



**UNIVERSITY
CENTRE
SOUTH DEVON**

PROGRAMME QUALITY HANDBOOK 2024 - 2025

Higher Apprenticeship / FdSc Hearing Aid Audiology



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1. Welcome and Introduction to FdSc Hearing Aid Audiology

1.1 Welcome statement

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

Welcome to the Foundation Degree FdSc Hearing Aid Audiology,

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

This programme has been designed to equip you with the skills, knowledge and behaviours required to work as a compassionate, competent and confident Hearing Aid Dispenser. 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
Assistant Principal	Maria Woodger	mariawoodger@southdevon.ac.uk
Curriculum Head	Lucy Parkin	lparkin@southdevon.ac.uk
Programme Coordinator	Antonio Giulio Specchia	antoniospecchia@southdevon.ac.uk
Higher Education Coordinator	Lisa Rogers	lisarogers@southdevon.ac.uk
Lecturer	Stephen Campbell	stephencampbell@southdevon.ac.uk
Lecturer	Gabriele Bianco	gabrielebianco@southdevon.ac.uk
Lecturer	Abishek Umashankar	abishekumashankar@southdevon.ac.uk
Lecturer	Manah Chandra Changmai	mchangmai@southdevon.ac.uk
Assessor Coach	Anne Gallon	annegallon@southdevon.ac.uk
Assessor Coach	Rachel Mullinger	rachelmullinger@southdevon.ac.uk

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1.3 Personal Tutor

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

1.4 Tutoring at UCSD

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

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

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

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

1.5 Course Contact List

Details of your module leaders and how and when they can be contacted are below. You can also view the profile of the teaching team within the curriculum area that your programme is based via this [link](#).

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 Leaders	Modules	Contact	If part time days/hours that are worked
Manah Chandra Changmai	UCSD1130 UCSD1134	mchangmai@southdevon.ac.uk	Mon & Thurs (8am – 4pm)
Stephen Campbell	UCSD1135 UCSD1133 UCSD2134	stephencampbell@southdevon.ac.uk	
Abishek Umashankar	UCSD1132 UCSD2135 UCSD2138	abishekumashankar@southdevon.ac.uk	Mon & Thurs (8am – 4pm)
Gabriele Bianco	UCSD1131 UCSD1136 UCSD2136 UCSD2137	gabrielebianco@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:

- British Academy of Audiology - Students webpage, resources including student blogs, experiences, podcasts, etc. - <https://www.baaudiology.org/careers/students/>
- [When the brain can't hear](#)
- Health & Care Professions Council (HCPC) – Student Hub, resources provide guidance and learning materials for students and learners - <https://www.hcpc-uk.org/students/>
HCPC Standards of Proficiency for Hearing Aid Dispensers - <https://www.hcpc-uk.org/standards/standards-of-proficiency/hearing-aid-dispensers/>
- HCPC Registration Requirements - <https://www.hcpc-uk.org/registration/>

- British Society of Audiology Resources - <https://www.thebsa.org.uk/resources/>

1.7 Curriculum design principles

Programme Rationale (summary)

The curriculum has been developed in close collaboration with healthcare employers to ensure the integration of theory and practice, and is aligned to the Institute for Apprenticeships & Technical Education apprenticeship standard for Hearing Aid Dispensers:

<https://www.instituteforapprenticeships.org/apprenticeship-standards/hearing-aid-dispenser/>

The programme balances academic and practice-based demands to prepare students to take on the role of a Hearing Aid Dispenser in the public and independent sector.

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

The course is focused on delivering the skills for graduates to be fit for purpose, practice and registration and encourages lifelong learning and emphasises the importance of Continuing Professional Development by utilising self-directed learning and reflection in a programme designed to support learners. Student's theoretical and work-based learning is reviewed and supported by highly specialised staff and peers alike in an encouraging and critically supportive environment which utilises the context of professional examples, discussions and clinical experience. 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 clinical experience, enabling access to a range of real-life situations in both clinical and community environments as well as access to simulation suites. This embedded work-based programme will provide a challenging balance between the development of core skills and professional practice required by Hearing Aid Audiologists who have knowledge in basic sciences, medical aspects of audiology, audiological techniques, hearing advice and rehabilitation.

Content

On successful completion graduates should have developed:

- 1) The ability to integrate principles, theory, and practice in the context of audiological science utilising information from a wide variety of sources including current research.
- 2) Knowledge of the physiology, organisation, and function of the auditory and audiovestibular processes and human needs across the lifespan.
- 3) The skills to critically analyse the importance of using current evidence-based practice to

improve the quality-of-service delivery as a Hearing Aid Dispenser.

Cognitive and intellectual skills

On successful completion graduates should have developed:

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

Key and transferable skills

On successful completion graduates should have developed the ability to:

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

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Employment related skills

On successful completion graduates should have developed:

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

Practical skills

On successful completion graduates should have developed:

- 1) The ability to provide and promote holistic patient/person-centred care and support, duty of care and safeguarding of individuals.
- 2) Competence in a range of relevant clinical, technical and administrative procedures relevant to the scope of practice.
- 3) Interdisciplinary skills for both straightforward and complex work, in one-to-one and in group and team situations in order to plan, organise, allocate, review and evaluate their own practice in a variety of settings.

