



**UNIVERSITY
CENTRE**
SOUTH DEVON

PROGRAMME QUALITY HANDBOOK 2023 - 2024

Higher Apprenticeship / FdSc Hearing Aid Audiology



www.hcpc-uk.org

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1. Welcome and Introduction to FdSc Hearing Aid Audiology.

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 Foundation Degree FdSc Hearing Aid Audiology,

This programme has been designed in partnership with public and private sector health and social care providers. It continues to be evaluated and updated to reflect changes in local and national health and social care agendas. It has been designed specifically to draw links between the theory and practice of healthcare and as such, clinical work-based activity is central to your experience on this programme.

This programme has been designed to equip you with the skills, knowledge and behaviours required to work as a compassionate, competent and confident Hearing Aid Dispenser. As a Hearing Aid Audiology Apprentice, you will develop 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. As part of the programme, you will apply critical thinking and problem-solving skills to both academic and clinical practice with active consideration of equality and diversity, personal and cultural awareness including an awareness of Prevent, which will support students to work across organisational boundaries.

Successful completion of the FdSc Hearing Aid Audiology programme 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
Curriculum Head	Lucy Parkin	lparkin@southdevon.ac.uk
Programme Coordinator	Antonio Giulio Specchia	antoniospecchia@southdevon.ac.uk
Higher Education Coordinator	Sarah Venn-Dunn	sarahvenndunn@southdevon.ac.uk
Lecturer / Personal Tutor	Jason Lien	jlien@southdevon.ac.uk
Lecturer / Personal Tutor	Stephen Campbell	stephencampbell@southdevon.ac.uk
Lecturer / Personal Tutor	Tharshini Swann	tharshiniswann@southdevon.ac.uk
Lecturer	Ella Reynolds	ellareynolds@southdevon.ac.uk
Practice Learning Coach	Kelly Swaby	kellyswaby@southdevon.ac.uk
Assessor Coach	Anne Gallon	annegallon@southdevon.ac.uk
Assessor Coach	Cassandra Keen	cassandrakeen@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. 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.

1.4 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.

The integrated tutorial model ensures all students have a personal tutor and scheduled weekly group and/or one-to-one Tutorials, and can 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.

1.5 Course Contact List

Details of your module leaders and how and when they can be contacted are below. You can also view the profile of the teaching team within the curriculum area that your programme is based via this link: [Meet the Team | University Centre South Devon \(ucsd.ac.uk\)](#)

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
Antonio Giulio Specchia	UCSD1130 UCSD1136	antoniospecchia@southdevon.ac.uk	Mon – Thurs (8am – 4pm)
Jason Lien	UCSD1132 UCSD1134	jlien@southdevon.ac.uk	Mon & Thurs (8am – 4pm)
Stephen Campbell	UCSD1135 UCSD1133 UCSD2134 UCSD2136	stephencampbell@southdevon.ac.uk	
Tharshini Swann	UCSD1131 UCSD2135 UCSD2137 UCSD2138	tharshiniswann@southdevon.ac.uk	Mon – Thurs (8am – 4pm)

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. Each year UCSD organise Stepping up to HE workshops, with a focus on supporting you to develop your research and writing skills, alongside academic techniques.

For more information on the workshops and 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. When progressing to the next level of study of your higher education, there are also workshops and activities available to support you with progressing your graduate skills.

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

Preparatory Reading:

- British Academy of Audiology - Students webpage, resources including student blogs, experiences, podcasts, etc. - <https://www.baaudiology.org/careers/students/>
- Health & Care Professions Council (HCPC) – Student Hub, resources provide guidance and learning materials for students and learners - <https://www.hcpc-uk.org/students/>
HCPC Standards of Proficiency for Hearing Aid Dispensers - <https://www.hcpc-uk.org/standards/standards-of-proficiency/hearing-aid-dispensers/>
- HCPC Registration Requirements - <https://www.hcpc-uk.org/registration/>
- British Society of Audiology Resources - <https://www.thebsa.org.uk/resources/>

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 Institute for Apprenticeships & Technical Education apprenticeship standard for Hearing Aid Dispensers:
<https://www.instituteforapprenticeships.org/apprenticeship-standards/hearing-aid-dispenser/>

The programme balances academic and practice-based demands to prepare students to take on the role of a 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.

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. Career opportunities are varied and include roles within the NHS, the private sector and with hearing aid and audiology manufacturers at home and abroad.

The FdSc Hearing Aid Audiology is an innovative programme boasting exclusive connections with its placement environments, enabling access to a range of real-life situations in both clinical and community environments as well as access to simulation suites. 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.

Content

On successful completion graduates should have developed:

- 1) 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.
- 2) Knowledge of the physiology, organisation, and function of the auditory and audiovestibular processes and human needs across the lifespan.
- 3) 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.

Cognitive and intellectual skills

On successful completion graduates should have developed:

- 1) A range of established techniques to initiate and undertake critical analysis of information and be able to propose appropriate solutions to address any concerns.
- 2) 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.
- 3) Effective communication skills, in order to deal with a variety of both straightforward and complex subjects, and patients with different cultural and socioeconomic needs.

Key and transferable skills

On successful completion graduates should have developed the ability to:

- 1) 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.

- 2) Apply the qualities and transferable skills necessary for their employment that require a professional value base and personal responsibility and accountability.
- 3) Evaluate the appropriateness of different approaches to solving problems within their area of practice.

Employment related skills

On successful completion graduates should have developed:

- 1) Self-awareness through reflection and the performance required within own sphere of practice, in accordance with values and behaviours of a Hearing Aid Dispenser.
- 2) 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.
- 3) Appropriate leadership within the scope of the role to effectively manage own case load and promote inter-professional and multidisciplinary team working.

Practical skills

On successful completion graduates should have developed:

- 1) The ability to provide and promote holistic patient/person-centred care and support, duty of care and safeguarding of individuals.
- 2) Competence in a range of relevant clinical, technical and administrative procedures relevant to the scope of practice.
- 3) 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.

Teaching and Learning Strategy

The course will be delivered in a blended format; each week new teaching material will be released online. Students are required to attend their weekly online tutorial sessions (via Teams). Students are also required to attend residential blocks in person.

Resources

The University Centre South Devon hosts its very own clinic environment based within the main South Devon College Building. Our fully equipped clinic rooms, host a range of audiological devices from microsuction units to devices that measure the middle ear. Students will have full access to these rooms during their residential blocks with us.

1.8 Knowledge, skills and behaviours developed on the programme

Knowledge, skills and behaviours will be developed and assessed as per follow:

	Knowledge
K1	Written exam pass/fail (UCSD2137); Online test (UCSD1131); Level 4 Practice Assessment Document (UCSD 1122); Level 5 Practice Assessment Document (UCSD2134)
K2	Written exam pass/fail (UCSD2137); Online test (UCSD1131); Level 4 Practice Assessment Document (UCSD 1122); Level 5 Practice Assessment Document (UCSD2134)
K3	Written exam pass/fail (UCSD2137); Online test (UCSD1131); CPD Profile (UCSD2134)
K4	Written exam pass/fail (UCSD2137); Online test (UCSD1131); CPD Profile (UCSD2134) Practice Assessment Document (UCSD2134)

