



**UNIVERSITY
CENTRE**
SOUTH DEVON



**UNIVERSITY OF
PLYMOUTH**

PROGRAMME QUALITY HANDBOOK 2022-2023

Higher Apprenticeship / FdSc Hearing Aid Audiology



www.hcpc-uk.org

Contents

1.	Welcome and Introduction to FdSc Hearing Aid Audiology.....	3
1.1	Welcome statement	3
1.2	Programme Management.....	3
1.3	Personal Tutor.....	4
1.4	Tutoring at UCSD	4
1.5	Course Contact List	4
1.6	Preparing for your programme	5
1.7	Curriculum design principles.....	6
1.8	Knowledge, skills and behaviours developed on the programme	8
1.9	Assessment and feedback strategy.....	13
1.10	Student Support Hub	13
1.11	Preparation for Employment, further academic study and personal development	14
1.12	UCSD Enterprise and Employability Framework Mapping	15
1.13	Student engagement in ongoing programme development	17
1.14	Applicable Regulations, Policy and Procedures	17
2.	Programme Specification.....	18
2.1	Programme Details.....	18
2.2	Brief Description of the Programme	18
2.3	Details of Accreditation by a Professional/Statutory Body (if appropriate).....	19
2.4	Exceptions to Regulations	19
2.5	Programme Aims	19
2.6	Programme Intended Learning Outcomes	20
2.7	Progression Route(s)	21
2.8	Admissions Criteria	22
2.9	Programme Structure.....	24
	Exposition and Mapping of Learning Outcomes, Teaching & Learning and Assessment	25
2.10	Work Based/Related Learning.....	26
3.	Module Records	28

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 \(ucsd.ac.uk\)](http://www.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
Personal Tutor and/or HE Lead	Tharshini Swann	tharshiniswann@southdevon.ac.uk
Programme Coordinator	Antonio Giulio Specchia	antoniospecchia@southdevon.ac.uk
Higher Education Coordinator	Sarah Venn-Dunn	sarahvenndunn@southdevon.ac.uk
Curriculum Head	Lucy Parkin	lparkin@southdevon.ac.uk
Assistant Principal	Maria Woodger	mariawoodger@southdevon.ac.uk

1.3 Personal Tutor

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

1.4 Tutoring at UCSD

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

1. Personal and pastoral tutoring to monitor students' wellbeing and support their personal development
2. An academic tutoring curriculum to support in the development of academic and employability skills and monitor your academic and professional progress
3. Professional services including the Student Support Hub team, library services, employability, academic standards and quality.
- 4.

The integrated tutorial model ensures all students have a personal tutor and scheduled weekly group and/or one-to-one Tutorials, and are able to access professional study skills, wellbeing, disability and employability guidance from the HE Student Support Hub.

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

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

1.5 Course Contact List

Details of your modules leaders and how and when they can be contacted are below. 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
Steve Campbell	UCSD1031 UCSD1122 UCSD2044 UCSD2046	@southdevon.ac.uk	
Antonio Giulio Specchia	UCSD1028 UCSD1030 UCSD1032 UCSD1033	antoniospecchia@southdevon.ac.uk	
Tharshini Swann	UCSD1027 UCSD2045 UCSD2047 UCSD2048	tharshiniswann@southdevon.ac.uk	
Ella Reynolds	UCSD1006	ellareynolds@southdevon.ac.uk	

1.6 Preparing for your programme

At UCSD, we understand that degree level study is a big step up from previous studies. To help prepare you for the degree we recommend engaging with preparatory activities. 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:

- 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 - <http://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 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.

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.

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.

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

Course will be delivered on a blended format; each week new teaching material will be released online. 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 state-of-the-art HiTech and Digital Centre. We have 4 fully equipped clinic rooms, a microscopic and endoscopic microsuction clinic with 4 chairs and a balance laboratory. The students 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:

- K1: Written exam pass/fail and Academic Forum (UCSD2047)
- K2: Written exam pass/fail and Academic Forum (UCSD2047)
- K3: Professional Portfolio of Supporting Evidence with reflective accounts and Practice Assessment Document (UCSD2044); Reflective Journals (UCSD1027); Written exam pass/fail and Academic Forum (UCSD2047)
- K4: Professional practice portfolio, diagnostic case study, practice assessment and clinical exam (UCSD1122); Professional Portfolio of Supporting Evidence with reflective accounts Practice Assessment Document (UCSD2044)
- K5: Diagnostic Case Study Practical Assessment of Skills in Simulation (UCSD2045) Clinical Exam (UCSD1031); Self critical Reflection and Observation report (UCSD1032)
- K6: Diagnostic Case Study Practical Assessment of Skills in Simulation (UCSD2045); Clinical Exam (UCSD1031); Poster and Presentation (UCSD2046)

