UNIVERSITY CENTRE SOUTH DEVON

PROGRAMME QUALITY HANDBOOK 2022-2023

Aptitude Test in Hearing Aid Dispensing

Contents

1. Welcome and Introduction to Aptitude Test in Hearing Aid Dispensing.

1.1 Welcome statement

Welcome to your Programme Quality Handbook (PQH), this PQH is designed to provide you with programme related information both for before and during your studies. In addition to this PQH our UCSD interactive website contains our online Handbook to support you which studying at UCSD. A link is available here [Student Handbook | University Centre South Devon (ucsd.ac.uk)](). It can also be navigated by going to [www.ucsd.ac.uk]() and searching for student handbook.

Welcome to the Specialist Practice and Professional Issues module. This module has been designed to meet the needs of Audiologists who wish to become eligible to apply for registration with the Health and Care Professions Council (HCPC) as a registered hearing aid dispenser (RHAD). The module may be suitable for audiologists working in the National Health Service (NHS) or students graduating from audiology degree courses which do not have HCPC approval. This module will provide students with additional knowledge and understanding of the roles and requirements of a Hearing Aid Dispenser (HAD) using case studies and examples to illustrate concepts where appropriate. A hearing aid audiologist is an autonomous practitioner and must be able to draw together knowledge and skills from different areas of their education and training to apply selectively in particular situations. Clinical Education programmes are designed in partnership with public and private sector health and social care providers. They continue to be evaluated and updated to reflect changes in local and national health and social care agendas and professional body requirements. The programme has been designed specifically to draw links between the theory and practice of audiology and as such, clinical work-based activity is central to your experience on this programme.

Successful completion of the Aptitude Test in Hearing Aid Dispensing provides eligibility to apply for registration with the Health and Care Professions Council (HCPC) as a Hearing Aid Dispenser.

1.2 Programme Management

Role	Person	Email address

Personal Tutor and/or HE Lead	Stephen Campbell	stephencampbell@southdevon.ac.uk
Programme Coordinator	Antonio Giulio Specchia	antoniospecchia@southdevon.ac.uk
Higher Education Coordinator	Sarah Venn-Dunn	sarahvenndunn@southdevon.ac.uk
Curriculum Head	Lucy Parkin	lparkin@southdevon.ac.uk
Assistant Principal	Maria Woodger	mariawoodger@southdevon.ac.uk

1.3 Personal Tutor

Your personal tutor's role is to support your personal and professional development, develop your academic skills, manage student expectations, achieve positive student-staff communications, provide pastoral support and signposting, and monitor your wellbeing. They should be your first port of call for advice and/or direction for further support on academic or pastoral matters.

1.4 Tutoring at UCSD

UCSD's aim is to facilitate and promote positive student engagement in learning, wellbeing, academic success, and progression. This is coordinated through an integrated tutorial model:

1. Personal and pastoral tutoring to monitor students' wellbeing and support their personal development.
2. An academic tutoring curriculum to support in the development of academic and employability skills and monitor your academic and professional progress
3. Professional services including the Student Support Hub team, library services, employability, academic standards and quality
4. The integrated tutorial model ensures all students have a personal tutor and scheduled group and/or one-to-one Tutorials, and are able to access professional study skills, wellbeing, disability and employability guidance from the HE Student Support Hub.

The tutorial curriculum and Personal Development is tailored for your programme including consideration of the size of programme, the hours that you are studying and the level of your programme. Details will be provided by your personal tutor

Your personal tutor's role is to support your personal and professional development, develop your academic skills, manage student expectations, achieve positive student-staff communications, provide pastoral support and signposting, and monitor your wellbeing. They should be your first port of call for advice and/or direction for further support on academic or pastoral matters. However, your tutor may refer you to members of the Student Support Hub to provide specialist advice and information. See section Student Support Hub below for more information.

1.5   Course Contact List

Details of your modules leaders and how and when they can be contacted are below.
If you have questions about a module, please contact the appropriate module leader.