K5	Case Study presentation (UCSD2138); Presentation (2046); Report on HA Technology (2047)
K6	Professional Discussion (NEWMOD); Clinical Exams (UCSD1135, UCSD2134); Presentation (UCSD2136)
K7	Clinical Exam (UCSD1135); Written Exam (UCSD1133)
K8	Level 4 Practice Assessment Document (UCSD1133); Level 5 Practice Assessment Document (UCSD2134)
K9	Written exam pass/fail (UCSD2137); Online test (UCSD1131); Presentation (UCSD2136)
K10	Reflection (UCSD1131); Online test (UCSD1131)
K11	Online test/coursework (UCSD1134); Clinical exam (1031)
K12	Online test/coursework (UCSD1134)
K13	Online test/coursework (UCSD1134)
K14	Written exam (UCSD1133); Clinical exam (1031)
K15	Written exam (UCSD1133); Clinical exam (1031)
K16	Clinical exam (UCSD1133)
K17	Clinical exam (UCSD1133)
K18	Clinical exams (UCSD1135, UCSD2134, UCSD2135, UCSD2138); Written exam (UCSD1133)
K19	Level 4 Practice Assessment Document (UCSD 1122); Level 5 Practice Assessment Document (UCSD2134); Clinical exams (UCSD1135, UCSD2134), Written exam (1029)
K20	Written exam (UCSD1133); Clinical exam (1031)
K21	Written exam (UCSD1133)
K22	Written exam (UCSD1133); Clinical exams (1031, 2044)
K23	Written exam (UCSD1133)
K24	Written exam (UCSD1133); Clinical exam (1031)
K25	Clinical exams (UCSD1135, UCSD2135, UCSD2138)
K26	Written exam (UCSD1133); Clinical exam (1031)
K27	Professional discussion (NEWMOD)
K28	Level 4 Practice Assessment Document (UCSD 1122); Level 5 Practice Assessment Document (UCSD2134)
K29	Level 4 Practice Assessment Document (UCSD 1122); Level 5 Practice Assessment Document (UCSD2134)
K30	Written exam pass/fail (UCSD2137); Online test (UCSD1131)
K31	Written exam pass/fail (UCSD2137); Online test (UCSD1131)
K32	Professional discussion (NEWMOD); Report (UCSD2137)
K33	Written exam pass/fail (UCSD2137)
K34	Written exam pass/fail (UCSD2137)
K35	Professional discussion (NEWMOD); Clinical exam (UCSD2138)
K36	Clinical exam (UCSD1135); Professional discussion (NEWMOD); Presentation (UCSD2138)
K37	Coursework (UCSD1136)
K38	Clinical exam (UCSD1135, UCSD2138); Professional discussion (NEWMOD)
K39	Professional Discussion (NEWMOD); Clinical exam (UCSD1135)
K40	Clinical exam (UCSD1135, UCSD2134); Professional discussion (NEWMOD)
K41	Professional discussion (NEWMOD); Presentation (2048)
K42	Clinical exam (2044)
K43	Level 4 Practice Assessment Document (UCSD 1122); Level 5 Practice Assessment Document (UCSD2134)
K44	Professional Discussion (NEWMOD)
K45	Online test (UCSD1131); Coursework (NEWMOD)
K46	Presentation (UCSD2136)
K47	Presentation (UCSD2136)
K48	Online test (UCSD1132)
K49	Clinical exam (UCSD2138)
K50	Level 4 Practice Assessment Document (UCSD 1122); Level 5 Practice Assessment Document (UCSD2134)
K51	Level 4 Practice Assessment Document (UCSD 1122); Level 5 Practice Assessment Document (UCSD2134)
K52	Clinical exam (UCSD2134)
K53	Clinical exam (UCSD1135)
K54	Clinical exam (UCSD1135)
K55	Clinical exam (UCSD1135)
K56	Coursework (NEWMOD)

K57	Written exam pass/fail (UCSD2137)
	Skills
S1	Level 4 Practice Assessment Document (UCSD 1122); Level 5 Practice Assessment Document (UCSD2134); Clinical exams (UCSD1135; UCSD1133; UCSD2134; UCSD2135)
S2	Level 4 Practice Assessment Document (UCSD 1122); Level 5 Practice Assessment Document (UCSD2134); Clinical exams (UCSD1135; UCSD1133; UCSD2134; UCSD2135; UCSD2138)
S3	Level 4 Practice Assessment Document (UCSD 1122); Level 5 Practice Assessment Document (UCSD2134)
S4	Level 4 Practice Assessment Document (UCSD 1122); Level 5 Practice Assessment Document (UCSD2134); CPD Profile (UCSD2134)
S5	Level 4 Practice Assessment Document (UCSD 1122); Level 5 Practice Assessment Document (UCSD2134); Coursework (UCSD1131, NEWMOD)
S6	Level 4 Practice Assessment Document (UCSD 1122); Level 5 Practice Assessment Document (UCSD2134); Clinical exams (UCSD1135; UCSD2134)
S7	Level 4 Practice Assessment Document (UCSD 1122); Level 5 Practice Assessment Document (UCSD2134)
S8	Level 4 Practice Assessment Document (UCSD 1122); Level 5 Practice Assessment Document (UCSD2134); Clinical exam (UCSD1135)
S9	Level 4 Practice Assessment Document (UCSD 1122); Level 5 Practice Assessment Document (UCSD2134)
S10	Level 4 Practice Assessment Document (UCSD 1122); Level 5 Practice Assessment Document (UCSD2134); Clinical exam (UCSD1135)
S11	Level 4 Practice Assessment Document (UCSD 1122); Level 5 Practice Assessment Document (UCSD2134)
S12	Level 4 Practice Assessment Document (UCSD 1122); Level 5 Practice Assessment Document (UCSD2134); Clinical exam (UCSD1133)
S13	Level 4 Practice Assessment Document (UCSD 1122); Level 5 Practice Assessment Document (UCSD2134); Clinical exam (UCSD1133)
S14	Level 4 Practice Assessment Document (UCSD 1122); Level 5 Practice Assessment Document (UCSD2134)
S15	Level 4 Practice Assessment Document (UCSD 1122); Level 5 Practice Assessment Document (UCSD2134); Clinical exam (UCSD1135)
S16	Level 4 Practice Assessment Document (UCSD 1122); Level 5 Practice Assessment Document (UCSD2134); Clinical exam (UCSD1135); Written exam (UCSD1133)
S17	Level 4 Practice Assessment Document (UCSD 1122); Level 5 Practice Assessment Document (UCSD2134); Clinical exam (UCSD1135); Written exam (UCSD1133)
S18	Level 4 Practice Assessment Document (UCSD 1122); Level 5 Practice Assessment Document (UCSD2134); Clinical exam (UCSD1135)
S19	Level 4 Practice Assessment Document (UCSD 1122); Level 5 Practice Assessment Document (UCSD2134); Clinical exam (UCSD1135)
S20	Level 4 Practice Assessment Document (UCSD 1122); Level 5 Practice Assessment Document (UCSD2134); Clinical exam (UCSD1135)
S21	Level 4 Practice Assessment Document (UCSD 1122); Level 5 Practice Assessment Document (UCSD2134); Clinical exam (UCSD1135)
S22	Level 4 Practice Assessment Document (UCSD 1122); Level 5 Practice Assessment Document (UCSD2134)
S23	Level 4 Practice Assessment Document (UCSD 1122); Level 5 Practice Assessment Document (UCSD2134)
S24	Level 4 Practice Assessment Document (UCSD 1122); Level 5 Practice Assessment Document (UCSD2134); Clinical exam (UCSD2134, UCSD2138)
S25	Level 4 Practice Assessment Document (UCSD 1122); Level 5 Practice Assessment Document (UCSD2134); Clinical exam (UCSD1135)
S26	Level 4 Practice Assessment Document (UCSD 1122); Level 5 Practice Assessment Document (UCSD2134)
S27	Level 4 Practice Assessment Document (UCSD 1122); Level 5 Practice Assessment Document (UCSD2134)
S28	Level 4 Practice Assessment Document (UCSD 1122); Level 5 Practice Assessment Document (UCSD2134)
S29	Level 4 Practice Assessment Document (UCSD 1122); Level 5 Practice Assessment Document (UCSD2134)
S30	Level 4 Practice Assessment Document (UCSD 1122); Level 5 Practice Assessment Document (UCSD2134)
S31	Level 4 Practice Assessment Document (UCSD 1122); Level 5 Practice Assessment Document (UCSD2134)
S32	Level 4 Practice Assessment Document (UCSD 1122); Level 5 Practice Assessment Document (UCSD2134)

