Students should be able to:

- D1. Communicate effectively in a variety of settings with patients, relatives, carers, Healthcare Professionals, stakeholders and wider public.
- D2. Effectively utilise information technology/health informatics and demonstrate critical and analytical skills in processing information and data to aid in patient-centred care and service improvement.
- D3. Demonstrate research and enquiry skills by accessing and analysing literature in order to inform and develop practice.
- D4. Work co-operatively and effectively with others as a member of a team.
- D5. Reflect on their own academic and clinical performance and utilise strategies to improve these.
- D6. Use logical and systematic approaches to problem-solving and decision-making.

Teaching and Learning offering these ILOs

Assessment of achievement of ILOs

Lectures D1-D6	Exams D2, D3, D5, D6
Seminars/tutorials/masterclasses D1-D6	Course work D1, D2, D3, D5, D6
Workshops/PBL D1-D6	Student presentations D1-D6
Self-directed learning D2-D6	Online MCQ tests D3-D6
Team-based learning D1-D6	EBL D1-D6
Student Presentations D1-D6	Team-based learning D1-D6
Research Project D1-D6	Research Project Dissertation D1-D6

Programme Delivery

The MSc Clinical Science (Neurosensory Sciences) programme is delivered on a part-time block release basis over three years. The programme uses a blended approach to learning with blocks of teaching delivered in Manchester being supported by synchronous and asynchronous online learning and self-directed learning involving on-line materials accessed via the Universities' virtual learning environment Canvas.

The delivery of the taught components of the programme have been timetabled to fit around the placement requirements of the scientist training programme in that the blocks of face-to-face teaching undertaken in Manchester are scheduled to precede the work-based rotations. The goal being to ensure trainees always have the necessary knowledge and understanding and professional, intellectual and analytical skills to support their work-based training rotations.

In year 1 trainees will engage in synchronous learning for nine weeks, 5 of these on-campus. Some of the learning will be shared with other students studying for other degree programmes. Trainees will join the other STP students in studying the generic Professional Practice unit. More details on the content and structure of this unit will be covered during induction. As a response to feedback from trainees and supervisors,

there will be introductory Vestibular Assessment & Management week in the beginning of Summer of year 1.

In year 2 all Audiology trainees will attend UoM for a week and a half in October/November to complete the face-to-face elements of Research Methods and Adult Auditory Assessment and Management unit; trainees will return for a week in April to complete Paediatric Audiology and again for a week in September to complete the second part of Vestibular Assessment & Management.

The research project is started in year 2, after students have completed their Research Methods unit, and finished in year 3.

Programme Structure

The programme is composed of a 120 credit taught component, which consists of 30 credits of generic material and 90 credits of divisional material (Neurosensory, including specialism). The research project which is undertaken in year 2 and 3 is a total of 60 credits. See below for a summary of each specialism's programme structure:

University of Manchester Taught Units (Year 1)

The units within this section of the programme are compulsory and will be taken by all students registered on the MSc Clinical Science (Neurosensory Sciences). Below are the credit ratings for UoM units:

Professional Practice (15 credits)

This unit will provide students an introduction to professional practice within a health service setting. The unit will introduce and critically review the frameworks and academic literature underpinning professional practice and enable trainees to gain the knowledge, skills, experience and tools to develop, improve and maintain high standards of professional practice at all times. It will also provide an overview of key areas such as public health, the psychosocial aspects of health and disease, clinical pharmacology and therapeutics and bioinformatics.

Neurosensory Science (15 credits)

This 15 credit unit focuses on the structure and function of neurosensory systems. Students will gain an appreciation of how the function of auditory, visual and neurophysiological systems is dependent on the underlying anatomical structure and physiological mechanisms. The majority of the unit will be taught on campus.

Clinical Applications to Neurosensory Science (30 credits)

This 30 credit unit focuses on pathologies and assessment techniques within the specialisms of Audiology, Neurophysiology, Ophthalmic and Vision Science.