Teaching and Learning Strategy

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

Resources

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

1.8 Knowledge, skills and behaviours developed on the programme

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

	Knowledge
K1	Reflection (UCSD1131); Online test (UCSD1131); Clinical Exams (UCSD 1133, UCSD1135, UCSD2134); Practice Assessment Document (UCSD1133); Examination (UCSD2137)
K2	Reflection (UCSD1131); Practice Assessment Document (UCSD1133); Examination (UCSD2137)
K3	Online test (UCSD1131); CPD Profile (UCSD2134); Examination (UCSD2137)
K4	Online test (UCSD1131); CPD Profile (UCSD2134); Examination (UCSD2137)
K5	Presentation/Coursework (UCSD2136); Report (UCSD2137); Presentation (2138)
K6	Clinical Exams (UCSD1135, UCSD2134); Presentation/Coursework (UCSD2136)
K7	Clinical Exams (UCSD 1133, UCSD1135, UCSD2134, UCSD2145); Written Exam (UCSD1133)
K8	Practice Assessment Document (UCSD1133)
K9	Reflection (UCSD1131); Viva (UCSD2134); Presentation/Coursework (UCSD2136)
K10	Reflection (UCSD1131); Practice Assessment Document (UCSD1133); Viva (UCSD1135)
K11	Practice Assessment Document (UCSD1133); Coursework/Examination (UCSD1134); Viva (UCSD1135, UCSD2134)
K12	Practice Assessment Document (UCSD1133); Coursework/Examination (UCSD1134); Viva (UCSD1135, UCSD2134)
K13	Viva (UCSD1135)
K14	Clinical Exams (UCSD 1133, UCSD1135)
K15	Clinical Exams (UCSD 1133, UCSD1135)
K16	Clinical Exams (UCSD 1133,
K17	Clinical Exams (UCSD 1133,
K18	Clinical Exams (UCSD 1133, UCSD1135, UCSD2134, UCSD2145); Written Exam (UCSD1133)
K19	Written Exam (UCSD1133, UCSD1135, UCSD2134); Practice Assessment Document (UCSD1133)
K20	Clinical Exam (UCSD1135); Practice Assessment Document (UCSD1133)
K21	Clinical Exams (UCSD 1133); Written Exam (UCSD1133); Practice Assessment Document (UCSD1133); Viva (UCSD1135)
K22	Clinical Exams (UCSD 1133, UCSD1135, UCSD2145, UCSD2138); Written Exam (UCSD1133); Practice Assessment Document (UCSD1133); Viva (UCSD1135)
K23	Clinical Exams (UCSD 1133, UCSD1135); Written Exam (UCSD1133); Practice Assessment Document (UCSD1133); Viva (UCSD1135)

K24	Clinical Exams (UCSD 1133, UCSD1135); Written Exam (UCSD1133); Practice Assessment Document (UCSD1133); Viva (UCSD1135)
K25	Clinical Exam (UCSD2134, UCSD2145, UCSD2138); Viva (UCSD1135)
K26	Clinical Exams (UCSD 1133, UCSD1135); Written Exam (UCSD1133); Practice Assessment Document (UCSD1133); Viva (UCSD1135)
K27	Clinical Exam (UCSD1135, UCSD2138); Professional discussion (UCSD1136)
K28	Practice Assessment Document (UCSD1133); Professional discussion (UCSD1136)
K29	Practice Assessment Document (UCSD1133); Professional discussion (UCSD1136)
K30	Reflection (UCSD1131); Examination (UCSD2137)
K31	Reflection (UCSD1131); Presentation/Coursework (UCSD2136); Examination (UCSD2137)
K32	Clinical Exam (UCSD1135); Viva (UCSD1135); Professional discussion (UCSD1136); Report (UCSD2137)
K33	Examination (UCSD2137)
K34	Examination (UCSD2137)
K35	Professional discussion (UCSD1136); Clinical Exam (UCSD2138)
K36	Clinical Exam (UCSD1135); Viva (UCSD1135); Professional discussion (UCSD1136); Presentation (2138)
K37	Clinical Exam (UCSD1135); Professional discussion (UCSD1136)
K38	Professional discussion (UCSD1136)
K39	Professional discussion (UCSD1136); Clinical Exam (UCSD2134)
K40	Clinical Exam (UCSD1135, UCSD2134); Viva (UCSD1135)
K41	Presentation (2138)
K42	Professional discussion (UCSD1136)
K43	Presentation (2138)
K44	Reflection (UCSD1136); Presentation/Coursework (UCSD2136)
K45	Reflection (UCSD1131); Reflection (UCSD1136); Presentation/Coursework (UCSD2136)
K46	Presentation/Coursework (UCSD2136)
K47	Presentation/Coursework (UCSD2136)
K48	Coursework (UCSD1132); Examination (UCSD1132); Clinical Exam (UCSD1135); Viva (UCSD1135)
K49	Clinical Exam (UCSD2138)
K50	Practice Assessment Document (UCSD1133); Clinical Exam (UCSD2138)
K51	Practice Assessment Document (UCSD1133); Professional discussion (UCSD1136); Clinical Exam (UCSD2134)
K52	Viva (UCSD2134), Clinical Exam (UCSD2145)
K53	Clinical Exam (UCSD1135)
K54	Clinical Exam (UCSD1135)
K55	Clinical Exam (UCSD1135)
K56	Presentation/Coursework (UCSD2136)
K57	Viva (UCSD1135); Professional discussion (UCSD1136); Presentation/Coursework (UCSD2136)
	Skills
S1	Practice Assessment Document (UCSD1133); Clinical Exams (UCSD1135)
S2	Practice Assessment Document (UCSD1133); Clinical Exams (UCSD1135)
S3	Practice Assessment Document (UCSD1133)
S4	Practice Assessment Document (UCSD1133)
S5	Practice Assessment Document (UCSD1133)
S6	Practice Assessment Document (UCSD1133); Clinical Exams (UCSD1135)
S7	Practice Assessment Document (UCSD1133)
S8	Practice Assessment Document (UCSD1133)
S9	Practice Assessment Document (UCSD1133)
S10	Practice Assessment Document (UCSD1133)
S11	Practice Assessment Document (UCSD1133)
S12	Practice Assessment Document (UCSD1133)
S13	Practice Assessment Document (UCSD1133)