S33	Level 4 Practice Assessment Document (UCSD 1122); Level 5 Practice Assessment Document (UCSD2134); Clinical exam (UCSD2138)
S34	Level 4 Practice Assessment Document (UCSD 1122); Level 5 Practice Assessment Document (UCSD2134)
S35	Level 4 Practice Assessment Document (UCSD 1122); Level 5 Practice Assessment Document (UCSD2134)
S36	Level 4 Practice Assessment Document (UCSD 1122); Level 5 Practice Assessment Document (UCSD2134)
S37	Level 4 Practice Assessment Document (UCSD 1122); Level 5 Practice Assessment Document (UCSD2134)
S38	Level 4 Practice Assessment Document (UCSD 1122); Level 5 Practice Assessment Document (UCSD2134)
S39	Level 4 Practice Assessment Document (UCSD 1122); Level 5 Practice Assessment Document (UCSD2134)
S40	Level 4 Practice Assessment Document (UCSD 1122); Level 5 Practice Assessment Document (UCSD2134)
S41	Level 4 Practice Assessment Document (UCSD 1122); Level 5 Practice Assessment Document (UCSD2134)
S42	Level 4 Practice Assessment Document (UCSD 1122); Level 5 Practice Assessment Document (UCSD2134)
S43	Level 4 Practice Assessment Document (UCSD 1122); Level 5 Practice Assessment Document (UCSD2134)
S44	Level 4 Practice Assessment Document (UCSD 1122); Level 5 Practice Assessment Document (UCSD2134)
	Behaviours
B1	Level 4 Practice Assessment Document (UCSD 1122); Level 5 Practice Assessment Document (UCSD2134)
B2	Level 4 Practice Assessment Document (UCSD 1122); Level 5 Practice Assessment Document (UCSD2134)
B3	Level 4 Practice Assessment Document (UCSD 1122); Level 5 Practice Assessment Document (UCSD2134)
B4	Level 4 Practice Assessment Document (UCSD 1122); Level 5 Practice Assessment Document (UCSD2134)

1.9 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.

1.10 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/> and attend the workshops held by the HE Study team as these provide a detailed and useful introduction to your new academic life. There will also be a course induction by the programme team a week before teaching starts.

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.

1.11 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.

1.12 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.	ILO 4.1 PA1	UCSD1133 LO1, LO2 UCSD2134 LO3, LO4 UCSD2138 LO2, LO3	UCSD1133 Practice Assessment Document and Level 4 Written Exam UCSD2134 Practice Assessment Document and Clinical Exam UCSD2138 Clinical 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.	PA 5; ILO 3	UCSD1131 LO3, LO4 UCSD1133 LO3 UCSD2134 LO2, LO3 UCSD2137 LO1-5	UCSD 1027 Reflective Journal UCSD1133 Practice Assessment Document UCSD2134 Practice Assessment	Guest lecturers	

				Document and CPD Profile UCSD2137 Written Exam		
Digital skills	Students demonstrate the essential digital knowledge, behaviours, and skills needed by employers.	PA 2; ILO1	UCSD1130 A1 LO4	UCSD1130 IT Skills Task	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.	PA1 ILO 4	UCSD1131 LO4 UCSD1136 LO1-4 UCSD1136 LO1-3 UCSD2138 LO1, LO4	UCSD1131 Reflective journal UCSD1136 Reflection and IMP UCSD1136 Professional Discussion UCSD2138 Presentation	Professional discussions	
Careers Guidance	Students explore their knowledge, skills, and behaviours, in terms of their future, employment, and chosen career areas.	PA5 ILO3	UCSD2134 LO2 UCSD2137 A1 LO6	UCSD2134 CPD Profile UCSD2137 Report	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.	PA5 ILO4	UCSD2136 LO2, LO3, LO4 UCSD2137 A1 LO6	UCSD2136 Presentation UCSD2136 Report	Professional discussion and guest lectures	
Personal Development	Students reflect on their identities, qualities, and values to better understand themselves, from which to	PA1 ILO2	UCSD1131 A1 LO2, LO4	UCSD 1032 Reflection	Professional discussions	

	make informed choices about future employment.					
Professional Behaviours	Students display the professional behaviours required of best practice and suitable for general employment.	PA1 ILO4	UCSD1133 LO3 UCSD2134 LO2, LO3	UCSD1133 Practice Assessment Document UCSD2134 Practice Assessment Document	Guest lectures	
Networking	Students have opportunities to grow and utilise personal networks of support for a wide range of career- and industry-related activities.	PA3 ILO1	UCSD1136 A2 LO4	UCSD2136 Presentation	Ex-alumni webpage	
<p>Further information:</p> <p>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.</p>						Extra employability-related activity will be recorded on the Employability Activity Form.

1.13 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)	All video lectures now include subtitles. (Jan. 2022)

1.14 Applicable Regulations, Policy and Procedures

This is not a definitive list, the UCSD Student Handbook can provide more information [Student Handbook | University Centre South Devon \(ucsd.ac.uk\)](#)

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	
Assessment Policy	UCSD	
Other – please stipulate	UCSD	

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:	Certificate of Higher Education (CertHE)
Programme Title:	Hearing Aid Audiology
UCAS Code:	2AUD
Benchmarks:	Foundation Degree Characteristic Statement (2015) The Foundation Degree Framework for the Healthcare Sector
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 Apprenticeship 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.

The FdSc Hearing Aid Audiology is an innovative programme boasting exclusive connections with its placement environments, enabling access to a range of real-life situations in both clinical and community environments as well as access to simulation suites. 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.

At the end of the first year of studies on the FdSc Hearing Aid Audiology, 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).

Students will be supported with the decision to transfer their studies onto this non-clinical pathway at the end of the first year of studies. Students who elect to continue onto the clinical programme, FdSc Hearing Aid Audiology, can still transfer their studies within the first 5 weeks of the second year onto the non-clinical programme, FdSc Health Studies.

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

N/A

2.4 Exceptions to Regulations

N/A

2.5 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.

2.6 Programme Intended Learning Outcomes

2.6.1 Knowledge and understanding

On successful completion graduates should have developed:

- 1) 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.
- 2) Knowledge of the physiology, organisation, and function of the auditory and audiovestibular processes and human needs across the lifespan.
- 3) 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.

2.6.2 Cognitive and intellectual skills

On successful completion graduates should have developed:

- 1) A range of established techniques to initiate and undertake critical analysis of information and be able to propose appropriate solutions to address any concerns.
- 2) 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.
- 3) Effective communication skills, in order to deal with a variety of both straightforward and complex subjects, and patients with different cultural and socioeconomic needs.

2.6.3 Key and transferable skills

On successful completion graduates should have developed the ability to:

- 1) 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.
- 2) Apply the qualities and transferable skills necessary for their employment that require a professional value base and personal responsibility and accountability.
- 3) Evaluate the appropriateness of different approaches to solving problems within their area of practice.

2.6.4 Employment related skills

On successful completion graduates should have developed:

- 1) Self-awareness through reflection and the performance required within own sphere of practice, in accordance with values and behaviours of a Hearing Aid Dispenser.
- 2) 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.
- 3) Appropriate leadership within the scope of the role to effectively manage own case load and promote inter-professional and multidisciplinary team working.

2.6.5 Practical skills

On successful completion graduates should have developed:

- 1) The ability to provide and promote holistic patient/person-centred care and support, duty of care and safeguarding of individuals.
- 2) Competence in a range of relevant clinical, technical, and administrative procedures relevant to the scope of practice.
- 3) 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.

2.7 Progression Route(s)

Successful completion of the FdSc Hearing Aid Audiology enables students to progress to a BSc (Hons) Enhanced Integrated Care at South Devon College.

Progression opportunities for further study and career prospects will be discussed with all students as part of the ongoing tutorial delivery throughout the academic years.