- K7: Diagnostic Case Study Practical Assessment of Skills in Simulation (UCSD2045) Clinical Exam (UCSD1031)
- K8: Diagnostic Case Study Practical Assessment of Skills in Simulation (UCSD2045); Practical assessment document and Clinical Examination of Individual Competency Stations in Simulated Practice (UCSD1122)
- K9: Diagnostic Case Study Practical Assessment of Skills in Simulation (UCSD2045) Clinical Exam (UCSD1031); Poster and Presentation (UCSD2046)
- K10: Written exam pass/fail and Academic Forum (UCSD2047); Clinical Exam (UCSD1031); Practical assessment document and Clinical Examination of Individual Competency; Stations in Simulated Practice (UCSD1122); Reflective Journal (UCSD1027)
- K11: Online and end of module test (UCSD1030)
- K12: Online and end of module test (UCSD1030)
- K13: Online and end of module test (UCSD1030)
- K14: Clinical Exam (UCSD1031)
- K15: Clinical Exam (UCSD1031)
- K16: Clinical Exam (UCSD1031); Practice Assessment Document (UCSD1122)
- K17: Clinical Exam (UCSD1031); Practice Assessment Document (UCSD1122)
- K18: Clinical Exam (UCSD1031); Professional Portfolio of Supporting Evidence with reflective accounts Practice Assessment Document (UCSD2044)
- K19: Clinical Exam (UCSD1031); Professional Portfolio of Supporting Evidence with reflective accounts Practice Assessment Document (UCSD2044)
- K20: Clinical Exam (UCSD1031); Online Exam (UCSD1030); Online Simulated Case study and Practical Assessment of Skills in Simulation (UCSD2045)
- K21: Clinical Exam (UCSD1031); Practice Assessment Document (UCSD1122)
- K22: Online and end of module test (UCSD1030); Academic Report (UCSD1028)
- K23: Diagnostic exam and practical assessment of skill simulation (UCSD2045); Clinical Exam (UCSD1031)
- K24: Clinical Exam (UCSD1031)
- K25: Clinical Exam (UCSD1031)
- K26: Clinical Exam (UCSD1031); Online Exam (UCSD1030); Online Simulated Case study and Practical Assessment of Skills in Simulation (UCSD2045); Professional Portfolio of Supporting Evidence with reflective accounts Practice Assessment Document (UCSD2044); Practice Assessment Document (UCSD1122)
- K27: Essay (UCSD1033); Essay and Practical Assessment of Skills in simulation (UCSD2046)
- K28: MCQ Aptitude Test in Hearing Aid Dispensing and academic forum (UCSD2047)
- K29: MCQ Aptitude Test in Hearing Aid Dispensing and academic forum (UCSD2047)
- K30: MCQ Aptitude Test in Hearing Aid Dispensing and academic forum (UCSD2047)
- K31: Poster and Role play (UCSD2046)
- K32: Academic Forum (UCSD2047); Essay (UCSD2048); Literature Review, Aural Impression ISCE and Hearing Aid Fitting ISCE (UCSD1033)
- K33: MCQ Aptitude Test in Hearing Aid Dispensing and academic forum (UCSD2047)
- K34: End of Module Test (UCSD1027 p.5); Written Exam Pass/fail (UCSD2047); Essay (UCSD2048)
- K35: Practical Skills assessment (UCSD1033); Practical Assessment of Skills in Simulation (UCSD2048)
- K36: Essay Practical Assessment of Skills in Simulation (UCSD2048)
- K37: Diagnostic Case Study (UCSD2045); Online Test (UCSD1030); Clinical Exam (UCSD1031)
- K38: Clinical Exam (UCSD1031); Practical Assessment of Skills in simulation (UCSD2048)
- K39: Practical Assessment of Skills in simulation (UCSD2048); Reflective Journal and Case Study (UCSD1032)
- K40: Reflective Journal and Case Study (UCSD1032)
- K41: Essay and Practical Assessment of Skills in simulation (UCSD2048)

- K42: Essay and Practical Assessment of Skills in simulation (UCSD2048); Essay and Practical Assessment of Skills in simulation (UCSD1033); Professional Portfolio of Supporting Evidence with reflective accounts Practice Assessment Document and Clinical Examination (UCSD2044)
- K43: Essay and Practical Assessment of Skills in simulation (UCSD2048)
- K44: Poster and Role play (UCSD2046)
- K45: Poster and Role play (UCSD2046)
- K46: Poster and Role play (UCSD2046)
- K47: Poster and Role play (UCSD2046) Reflective Journal and Case Study (UCSD1032)
- K48: Test and Report (UCSD 1028) Essay and Practical Assessment of Skills in simulation (UCSD2048); Essay (UCSD1033)
- K49: Practical Assessment of Skills in simulation (UCSD2048)
- K50: Practical Assessment of Skills in simulation (UCSD2048)
- K51: Practical Assessment of Skills in simulation (UCSD2048)
- K52: Clinical Exam (UCSD1031); Diagnostic exam and practical assessment of skill simulation (UCSD2045); Self-critical Reflection and Observation report (UCSD1032)
- K53: Practical Skills Assessment (UCSD1033)
- K54: Practice Assessment Document (UCSD1122)
- K55: Clinical exam (UCSD1031); Practical Skills Assessment (UCSD1033)
- K56: Practice Assessment Document (UCSD1122); Written Exam Pass/fail (UCSD2047); Reflective Journals (UCSD1027)
- K57: Professional Practice Portfolio of Supporting Reflections and Evidence, Practice Assessment Document, Clinical examination of individual competency stations in simulated practice (UCSD1122)
- S1: Professional Practice Portfolio of Supporting Reflections and Evidence, Practice Assessment Document, Clinical examination of individual competency stations in simulated practice (UCSD1122); Professional Portfolio of Supporting Evidence with reflective accounts and Practice Assessment Document (UCSD2044)
- S2: Professional Practice Portfolio of Supporting Reflections and Evidence, Practice Assessment Document, Clinical examination of individual competency stations in simulated practice (UCSD1122); Professional Portfolio of Supporting Evidence with reflective accounts and Practice Assessment Document (UCSD2044)
- S3: Professional Practice Portfolio of Supporting Reflections and Evidence, Practice Assessment Document, Clinical examination of individual competency stations in simulated practice (UCSD1122); Professional Portfolio of Supporting Evidence with reflective accounts and Practice Assessment Document (UCSD2044)
- S4: Professional Practice Portfolio of Supporting Reflections and Evidence, Practice Assessment Document, Clinical examination of individual competency stations in simulated practice (UCSD1122); Professional Portfolio of Supporting Evidence with reflective accounts and Practice Assessment Document (UCSD2044)
- S5: Professional Practice Portfolio of Supporting Reflections and Evidence, Practice Assessment Document, Clinical examination of individual competency stations in simulated practice (UCSD1122); Professional Portfolio of Supporting Evidence with reflective accounts and Practice Assessment Document (UCSD2044)
- S6: Professional Practice Portfolio of Supporting Reflections and Evidence, Practice Assessment Document, Clinical examination of individual competency stations in simulated practice (UCSD1122); Professional Portfolio of Supporting Evidence with reflective accounts and Practice Assessment Document (UCSD2044)
- S7: Professional Practice Portfolio of Supporting Reflections and Evidence, Practice Assessment Document, Clinical examination of individual competency stations in simulated practice