S14	Practice Assessment Document (UCSD1133)
S15	Practice Assessment Document (UCSD1133); Clinical Exams (UCSD1135)
S16	Practice Assessment Document (UCSD1133); Clinical Exams (UCSD1135);
S17	Practice Assessment Document (UCSD1133); Clinical Exams (UCSD1135)
S18	Practice Assessment Document (UCSD1133); Clinical Exams (UCSD1135)
S19	Practice Assessment Document (UCSD1133); Clinical Exams (UCSD1135)
S20	Practice Assessment Document (UCSD1133); Clinical Exams (UCSD1135)
S21	Practice Assessment Document (UCSD1133);
S22	Practice Assessment Document (UCSD1133)
S23	Practice Assessment Document (UCSD1133)
S24	Practice Assessment Document (UCSD1133); Reflection (UCSD1136)
S25	Practice Assessment Document (UCSD1133); Clinical Exams (UCSD1135)
S26	Practice Assessment Document (UCSD1133)
S27	Practice Assessment Document (UCSD1133)
S28	Practice Assessment Document (UCSD1133)
S29	Practice Assessment Document (UCSD1133)
S30	Practice Assessment Document (UCSD1133)
S31	Practice Assessment Document (UCSD1133)
S32	Practice Assessment Document (UCSD1133)
S33	Practice Assessment Document (UCSD1133)
S34	Practice Assessment Document (UCSD1133)
S35	Practice Assessment Document (UCSD1133)
S36	Practice Assessment Document (UCSD1133)
S37	Practice Assessment Document (UCSD1133)
S38	Practice Assessment Document (UCSD1133)
S39	Practice Assessment Document (UCSD1133)
S40	Practice Assessment Document (UCSD1133)
S41	Practice Assessment Document (UCSD1133)
S42	Practice Assessment Document (UCSD1133)
S43	Practice Assessment Document (UCSD1133)
S44	Practice Assessment Document (UCSD1133)
	Behaviours
B1	Practice Assessment Document (UCSD1133)
B2	Practice Assessment Document (UCSD1133)
B3	Practice Assessment Document (UCSD1133)
B4	Practice Assessment Document (UCSD1133)

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 opportunities and help you to find appropriate work while you are studying. You can discuss your ideas, gain support researching opportunities, have feedback on your CV, personal statement or job application, and practice your interview skills. For more information see <https://www.ucsd.ac.uk/employability-and-next-steps/> or contact HEemploy@southdevon.ac.uk

Before you start your programme, you should engage with the Stepping up to Higher Education resources on our website <https://www.ucsd.ac.uk/stepping-up-to-higher-education/> and attend the workshops held by the HE Study team as these provide a detailed and useful introduction to your new academic life. There will also be a course induction by the programme team a week before teaching starts.

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

1.11 Preparation for Employment, further academic study and personal development

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

1.12 UCSD Enterprise and Employability Framework Mapping

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

FHEQ level: 5						
Employability Criteria	Definition	Programme Aims and Intended LOs	Module Aims and LOs	Assessment	Extra activity (i.e. trips)	Other UCSD areas of activity
Job-specific skills	Students demonstrate the specialist and technical knowledge and skills needed by employers (in the sector) locally and nationally.	ILO 4.1 PA1	UCSD1133 LO1, LO2 UCSD2134 LO3, LO4 UCSD2138 LO2, LO3	UCSD1133 Practice Assessment Document and Level 4 Written Exam UCSD2134 Practice Assessment Document and Clinical Exam UCSD2138 Clinical Exam	Master classes with hearing aid manufacturers	
General skills (aka. Transferable skills, 'soft' skills)	Students demonstrate the general knowledge, behaviours, and skills needed by every employer and workplace.	PA 5; ILO 3	UCSD1131 LO3, LO4 UCSD1133 LO3 UCSD2134 LO2, LO3 UCSD2137 LO1-5	UCSD 1027 Reflective Journal UCSD1133 Practice Assessment Document UCSD2134 Practice Assessment	Guest lecturers	