2.8 Admissions Criteria

All applicants must have GCSE (or equivalent) Maths and English at Grade 4 or above (C or above)

Entry Requirements for FdSc Hearing Aid Audiology	
A-level/AS-level	Normal minimum entry requirements are 48 UCAS points at A-level
BTEC National Diploma/QCF Extended Diploma	Normal minimum entry requirements are 48 UCAS points
Access to Higher Education at level 3	Normal minimum entry requirements are 48 UCAS points, with a minimum of 24 credits at Merit
Welsh Baccalaureate	Normal minimum entry requirements are 48 UCAS points
Scottish Qualifications Authority	Normal minimum entry requirements are 48 UCAS points, from Scottish Advanced Highers
Irish Leaving Certificate	Normal minimum entry requirements are 48 UCAS points, from Higher Level, and Ordinary Level Grade C Maths and English
International Baccalaureate	Normal minimum entry requirements are 48 UCAS points, from Higher Level
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.
Work Experience	1 Year's previous experience within a health care setting is desirable but not essential
Interviews	There is a two-stage interview process, which involves representation from local Healthcare providers, where applicants are required to demonstrate the necessary motivation, potential, experience and/or knowledge to follow their chosen programme successfully.
Disclosure & Barring Service Enhanced Check	As you will be working with the public you will be required to complete an online enhanced Disclosure & Barring Service (DBS) check prior to the start of the academic term and this must be renewed as required throughout the duration of the course. 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.
Occupational Health Check	You will be required to undertake a confidential online Health Check prior to the start of the academic term and further occasional health assessments may also be required. Further information is available via the UCSD Pre Course Occupational Health Screening Process.
Admissions Criteria for Higher Level Apprentices	Government funding rules require that an apprentice must have the right to live and work in the UK, must be in employment, paid at least the legal minimum wage and have a written and signed agreement

for the apprenticeship with their employer. The minimum duration periods for an apprenticeship set in each Apprenticeship Standard, is based on an apprentice working a minimum of 30 hours per week. Where the apprentice works fewer than 30 hours, the minimum duration of the apprenticeship must be increased on a pro-rata basis.

Funding for the apprenticeship is provided through the Education and Skills Funding Agency (ESFA) and is paid in the following way:

- Levy paying employers with sufficient funds in their digital account – 100% funding
- Non Levy payers -90% ESFA funding, 10% Employer co- funding. Non-levy paying companies will be asked to pay their 10% of the full cost of the apprenticeship at the start of the programme

All candidates must be employed in a role related to the subject matter of the Higher Apprenticeship and be sponsored by their employer. Funding for this degree is provided by the Education and Skills Funding Agency (ESFA) who will pay two-thirds of the student fees and the employer who will pay the remainder of the fees plus a salary to the apprentice.

All Higher Apprentices must be interviewed, assessed, and offered a position by an employer before being admitted to the degree. Although the College may receive direct applications and filter these applications before passing them to prospective employers, some apprentices may apply directly to an employer. Either way, after acceptance by an employer, South Devon College will require a formal application, which it will assess according to the programme entry criteria.

2.9 Programme Structure

Level 4					
Module Code	Module Title	Credits	Year of Delivery*	Semester / Term of Delivery	Core / Optional
UCSD1130	Foundations of Clinical Education	0	2023/24	Semester One	Core
UCSD1131	Introduction to Professional Practice	10	2023/24	Semester One	Core
UCSD1132	Auditory Science	10	2023/24	Semester One	Core
UCSD1133	Clinical Practice in Hearing Aid Audiology 1	40	2023/24	Semester One	Core
UCSD1134	Anatomy, Physiology and Pathology of the Audio-Vestibular System	20	2023/24	Semester One	Core
UCSD1135	Audiological Assessment 1	20	2023/24	Semester One	Core
UCSD1136	Fundamentals of Audiological Rehabilitation	20	2023/24	Semester One	Core

Level 5					
Module Code	Module Title	Credits	Year of Delivery*	Semester / Term of Delivery	Core / Optional
UCSD2134	Clinical Practice in Hearing Aid Audiology 2	40	2023/24	Semester Two	Core
UCSD2135	Audiological Assessment 2	20	2023/24	Semester Two	Core
UCSD2136	Specialist and Multidisciplinary Skills	20	2023/24	Semester Two	Core
UCSD2137	Specialist Practice and Professional Issues	20	2023/24	Semester Two	Core
UCSD2138	Advanced Hearing Aid Technology	20	2023/24	Semester Two	Core

Exposition and Mapping of Learning Outcomes, Teaching & Learning and Assessment

Core Modules		Award Learning Outcomes contributed to (for more information see Section 8)															Compensation Y/N	Assessment Element(s) and weightings [use KIS definition] E1- Exam E2 – Clinical exam P1 – Practical O1 – Online time-limited assessment C1- Coursework	
		Knowledge & understanding			Cognitive & intellectual skills			Key & transferable skills			Employment related skills			Practical skills					
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3			
Level 4	UCSD1130			x	x	x		x		x	x	x					N	C1 - 100%	P1 – Pass/Fail
	UCSD1131			x		x		x		x	x	x					N	C1 – 50%	O1 – 50%
	UCSD1132	x	x	x	x												N	C1 – 50%	E1 – 50%
	UCSD1133	x	x	x	x	x	x	x	x	x	x	x		x	x	x	N	C1 – Pass/Fail P1 – Pass/Fail	E2 – 100%
	UCSD1134	x	x	x	x				x	x		x					N	C1 – 50%	E1 – 50%
	UCSD1135	x	x	x	x	x	x	x	x	x		x	x	x	x	x	N	P1 – 100%	E2 – Pass/Fail
	UCSD1136+1033 = NEWMOD	x		x	x	x	x	x	x	x	x	x	x	x	x	x	N	P1 – 50%	O1 – 50%
Level 4 LOs		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			
Level 5	UCSD2134	x	x	x	x	x	x	x	x	x	x	x		x	x	x	N	C1 – 100% P1 – Pass/Fail	E2 – Pass/Fail
	UCSD2135	x	x	x	x	x				x	x	x	x	x	x	x	N	C1 – 100%	E2 – Pass/Fail
	UCSD2136	x		x	x	x	x	x	x	x	x	x	x	x	x	x	N	C1 – 20%	P1 – 80%
	UCSD2137	x		x	x	x				x	x	x	x	x	x	x	N	C1 – 100%	E1 – Pass/Fail (70% Pass)
	UCSD2138	x		x	x					x		x	x	x	x	x	N	P1 – 100%	E2 – Pass/Fail
Level 5 LOs		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			
Confirmed Award LOs		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			

2.1 Work Based/Related Learning

WBL is an essential element of Foundation Degrees and therefore needs to be detailed here. However, for all types of HE programmes there should be an element of employability focus through, at least, Work Related Learning, and therefore the following is applicable for all:

FHEQ Level: 5					
WBL/WRL Activity	Logistics	Programme Aim	Programme Intended LO	Range of Assessments	Related Core Module(s)
Taking a full history, including questioning on medical, otological and lifestyle issues	Completed during placement	Develop clinical skills relevant to the role and transferrable knowledge to support continuing personal, professional, and academic development	Competence in a range of relevant clinical, technical and administrative procedures relevant to the scope of practice of a HA Audiologist	Clinical examination	UCSD1135
Diagnostic hearing assessment (PTA and ULLs)	Completed during placement	Develop clinical skills relevant to the role	As above	Clinical examination	UCSD1135
Patient management	Completed during placement	Develop clinical skills relevant to the role, and transferrable knowledge to support continuing personal, professional, and academic development	As above	Clinical examination	UCSD1135
Earwax management	Completed during placement	Develop clinical skills relevant to the role, and transferrable knowledge to support continuing personal, professional, and academic development	As above	Clinical examination	UCSD1133

Professional discussion on HA technology	Completed via Teams or on placement	Be able to discuss complex technical concepts with peers.	As above	Professional discussion	
Presentation on HA technologies	Completed via Teams	Create and present PowerPoint to relay complex clinical concepts to patients.	As above	PowerPoint presentation	
Hearing Aid verification	Completed during placement	Develop clinical skills relevant to the role	As above	Clinical examination	UCSD2138
Presentation on communication	Completed via Teams	Create and present PowerPoint on communication and rehabilitation to peers.	As above	PowerPoint presentation	UCSD2136
Test box measurements	Completed during placement	Develop clinical skills relevant to the role	As above	Clinical examination	UCSD2138
Tympanometry and stapedial reflex testing	Completed during placement	Develop clinical skills relevant to the role	As above	Clinical examination	UCSD2138

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: UCSD1130

MODULE TITLE: Foundations of Clinical Education

CREDITS: 0

FHEQ LEVEL: 4

HECOS CODE: Research Skills 100962

PRE-REQUISITES: None

CO-REQUISITES: None

COMPENSATABLE: Yes

SHORT MODULE DESCRIPTOR:

This non-credit bearing module provides information and techniques for participatory training to prepare students for the underpinning clinical education qualification. It is intended to support students from who may not have undertaken any formal education for some time and/or have no higher education experience with essential skills and tools to undertake a foundation degree qualification within clinical education.