Students will also gain an appreciation of how imaging is used to identify pathologies and the different patient pathways for patients referred into all three specialisms. The unit will utilise different teaching methodologies, with some topics being taught on campus via lectures, practical classes and tutorials while others will be delivered via Canvas once students have returned to their host Trusts.

University of Manchester Taught Units â?? Audiology Pathway (Year 2)

Research methods (15 credits)

The overall aim of this module is to ensure that the trainee has the underpinning knowledge of the importance of research, development and innovation across the NHS and in healthcare science in particular and to provide the underpinning knowledge for the research project.

Adult Auditory Assessment & Management (15 credits)

This unit builds upon audiology knowledge obtained in Understanding Neurosensory Systems (now called Clinical Applications of Neurosensory Science), and aims to provide trainees with the conceptual scientific and clinical basis necessary for entry level as a healthcare scientist in Audiology. The unit covers more advanced assessment techniques as well as the rehabilitation of hearing loss. It is delivered via a blended learning approach where students will complete both on-line learning activities as well as attend face-to-face lectures, tutorials and practicals.

Paediatric Audiology (15 credits)

Provides knowledge and understanding of paediatric audiology in order to meet the requirements for employment in hearing health care service or research, taking into account the wider developmental, psychosocial and medical domains.

Vestibular Assessment & Management (15 credits)

This unit develops knowledge of vestibular pathologies, types of dysfunction, aetiology and prevalence, and the basic principles and practice of vestibular assessment and rehabilitation, in order to meet the requirements for employment in hearing health care service or research

Research Project and Dissertation (60 credits)

The research project allows students to develop and refine core research and transferable skills in addition to expanding their knowledge and understanding of either audiology, neurophysiology or ophthalmic & vision sciences. The research project will be started after the completion of Research Methods, in year 2 and will run through the summer and be completed in year 3. This configuration is required to make the programme compatible with the DoH MSC curriculum for the Neurosensory Sciences.

Award of MSc and PG Diploma

The PG Diploma will be awarded to candidates who have satisfied the examiners in all the taught units of the programme (120 credits).

The MSc will be awarded to candidates who have satisfied the examiners in all the taught units and the dissertation (180 credits).

Exiting the Programme after Year 1 or Year 2

Students may exit the programme after completion of year 1 (i.e. after core taught units) with a Postgraduate Certificate in Clinical Science, or after completion of year 2 (i.e. after core taught units, 30 credits of subject-specific teaching and completion of a reduced, 30-credit research project) with Postgraduate Diploma in Clinical Science.

Assessment and Regulations

Postgraduate Taught Degree Regulations for Students

Postgraduate Taught degrees at the University of Manchester are based on the National Framework for Higher Education Qualifications (FHEQ). This framework requires students to achieve credit at mastersâ?? level in order to get an award. For a standard postgraduate taught Masters programme this will normally mean passing 180 credits. A standard postgraduate diploma will normally have 120 credits and a postgraduate certificate 60 credits. The way in which you study these credits will be defined later in the programme handbook and the programme specification.

The University sets standards relating to your performance on every unit but also on your progression through the programme. Your programme and course unit specifications will set out the requirements for passing the credit on individual units.

The full PGT Degree Regulations can be accessed at:

<http://www.regulations.manchester.ac.uk/postgraduate-degree-regulations/>
<http://documents.manchester.ac.uk/display.aspx?DocID=29208>

Please be aware that the MSc Clinical Science (Neurosensory Science) has some higher requirements to the University degree regulations and details of these are outlined below.

This programme has a 50% pass mark across all levels and pathways (ie PGCert, PGDp and MSc)

No compensation to be allowed on any course unit.

Resit marks will be recorded as 50R instead of 40-49R But capped mark will be used for calculation of mean average.