				Document and CPD Profile UCSD2137 Written Exam		
Digital skills	Students demonstrate the essential digital knowledge, behaviours, and skills needed by employers.	PA 2; ILO1	UCSD1130 A1 LO4	UCSD1130 IT Skills Task	Master classes with hearing aid manufacturers	
Practice and Experience	Students apply their knowledge and skills to specific career-relevant situations, and within career-relevant contexts.	PA1 ILO 4	UCSD1131 LO4 UCSD1136 LO1-4 UCSD1136 LO1-3 UCSD2138 LO1, LO4	UCSD1131 Reflective journal UCSD1136 Reflection and IMP UCSD1136 Professional Discussion UCSD2138 Presentation	Professional discussions	
Careers Guidance	Students explore their knowledge, skills, and behaviours, in terms of their future, employment, and chosen career areas.	PA5 ILO3	UCSD2134 LO2 UCSD2137 A1 LO6	UCSD2134 CPD Profile UCSD2137 Report	Professional discussions and guest lectures	
Enterprise	Students create ideas, set within practical situations, which lead to cultural, social or economic value. This can, but does not have to, lead to venture creation.	PA5 ILO4	UCSD2136 LO2, LO3, LO4 UCSD2137 A1 LO6	UCSD2136 Presentation UCSD2136 Report	Professional discussion and guest lectures	
Personal Development	Students reflect on their identities, qualities, and values to better	PA1 ILO2	UCSD1131 A1 LO2, LO4	UCSD 1032 Reflection	Professional discussions	

	understand themselves, from which to make informed choices about future employment.					
Professional Behaviours	Students display the professional behaviours required of best practice and suitable for general employment.	PA1 ILO4	UCSD1133 LO3 UCSD2134 LO2, LO3	UCSD1133 Practice Assessment Document UCSD2134 Practice Assessment Document	Guest lectures	
Networking	Students have opportunities to grow and utilise personal networks of support for a wide range of career- and industry-related activities.	PA3 ILO1	UCSD1136 A2 LO4	UCSD2136 Presentation	Ex-alumni webpage	
Further information: Employability is a vital part of the learning journey of all UCSD students and is integrated throughout the programme at FHEQ Level 6. As detailed in the UCSD Enterprise and Employability Framework, UCSD students develop their employability across nine criteria. This section highlights any other areas of activity, signposting, or links to industry and employer standards.						Extra employability-related activity will be recorded on the Employability Activity Form.

1.13 Student engagement in ongoing programme development

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

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

You said:	We did:
The programme team should provide an alternative format for the lectures, for those students affected by learning disabilities. (Post-module feedback form, Sept. 2021)	All video lectures now include subtitles. (Jan. 2022)

1.14 Applicable Regulations, Policy and Procedures

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

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

2. Programme Specification

2.1 Programme Details

Awarding Institution:	South Devon College
Teaching Institution:	South Devon College
Accrediting Body:	South Devon College
Language of Study:	English
Mode of Study:	Full Time
Final Award:	FdSc
Intermediate Level 4 Award:	Certificate of Higher Education (CertHE)
Programme Title:	Hearing Aid Audiology
UCAS Code:	2AUD
Benchmarks:	Foundation Degree Characteristic Statement (2015) The Foundation Degree Framework for the Healthcare Sector
Date of Programme Approval:	January 2020

2.2 Brief Description of the Programme

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

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

The course is focused on delivering the skills for graduates to be fit for purpose, practice and registration and encourages lifelong learning and emphasises the importance of Continuing Professional Development by utilising self-directed learning and reflection in a programme designed to support learners. Student's theoretical and work-based learning is reviewed and supported by highly specialised staff and peers alike in an encouraging and critically supportive environment which utilises the context of professional examples, discussions and clinical experience. 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 clinical experience, 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 and BSc (Hons) Healthcare Science (Audiology) at University Centre South Devon.

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

2.8 Admissions Criteria

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

Entry Requirements for FdSc Hearing Aid Audiology	
A-level/AS-level	Normal minimum entry requirements are 48 UCAS points at A-level
BTEC National Diploma/QCF Extended Diploma	Normal minimum entry requirements are 48 UCAS points
Access to Higher Education at level 3	Normal minimum entry requirements are 48 UCAS points, with a minimum of 24 credits at Merit
Welsh Baccalaureate	Normal minimum entry requirements are 48 UCAS points
Scottish Qualifications Authority	Normal minimum entry requirements are 48 UCAS points, from Scottish Advanced Highers
Irish Leaving Certificate	Normal minimum entry requirements are 48 UCAS points, from Higher Level, and Ordinary Level Grade C Maths and English
International Baccalaureate	Normal minimum entry requirements are 48 UCAS points, from Higher Level
Level of English	For applicants with international qualifications, must be able to demonstrate a level of English equivalent to an overall 7.0 on the International English Language Testing System (IELTS) with 6.5 in all other elements.
Work Experience	1 Year's previous experience within a health care setting is desirable but not essential
Interviews	There is a two-stage interview process, which involves representation from local Healthcare providers, where applicants are required to demonstrate the necessary motivation, potential, experience and/or knowledge to follow their chosen programme successfully.
Disclosure & Barring Service Enhanced Check	As you will be working with the public you will be required to complete an online enhanced Disclosure & Barring Service (DBS) check prior to the start of the academic term and this must be renewed as required throughout the duration of the course. An enhanced DBS check covers all previous convictions, including spent ones. Further information is available via the UCSD Applicants with Criminal Convictions and the Disclosure and Barring Service (DBS) Procedure.
Occupational Health Check	You will be required to undertake a confidential online Health Check prior to the start of the academic term and further occasional health assessments may also be required. Further information is available via the UCSD Pre Course Occupational Health Screening Process.
Admissions Criteria for Higher Level Apprentices	Government funding rules require that an apprentice must have the right to live and work in the UK, must be in employment, paid at least the legal minimum wage and have a written and signed agreement