ELEMENTS OF ASSESSMENT see Definitions of Elements and Components of Assessment					
C1 (Coursework)	100%		P1 (Practical)	Pass/Fail	

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

Professional body minimum pass mark requirement: NA

MODULE AIMS:

This is a non-credited module which aims to develop students' study skills required to undertake academic study in Higher Education.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.)

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

DATE OF APPROVAL: XX/XX/XXXX	AWARDING BODY: South Devon College
DATE OF IMPLEMENTATION: XX/XX/XXXX	SEMESTER: Semester 1
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2023/23

MODULE LEADER: Antonio Specchia

NATIONAL COST CENTRE: 105

OTHER MODULE STAFF: Ella

Reynolds <http://www.plymouth.ac.uk/staff/rboden>

Summary of Module Content

This module offers students an appropriate level of academic literacy and research conventions in healthcare. Students will obtain the key skills and main concepts relating to ICT, computers, devices, and software competences to support academic and professional practice. The module enables students to learn through best practice and provides them with the enhanced skills in information literacy, including search strategies, identification and critical selection of quality, scholarly information.

The module aims to give students guidance in how to deal with the main writing and reading tasks that are required of them in an academic context. The course will be very practical and will maintain relevance by encouraging students to use material from their own academic studies as a basis for the classes.

Areas covered will include:

Writing

Types of essay

Analysis of essay titles

Planning an argument

Supporting arguments and acknowledging sources

Text cohesion and signposting

Academic style and register

Reading

Identifying key themes and ideas

Following and analysing arguments

Selecting and prioritising information

Using bibliographies and extending your research

Scope and syllabus

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Assignment (1000 words) LO1, LO2 & LO3	100%
Practical	IT Skills Portfolio LO4	Pass/Fail

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Assignment (1000 words) LO1, LO2 & LO3	100%
Practical	IT Skills Portfolio LO4	Pass/Fail

To be completed when presented for Minor Change approval and/or annually updated

Updated by: XX/XX/XXXX	Date:	Approved by: Date: XX/XX/XXXX
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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: UCSD1131	MODULE TITLE: Introduction to Professional Practice	
CREDITS: 10	FHEQ LEVEL: 4	HECOS CODE: Audiology 100257
PRE-REQUISITES: None	CO-REQUISITES: UCSD1029/1033	COMPENSATABLE: No

SHORT MODULE DESCRIPTOR:

This module will introduce students to the field of professional practice. Students will explore the impact of social, economic, and technological factors and consider the legal and ethical frameworks informing hearing aid audiologists. Students will also be introduced to the foundations of good clinical practice and will reflect on their current or potential roles and develop an understanding of the professional code of practice.

ELEMENTS OF ASSESSMENT see Definitions of Elements and Components of Assessment			
O1 (Online time-limited assessment)	50%	C1 (Coursework)	50%

SUBJECT ASSESSMENT PANEL to which module should be linked: FdSc Hearing Aid Audiology
Professional body minimum pass mark requirement: NA

MODULE AIMS:

This module aims to develop the underpinning knowledge of the legal and ethical framework informing the Hearing Aid Audiologist, the foundations of good clinical practice and the psychosocial dimensions of health. Throughout the module you will develop your ability to reflect on your clinical practice.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

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

DATE OF APPROVAL: XX/XX/XXXX	AWARDING BODY:
DATE OF IMPLEMENTATION: XX/XX/XXXX	SEMESTER: Semester 1
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2023/24

MODULE LEADER: Tharshini Swann

NATIONAL COST CENTRE: 105

OTHER MODULE STAFF:

<http://www.plymouth.ac.uk/staff/rboden> **Jason Lien**

Summary of Module Content

This module will give students a grounding in the professional requirements of a HCPC registered Hearing Aid Dispenser and healthcare in its broadest sense.

Topic areas covered in this module include:

Operational requirements

Foundations of good clinical practice

Understanding health – e.g. the role of Public Health

Consumer protection

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Scheduled online live or pre-recorded lectures and related activities	15	Sessions are used to present concepts/ theory/research
Online HE Tutorials	2.5	Sessions are used to present and discuss HE Study Skills and relevant information for HE students at UCSD
Seminars, webinars, group activities or individual tutorials (additional time for booking one-to-ones)	12.5	Seminars will be used to provide the opportunity for students to engage in deeper discussion and exploration of a particular topic following a lecture
Guided Independent study	70	Independent reading, revision and preparation of assignment/for final exams
Total	100	(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Reflective journal (1000 words) (LO1 & LO4)	100%
Online time-limited test	End of Module Test (1 hour) LO2 & LO3	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Referral reflective journal (1000 words) (LO1 & LO4)	100%
Online time-limited test	End of Module Test (1 hour) LO2 & LO3	100%

To be completed when presented for Minor Change approval and/or annually updated		
Updated by: XX/XX/XXXX	Date:	Approved by: Date: XX/XX/XXXX

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: UCSD1132

MODULE TITLE: Auditory Science

CREDITS: 10

FHEQ LEVEL: 4

HECOS CODE: Audiology 100257

PRE-REQUISITES: None

CO-REQUISITES: None

COMPENSATABLE: No

SHORT MODULE DESCRIPTOR:

Covers the concepts of signal and system. Provides students with a theoretical understanding of sounds including acoustics and psychoacoustics. Students will gain an understanding of sound measurement in the workplace so that they are able to sufficiently understand the scientific basis for correct rational and diagnosis involved in audiological assessment. This module underpins the development of assessment and rehabilitation skills in the sector.

ELEMENTS OF ASSESSMENT see Definitions of Elements and Components of Assessment				
C1 (Coursework)	50%		E1 (On-site Examination)	50%

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

Professional body minimum pass mark requirement: NA

MODULE AIMS:

By the end of this module students will be able to:

Provide an enhanced understanding and increased knowledge of acoustics and how this is applied in practice.

Provide an enhanced understanding and increased knowledge of psychoacoustics and how this is considered in the rationale for assessment and effective management.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

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

DATE OF APPROVAL: XX/XX/XXXX	AWARDING BODY:
DATE OF IMPLEMENTATION: XX/XX/XXXX	SEMESTER: Semester 1
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2023/24

MODULE LEADER: Jason Lien

NATIONAL COST CENTRE: 103

OTHER MODULE STAFF: Antonio Specchia

Summary of Module Content

This module starts by introducing the concepts of signals and systems. Students will establish a thorough understanding of different signals (tone, complex tone & speech). Next, students will be guided to think of the perception of hearing as a chain of systems, each having the input from the previous system and an output to the next system. The response of a system and its measurement (basic signal detection theory, which forms the backbone of audiometry) will be covered. Functions of the hearing systems (Localisation, coding of pitch, loudness & timbre) will be introduced alongside the input signals and the underlying mechanisms. These concepts will help students understand the theories behind most audiological assessments and interventions (E.g., hearing aids). In addition, students can relate the functions of the hearing system while going through the next module (Anatomy, Physiology, and Pathology) to form a complete understanding of each physiology and the corresponding implications/pathology.