- S21: Practice Portfolio of Supporting Reflections and Evidence, Practice Assessment Document, Clinical examination of individual competency stations in simulated practice (UCSD1122)
- S22: Practice Portfolio of Supporting Reflections and Evidence, Practice Assessment Document, Clinical examination of individual competency stations in simulated practice (UCSD1122)
- S23: Practice Portfolio of Supporting Reflections and Evidence, Practice Assessment Document, Clinical examination of individual competency stations in simulated practice (UCSD1122)
- S24: Practice Portfolio of Supporting Reflections and Evidence, Practice Assessment Document, Clinical examination of individual competency stations in simulated practice (UCSD1122); Practical Assessment of Skills in Simulation (UCSD2048)
- S25: Practice Portfolio of Supporting Reflections and Evidence, Practice Assessment Document, Clinical examination of individual competency stations in simulated practice (UCSD2044)
- S26: Practice Portfolio of Supporting Reflections and Evidence, Practice Assessment Document, Clinical examination of individual competency stations in simulated practice (UCSD2044)
- S27: Practice Portfolio of Supporting Reflections and Evidence, Practice Assessment Document, Clinical examination of individual competency stations in simulated practice (UCSD1122)
- S28: Practice Portfolio of Supporting Reflections and Evidence, Practice Assessment Document, Clinical examination of individual competency stations in simulated practice (UCSD1122)
- S29: Practice Portfolio of Supporting Reflections and Evidence, Practice Assessment Document, Clinical examination of individual competency stations in simulated practice (UCSD1122)
- S30: Practice Portfolio of Supporting Reflections and Evidence, Practice Assessment Document, Clinical examination of individual competency stations in simulated practice (UCSD1122)
- S31: Practice Portfolio of Supporting Reflections and Evidence, Practice Assessment Document, Clinical examination of individual competency stations in simulated practice (UCSD1122)
- S32: Poster and Role play (UCSD2046); Practical Assessment of Skills in Simulation (UCSD2048)
- S33: Practice Portfolio of Supporting Reflections and Evidence, Practice Assessment Document, Clinical examination of individual competency stations in simulated practice (UCSD1122)
- S34: Practice Portfolio of Supporting Reflections and Evidence, Practice Assessment Document, Clinical examination of individual competency stations in simulated practice (UCSD1122)
- S35: Diagnostic Case Study (UCSD2045)
- S36: Clinical Exam (UCSD1031); Practical Assessment of Skills in Simulation (UCSD2045)
- S37: Practice Assessment Document (UCSD1122); Professional Portfolio of Supporting Evidence with reflective accounts Practice Assessment Document and Clinical Examination (UCSD2044)
- S38: Practical Assessment of Skills in Simulation (UCSD2045); Practice Assessment Document (UCSD1122); Professional Portfolio of Supporting Evidence with reflective accounts Practice Assessment Document and Clinical Examination (UCSD2044)
- S39: Practical Assessment of Skills in Simulation (UCSD2045); Practice Assessment Document (UCSD1122)
- S40: Practical Assessment of Skills in Simulation (UCSD2045); Practice Assessment Document (UCSD1122)
- S41: Practical Assessment of Skills in Simulation (UCSD2045); Practice Assessment Document (UCSD1122)
- S42: Practical Assessment of Skills in Simulation (UCSD2045); Practice Assessment Document (UCSD1122)
- S43: Practical Assessment of Skills in Simulation (UCSD2045); Practice Assessment Document (UCSD1122)
- S44: Practice Assessment Document (UCSD1122); Written exam pass/fail and Academic Forum (UCSD2047)

- B1: Practice Assessment Document (UCSD1122)
- B2: Practice Assessment Document (UCSD1122)

B3: Practice Assessment Document (UCSD1122)

B4: Practice Assessment Document (UCSD1122)

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	UCSD1122 LO3	UCSD1122 Portfolio of evidence	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	UCSD1027 A2, LO4	UCSD 1027 Reflective Journal	Guest lecturers	
Digital skills	Students demonstrate the essential digital knowledge, behaviours, and skills needed by employers.	PA 2; ILO1	UCSD1006 A1 LO1	UCSD1006 Practical examination	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	UCSD2044 A1 LO1	UCSD Portfolio of evidence	Professional discussions	
Careers Guidance	Students explore their knowledge, skills, and behaviours, in terms of their future, employment, and chosen career areas.	PA5 ILO3	UCSD2047 A1 LO6	UCSD2047 presentation	Professional discussions and guest lectures	
Enterprise	Students create ideas, set within practical situations, which lead to cultural, social or economic value. This can, but	PA5 ILO4	UCSD2047 A! LO3	UCSD2047 written exam	Professional discussion and guest lectures	

	does not have to, lead to venture creation.					
Personal Development	Students reflect on their identities, qualities, and values to better understand themselves, from which to make informed choices about future employment.	PA1 ILO2	UCSD1027 A1 LO3	UCSD 1027 Reflective Journal	Professional discussions	
Professional Behaviours	Students display the professional behaviours required of best practice and suitable for general employment.	PA1 ILO4	UCSD1027 A! LO2	UCSD 1027 Reflective Journal	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	UCSD1032 A2 LO4	UCSD1032 Reflection	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>						<p>Extra employability-related activity will be recorded on the Employability Activity Form.</p>