For operational and administrative purposes the MSc is divided into three parts:

Part 1: Year 1 Core taught units + examiners meeting

Part 2: Year 2 Taught units + interim examiners meeting

Part 3: Year 3 Taught units and Research Project + final examiners meeting

Students who wish to leave the Programme may do so at the end of year 1 (i.e. after core taught units) with a Postgraduate Certificate in Clinical Science, or after completion of year 2 with a Postgraduate Diploma in Clinical Science (i.e after 30/45 core taught units, and completion of the 15/30 credit, depending on specialism research project) subject to fulfilling the requirements detailed in the PGT regulations.

Progression Requirements: Part 1 to Part 2

Participation in Part 2 of the MSc programme can only be undertaken once the criteria noted below have been met and approved at the June Board of Examiners meeting. If achievements do not meet the minimum criteria the student will normally be excluded from the programme. To progress onto Part 2 and therefore stay within the MSc programme, the student must achieve a mark of at least 50% for each of the 3 Taught Units.

Interim Examinersâ?? Meeting

After completion of the Part 2 Taught units the marks will be collated and an examinersâ?? meeting held in June to determine which students should progress through to year 3.

Progression Requirements: Part 2 to Part 3

Participation in part 3 of the MSc programme can only be undertaken if a student has achieved a mark of at least 50% for each of the taught units in Part 2. If achievements do not meet the minimum criteria the student will normally be excluded from the programme.

Please be aware that the MSc Clinical Science (Neurosensory Science) has some higher requirements to the University degree regulations and details of these are outlined below.

This programme has a 50% pass mark across all levels and pathways (ie stand-alone units, PGCert, PGDp and MSc)

No compensation to be allowed on any course unit.

Resit marks will be recorded as 50R instead of 40-49R. But capped mark will be used for calculation of mean average.

External Examiners

The The MSc Clinical Science Programme has two External Examiners who moderate the examining of units and dissertations. Normally, External Examiners attend the Exam Board meeting at the end of Semester 2 each year, and will wish to meet students (usually as a group) during their visit. If the External Examiner cannot attend the Exam Board then a skype meeting will be set up with students.

External Examiner Details

The External Examiners for this programme are Dr Joanna Lemanska & Kerry Baker

Study leave

It is important that you are provided with study leave whilst you are completing your work based training. Guidance from the Modernising Scientific Careers team indicates that you should work to a 80/20 ratio, and hence expect to be given 1 day a week to study. In addition 5 days extra study leave will be allocated for every exam (which includes travel and the day of the exam) and half a day a month for work related to OLAT activity. Placement supervisors also agreed an additional 5 days of study leave in year 3 to assist in the writing up of the final dissertation.

If you find that you are struggling to keep up with academic work, then you need to speak with your placement supervisor in the first instance, if you are unable to resolve the problem then you need to inform the unit tutor and/or academic advisor/programme director.

Wellbeing of Students

The support available for MS Clinical Science students from tutors is detailed below. Most tutors and support staff are happy to answer queries by email, or telephone.

You should also notify the Programme Director and the SHS Hub of any change to your personal details.

The MSc Clinical Science (Neurosensory Science) Programme Director: Dr Kai Uus, ManCAD, B2.1 Ellen Wilkinson Building, School of Health, Faculty of Biological, Medical & Health Sciences, the University of Manchester, Oxford Road, Manchester M13 9PL
Phone: +44 (0) 161 275 8282 E-mail: kai.uus@manchester.ac.uk

The Programme Director has an administrative responsibility for the programme, with an overview of organisational issues.

For support in your academic progress (e.g. if you fall behind with your work, miss parts of the course due to illness or bereavement, need advice regarding resits, need extensions to deadlines or have other relevant personal issues), then your Programme Director is the appropriate person to approach. She should be informed of any circumstances (e.g. illness, bereavement, disability or other) affecting attendance or performance on the programme.

For queries regarding individual lectures, or online topics, the student should first of all seek help from the tutor/lecturer delivering the lecture, or online topic. The Tutor for that Unit is responsible for the overall content, structure, organisation, compilation of the Unit reading list, and setting of examinations for that particular Unit; s/he will be willing to receive comments on or questions about these organisational issues.

