



BRITISH ACADEMY
OF AUDIOLOGY

Education developments – HTS and Scope of Practice

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The challenges

- Across UK healthcare professions there is no single definition of what constitutes a scope of practice
 - No single regulatory body for all audiology professionals working in the UK.
 - Audiologists work in different sectors and contexts, with variation in roles and responsibilities at comparable career levels.
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Regulatory principle	Description related to scopes of practice	Leading practices
Definition	Clear definitions of professional scope that advance regulators' mandate of protecting public safety	Uniform legislation and regulatory authorities operating nationally provide consistent and clear practice standards and regulatory frameworks (Australia)
Flexibility	Regulation sufficiently flexible and responsive to allow for timely innovation and optimization in scopes of practice	Umbrella frameworks that offer regulatory flexibility and loosen the restrictiveness of scopes of practice (many Canadian jurisdictions)
Accountability	Scope of practice regulation is transparent and contributes to high-quality and safe patient care	Transparent and publicly accountable risk-based processes with separate oversight body (UK)
Efficiency	Optimizing coherence, coordination, and communication while maintaining focus on public safety	Licensure compacts allowing licensure recognition and sharing of regulatory data across jurisdictions (US)
Collaboration	Legitimate stakeholder perspectives included in scope of practice consultations and definitions	Increased public engagement in regulatory processes such as community reference group (Australia)

Leslie, K., Moore, J., Robertson, C. et al. Regulating health professional scopes of practice: comparing institutional arrangements and approaches in the US, Canada, Australia and the UK. *Hum Resour Health* 19, 15 (2021). <https://doi.org/10.1186/s12960-020-00550-3>



Aims

1. Defining extent and limits of practice for an audiologist.
2. Establishing the principles of good audiological practice which all audiologists must adhere to, regardless of career framework level or sector, to ensure patient safety.
3. Identifying minimum levels of clinical capabilities according to career level and/or context.





Sections

- *Section A: Who is an audiologist?* defines the clinical and professional capabilities of an audiologist.
- *Section B: Good Audiological Practice Guide* outlines expectations of audiologists in practice, including (i) knowledge, skills & performance, (ii) safety and quality, (iii) communication partnership and teamwork and (iv) maintaining trust
- *Section C: Career Framework* links career levels to capabilities.

This document will relate to educational/skill levels and not agenda for change pay scales.

It will not prescribe the number of hours required for specific roles or duties.



 Indicative Role
 Possible underpinning qualifications

Career framework level

	Knowledge	Responsibilities	
A	Requires basic factual knowledge of a field of work.	Carry out clinical, technical, scientific or administrative duties according to established protocols, procedures, or systems of work.	 Healthcare Science Assistant  Level 2 Healthcare Science Associate
B	Requires knowledge of facts, principles, processes and general concepts in a field of work.	Carry out a wider range of duties than the person working at level A, and will have more responsibility, with guidance and supervision available when needed. Contribute to service development, and are responsible for self development.	 Senior Healthcare Science Assistant / Healthcare Science Associate  Level 4 Healthcare Science Associate
C	Requires factual and theoretical knowledge in broad contexts within a field of work.	Work is guided by standard operating procedures, protocols or systems of work, but the worker makes judgements, plans activities, contributes to service development and demonstrates self development. They may have supervision of some staff.	 Hearing Aid Dispenser  Level 5 Hearing Aid Dispenser
D	Requires comprehensive, specialised, factual and theoretical knowledge within a field of work and an awareness of the boundaries of that knowledge.	Use knowledge to solve problems creatively, make judgements which require analysis and interpretation, and actively contribute to service and self development. They may have responsibility for supervision of staff or training	 Healthcare Science Practitioner / Audiologist/Senior Hearing Aid Dispenser  BSc Audiology
E	Requires a critical understanding of detailed theoretical and practical knowledge, are specialist and / or have additional responsibilities (e.g. management and leadership, education and training, or research and innovation).	Demonstrate initiative and are creative in finding solutions to problems. Responsibility for team performance and service development and they consistently undertake self development	 Senior Healthcare Science Practitioner / Senior Audiologist  M-level modules in specialist area
F	Requires a critical awareness of knowledge issues in the field and at the interface between different fields.	Demonstrates innovative practice and has a responsibility for developing and changing practice and / or services in a complex and unpredictable environment.	 Clinical Scientist  MSc
G	Requires highly specialised knowledge, some of which is at the forefront of knowledge in a field of work, which they use as the basis for original thinking and / or research.	Leaders with considerable responsibility, and the ability to research and analyse complex processes. Responsibility for service improvement or development. May have considerable clinical and/or management responsibilities, be accountable for service delivery or have a leading education or commissioning role.	 Principal Audiologist, Clinical Lead, Educational Lead  Management and leadership, PG cert in education
H	Requires knowledge at the most advanced frontier of the field of work and at the interface between fields.	Responsibility for the development and delivery of a service to a population, at the highest level or the organisation.	 Consultant Clinical Scientist  Higher Specialist Scientist Training