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)	We now released the lectures as PDF as well as a video recorded lecture. (January 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 \(ucsd.ac.uk\)](http://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
UCSD1006	Clinical Education Preparatory Skills	0	2022/23	Pre-Course	Core
UCSD1027	Introduction to Hearing Aid Audiology	10	2022/23	Semester One	Core
UCSD1028	Auditory Sciences	10	2022/23	Semester One	Core
UCSD1122	Clinical Practice in Hearing Aid Audiology 1	40	2022/23	All Year	Core
UCSD1030	Anatomy, Physiology and Pathology of the Audio-Vestibular System	20	2022/23	Semester Two	Core
UCSD1031	Audiological Assessment 1	20	2022/23	Semester One	Core
UCSD1032	Fundamentals of Rehabilitation in Audiology	10	2022/23	Semester Two	Core
UCSD1033	Hearing Aid Technology	10	2022/23	Semester Two	Core

Level 5					
Module Code	Module Title	Credits	Year of Delivery*	Semester / Term of Delivery	Core / Optional
UCSD2044	Clinical Practice in Hearing Aid Audiology 2	40	2022/23	All Year	Core
UCSD2045	Audiological Assessment 2	20	2022/23	Semester One	Core
UCSD2046	Communication and Rehabilitation	20	2022/23	Semester Two	Core
UCSD2047	Specialist Practice and Professional Issues	20	2022/23	Semester Two	Core
UCSD2048	Hearing Aid Technology and Assistive Listening Devices	20	2022/23	Semester One	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 T1- test C1- coursework A1 – generic assessment P1 - practical
		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	UCSD1006			X	X	X				X	X	X					N	C1 – 100%
	UCSD1027			X	X	X			X	X	X	X					N	T1 – 50% C1 – 50%
	UCSD1028	X	X	X	X				X								N	T1 – 50% C1 – 50%
	UCSD1122	X	X	X	X	X	X	X	X	X	X	X		X	X	X	N	E2 – 50% C1 – 50% P1 – Pass/Fail
	UCSD1030	X	X	X	X	X			X	X		X					N	T1 – 100%
	UCSD1031	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	N	P1 – 100%
	UCSD1032	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	N	C1 – 100%
	UCSD1033	X	X	X	X	X	X	X	X	X	X	X		X	X		N	C1 – 100% P1 – Pass/Fail
Level 4 Los		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
Level 5	UCSD2044	X	X	X	X	X	X	X	X	X				X	X	X	N	E2 – 50% C1 – 50% P1 – Pass/Fail
	UCSD2045	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	N	C1 – 40% P1 – 60%
	UCSD2046	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	N	C1 – 80% P1 – 20%
	UCSD2047	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	N	E1 – 70% C1 – 30%
	UCSD2048	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	N	C1 – 50% P1 – 50%
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		

2.10 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)
Hearing assessment	To be completed during placement	A range of audiological specific skills and transferable knowledge to support their continuing personal, professional and academic development.	Competence in a range of relevant clinical, technical and administrative procedures relevant to the scope of practice.		UCSD 1031
Hearing aid fitting	To be completed during placement	A range of audiological specific skills and transferable knowledge to support their continuing personal, professional and academic development.	Competence in a range of relevant clinical, technical and administrative procedures relevant to the scope of practice.		UCSSD 1033
Real Ear Measurement	To be completed during placement	A range of audiological specific skills and transferable knowledge to support their continuing personal, professional and academic development.	Competence in a range of relevant clinical, technical and administrative procedures relevant to the scope of practice.		UCSD 2048
Earwax management	To be completed during placement	A range of audiological specific skills and transferable knowledge to support their continuing	Competence in a range of relevant clinical, technical and administrative procedures relevant to		UCSD1122

		personal, professional and academic development.	the scope of practice.		
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3. Module Records

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: UCSD1006 **MODULE TITLE:** Clinical Education Preparatory Skills
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 [Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)

C1 (Coursework)	100%	P1 (Practical)	Pass/Fail		
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SUBJECT ASSESSMENT PANEL to which module should be linked: FdSc Assistant Practitioner

Professional body minimum pass mark requirement: N/A

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:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1. Identify the differences between academic and reflective writing for healthcare LO2. Demonstrate an understanding of descriptive and analytical writing LO3. Develop coherent arguments using a structured framework whilst utilising relevant contemporary evidence to both support and refute a proposition or argument LO4. Demonstrate Harvard referencing system consistently.	Knowledge and Understanding 3 Cognitive and Intellectual Skills 1 & 2 Key and Transferable Skills 3 Employment Related Skills 1 & 2

DATE OF APPROVAL: XX/XX/XXXX	AWARDING BODY: South Devon College
DATE OF IMPLEMENTATION: 01/2020	SEMESTER: Semester One
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: 2022/23

MODULE LEADER: Sarah Venn-Dunn

NATIONAL COST CENTRE: 105

OTHER MODULE STAFF: Tharshini Swann

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

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Online distance learning supported by problem based study materials including directed reading and contact / structured discussion with peers and academic and e-tutor staff.		
Total	-	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Essay (500 words) LO3 & LO4	100%

Practical	IT Skills Portfolio LO1 & LO2	Pass/Fail
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REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Essay (500 words) LO3 & LO4	100%
Practical	IT Skills Portfolio LO1 & LO2	Pass/Fail

South Devon College Module Record

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE: UCSD1027

MODULE TITLE: Introduction to Hearing Aid Audiology

CREDITS: 10

FHEQ LEVEL: 4

HECOS CODE: Audiology 100257

PRE-REQUISITES: UCSD1006

CO-REQUISITES: UCSD1122

COMPENSATABLE: No

SHORT MODULE DESCRIPTOR:

Module will enable students to develop their understanding of the sector and the environments in hearing aid audiology. Students will explore the impact of political, social, economic and technological factors and consider the legal and ethical frameworks informing hearing aid audiologists. Students will also reflect on their current or potential roles and develop an understanding of the professional Code of Practice.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)