Topic areas covered in this module include:

1. Basic mathematical techniques needed throughout the programme
2. Concepts of signal and system
3. Physics of sound
4. Functions of the hearing system
5. Measurement principles
6. Psychophysics of sound perception

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Online distance learning supported by problem-based study materials including directed reading and contact / structured discussion with peers and academic and e-tutor staff.		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Scheduled online live or pre-recorded lectures and related activities	12	Sessions are used to present concepts/ theory/research
Online HE Tutorials	2	Sessions are used to present and discuss HE Study Skills and relevant information for HE students at UCSD
Seminars, webinars, group activities or individual tutorials (additional time for booking one-to-ones)	10	Seminars will be used to provide the opportunity for students to engage in deeper discussion and exploration of a particular topic following a lecture
Guided Independent study	76	Independent reading, revision and preparation of assignment/for final exams
Total	100	(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Essay (1000 words) LO2 & LO3	100%
Examination	On-site exam (1 hour) LO1 & LO4	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Essay (1000 words) LO2 & LO3	100%
Examination	On-site exam (1 hour) LO1 & LO4	100%

To be completed when presented for Minor Change approval and/or annually updated

Updated by: XX/XX/XXXX	Date:	Approved by: Date: XX/XX/XXXX
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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: UCSD1133 **MODULE TITLE:** Clinical Practice in Hearing Aid Audiology 1
CREDITS: 40 **FHEQ LEVEL:** 4 **HECOS CODE:** Audiology 100257
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** No
SHORT MODULE DESCRIPTOR: (400 characters)

This module provides students with the opportunity to learn in practice and undertake audiological procedures on patients in a clinical environment. The work placement develops knowledge and skills as well as allowing for examination of practical skills. Students will learn the skill of wax removal and will work towards a certificate of competence with the basic skills of microsuction.

ELEMENTS OF ASSESSMENT see Definitions of Elements and Components of Assessment					
E1 (Written Exam)	100%	E2 (Clinical Exam)	Pass/Fail	P1 (Practical)	Pass/Fail

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

Professional body minimum pass mark requirement: NA

MODULE AIMS:

By the end of the module students will:

- Formulate an integrated approach to developing knowledge, understanding and skills in the workplace
- Have a thorough grounding in the theoretical aspects of the hearing assessment
- Be able begin practicing wax removal under indirect supervision

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

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

DATE OF APPROVAL: XX/XX/XXXX	AWARDING BODY:
DATE OF IMPLEMENTATION: XX/XX/XXXX	SEMESTER: Semester 1
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2023/24
MODULE LEADER: Stephen Campbell

NATIONAL COST CENTRE: 103
OTHER MODULE
STAFF:<http://www.plymouth.ac.uk/staff/rboden> Antonio Specchia,
Tharshini Swann, Jason Lien

Summary of Module Content

Learning in the workplace is an integral part of the foundation degree. The work environment provides a rich setting for exploration and discovery of a range of knowledge, skills and understanding. Students will be offered the opportunity to relate to further developing learners' knowledge and understanding of the workplace whilst examining the acquisition of practical skills in current employment. Knowledge and skills are developed in a way directly relevant to the workplace.

Topics covered in this module include:

Understanding the work environment

Maintaining health, safety and well-being of the work environment, co-workers' clients and visitors

Communication in the workplace - between workers, stakeholders and customers/clients Occupational standards

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Practice-based learning	340	Supported practice-based learning to embed theory in practice, includes time spent with practice-based mentor and clinical educators
On-site residential blocks	28	Sessions may include lectures, practical workshops and independent revision
Scheduled online live or pre-recorded lectures and related activities	3	Sessions are used to present concepts/ theory/research
HE Tutorial	0.5	Sessions are used to present and discuss HE Study Skills and relevant information for HE students at UCSD
Seminars, webinars, group activities or individual tutorials (additional time for booking one-to-ones)	2.5	Seminars will be used to provide the opportunity for students to engage in deeper discussion and exploration of a particular topic following a lecture
Guided Independent study	26	Independent reading, revision and preparation of assignment/for final exams
Total	400	(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam	Written Exam (2 hours): LO1	100%
Clinical Examination	Microsuction Exam: LO4	Pass/Fail
Practical	Practice Assessment Document: LO2 & LO3	Pass/Fail

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam	Written Exam (2 hours): LO1	100%
Clinical Examination	Microsuction Exam: LO4	Pass/Fail
Practical	Practice Assessment Document: LO2 & LO3	Pass/Fail

To be completed when presented for Minor Change approval and/or annually updated		
Updated by: XX/XX/XXXX	Date:	Approved by: Date: XX/XX/XXXX

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: UCSD1134

MODULE TITLE: Anatomy, Physiology and Pathology of the Audio-Vestibular System

CREDITS: 20

FHEQ LEVEL: 4

HECOS CODE: 100264

PRE-REQUISITES: None

CO-REQUISITES: None

COMPENSATABLE: No

SHORT MODULE DESCRIPTOR:

Students will develop knowledge about the anatomical and physiological workings of the auditory and vestibular systems. They will also gain an understanding of the pathological processes that cause hearing impairment, the physiological responses to injury and infection, and changes in structure and function of the auditory system relating to age and environmental factors.

ELEMENTS OF ASSESSMENT see Definitions of Elements and Components of Assessment				
C1 (Coursework)	50%		E1 (On-site Examination)	50%

SUBJECT ASSESSMENT PANEL to which module should be linked:

Professional body minimum pass mark requirement: NA

MODULE AIMS:

By the end of this module students will be able to:

Demonstrate an understanding of the anatomy and physiology of the ear and the auditory system

Demonstrate an understanding of the clinical and practical aspects of ear diseases (Central, Peripheral and Vestibular disorders)

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

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

DATE OF APPROVAL: XX/XX/XXXX	AWARDING BODY:
DATE OF IMPLEMENTATION: XX/XX/XXXX	SEMESTER: Semester 1
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2023/24
MODULE LEADER: Jason Lien

NATIONAL COST CENTRE: 106
OTHER MODULE STAFF:
<http://www.plymouth.ac.uk/staff/rboden> Antonio Specchia

Summary of Module Content

Topic Areas covered in this module include:

Anatomy and Physiological processes

Pathological processes

Hearing loss - classification and causes, including tinnitus

Syndromes, Diseases and Injuries

Medical treatment of hearing loss

Students will be able to confidently reason through the impact of a disease on hearing by inferring from the underlying physiological processes.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Scheduled online live or pre-recorded lectures and related activities	18	Sessions are used to present concepts/ theory/research
Online HE Tutorials	3	Sessions are used to present and discuss HE Study Skills and relevant information for HE students at UCSD
Seminars, webinars, group activities or individual tutorials (additional time for booking one-to-ones)	15	Seminars will be used to provide the opportunity for students to engage in deeper discussion and exploration of a particular topic following a lecture
Guided Independent study	164	Independent reading, revision and preparation of assignment/for final exams
Total	200	(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Assignment (2000 words) LO3, LO4	100%
Examination	On-site examination (2 hours) LO1, LO2	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Assignment (2000 words) LO3, LO4	100%
Examination	On-site examination (2 hours) LO1, LO2	100%

To be completed when presented for Minor Change approval and/or annually updated		
Updated by: XX/XX/XXXX	Date:	Approved by: Date: XX/XX/XXXX

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: UCSD1135 **MODULE TITLE:** Audiological Assessment 1
CREDITS: 20 **FHEQ LEVEL:** 4 **HECOS CODE:** Audiology 100257
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** No
SHORT MODULE DESCRIPTOR:

The module introduces the student to practicing the standard protocols for the assessment of adult hearing aid patients, including the interpretation and communication of results. This module introduces the practical skills of safely performing otoscopy and identifying and recognising the findings, eliciting and recording a patient history, analysis and synthesis of relevant information and communication of the results.