If you have any questions about the programme or your pastoral needs please contact your personal tutor.

If you have any questions about fees, funding or support from the university please contact university@southdevon.ac.uk

Module Leader	Modules	Contact	If part time days/hours that are worked
Stephen Campbell	UCSD2047	stephencampbell@southdevon.ac.uk	

1.6   Preparing for your programme

At UCSD, we understand that degree level study is a big step up from previous studies. To help prepare you for the degree we recommend engaging with preparatory activities. For more information on the resources available, please visit our website: https://www.ucsd.ac.uk/the-first-year-at-university/.

The Student Support Hub is available throughout the duration of your programme and offers a range of services, acting as a first port of call for academic, study, wellbeing, disability, fees/funding, employability and progression support.

Preparatory reading is a great way to develop your knowledge and skills to be ready for the next level of study in higher education. Please see below some recommended reading to undertake prior to the start of your course:

Preparatory activities and reading

Please find below a list of essential and recommended reading specific to this programme, this can also be accessed through your course Moodle page. Reading lists should be used as a recommended set of readings that can help you understand the content of a module and provide a basis for research for your assessment. The library stocks many other resources (print and online) which should be used alongside the reading list. These can be accessed by searching Heritage, please see the library Moodle page for more information linked here. If you have any questions about accessing and using library resources please contact the Academic Skills Officers via hestudy@southdevon.ac.uk.
Essential Reading:
 - Health and Care Professions Council standards and guidance documents including standards of proficiency
- MCKINLEY, M.M., 2011. Ethics in marketing and communications [electronic resource] ; Towards a global perspective / Edited by Mary M. McKinley. Basingstoke: Palgrave Macmillan.
- Vestergaard Knudsen, L., 2010. Factors Influencing Help Seeking, Hearing Aid Uptake, Hearing Aid Use and Satisfaction With Hearing Aids: A Review of the Literature. Trends in amplification., 14(3), pp.127–154.
- Carson, A.J., 2005. "What brings you here today?" The role of self-assessment in help-seeking for age-related hearing

1.7   Curriculum design principles

Programme Rationale (summary)

The curriculum has been developed in close collaboration with healthcare employers to ensure the integration of theory and practice and is aligned to the standard for Hearing Aid Dispenser. The programme balances academic and practice-based demands to prepare students for Hearing Aid Dispenser in the public and independent sector.

The course is focused on delivering the skills for graduates to be fit for purpose, practice and registration and encourages lifelong learning and emphasises the importance of Continuing Professional Development by utilising self-directed learning and reflection in a programme designed to support learners. Student's theoretical and work-based learning is reviewed and supported by highly specialised staff and peers alike in an encouraging and critically supportive environment which utilises the context of professional examples, discussions and placement. There is a strong synthesis between work-related and work-based learning enabling excellent theory to practice links. Not only will it focus on training to deliver safe and effective interventions that are evidence-based and responsive to the needs of diverse hearing-impaired communities, but also to be sensitive to the needs of service users and carers, working with them in partnership to empower and enable them.

Context

Audiology is an exciting career with many avenues for employment and specialisation. It involves both a strong scientific interest and aptitude with exceptional interpersonal and communication skills, oral as well as written.

This embedded work-based programme will provide a challenging balance between the development of core skills and professional practice required by Hearing Aid Audiologists who have knowledge in basic sciences, medical aspects of audiology, audiological techniques, hearing advice and rehabilitation.

Teaching and Learning Strategy

You will be supported in your learning, in the following ways:

Lectures will provide the theoretical knowledge that is required for students to effectively carry out the role of a Hearing Aid Dispenser. Students will assess, appraise, interpret and prioritise information to inform best practice across the patient journey. Students will work

in the best interest of service users, protecting their confidentiality, privacy and safety including record keeping. Students will provide effective time management and comply with regulatory standards.