Career Framework



*a word on delegated function

- Professional registration may not be mandatory for NHS audiologists but our position is that it should be: prescribes professional standards, ensures that audiologists are accountable.
- In cases where responsibilities are delegated to non-registered staff, this should be under indirect supervision.
- Consider whose registration this would fall under and if appropriate training needs are met.
- All staff should be aware of their scope of practice – including the limits of practice and training needs



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Tackling the skills gap

Higher Training Scheme

Current challenges



Accessing work-based training



Career progression



Independent, external assessment

About the HTS

- A modular, in-service professional development scheme designed to enable individuals to acquire the depth and breadth of knowledge and competence to fulfil the needs of specialist and advanced practitioners.
- Builds on existing skills to prepare them for work in specialist clinical areas, such as paediatrics, vestibular assessment, and tinnitus counselling.
- Designed so that an individual can access the modules relevant to their role and development needs at any stage of their career.
- The BAA will award a certificate to individuals who successfully complete a module.

Fees

- As of 1st April 2023, HTS fees are as follows:
- Registration (per module) £295.00
- Examination (per clinical exam session) £495.00
- Re-sit fee for online viva £100.00



General info

- A minimum of a 10 credit M level course from a UK HEI covering the main areas of the module which is at UK M level, or equivalent.
- Training based on module specification, including secondments.
- Logbook, Case studies.
- Examination: a practical assessment of skills with patients followed by case vivas, plus a general viva voce

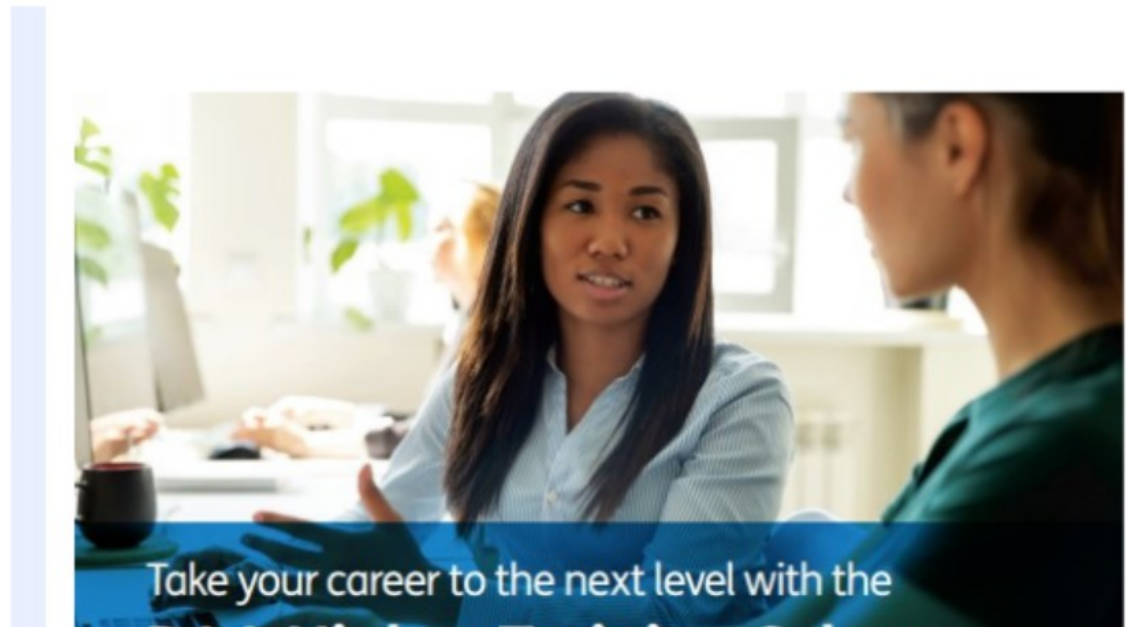


Who is this appropriate for?

1. For professionals who have only ever received in-house training (i.e., no formal, externally assessed training scheme), the appropriate route here is the HTS scheme. In most cases, this will include the academic & professional components.
2. Training for new incoming professionals.

Higher Training Scheme (HTS)

- 1 /ABOUT THE HIGHER TRAINING SCHEME
- 2 /WHAT'S INVOLVED?
- 3 /HEI M LEVEL MODULES
- 4 /FREQUENTLY ASKED QUESTIONS



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International Society of Audiology ISA

- Members
- My Account
- Higher Training Scheme ▲
- Higher Training Scheme
- HTS module Application
- Your log books
- Supervisor Dashboard
- Examiners
- Knowledge Hub

Higher Training Scheme

The Higher Training Scheme (HTS) is a modular, in-service programme that builds on your existing audiology skills; ideal for those that want to become an advanced practitioner or work in specialist clinical areas such as





Next steps

- Working with NHSE to support access to and development of career pathways.
 - Looking at training and support for existing, qualified professionals.
 - Growing our base of HTS supervisors and examiners.
 - Scaling up HTS to meet likely increased demand.
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