ELEMENTS OF ASSESSMENT see Definitions of Elements and Components of Assessment			
P1 (Practical)	100%		E2 (Clinical Examination) Pass/Fail

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

Professional body minimum pass mark requirement: NA

MODULE AIMS:

By the end of this module students will be able to
 Demonstrate the understanding of the principles of acoustic science relevant to the assessment of the adult hearing aid patient, including the interpretation and communication of results.
 Apply the techniques of assessment including that of pure-tone audiometry with masking.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

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

DATE OF APPROVAL: XX/XX/XXXX	AWARDING BODY:
DATE OF IMPLEMENTATION: XX/XX/XXXX	SEMESTER: Semester 1
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2023/24

MODULE LEADER: Stephen Campbell

NATIONAL COST CENTRE: 103

OTHER MODULE STAFF: Antonio Specchia,
Tharshini Swann, Jason Lien

Summary of Module Content

Topics covered in the module include:

History taking and record keeping

Otoscopy

Impressions

Principles of fundamental measurement and the use and calibration of common types of audiometer

Test environment

Indications and contraindications for audiometry in adults

Selection and performance of test procedures in accordance with standard protocols

Masking

The recording, interpretation and communication of audiometry results

Earwax management

Interpretation and communication of data

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Practical	Viva voce: LO1	100%
Clinical Examination	Clinical History, Otoscopy, Impressions, PTA, ULLs, Management: LO2, LO3 & LO4	Pass/Fail

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Practical	Viva voce: LO1	100%
Clinical Examination	Clinical History, Otoscopy, Impressions, PTA, ULLs, Management: LO2, LO3 & LO4	Pass/Fail

To be completed when presented for Minor Change approval and/or annually updated

Updated by: XX/XX/XXXX	Date:	Approved by: Date: XX/XX/XXXX
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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: UCSD1136 **MODULE TITLE:** Fundamentals of Audiological Rehabilitation
CREDITS: 20 **FHEQ LEVEL:** 4 **HECOS CODE:** Audiology 100257
PRE-REQUISITES: None **CO-REQUISITES:** UCSD1135 **COMPENSATABLE:** No

SHORT MODULE DESCRIPTOR:

The dispensing of hearing aids requires a thorough understanding of the design and performance of a range of modern hearing aids and their components. This module introduces the basic electrical circuits, components of hearing aids, sound processing systems, response characteristics and the selection of the appropriate product for a particular patient. Will also provide you an introduction to the key principles of rehabilitation of adults with acquired hearing loss, knowledge of which is fundamental to successful outcomes for clients under the care of attending for a hearing aid dispenser as well as how to maintain your own mental and physical wellbeing. This module will also teach you how to recognise the need to manage their own workload and resources safely and effectively, including managing the emotional burden that comes with working in a pressured environment. How to recognise the potential impact on your practice of stress and anxiety as well as how to undertake and wellbeing strategies in maintaining fitness to practise.

SHORT MODULE DESCRIPTOR:

Designed for the trainee hearing aid dispenser working in a dispensing practice under the supervision of an appropriately registered practitioner. The content of the module is constructed the module will also explore

ELEMENTS OF ASSESSMENT see Definitions of Elements and Components of Assessment				
P1 (Practical)	50%		C1 (Coursework)	50%

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

Professional body minimum pass mark requirement: NA

MODULE AIMS:

By the end of this module students will be able to:
 Discuss the design and performance of a range of hearing aids and their components
 Understand the importance of maintaining your own wellbeing

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme 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: Describe technological features of the hearing aids and the principles of prescribing them including the use of outcome measurements. LO2: Formulate an individualised patient management plan that highlights evidence-based recommendations and patient choices LO3: Reflect on the importance of managing your own physical and mental health, including signs and symptoms of anxiety and stress.	Programme intended learning outcomes: Knowledge and Understanding 1 & 3 Cognitive and Intellectual Skills 1 & 3 Key and Transferable Skills 1, 2 & 3 Employment Related Skills 1 & 2 Practical Skills: 1 & 2 KSBs: K18, K25, K35, K36, K40, K53, K54, K55, K27 S1, S2, S6, S38, S39, S40, S41, S42, S43

<p>LO4: Evaluate the power imbalances that exist between healthcare professionals and service users and how this can affect patient rehabilitation.</p>	
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<p>DATE OF APPROVAL: XX/XX/XXXX</p>	<p>AWARDING BODY:</p>
<p>DATE OF IMPLEMENTATION: XX/XX/XXXX</p>	<p>SEMESTER: Semester 1</p>
<p>DATE(S) OF APPROVED CHANGE: XX/XX/XXXX</p>	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2023/24

MODULE LEADER: Antonio Specchia

NATIONAL COST CENTRE: 103

OTHER MODULE STAFF:

<http://www.plymouth.ac.uk/staff/rboden> Stephen Campbell

Summary of Module Content

Measurement of response characteristics

Sound processing systems - components, strengths, and weaknesses

Amplification strategies

Basic product selection, programming and first fitting of a basic range of aids

Advice to patient on products features and benefits, hygiene, and maintenance

Maintaining wellbeing in a clinical setting

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Practical	Professional Discussion (20-30 mins): LO1, LO2	100%
Coursework	Reflection (2000 words): LO3, LO4	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Practical	Professional Discussion (20-30 mins): LO1, LO2	100%
Coursework	Reflection (2000 words): LO3, LO4	100%

To be completed when presented for Minor Change approval and/or annually updated		
Updated by: XX/XX/XXXX	Date:	Approved by: Date: XX/XX/XXXX

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: UCSD2134
CREDITS: 40

MODULE TITLE: Clinical Practice in Hearing Aid Audiology 2
FHEQ LEVEL: 5
HECOS CODE: Audiology
 100257

PRE-REQUISITES: UCSD1133

CO-REQUISITES: None

COMPENSATABLE: No

SHORT MODULE DESCRIPTOR:

This module is designed for the trainee hearing aid dispenser working under the supervision of a registered practitioner. This module is aimed at providing better understanding of the hearing aid audiology work sector. Students will demonstrate a greater degree of autonomy in the management of their learning, a more detailed knowledge of relevant theory and be able to analyse and evaluate both information and argument.

ELEMENTS OF ASSESSMENT see Definitions of Elements and Components of Assessment					
C1 (Coursework)	100%	E2 (Clinical Examination)	Pass/Fail	P1 (Practical)	Pass/Fail

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

Professional body minimum pass mark requirement: NA

MODULE AIMS:

By the end of the module students will be able to:
 Demonstrate a detailed knowledge of relevant theoretical underpinning to autonomous hearing aid audiology practice
 Demonstrate competence practice which is underpinned by a professional portfolio of supportive practice evidence

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

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

DATE OF APPROVAL: XX/XX/XXXX	AWARDING BODY:
DATE OF IMPLEMENTATION: XX/XX/XXXX	SEMESTER: Semester 2
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2023/24

MODULE LEADER: Stephen Campbell

NATIONAL COST CENTRE: 103

OTHER MODULE STAFF:

<http://www.plymouth.ac.uk/staff/rboden> Antonio Specchia,

Tharshini Swann, Jason Lien

Summary of Module Content

Topics covered in this module include:

Organisational culture and goals

Evaluation of professional/occupational practice/procedures particularly in the context of communication

Effective team working

Review and development of own professional/occupational practice

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Practical	Professional Portfolio (Practice Assessment Document): LO1, LO3	Pass/Fail
Coursework	CPD Profile (2000 words): LO2	100%
Clinical exam	Practice Based Examination: LO4	Pass/Fail

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Practical	Professional Portfolio (Practice Assessment Document): LO1, LO3	Pass/Fail

Coursework	CPD Profile (2000 words): LO2	100%
Clinical exam	Practice Based Examination: LO4	Pass/Fail

To be completed when presented for Minor Change approval and/or annually updated		
Updated by: XX/XX/XXXX	Date:	Approved by: Date: XX/XX/XXXX

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: UCSD2135	MODULE TITLE: Audiological Assessment 2	
CREDITS: 20	FHEQ LEVEL: 5	HECOS CODE: Audiology 100257
PRE-REQUISITES: UCSD1135	CO-REQUISITES: UCSD2138	COMPENSATABLE: No

SHORT MODULE DESCRIPTOR:

This module supplements the student's knowledge and skills in assessment of the hearing aid patient, including tests of middle ear function and speech testing.