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

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

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

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

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

2.9 Programme Structure

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

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

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

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

Confirmed Award LOs	x	X	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
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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)
Taking a full history, including questioning on medical, otological and lifestyle issues	Completed during clinical experience and on-site block release	Develop clinical skills relevant to the role and transferrable knowledge to support continuing personal, professional, and academic development	Competence in a range of relevant clinical, technical and administrative procedures relevant to the scope of practice of a HA Audiologist	Clinical examination	UCSD1135
Diagnostic hearing assessment (PTA and ULLs)	Completed during clinical experience and on-site block release	Develop clinical skills relevant to the role	As above	Clinical examination	UCSD1135
Patient management	Completed during clinical experience and on-site block release	Develop clinical skills relevant to the role, and transferrable knowledge to support continuing personal, professional, and academic development	As above	Clinical examination	UCSD1135
Earwax management	Completed during clinical experience and on-site block release	Develop clinical skills relevant to the role, and transferrable knowledge to support continuing personal, professional, and academic development	As above	Clinical examination	UCSD1133
Professional discussion on HA technology	Completed via Teams or	Be able to discuss complex	As above	Professional discussion	UCSD1136

	during on-site block release	technical concepts with peers.			
Presentation on HA technologies	Completed via Teams	Create and present PowerPoint to relay complex clinical concepts to patients.	As above	PowerPoint presentation	UCSD2138
Hearing Aid verification	Completed during on-site block release	Develop clinical skills relevant to the role	As above	Clinical examination	UCSD2138
Presentation on communication	Completed via Teams	Create and present PowerPoint on communication and rehabilitation to peers.	As above	PowerPoint presentation	UCSD2136
Test box measurements	Completed during on-site block release	Develop clinical skills relevant to the role	As above	Clinical examination	UCSD2138
Tympanometry and stapedial reflex testing	Completed during on-site block release	Develop clinical skills relevant to the role	As above	Clinical examination	UCSD2138

3. Module Records

South Devon College Module Record

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

MODULE CODE: UCSD1130 **MODULE TITLE:** Foundations of Clinical Education
CREDITS: 0 **FHEQ LEVEL:** 4 **HECOS CODE:** Research Skills 100962

PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** Yes

SHORT MODULE DESCRIPTOR:

This non-credit bearing module provides students with an understanding of the key concepts and skills that underpin clinical education. It is intended to support students who may not have undertaken any formal education for some time and/or have no higher education experience. This module will equip students with essential skills and tools to undertake a foundation degree qualification within clinical education.

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

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

Professional body minimum pass mark requirement: NA

MODULE AIMS:

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

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

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1: Demonstrate descriptive and analytical writing alongside the value of reflective writing, to support continuous improvement in healthcare practice LO2: Evaluate evidence-based practice and research to inform practice LO3: Apply relevant and contemporary evidence to present coherent arguments LO4: Demonstrate accurate use of IT systems, and the correct application of citation to reference and check academic work	Knowledge and Understanding 3 Cognitive and Intellectual Skills 1 & 2 Key and Transferable Skills 1 & 3 Employment Related Skills 1 & 2
DATE OF APPROVAL: 05/05/2023	AWARDING BODY: South Devon College
DATE OF IMPLEMENTATION: 01/09/2023	SEMESTER: Semester 1
DATE(S) OF APPROVED CHANGE: n/a	

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: 2024/25

NATIONAL COST CENTRE: 105

MODULE LEADER: Manah Chandra Changmai

OTHER MODULE STAFF: Antonio Specchia

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.

Indicative sessions’ contents: Principle of Evidence-based practice, reflective practice and critical appraisal; The value of reflective practice to improve their own practice; Principles of Qualitative and Quantitative research; Data collection, sampling and fundamentals of statistics applied to research.