Student-Directed Learning will take the form of directed online learning. There will be a range of resources available via Moodle, which you may choose to use to develop your skills and application of theory.

Resources

You will be provided with a reading list in the Module Record within this document and the Module Guide.

1.8 Assessment and feedback strategy

Assessment of your learning is an essential part of attaining your qualification. Your assessments will be design in accordance with the UCSD Assessment Policy https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/ and the assessment guidance on the UCSD website https://www.ucsd.ac.uk/student-life/support/assessment-guidance/

Your module leaders will support you to develop the skills to succeed in your assessments. But you can also use the self-directed guidance on https://www.ucsd.ac.uk/student-life/support/assessment-guidance/ and receive one-to-one support from the HE Study team by contacting HEstudy@southdevon.ac.uk

Your assessment timetable will be available on Moodle at the start of your course.

1.9 Student Support Hub

The University Centre South Devon (UCSD) is committed to an ethos of equality and inclusivity. How we will support you is set out in the Student Development Policy, available on the UCSD website https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/ By becoming a UCSD student you enter a partnership with us, committing yourself to positively engaging and actively taking part in scheduled learning activities, self-directed learning and alerting your teaching team and/or the Student Support Hub to any additional needs you have. In return we commit to support you to achieve your potential. This relationship is set out in our Student Charter https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/

The UCSD Student Support Hub https://www.ucsd.ac.uk/student-life/support/ is based on the ground floor of the University Centre. Many

students think that the Support Hub is only for when they have exhausted all other avenues of support. But we encourage you to seek us out as soon as you think that you are struggling, because it is much easier to solve issues when they emerge. Also, students may feel that they are expected or should be able to manage any difficulty, but it is better to contact us to discuss what we can support, rather than make that decision yourself. Therefore, all students are encouraged to contact the Hub team early in their student journey, the service is available year-round except for closure days (normally around Christmas, so that you can be supported to thrive:

- **HE Study Team**
  The HE Study Team's role is to support you to develop your study and academic skills. You may have just progressed from a Level 3 course such as A' Levels, Access to HE, BTEC, or a Level 3 Diploma, or not have studied for many years, but everyone will find the step up to Higher Education learning a challenge and for some it will be more challenging we are here to support everyone. The team are here to support you to enjoy and make the most of your academic studies, that includes students who are doing well and want to do better and those for whom learning is more challenging. There is a wealth of resources on the UCSD website https://www.ucsd.ac.uk/student-life/support/study-skills/ and you can book one-to-one sessions by emailing HEstudy@southdevon.ac.uk sessions can be held face to face or on MS Teams.

- **HE Disability Team**
  If you have a disability or difficulty, whether that is physical, mental health or a learning difficulty, rest assured you will receive the support and assistance you need to study. You can contact us even if you are unsure that you might have a disability or difficulty as we are happy to have a chat about how you feel. Our team will guide and assist you from the initial enquiry, through the application and assessment process, and signpost you to additional resources and services where required. Find out more information on our website https://www.ucsd.ac.uk/student-life/support/disability-support/ or visit the Government's website about Disabled Students' Allowance https://www.gov.uk/disabled-students-allowance-dsa If you are an apprentice student, you are entitled to the same support, but the application process is slightly different. The earlier you contact the team, the quicker the support can be in place, please contact HEdisability@southdevon.ac.uk

- **HE Wellbeing Team**
  The Wellbeing team can provide support to students experiencing wellbeing challenges that impact on their studies we understand that studies can face many difficulties so, don't be afraid to speak to us. The team offers urgent and regular support to help you adjust to and manage student life, stay positive and motivated, encourage you to continue with your studies, and manage the unexpected. Students who have mental health difficulties can apply for disability support to provide regular and specialist support. For more information see

https://www.ucsd.ac.uk/student-life/support/wellbeing-support/ or contact HEwellbeing@southdevon.ac.uk