ELEMENTS OF ASSESSMENT see Definitions of Elements and Components of Assessment				
C1 (Coursework)	100%		E2 (Clinical Exam)	Pass/Fail

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

Professional body minimum pass mark requirement: NA

MODULE AIMS:

By the end of the module the student will be able to:
 Demonstrate knowledge associated with advanced audiological assessment and integrate the findings with underpinning theoretical knowledge in order to effectively interpret and manage more complex cases.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

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

DATE OF APPROVAL: XX/XX/XXXX	AWARDING BODY:
DATE OF IMPLEMENTATION: XX/XX/XXXX	SEMESTER: Semester 2
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2023/24
MODULE LEADER: Tharshini Swann

NATIONAL COST CENTRE: 103
OTHER MODULE STAFF:
<http://www.plymouth.ac.uk/staff/rboden> Stephen Campbell, Jason Lien

Summary of Module Content

Topics that will be included in this module include:

Advanced assessment of the adult patient (including speech audiometry and objective testing).

The concept of non-organic hearing loss and its implications for assessment and management.

Measurement of middle ear function.

The recording, interpretation and communication of results.

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Weekly online set exercises LO1, LO2, LO3	100%
Clinical Examination	Practical Assessment of Skills (Middle ear function tests) LO4	Pass/Fail

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Weekly online set exercises LO1, LO2, LO3	100%
Clinical Examination	Practical Assessment of Skills (Middle ear function tests) LO4	Pass/Fail

To be completed when presented for Minor Change approval and/or annually updated

Updated by:
XX/XX/XXXX

Date:

Approved by:
Date: XX/XX/XXXX

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: UCSD2136 **MODULE TITLE:** Specialist and Multidisciplinary Skills
CREDITS: 20 **FHEQ LEVEL:** 5 **HECOS CODE:** Audiology 100257
PRE-REQUISITES: UCSD1135 **CO-REQUISITES:** UCSD2138 **COMPENSATABLE:** No

SHORT MODULE DESCRIPTOR:

Module will enable students to deepen their understanding of the concepts and methods of aural rehabilitation, enabling students to deal with complex issues both systematically and creatively, making sound judgements in the absence of complete data. Students will gain an understanding of the concepts and methods of adult rehabilitation, developing specialist skills in aural rehabilitation.

ELEMENTS OF ASSESSMENT see Definitions of Elements and Components of Assessment				
C1 (Coursework)	50%		P1 (Practical)	50%

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

Professional body minimum pass mark requirement: NA

MODULE AIMS:

By the end of this module students will be able to:

- Demonstrate the knowledge base to support provision of a service for patients with a wide range of hearing problems.

Develop and use a range of counselling and communication skills to enable people with hearing loss to make informed choices about management of chronic hearing loss and to appreciate the ways in which change, and development can be sustained through effective helping relationships.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

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

DATE OF APPROVAL: XX/XX/XXXX	AWARDING BODY:
DATE OF IMPLEMENTATION: XX/XX/XXXX	SEMESTER: Semester 2
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2023/24

MODULE LEADER: Stephen Campbell

NATIONAL COST CENTRE: 103

OTHER MODULE STAFF:

<http://www.plymouth.ac.uk/staff/rboden> Antonio Specchia

Summary of Module Content

Topics covered in this module include:

Introduction to Counselling & Communication Skills

Use of Research Evidence

Psychological & Social impacts on hearing function

Health Status Measures

Holistic approaches to Helping

Auditory Interventions and speech cues

Theory of Change

Coaching Models

Solution Focused Therapy

Transactional Analysis

Decision making tools and their application

The role of networks and support systems

Mentoring, support and supervision

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Essay (2000 words)	100%
Practical	Presentation (15 minutes)	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Essay (2000 words)	100%

Coursework (in lieu of original)	Presentation (15 mins)	100%
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To be completed when presented for Minor Change approval and/or annually updated		
Updated by: XX/XX/XXXX	Date:	Approved by: Date: XX/XX/XXXX

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: UCSD2137

CREDITS: 20

PRE-REQUISITES: None

MODULE TITLE: Specialist Practice and Professional Issues

FHEQ LEVEL: 5

CO-REQUISITES: None

HECOS CODE: Audiology 100257

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). 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 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: Pass mark for the Exam is 70%

MODULE AIMS:

By the end of this module students will be able to:

Demonstrate 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: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

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

DATE OF APPROVAL: XX/XX/XXXX	AWARDING BODY:
DATE OF IMPLEMENTATION: XX/XX/XXXX	SEMESTER: Semester 2
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2023/24

MODULE LEADER: Tharshini Swann

NATIONAL COST CENTRE: 103

OTHER MODULE STAFF:

<http://www.plymouth.ac.uk/staff/rboden> Jason Lien

Summary of Module Content

Topics covered in this module include:
 Professional registration and regulation
 Consumer protection
 Basic accountancy and marketing
 Quality management
 Health and Safety
 Safeguarding
 Evaluation of emerging technology(s)

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Scheduled online live or pre-recorded lectures and related activities	18	Sessions are used to present concepts/ theory/research
Online HE Tutorials	3	Sessions are used to present and discuss HE Study Skills and relevant information for HE students at UCSD
Seminars, webinars, group activities or individual tutorials (additional time for booking one-to-ones)	15	Seminars will be used to provide the opportunity for students to engage in deeper discussion and exploration of a particular topic following a lecture
Guided Independent study	164	Independent reading, revision and preparation of assignment/for final exams
Total	200	(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam	MCQ Aptitude Test in Hearing Aid Dispensing LO1 LO2, LO3, LO4, LO5	Pass/Fail at 70%
Coursework	Report (2000 words) 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	Pass/Fail at 70%

Coursework	Report (2000 words) LO6	100%
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To be completed when presented for Minor Change approval and/or annually updated		
Updated by: XX/XX/XXXX	Date:	Approved by: Date: XX/XX/XXXX

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: UCSD2138

MODULE TITLE: Advanced Hearing Aid Technology and Assistive Listening Devices

CREDITS: 20

FHEQ LEVEL: 5

HECOS CODE: Audiology 100257

PRE-REQUISITES: UCSD1136

CO-REQUISITES: None

COMPENSATABLE: No

SHORT MODULE DESCRIPTOR:

Provides in-depth understanding of the components of modern hearing aids and their response characteristics. Students will review the trends in contemporary hearing aid technology and will develop a rationale for the selection of appropriate products for a particular patient, through the critical evaluation and comparison of physical and technical features of systems.

ELEMENTS OF ASSESSMENT see Definitions of Elements and Components of Assessment				
P1 (Practical)	100%		E2 (Clinical Exam)	Pass/Fail

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

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

By the end of the module students will be able to:

Demonstrate an in depth understanding of modern hearing aids and verification with full awareness to limitations whilst remaining mindful to patients needs

Discuss assistive listening devices with due consideration to the patients individualised need

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

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

DATE OF APPROVAL: XX/XX/XXXX	AWARDING BODY:
DATE OF IMPLEMENTATION: XX/XX/XXXX	SEMESTER: Semester 2
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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ACADEMIC YEAR: 2023/24

MODULE LEADER: Tharshini Swann

NATIONAL COST CENTRE: 103

OTHER MODULE STAFF:

<http://www.plymouth.ac.uk/staff/rboden> Antonio Specchia,
Stephen Campbell, Jason Lien

Summary of Module Content

Topics covered in this module include:

Assistive listening devices

CROS/BiCROS hearing aids

Hearing implants

Objective tests of hearing aid performance and verification

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Practical	Presentation (15 mins) LO1 & LO4	100%
Clinical Exam	Practical Assessment of skills in simulation (2 x 20 min) LO2 & LO3	Pass/Fail

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework (in lieu of original assessment)	Recorded presentation (15 mins) LO1 & LO4	100%
Clinical Exam	Practical Assessment of skills in simulation (2 x 20 min) LO2 & LO3	Pass/Fail

To be completed when presented for Minor Change approval and/or annually updated

Updated by:
XX/XX/XXXX

Date:

Approved by:
Date: XX/XX/XXXX