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)
Scheduled online live or pre-recorded lectures and related activities	12	Sessions are used to present concepts/ theory/research
Online HE Tutorials	2	Sessions are used to present and discuss HE Study Skill and relevant information for HE students at UCSD
Seminars, webinars, group activities or individual tutorials (additional time for booking one-to-ones)	10	Seminars will be used to provide the opportunity for students to engage in deeper discussion and exploration of a particular topic following a lecture
Total	24	(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)

SUMMATIVE ASSESSMENT

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

REFERRAL ASSESSMENT

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

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

South Devon College Module Record

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

MODULE CODE: UCSD1131 **MODULE TITLE:** Introduction to Professional Practice
CREDITS: 10 **FHEQ LEVEL:** 4 **HECOS CODE:** Audiology 100257
PRE-REQUISITE S: None **CO-REQUISITES:** UCSD1029/1033 **COMPENSATABLE:** No

SHORT MODULE DESCRIPTOR:

This module is designed to equip students with the knowledge and skills required to deliver profession-specific care, while adhering to the highest standards of professional conduct and practice. Students will explore the legal and ethical framework that surrounds the Audiology professional, they will be introduced

to the field of public health, and they will reflect on the importance of professional values in the clinic setting.

ELEMENTS OF ASSESSMENT see Definitions of Elements and Components of Assessment			
O1 (Online time-limited assessment)	50%	C1 (Coursework)	50%
SUBJECT ASSESSMENT PANEL to which module should be linked: FdSc Hearing Aid Audiology			

Professional body minimum pass mark requirement: NA

MODULE AIMS:

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

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

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1. Demonstrate a comprehensive understanding of the roles, responsibilities, and boundaries of hearing aid dispensers, including the legal and ethical frameworks that govern their practice LO2. Evaluate the role of public health and the wider determinants of health, and how these may impact the provision of healthcare LO3. Demonstrate knowledge of the legal codes of conduct relevant to the sale of hearing aids and other devices, and the implications for professional practice LO4. Reflect on the importance of professional values and how these can inform and enhance clinical practice, including the delivery of safe, effective, and patient-centred care	Programme intended learning outcomes: Knowledge and Understanding 3 Cognitive and Intellectual Skills 2 Key and Transferable Skills 1 & 3 Employment Related Skills 1 & 2

DATE OF APPROVAL: May 2023	AWARDING BODY:
DATE OF IMPLEMENTATION: September 2023	SEMESTER: Semester 1
DATE(S) OF APPROVED CHANGE: n/a	

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: 2024/25
MODULE LEADER: Gabriele Bianco

NATIONAL COST CENTRE: 105
OTHER MODULE STAFF: Antonio Giulio Specchia

Summary of Module Content

This module provides students with an overview of the essential knowledge and skills required to practice as a Hearing Aid Dispenser in accordance with HCPC regulations. Students will also gain an understanding of the wider context of healthcare practice and the role of public health in promoting population health.

Topic areas covered in this module include:

- Operational requirements for Hearing Aid Dispensers, including professional registration and compliance with HCPC standards.
- Foundations of good clinical practice, including the importance of maintaining your own wellbeing.
- The role of Public Health in healthcare practice, including the wider determinants of health, health promotion, and disease prevention.
- Consumer protection and professional ethics, including the sale of hearing aids and relevant codes of conduct.

Indicative sessions' contents: Role of the HCPC, HCPC Standards of Conduct, Performance and Ethics, Standards of Proficiency and Standards of CPD, registrants health and character, professionalism in practice and to adapt/change practice when guidance is updated; Standard 1 of HCPC Standards of conduct, performance and ethics (promote and protect the interests of service users and carers); Relevance of HCPC Standards, National audiological guidelines (BSA, BAA, NICE), local policies and procedures; Professional behaviours, treating patients with respect, challenging unprofessional or discriminatory behaviours, maintaining appropriate boundaries, effective communication, scope of practice, confidentiality, managing risk, reporting concerns, duty of candour and honesty; Consent to treatment in International Human Rights Law, features of valid consent, asking and obtaining consent, implied and express consent; Mental Capacity Act 2005, assessing capacity to consent; Equality Act 2010, protected characteristics, direct and indirect discrimination, harassment, victimisation, adapting practice to meet individual needs, government guidance on language interpretation and translation; Wider determinants of health, Dalgren and Whitehead model depicting social, economic and environmental factors as well as lifestyle factors, living and working factors etc., examples in Audiology, Biomedical model and Biopsychosocial model of health, behavioural change theories; Public health framework, health promotion and health education with respect to Audiology, considering activities at the micro, meso and macro-level; Personal bias and stereotyping.

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

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Reflective journal (1400 words) (LO2, LO3 & LO4)	100%
Online time-limited test	End of Module Test (35 mins) LO1	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Reflective journal (1400 words) (LO2, LO3 & LO4)	100%
Online time-limited test	End of Module Test (35 mins) LO1	100%

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

South Devon College Module Record

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

MODULE CODE: UCSD1132**MODULE TITLE:** Auditory Science**CREDITS:** 10**FHEQ LEVEL:** 4**HECOS CODE:** Audiology 100257**PRE-REQUISITES:** None**CO-REQUISITES:** None**COMPENSATABLE:** No**SHORT MODULE DESCRIPTOR:**

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

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

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

Professional body minimum pass mark requirement: NA

MODULE AIMS:

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

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

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

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

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1. Demonstrate 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. Demonstrate an understanding of interaural time delay (ITD) and interaural intensity delays (IID). LO4. Demonstrate an understanding of the principles of acoustic energy transmission including pitch, loudness and timbre perception	Programme intended learning outcomes: Knowledge and Understanding 1, 2 & 3 Cognitive and Intellectual Skills 1 KSBs:

DATE OF APPROVAL: May 2023	AWARDING BODY:
DATE OF IMPLEMENTATION: September 2023	SEMESTER: Semester 1
DATE(S) OF APPROVED CHANGE: n/a	

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: 2024/25

NATIONAL COST CENTRE: 103

MODULE LEADER: Abishek Umashankar

OTHER MODULE STAFF: Antonio Specchia

Summary of Module Content

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

Indicative contents:

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

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Online distance learning supported by problem-based study materials including directed reading and contact / structured discussion with peers and academic and e-tutor staff.		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Scheduled online live or pre-recorded lectures and related activities	12	Sessions are used to present concepts/ theory/research
Online HE Tutorials	2	Sessions are used to present and discuss HE Study Skills and relevant information for HE students at UCSD
Seminars, webinars, group activities or individual tutorials (additional time for booking one-to-ones)	10	Seminars will be used to provide the opportunity for students to engage in deeper discussion and exploration of a particular topic following a lecture
Guided Independent study	26	Independent reading, revision and preparation of assignment/for final exams
Practice-based Learning	50	Supported practice-based learning to embed theory in practice, includes time spent with practice-based mentor and clinical educators
Total	100	(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Essay (1000 words) LO2 & LO3	100%

Examination	On-site exam (1 hour) LO1 & LO4	100%
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REFERRAL ASSESSMENT

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

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

South Devon College Module Record

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

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

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

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

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

Professional body minimum pass mark requirement: NA

MODULE AIMS:

By the end of the module students will:

- Formulate an integrated approach to developing knowledge, understanding and skills in the workplace

- Have a thorough grounding in the theoretical aspects of the hearing assessment
- Be able begin practicing wax removal under indirect supervision

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

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1: Explain the core theory required for the assessment and management of a patient. LO2: Manage and evidence ongoing development of clinical practice through the completion of the core clinical competencies LO3: Evidence ability to work within the ethical and legal framework of the profession through completion of 'Professional values in practice' LO4: Demonstrate competence in safe, effective and appropriate removal of ear wax	Programme intended learning outcomes: 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: may 2023	AWARDING BODY:
DATE OF IMPLEMENTATION: September 2023	SEMESTER: Semester 1
DATE(S) OF APPROVED CHANGE: n/a	

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: 2024/25

NATIONAL COST CENTRE: 103

MODULE LEADER: Stephen Campbell

OTHER MODULE STAFF: Antonio Specchia

Summary of Module Content

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

Indicative contents:

Understanding the work environment; Earwax removal, impression taking and aural care; Reasonable adjustments in clinical practice; The importance of empowering service users and carers; Principles of clinical assessment and differential diagnosis; The importance of adhering to the national and local policies and guidance; Hearing aid fitting and rehabilitation strategies; Maintaining health, safety and well-being of the work environment, co-workers' clients and visitors
 Communication in the workplace - between workers, stakeholders and customers/clients Occupational standards

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)

Practice-based learning	34 0	Supported practice-based learning to embed theory in practice, includes time spent with practice-based mentor and clinical educators
Face-to-face on-site teaching	28	Sessions may include lectures, practical workshops and independent revision
Scheduled online live or pre-recorded lectures and related activities	3	Sessions are used to present concepts/ theory/research
HE Tutorial	0. 5	Sessions are used to present and discuss HE Study Skills and relevant information for HE students at UCSD
Seminars, webinars, group activities or individual tutorials (additional time for booking one-to-ones)	2. 5	Seminars will be used to provide the opportunity for students to engage in deeper discussion and exploration of a particular topic following a lecture
Guided Independent study	26	Independent reading, revision and preparation of assignment/for final exams
Total	40 0	(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)

SUMMATIVE ASSESSMENT

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

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam	Written Exam (2 hours): LO1	100%
Clinical Examination	Microsuction Exam: LO4	Pass/Fail

Practical	Practice Assessment Document: LO2 & LO3	Pass/Fail
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To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Date:	Approved by: Date:

South Devon College Module Record

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

MODULE CODE: UCSD1134 **MODULE TITLE:** Anatomy, Physiology and Pathology of the Audio-Vestibular System
CREDITS: 20 **FHEQ LEVEL:** 4 **HECOS CODE:** 100264
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** No

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

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

SUBJECT ASSESSMENT PANEL to which module should be linked:

Professional body minimum pass mark requirement: NA

MODULE AIMS:
 By the end of this module students will be able to:
 Demonstrate an understanding of the anatomy and physiology of the ear and the auditory system
 Demonstrate an understanding of the clinical and practical aspects of ear diseases (Central, Peripheral and Vestibular disorders)

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

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

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.	Programme intended learning outcomes: Knowledge and Understanding 1, 2 & 3 Cognitive and Intellectual Skills 1 Key and Transferable Skills 2 & 3 Employment Related Skills 2