T1 (Test)	50%	C1 (Coursework)	50%		
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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 underpinning knowledge of psychosocial dimensions of health, providing the foundations for study and practice in Hearing aid audiology
- Demonstrate the theoretical knowledge curtailing to the attributes and behaviours required for effective and reflective clinical practice

ASSESSED LEARNING OUTCOMES:

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1. Demonstrate an awareness of the roles, responsibilities and boundaries of professionals, voluntary agencies and carers involved with clients, in order to deliver profession specific care within an interdisciplinary context. LO2. Evaluate an understanding of the theoretical knowledge which underpins hearing aid audiological practice, by analysing information from biomedical behavioural and social sciences, linguistics, psychology and audiological science. LO3. Demonstrate knowledge of codes of conduct relevant to the sale of hearing aids and/or other devices and of associated professional services LO4. Reflect on basic business practice as it operates at a practical level within the private hearing sector,	Knowledge and Understanding 3 Cognitive and Intellectual Skills 1 & 2 Key and Transferable Skills 2 & 3 Employment Related Skills 1 & 2

DATE OF APPROVAL: XX/XX/XXXX

AWARDING BODY: South Devon College

DATE OF IMPLEMENTATION: 01/2020	SEMESTER: Semester One
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

analysing external factors affecting the sector as a whole, including markets and consumers.	
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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: 2022/23

NATIONAL COST CENTRE: 103

MODULE LEADER: Tharshini Swann

OTHER MODULE STAFF:

Summary of Module Content

This module is intended to support the development of understanding of the nature of the work sector in its broadest sense including the environments in hearing aid audiology, performance within these contexts and factors that influence the operation of organisations. Students will explore the impact of political, social, economic and technological factors on hearing aid audiology and consider the legal and ethical frameworks informing hearing aid audiologists.

Students will also reflect on their current role or potential roles within the sector.

Topic areas covered in this module include:

- Hearing aid audiology and other related work environments
- Influences on practice and trends in the environment
- Operational requirements
- Career progression and changing roles in public and private sector

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
VLE Activity	20	Academic forum, topic based quiz, reflective learning journal
Guided Independent Study	80	Independent Reading and Individual Assignment and Preparation
Total	100	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Test	End of Module Test (Online) LO2 & LO3	100%

Coursework	Reflective Journal LO1 & LO4	100%
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REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Test	Referral Test (Online) LO2 & LO3	100%
Coursework	Referral Essay LO1 & LO4	100%

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: UCSD1028

MODULE TITLE: Auditory Sciences

CREDITS: 10

FHEQ LEVEL: 4

HECOS CODE: Audiology 100257

PRE-REQUISITES: None

CO-REQUISITES: None

COMPENSATABLE: No

SHORT MODULE DESCRIPTOR:

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 [Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)

T1 (Examination)	50%	C1 (Coursework)	50%		
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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:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1. Demonstrates an understanding of psycho- acoustics and perceptual models including the perception of speech LO2. Appraise the physiological and psychological mechanisms which affect human perception of sound LO3. Demonstrates an understanding of interaural time delay (ITD) and interaural intensity delays (IID) LO4. Demonstrates an understanding of the principles of acoustic energy transmission including pitch, loudness and timbre perception	Knowledge and Understanding 1, 2 & 3 Cognitive and Intellectual Skills 1 Key and Transferable Skills 3

DATE OF APPROVAL: XX/XX/XXXX

AWARDING BODY: South Devon College

DATE OF IMPLEMENTATION: 01/2020	SEMESTER: Semester One
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2022/23

NATIONAL COST CENTRE: 103

MODULE LEADER: Antonio Specchia

OTHER MODULE STAFF: Tharshini Swann

Summary of Module Content

This module will provide students with a thorough understanding of sound, its measurement and psychological factors in hearing are fundamental to audiology practice. A basic understanding of biological and physical sciences are also essential to the hearing aid audiologist, so that they can understand the scientific basis of hearing sufficiently to make a correct assessment of whether the patient has an impairment and understand the rationale for assessment. This module introduces students to acoustics - the physics of sound, the measurement of sound in practice and in workplace settings, and also the relation between sound and sound perception. This equips the student to understand the nature of hearing and use this as a foundation for the development of assessment and management skills.

Topic areas covered in this module include:

- The physics of sound
- The measurement of sound
- The relationship between sound and sound perception

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
VLE Activity	20	Academic forum, topic based quiz, reflective learning journal
Guided Independent Study	80	Independent Reading and Individual Assignment and Preparation
Total	100	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Test	End of Module Test (Online) LO1 & LO4	100%
Coursework	Individual Report (1500 words) LO2 & LO3	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam	Referral Test (Online) LO1 & LO4	100%
Coursework	Individual Report LO2 & LO3	100%

SECTION A: DEFINITIVE MODULE RECORD.**MODULE CODE:** UCSD1122**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:**

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 critically appraise on the learning experience, demonstrating information gathering and descriptive skills and an awareness of ethical and cultural issues.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)

E1 (Written exam)	100%	E2 (Clinical Exam)	Pass/Fail	P1 (Practical)	Pass/Fail
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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:

- Formulate an integrated approach to developing knowledge, understanding and skills in the workplace.
- Evaluate and reflect on effectiveness of professional practice, using a range of qualitative and quantitative measures

ASSESSED LEARNING OUTCOMES:

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1. Analyse the relationship between theoretical perspectives and work based practice LO2. Demonstrate competency through engaging with the practice assessment document to demonstrate personal and professional development LO3. Demonstrate professional and occupational standards relating to own specific practice LO4. Reflect on and analyse the relationship between organisational culture and goals and specific practice.	Knowledge and Understanding 1, 2 & 3 Cognitive and Intellectual Skills 1, 2 & 3 Key and Transferable Skills 1, 2 & 3 Employment Related Skills 1 & 2 Practical Skills 1, 2 & 3