- **HE Employability**
  The Employability team are available to support you as your career plans develop. They can offer placement opportunities and help you to find appropriate work while you are studying. You can discuss your ideas, gain support researching opportunities, have feedback on your CV, personal statement or job application, and practice your interview skills. For more information see https://www.ucsd.ac.uk/employability-and-next-steps/ or contact HEemploy@southdevon.ac.uk

Before you start your programme, you should engage with the Stepping up to Higher Education resources on our website https://www.ucsd.ac.uk/stepping-up-to-higher-education/ There will also be a course induction by the programme team during the first week of learning.

| Commented [CM2]: Amended to say that the first week of study will include an induction session. |

UCSD encourages all students to actively engage with their tutor and the HE Student Support Hub to access study skills, wellbeing, disability, and employability support throughout their studies. Make the most of the support available to you, so that you can gain the best degree.

1.10   Preparation for Employment, further academic study and personal development

Audiology is an exciting career with many avenues for employment and specialisation. It involves both a strong scientific interest and aptitude with exceptional interpersonal and communication skills, oral as well as written. Career opportunities are varied and include roles within the NHS, the private sector and with hearing aid and audiology manufacturers at home and abroad.

1.11   UCSD Enterprise and Employability Framework Mapping

The UCSD Enterprise and Employability Framework sets out employability criteria that every UCSD graduate should achieve. Evidence here activity within the programme, or signpost to further support, that matches each of the criteria:

FHEQ **level:** 5

Employability Criteria	Definition	Programme Aims and Intended LOs	Module Aims and LOs	Assessment	Extra activity (i.e. trips)	Other UCSD areas of activity
Job-specific skills	Students demonstrate the specialist and technical knowledge and skills needed by employers (in the sector) locally and nationally.	N/A	UCSD2047 LO 1 - LO6	UCSD2047 written exam	Master classes with hearing aid manufacturers	
General skills (aka. Transferable skills, 'soft' skills)	Students demonstrate the general knowledge, behaviours, and skills needed by every employer and workplace.	N/A	UCSD2047 LO 1 - LO6	UCSD2047 coursework	Guest lecturers	
Digital skills	Students demonstrate the essential digital knowledge, behaviours, and skills needed by employers.	N/A	UCSD2047 LO6	UCSD2047 coursework	Master classes with hearing aid manufacturers	
Practice and Experience	Students apply their knowledge and skills to specific career-relevant situations, and within career-relevant contexts.	N/A	UCSD2047 LO 1 - LO6	UCSD2047 written exam	Professional discussions	
Careers Guidance	Students explore their knowledge, skills, and behaviours, in terms of their future, employment, and chosen career areas.	N/A	UCSD2047 LO 1	UCSD2047 coursework	Professional discussions and guest lectures	
Enterprise	Students create ideas, set within practical situations, which lead to cultural, social or economic value. This can, but does not have to, lead to venture creation.	N/A	UCSD2047 LO 3	UCSD2047 written exam	Professional discussion and guest lectures	
Personal Development	Students reflect on their identities, qualities, and values to better understand themselves, from which to make informed choices about future employment.	N/A	UCSD2047 LO 1 - LO6	UCSD2047 coursework	Professional discussions	

Professional Behaviours	Students display the professional behaviours required of best practice and suitable for general employment.	N/A	UCSD2047 LO 1, LO 2, LO4 & LO 5	UCSD2047 written exam	Guest lectures	
Networking	Students have opportunities to grow and utilise personal networks of support for a wide range of career- and industry-related activities.	N/A	UCSD2047 LO 1 - LO3	UCSD2047 coursework	Ex-alumni webpage	

Further information:

Employability is a vital part of the learning journey of all UCSD students and is integrated throughout the programme at FHEQ Level 6. As detailed in the UCSD Enterprise and Employability Framework, UCSD students develop their employability across nine criteria. This section highlights any other areas of activity, signposting, or links to industry and employer standards.