The Unit Tutor may also be contacted if a student fails a particular Unit. Feedback about each Unit is sought from all students through standard feedback questionnaires.

A Dissertation Supervisor will be allocated from ManCAD staff to support students and their own local supervisors with their Research Dissertation. The member of staff allocated will depend on the topic of the dissertation and the distribution of topics; see the Dissertation Handbook for details of the arrangements for Dissertations.

The teaching timetables are supervised by Dr Kai Uus to whom timetable enquiries should be addressed.

Examination matters are managed by the Assessments and Progression team (shs.assessments@manchester.ac.uk), to whom examination enquiries should be addressed.

ManCAD Laboratory

The ManCAD Laboratory is located on the 4th floor of A Block (A4.12), and students may request access to equipment and calibration facilities, from the Laboratory staff. There are several laboratory working rooms, where students carry out practical workshops and practical examinations. There are also rooms set up with equipment for developing practical skills on the Ground Floor of B Block (see below); students are strongly encouraged to make use of them early in the course (they may become fully booked later).

Laboratory staff are Alice Bain (Experimental Officer). BG.20: Audiometric booths

4 x stand-alone audiometers

1 x GSi Tympanometer

A4.7: 4 x Aurical hearing aid fitting stations.

BG.16: Vestibular Test equipment

A4.11: Speech tests (parrot, FAAF etc)

A check list is available for each room listing the equipment and consumables.

A key aspect of clinical professionalism is taking responsibility for leaving rooms and equipment clean and tidy, ready for the next user. This includes reporting faulty equipment and re-stocking used materials (or reporting the need for replenishment to the appropriate person).

At the University of Manchester we expect the highest standards from all audiology students, undergraduate and postgraduate, in this respect. We do not expect any materials or equipment to go missing from these rooms, and we will take a very severe view of any such losses.

BG 20 has four audiometry booths, associated equipment, and a cupboard to keep material such as earplugs and insert earphone tips. A4.7 has four computer stations with hearing aid test boxes.

The Cubicles on the 4th Floor have Aurical Systems equipped for hearing aid measurements, REMs and audiometry.

Course Units

Please find all updated unit specifications in your Programme Package as well as in the Canvas space of each unit.

University Regulations and Policies

Communication and Dress Code for Audiology Students

It has been shown that non-verbal communication is at least as important as verbal communication, so how a student or healthcare professional appears to patients, relatives or colleagues means as much as what he or she says. As healthcare profession students in professional and Clinical Skills Development Labs, you must:

Dress in a manner that adds to, and does not detract from, effective communication. How he/she appears as a student professional is something all students and graduates must consider and respond to. In general, male and female students must be clean and

smartly dressed. Thus the following are not permitted as they are deemed to be incompatible with effective, sensitive communication:

Wearing a tee-shirt with slogans

Visible body art

Large amounts of body and face jewellery

Revealing clothing that may be considered unacceptable by patients or peers

Covering most of the face. This is true not only in clinical settings but also throughout the educational elements of the programme which are built around group work with other students and tutors.

Students must be able to participate fully in communication and other skills training, discussion and assessment. As well as adhering to the dress code above, it means being able to interact fully with patients, standardised patients, teachers and examiners of any cultural or ethnic background or either gender.

Whilst individual cultural practice is respected, it is a requirement of working with the deaf and hard of hearing, that there is access to lip-reading and facial expressions. It is therefore very important that during Clinical Skills Development Labs and whilst on clinical placement, that your face be visible at these times. During some practical sessions other students may need to practice audiological procedures on you which will involve uncovering your ears.

Dress Code Whilst On Clinical Placement

In addition to the above code, individual health care organisations will have their own dress policies and these must be adhered to whilst on placement or gaining clinical experience. When accessing a healthcare organisation for a placement or clinical experience, the organisation's policy should be discussed with your Placement Coordinator prior to commencement of the placement to ensure you know what is expected of you. Failure to comply with an organisation's dress policy may prevent you from accessing the learning resource.