DATE OF APPROVAL: XX/XX/XXXX	AWARDING BODY: South Devon College
DATE OF IMPLEMENTATION: 01/2020	SEMESTER: All Year
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2022/23

NATIONAL COST CENTRE: 103

MODULE LEADER: Antonio Specchia

OTHER MODULE STAFF:

Summary of Module Content

Learning in the work place 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 work place - 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)
Scheduled activity	48	Lectures delivered during block delivery
Practice Based Learning	340	Clinical placement activity with mentor supervision and support
Guided Independent Study	12	Independent reading and Individual assignment preparation
Total	400	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Written Exam	LO1 & LO4	100%
Practical	Practice Assessment Document LO2	Pass/fail
Clinical Examination	Clinical examination of competency in practice LO3	Pass/Fail

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Written Exam	LO1 & LO4	100%
Practical	Practice Assessment Document LO2	Pass/fail
Clinical Examination	Clinical examination of competency in practice LO3	Pass/Fail

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: UCSD1030

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

CREDITS: 20

FHEQ LEVEL: 4

HECOS CODE: 100264

PRE-REQUISITES: UCSD1028

CO-REQUISITES: None

COMPENSATABLE: No

SHORT MODULE DESCRIPTOR:

Student will develop knowledge of anatomical and physiological terms describing the auditory and vestibular systems, and gain an understanding of pathological processes essential to the hearing aid audiologist in order to understand the causes of hearing impairment and 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 [Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)

T1 (Test)	100%
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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 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:

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. Demonstrate extensive, detailed critical knowledge and understanding of the structure and function of the audiovestibular system LO2. Demonstrate a sound knowledge base and understanding in relation to pathophysiology of the audiovestibular system LO3. Demonstrate analysis and judgement in the interpretation, use and evaluation of appropriate pathophysiology. LO4. Demonstrate synthesis and application of the knowledge in the management of health and illness in the individual (contextualised to hearing aid audiology)	Knowledge and Understanding 1, 2 & 3 Cognitive and Intellectual Skills 1 & 2 Key and Transferable Skills 2 & 3 Employment Related Skills 2

DATE OF APPROVAL: XX/XX/XXXX

AWARDING BODY: South Devon College

DATE OF IMPLEMENTATION: 01/2020	SEMESTER: Semester One
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2022/23

NATIONAL COST CENTRE: 106

MODULE LEADER: Steve Campbell

OTHER MODULE STAFF: 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

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
VLE Activity	35	Academic forum, topic based quiz, reflective learning journal
Guided Independent Study	165	Independent Reading and Individual Assignment and Preparation
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Test	Online Test 1 LO1	25%
	Online Test 2 LO2	25%
	End of Module Test LO3 & LO4	50%
		100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Test	Referral Test LO1-LO4	100%

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: UCSD1031

MODULE TITLE: Audiological Assessment 1

CREDITS: 20

FHEQ LEVEL: 4

HECOS CODE: Audiology 100257

PRE-REQUISITES: UCSD1030

CO-REQUISITES:

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 [Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)

P1 (Practical)	100%				
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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:

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1. Recognise signs and symptoms of medical conditions from otoscopy and history taking, and to make an appropriate decision on management and referral within the current scope of practice LO2. Perform otoscopy to current professional standards and advise the client, as appropriate, on hygiene and earwax management LO3. Perform safely and accurately air and bone conduction pure tone audiometry according to BSA procedures, with masking when appropriate and explain and interpret the results LO4. Elicit and record a patient history and generate a report on completed audiometric results	Knowledge and Understanding 1, 2 & 3 Cognitive and Intellectual Skills 1, 2 & 3 Key and Transferable Skills 1, 2 & 3 Employment Related Skills 1, 2 & 3 Practical Skills 1, 2 & 3

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2022/23

NATIONAL COST CENTRE: 103

MODULE LEADER: Steve Campbell

OTHER MODULE STAFF: Tharshini Swann

Summary of Module Content

- Topics covered in the module include:
- History taking and record keeping
- Otoscopy
- 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

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Scheduled activities and Simulations	32	Lectures and Simulations in preparation for clinical practice
Guided Independent Study	168	Guided Independent study and individual
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Practical	Clinical Exam LO1 – LO4	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Practical	Clinical Exam LO1 – LO4	100%
		100%

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: UCSD1032 **MODULE TITLE:** Fundamentals of Rehabilitation in Audiology
CREDITS: 10 **FHEQ LEVEL:** 4 **HECOS CODE:** Audiology 100257
PRE-REQUISITES: None **CO-REQUISITES:** UCSD1033 **COMPENSATABLE:** No

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 to provide 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.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)

C1 (Coursework)	100%
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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 modules students will be able to:

- Demonstrate basic knowledge and understanding required to provide a clinical auditory rehabilitation service for adults with hearing loss and/or tinnitus
- Apply their practical and theoretical knowledge and comprehension to all aspects of the rehabilitation needs of adult hearing-impaired patients and adult patients with tinnitus.

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1. Reflect on the provision of accurate and balanced information regarding management options, the facilitation of the patients decision making (especially regarding technology) and the role of communication strategies and tactics has on individuals LO2. Demonstrate awareness of the external and internal factors which affect the rehabilitation of the patient. LO3. Explain and analyse the arguments for, and the current consensus on, patient centred rehabilitation for adults with hearing loss LO4. Formulate evidence-based recommendations for the rehabilitation of individual patients with	Knowledge and Understanding 1, 2 & 3 Cognitive and Intellectual Skills 1, 2 & 3 Key and Transferable Skills 1, 2 & 3 Employment Related Skills 1, 2 & 3 Practical Skills 1, 2 & 3

DATE OF APPROVAL: XX/XX/XXXX	AWARDING BODY: South Devon College
DATE OF IMPLEMENTATION: 01/2020	SEMESTER: All Year
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2022/23
MODULE LEADER: Antonio Specchia

NATIONAL COST CENTRE: 103
OTHER MODULE STAFF:

Summary of Module Content

Topics covered in this module include:

- Models of disability and auditory rehabilitation
- Psychosocial issues
- Theory and application of behaviour modification strategies.
- Subjective assessment methods
- Development, implementation and follow-up of individualised management plans for adult clients with hearing loss and hearing loss with tinnitus.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
VLE activity	20	Academic forum and lecture base with reflective diary
Work Based Learning	32	Supported work based learning
Service user engagement	8	Appreciation of the wider clinical context in which they provide their rehabilitation service. The essential practical techniques will be introduced and developed during the taught blocks, which will include an interactive session with service users
Guided Independent Study	40	Independent reading an individual activity
Total	100	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Reflective Journal	20%
	Case Study LO2 – LO4	80%
		Total: 100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Referral Case Study LO1 – LO4	100%

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: UCSD1033 **MODULE TITLE:** Hearing Aid Technology
CREDITS: 10 **FHEQ LEVEL:** 4 **HECOS CODE:** Audiology 100257
PRE-REQUISITES: UCSD1030 **CO-REQUISITES:** UCSD1031 **COMPENSATABLE:** No

SHORT MODULE DESCRIPTOR:

The dispensing of hearing aids requires a thorough understanding of the design and performance of the full 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..

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)

C1 (Coursework)	100%	P1 (Practical)	Pass/Fail
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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 full range of hearing aids and their components
- Demonstrate the development of skills in undertaking aural impressions

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. Demonstrate an understanding of the composition and performance of sound processing systems and principles of prescribing products on the basis of assessment of specific client needs. LO2. Demonstrate the ability to program and first fit a basic range of hearing aids. LO3. Demonstrate the knowledge of relevant product features and benefits/drawbacks, and advises on hygiene and maintenance LO4. Correctly perform aural impression procedure safely and effectively using closed and open jaw techniques and in accordance with current protocols.	Knowledge and Understanding 1, 2 & 3 Cognitive and Intellectual Skills 1, 2 & 3 Key and Transferable Skills 1, 2 & 3 Employment Related Skills 1 & 2 Practical Skills 1 & 2

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2022/23

MODULE LEADER: Antonio Specchia

NATIONAL COST CENTRE: 103

OTHER MODULE STAFF: Tharshini Swann

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
- Impression taking
- Advice to patient on products features and benefits, hygiene and maintenance

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Scheduled activities	32	Lecture and simulated practical workshops during block release
Guided Independent Study	68	Independent reading and individual assignments
Total	100	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Essay LO1 & LO3	100%
Practical	Practical Skills Assessment LO2 & LO4	P/F

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Essay LO1 & LO3	100%
Practical	Practical Skills Assessment LO2 & LO4	P/F

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: UCSD2044 **MODULE TITLE:** Clinical Practice in Hearing Aid Audiology 2
CREDITS: 40 **FHEQ LEVEL:** 5 **HECOS CODE:** Audiology 100257
PRE-REQUISITES: UCSD1122 **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 [Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment					
E2 (Clinical Examination)	50%	C1 (Coursework)	50%	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
- Demonstrates 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:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1. Critically reflect and evaluate the impact of theoretical perspectives on workplace practice and demonstrate the influence of work based learning on academic perspectives	Knowledge and Understanding 1, 2 & 3
LO2. Evidence and evaluate the embedding of theory in practice, through reflection and/or observation especially the application of communication skills	Cognitive and Intellectual Skills 1, 2 & 3
LO3. Demonstrate ability to engage with and manage learning in practice through completion of the Practice Assessment Document	Key and Transferable Skills 1, 2 & 3 Employment Related
LO4. Demonstrate competence and autonomy in practice integrating extensive theory into clinical practice	Skills Practical Skills 1, 2 & 3

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2022/23

NATIONAL COST CENTRE: 103

MODULE LEADER: Steve Campbell

OTHER MODULE STAFF: Antonio Specchia

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

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture	48	Lecture delivered during designated block study
Work Based Learning	340	Supported work based learning
Guided Independent Study	12	Independent reading and Individual assignment preparation
Total	400	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Professional Portfolio of Supporting Evidence with reflective accounts (3 x 1000 words) LO1 & LO2	100%
Practical	Practice Assessment Document LO3	Pass/Fail
Clinical Examination	Practice Based Examination	80%
	Viva Voce	20%
	LO4	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Continuation of Professional Portfolio of Supporting Evidence with reflective accounts (3 x 1000 words) LO1 & LO2	100%
Practical	Continuation of Practice Assessment Document LO3	Pass/Fail
Clinical Examination	Referral Practice Based Examination LO4	100%

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: UCSD2045 **MODULE TITLE:** Audiological Assessment 2
CREDITS: 20 **FHEQ LEVEL:** 5 **HECOS CODE:** Audiology 100257
PRE-REQUISITES: UCSD1031 **CO-REQUISITES:** UCSD2048 **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, assessment of the paediatric patient, the adjustment of adult and paediatric procedures to generate unequivocal results, and the use of results to select appropriate management strategies including referral.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)

C1 (Coursework)	40%	P1 (Practical)	60%		
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SUBJECT ASSESSMENT PANEL to which module should be linked: FdSc Hearing Aid Audiology

Professional body minimum pass mark requirement: 40 %

MODULE AIMS:

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

- Demonstrate both knowledge and skills associated with audiological assessment integrating the findings with underpinning theoretical knowledge in order to effectively interpret and manage often complex cases
- Recognise non organic and organic hearing losses and understand the associated aetiology and when there is a need to refer

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. Demonstrate an in depth understanding of audiometric tests performed with adult and paediatric clients in the clinical setting LO2. Identify and adjust protocols within appropriate guidelines to enhance results. LO3. Integrate and evaluate test results and use them to guide management strategies with underpinning knowledge of pathophysiology and rehabilitation theories LO4. Understand underpinning theory and be able to competently Perform tests of middle ear function safely and in accordance with current protocols and explain results.	Knowledge and Understanding 1, 2 & 3 Cognitive and Intellectual Skills 1, 2 & 3 Key and Transferable Skills 1, 2 & 3 Employment Related Skills 1, 2 & 3 Practical Skills 1, 2 & 3