Extra employability-related activity will be recorded on the Employability Activity Form.

1.12   Student engagement in ongoing programme development

UCSD sees students as partners in their academic process, we actively seek and respond to your feedback at several points within the year. You and your course peers will elect a Student Representative to represent your views at Student Consultative Forum three times a year. The Lead Student Rep, elected by the whole student body also acts as a Student Governor in South Devon College's governance structures to represent your views. Students are also asked to give early and end of module review feedback to improve module delivery, and surveys about their student satisfaction once a year. In addition, students can always discuss any concerns or areas of good practice with their personal tutor.

Below, we outline the recent feedback that has been received from students and how we have developed the programme in response to that feedback.

You said:	We did:
The programme team should provide an alternative format for the lectures, for those students affected by learning disabilities. (Post-module feedback form, Sept, 2021)	We now release the lectures as PDF as well as a video recorded lecture. (January 2022)

1.13 Applicable Policy, Procedures and Regulations

Policy/Procedure/Regulation	Provision	Comments
Regulations	UCSD	
Terms and Conditions	UCSD	
Fee Policy	UCSD	
Admission Policy	UCSD	
Academic Complaints Policy	UCSD	
Service Complaints Policy	UCSD	
Code of Conduct and Disciplinary Policy	UCSD	
Fitness to Study/Study and Wellbeing Review Policy	UCSD	
Academic Offences Policy	UCSD	
Extenuating Circumstances Policy	UCSD	
Academic Appeals	UCSD	Stage 1 is dealt with UCSD
Assessment Policy	UCSD	
Other – please stipulate		HCPC post accreditation

2. Programme Specification

2.1 Programme Details

Awarding Institution:	South Devon College
Teaching Institution:	South Devon College
Accrediting Body:	South Devon College
Language of Study:	English
Mode of Study:	Full Time
Final Award:	FdSc
Intermediate Level 4 Award:	N/A
Programme Title:	Aptitude Test in Hearing Aid Dispensing
UCAS Code:	
Benchmarks:	HCPC Standards of Proficiency
Date of Programme Approval:	January 2020

2.2 Brief Description of the Programme

The curriculum has been developed in close collaboration with healthcare employers to ensure the integration of theory and practice and is aligned to the standard for Hearing Aid Dispenser. The programme balances academic and practice-based demands to prepare students for Hearing Aid Dispenser in the public and independent sector.

Hearing is an incredibly complex area to study; diagnosing the medical conditions that can affect your hearing is a skill which you will learn and relies on many tests which you will learn about and be able to conduct. Equally, helping people with a hearing difficulty is challenging and will require significant skills from you to help them in their everyday life.

The course is focused on delivering the skills for graduates to be fit for purpose, practice and registration and encourages lifelong learning and emphasises the importance of Continuing Professional Development by utilising self-directed learning and reflection in a programme designed to support learners. Student's theoretical and work-based learning is reviewed and supported by highly specialised staff and peers alike in an encouraging and critically supportive environment which utilises the context of professional examples, discussions and placement. There is a strong synthesis between work-related and work-based learning enabling excellent theory to practice links. Not only will it focus on training to deliver safe and effective interventions that are evidence-based and responsive to the needs of diverse hearing-impaired communities, but also to be sensitive to the needs of service users and carers, working with them in partnership to empower and enable them.

Audiology is an exciting career with many avenues for employment and specialisation. It involves both a strong scientific interest and aptitude with exceptional interpersonal and communication skills, oral as well as written. Career opportunities are varied and include roles within the NHS, the private sector and with hearing aid and audiology manufacturers at home and abroad.

At the end of the this course, students who are no longer or able to continue on a clinical programme can either exit their studies with the Certificate of Higher Education or transfer their studies onto the non-clinical Foundation Degree Health Studies. Neither of these qualifications will provide students with the eligibility to apply for registration with the Health and Care Professions Council (HCPC).

2.3 Details of Accreditation by a Professional/Statutory Body (if appropriate)

This course is approved by HCPC

4. Exceptions to Regulations

N/A

5. Programme Aims

The programme will provide:

1. a compassionate, competent and confident Hearing Aid Dispenser who is able to practise within the legal and ethical boundaries of their profession.

2. a range of audiological specific skills and transferable knowledge to support their continuing personal, professional and academic development.

3. the academic knowledge and skills to enhance understanding of the key concepts of the knowledge base of the Hearing Aid Dispenser role and its impact on professional practice.

4. the ability to analyse relevant academic theories and concepts to enhance work performance through work based learning and take into consideration personal and cultural awareness to work across organisational boundaries.

5. a range of subject-specific and transferable knowledge and skills to support continuing personal, professional and academic development through the use of work based learning and classroom participation.

6. **Programme Intended Learning Outcomes**

1. Knowledge and understanding

On successful completion graduates should have developed:

4. The ability to integrate principles, theory and practice in the context of audiological science utilising information from a wide variety of sources including current research.
5. Knowledge of the physiology, organisation and function of the auditory and audiovestibular processes and human needs across the lifespan.
6. The skills to critically analyse the importance of using current evidence-based practice to improve the quality of service delivery as a Hearing Aid Dispenser.

2. Cognitive and intellectual skills

On successful completion graduates should have developed:

4. A range of established techniques to initiate and undertake critical analysis of information and be able to propose appropriate solutions to address any concerns.
5. The ability to apply problem-solving and critical thinking skills in academic and practice settings taking account of relevant social, cultural, psychological and ethical issues.
6. Effective communication skills, in order to deal with a variety of both straightforward and complex subjects, and patients with different cultural and socioeconomic needs.

3. Key and transferable skills

On successful completion graduates should have developed the ability to:

4. Communicate complex, sensitive information to a wide variety of professionals through a variety of methods including the use of interpersonal skills, written and verbal effectiveness, accurate record keeping, keeping information confidential and appropriate use of technology and equipment for the role including data entry.
5. Apply the qualities and transferable skills necessary for their employment that require a professional value base and personal responsibility and accountability.
6. Evaluate the appropriateness of different approaches to solving problems within their area of practice.

4. Employment related skills

On successful completion graduates should have developed:

4. Self-awareness through reflection and the performance required within own sphere of practice, in accordance with values and behaviours of a Hearing Aid Dispenser.
5. The ability to maintain and further develop own skills and knowledge, and that of others, through recognised Continued Professional Development (CPD) activities enabling flexibility in practice and responsiveness to changing service needs.
6. Appropriate leadership within the scope of the role to effectively manage own case load and promote inter-professional and multidisciplinary team working.

5. **Practical skills**

On successful completion graduates should have developed:
4. The ability to provide and promote holistic patient/person-centred care and support, duty of care and safeguarding of individuals.
5. Competence in a range of relevant clinical, technical and administrative procedures relevant to the scope of practice.
6. Interdisciplinary skills for both straightforward and complex work, in one-to-one and in group and team situations in order to plan, organise, allocate, review and evaluate their own practice in a variety of settings.

Admissions Criteria

Entry Requirements for Hearing Aid Audiology Bridging Programme are:

You must have completed training, in one of the following registration routes,
- A Clinical Physiologist (Audiology) with Registration Council for
Clinical Physiologists (RCCP).
- A Healthcare Science Practitioner (Audiology) with the Academy
for Healthcare Science (AHCS).
- A Clinical Scientist (Audiology) with Health & Care Professions
Council (HCPC).

All students must also have Maths & English at GCSE Grade 4 (C) or
Equivalent Level of English.
For applicants with international qualifications, must be able to
demonstrate a level of English equivalent to an overall 7.0 on the
International English Language Testing System (IELTS) with 6.5 in all
other elements.

Students must be able to demonstrate evidence confirming they have demonstrated the
required clinical competencies covering a period of 1 month prior to application.