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

DATE OF APPROVAL: XX/XX/XXXX	AWARDING BODY: South Devon College
DATE OF IMPLEMENTATION: 01/2020	SEMESTER: Semester One
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

Summary of Module Content

Topics that will be included in this module include:

- Advanced assessment of the adult patient (including speech audiometry, objective testing, sound field audiometry).
- Assessment of the paediatric patient.
- Identification of non-organic hearing loss and its implications for assessment and management.
- Measurement of middle ear function and interpretation of results.
- The recording, interpretation and communication of results.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Scheduled activities and Simulation	32	Theory/Practice/Skill development through lectures and simulation
Guided Independent Study	168	Independent reading and individual assignment preparation
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Diagnostic Case Study LO3	100%
Practical	Practical Assessment of Skills in Simulation LO1, LO2 & LO4	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Referral Diagnostic Case Study LO3	100%
Practical	Repeat Practical Assessment of Skills in Simulation LO1, LO2 & LO4	100%

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: UCSD2046

MODULE TITLE: Communication and Rehabilitation

CREDITS: 20

FHEQ LEVEL: 5

HECOS CODE: Audiology 100257

PRE-REQUISITES: UCSD1032

CO-REQUISITES: UCSD2048

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 [Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)

C1 (Coursework)	80%	P1 (Practical)	20%		
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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:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1. Demonstrate an understanding of the key communication skills required to enable patients to choose audiological interventions	Knowledge and Understanding 1, 2 & 3 Cognitive and Intellectual Skills 1, 2 & 3 Key and Transferable Skills 1, 2 & 3 Employment Related Skills 1, 2 & 3 Practical Skills 1, 2 & 3
LO2. Identify and describe a wide range of different, strategies skills, tools and other resources potentially available in practice to improve the patient’s hearing-related quality of life and explain the main advantages and disadvantages for common forms of hearing loss and psychosocial circumstance.	
LO3. Critically analyse the stages of change that affect audiological rehabilitation and their influences on patient behaviour with appropriate consideration to health status measures and their function	
LO4. Acquire and demonstrate the awareness of the limits and boundaries of personal competence in applying counselling skills in relationships with patients	

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

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2022/23

NATIONAL COST CENTRE: 103

MODULE LEADER: Steve Campbell

OTHER MODULE STAFF: Tharshini Swann

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

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Scheduled activities and Simulation	32	Theory/Practice/Skill development through lectures and simulation
Guided Independent Study	168	Independent reading and individual assignment preparation
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Poster (1000 words) LO1 & LO3	100%
Practical	Role Play LO2 & LO4	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Referral Essay LO1 & LO3	100%
Practical	Video Presentation LO2 & LO4	100%

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

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

SHORT MODULE DESCRIPTOR:

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

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)

E2 (Examination)	Pass/Fail	C1 (Coursework)	100%		
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SUBJECT ASSESSMENT PANEL to which module should be linked: FdSc Hearing Aid Audiology

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

MODULE AIMS:

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

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

ASSESSED LEARNING OUTCOMES:

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

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

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

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2022/23
MODULE LEADER: Tharshini Swann

NATIONAL COST CENTRE: 103
OTHER MODULE STAFF:

Summary of Module Content

Topics covered in this module include:

- Professional registration and regulation and the role of professional bodies/societies
- Consumer protection and marketing
- Business planning
- Quality control and Audit
- Health and Safety and Safeguarding
- Hearing aid technology update

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

SUMMATIVE ASSESSMENT

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

REFERRAL ASSESSMENT

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

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: UCSD2048 **MODULE TITLE:** Hearing Aid Technology and Assistive Listening Devices

CREDITS: 20 **FHEQ LEVEL:** 5 **HECOS CODE:** Audiology 100257
PRE-REQUISITES: UCSD1033 **COREQUISITES:**UCSD1032 & UCSD2046 **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 [Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)

C1 (Coursework)	100%	P1 (Practical)	Pass/Fail		
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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 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:

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. Demonstrate an understanding of the composition and performance of sound processing systems, hearing protection and assistive devices used in hearing aid dispensing LO2. Compare and evaluate product features to select an appropriate system for individual patient needs and care plan LO3. Demonstrate the knowledge and skill to program, fit, perform and interpret objective tests in relation to a hearing aid system's performance in accordance with standard protocols LO4. Demonstrate the ability to explain relevant product features and benefits/drawbacks, in order to identify, investigate and manage problems at follow-up	Knowledge and Understanding 1, 2 & 3 Cognitive and Intellectual Skills 1, 2 & 3 Key and Transferable Skills 1, 2 & 3 Employment Related Skills 1, 2 & 3 Practical Skills 1, 2 & 3

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

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2022/23

NATIONAL COST CENTRE: 103

MODULE LEADER: Tharshini Swann

OTHER MODULE STAFF: Antonio Specchia

Summary of Module Content

Topics covered in this module include:

- Digital systems and assistive devices
- Advanced sound processing systems - strengths, weaknesses, response characteristics and maintenance
- Objective and subjective tests of hearing aid performance
- Hearing protection
- Advanced product selection, programming, fitting and problem-solving
- Advice to patient

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Scheduled activities and Simulated Activity	32	Lectures and simulated activity to support learning and practical skills within block delivery
Guided Independent Study	168	Directed distance learning including practical plus regular contact by email/VLE
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Essay LO1 & LO4	100%
Practical	Practical Assessment of Skills in simulation LO2 & LO3	P/F

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Referral Essay LO1 & LO4	100%
Practical	Repeat Practical Assessment of Skills in simulation LO2 & LO3	P/F