Disclosure & Barring Service Enhanced Check:
As you will be working with the public, you will be required to
complete an enhanced Disclosure & Barring Service (DBS) check prior
to the start of the programme. An enhanced DBS check covers all
previous convictions, including spent ones. Further information is
available via the UCSD Applicants with Criminal Convictions and the
Disclosure and Barring Service (DBS) Procedure

3. Module Records

South Devon College
Module Record

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via the HE Faculty Office Procedures for approval and issue of new module code.*

MODULE CODE: UCSD2047   **MODULE TITLE:** Specialist Practice and Professional Issues **CREDITS:** 20   **FHEQ LEVEL:** 5   **HECOS CODE:** Audiology 100257 **PRE-REQUISITES:** None   **CO-REQUISITES:** None   **COMPENSATABLE:** No
SHORT MODULE DESCRIPTOR:

This module provides students with additional knowledge and understanding of the roles and requirements of a Hearing Aid Dispenser (HAD) using case studies and examples to illustrate concepts where appropriate. A hearing aid audiologist is an autonomous practitioner and must be able to draw together knowledge and skills from different areas of their education and training to apply selectively in particular situations.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment*				
E2 (Examination)	Pass/Fail	**C1 (Coursework)**	100%	

SUBJECT ASSESSMENT PANEL to which module should be linked: FdSc Hearing Aid Audiology

Professional body minimum pass mark requirement: the Pass mark for the Exam is 70%

MODULE AIMS:

By the end of this module students will be able to:
- Demonstrate an in-depth legal knowledge and business skills required to dispense hearing aids in the private sector as an independent or employed dispenser.
- Meet the eligibility criteria to apply for registration as a Hearing Aid Dispenser (HAD) with the Health and Care Professions Council (HCPC)

ASSESSED LEARNING OUTCOMES:

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1. Recognise Professional registration and regulation and identify the role of professional bodies/societies LO2 Recognise consumer protection and marketing in relation to professional body requirements LO3 Recognise the role of business planning in relation to hearing aid dispensing LO4 Recognise quality control and audit as a hearing aid dispenser LO5 Identify health and safety and safeguarding as a hearing aid dispenser LO6 Recognise hearing aid technology updates within the role of a hearing aid dispenser	Knowledge and Understanding 1, 2 & 3 Cognitive and Intellectual Skills 1, 2 & 3 Key and Transferable Skills 1, 2 & 3 Employment Related Skills 1, 2 & 3 Practical Skills 1, 2 & 3

DATE OF APPROVAL: XX/XX/XXXX	**AWARDING BODY:** South Devon College
DATE OF IMPLEMENTATION: 09/2020	**SEMESTER:** N/A
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2022/23   **NATIONAL COST CENTRE:** 103
MODULE LEADER: Stephen Campbell   **OTHER MODULE STAFF:** Antonio Specchia

Summary of Module Content

Topics covered in this module include:
- Professional registration and regulation and the role of professional bodies/societies
- Consumer protection and marketing
- Business planning
- Quality control and Audit
- Health and Safety and Safeguarding
- Hearing aid technology update

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
VLE Activity	30	Lectures and supporting information of 6 subsections
Scheduled activities and revision	40	Lectures and scheduled revision delivered within block delivery
Guided Independent Study	130	Independent reading and revision
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam	MCQ Aptitude Test in Hearing Aid Dispensing LO1 LO2, LO3, LO4, LO5 LO6	Pass/Fail
Coursework	Leaflet LO6	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam	Referral MCQ Aptitude Test in Hearing Aid Dispensing LO1 LO2, LO3, LO4, LO5 LO6	Pass/Fail
Coursework	Leaflet LO6	100%

Commented [CM3]: @Antonio Specchia @Tharshini Swann you are over assessing LO3 and LO6 by assessing it twice for both elements. Please remove one LO3 and one LO6