LO3. Demonstrate analysis and judgement in the interpretation, use and evaluation of appropriate pathophysiology. LO4. Describe the structure and function of the human body together with knowledge of physical and mental health, disease, disorder and dysfunction relevant to the field of audiology, to include speech production.	
DATE OF APPROVAL: May 2023	AWARDING BODY:
DATE OF IMPLEMENTATION: September 2023	SEMESTER: Semester 1
DATE(S) OF APPROVED CHANGE: n/a	

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: 2024/25

NATIONAL COST CENTRE: 106

MODULE LEADER: Manah Chandra
Changmai

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

Speech production

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

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Scheduled online live or pre-recorded lectures and related activities	18	Sessions are used to present concepts/ theory/research
Online HE Tutorials	3	Sessions are used to present and discuss HE Study Skills and relevant information for HE students at UCSD
Seminars, webinars, group activities or individual tutorials (additional time for booking one-to-ones)	15	Seminars will be used to provide the opportunity for students to engage in deeper discussion and exploration of a particular topic following a lecture
Guided Independent study	16 4	Independent reading, revision and preparation of assignment/for final exams
Total	20 0	(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)

SUMMATIVE ASSESSMENT

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

REFERRAL ASSESSMENT

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

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

Updated by: Date: XX/XX/XXXX	Approved by: Date: XX/XX/XXXX
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South Devon College Module Record

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

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

SHORT MODULE DESCRIPTOR:

This module provides students with the knowledge and practical skills to safely assess an adult hearing aid patient, adhering to relevant professional standards and guidelines. Students will also learn how to interpret and communicate results to their patients.

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

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

Professional body minimum pass mark requirement: NA

MODULE AIMS:

This module aims to:

- Develop students' understanding of the principles of audiology and the importance of accurate and timely identification of hearing loss.
- Develop students' ability to take a holistic patient history
- Provide students with the practical skills required to safely and accurately perform otoscopy and aural impression taking
- Equip students with the necessary knowledge and skills to interpret and explain audiological tests to their patients

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 and manage referable signs and symptoms noted on otoscopy, PTA and history using current professional guidance and standards. LO2: Safely perform otoscopy and aural impression taking to current BSA recommended procedures LO3: Safely and accurately perform and interpret pure tone audiometry with masking and other appropriate tests according to current BSA recommended procedures. LO4: Record a comprehensive patient history and generate a patient-centred management plan bringing together the results and/or recommendations from the session.	Programme intended learning outcomes: Knowledge and Understanding 1, 2 & 3 Cognitive and Intellectual Skills 1, 2 & 3 Key and Transferable Skills 1, 2 & 3 Employment Related Skills 2 & 3 Practical Skills: 1, 2 & 3

DATE OF APPROVAL: May 2023	AWARDING BODY:
DATE OF IMPLEMENTATION: September 2023	SEMESTER: Semester 1

DATE(S) OF APPROVED CHANGE: n/a

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: 2024/25

NATIONAL COST CENTRE: 103

MODULE LEADER: Stephen Campbell

OTHER MODULE STAFF: Antonio Specchia

Summary of Indicative Contents:

Topics covered in the module include:

History taking and record keeping

Risks of practicing outside their own scope of practice and importance of a prompt referral.

Otoscopy

Impressions

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

Test environment

Indications and contraindications for audiometry in adults

Selection and performance of test procedures in accordance with standard protocols

Masking

The recording, interpretation and communication of audiometry results to patients and carers

Earwax management

Interpretation and communication of data

Intervention and principles of rehabilitation

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Face-to-face on-site teaching	21	Sessions may include lectures, practical workshops and independent revision
Scheduled online live or pre-recorded lectures and related activities	12	Sessions are used to present concepts/ theory/research
Online HE Tutorials	2	Sessions are used to present and discuss HE Study Skills and relevant information for HE students at UCSD
Seminars, webinars, group activities or individual tutorials (additional time for booking one-to-ones)	10	Seminars will be used to provide the opportunity for students to engage in deeper discussion and exploration of a particular topic following a lecture
Guided Independent study	5	Independent reading, revision and preparation of assignment/for final exams
Practice-based learning	150	Supported practice-based learning to embed theory in practice, includes time spent with practice-based mentor and clinical educators
Total	200	(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)

SUMMATIVE ASSESSMENT

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

REFERRAL ASSESSMENT

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

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

South Devon College Module Record

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

MODULE CODE: UCSD1136 **MODULE TITLE:** Fundamentals of Audiological Rehabilitation
CREDITS: 20 **FHEQ LEVEL:** 4 **HECOS CODE:** Audiology 100257
PRE-REQUISITES: None **CO-REQUISITES:** UCSD1135 **COMPENSATABLE:** No

SHORT MODULE DESCRIPTOR:

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

SHORT MODULE DESCRIPTOR:

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

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

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

Professional body minimum pass mark requirement: NA

MODULE AIMS:

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

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

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1: Describe technological features of the hearing aids and the principles of prescribing them including the use of outcome measurements.	Programme intended learning outcomes: Knowledge and Understanding 1 & 3 Cognitive and Intellectual Skills 1 & 3 Key and Transferable Skills 1, 2 & 3 Employment Related Skills 1 & 2 Practical Skills: 1 & 2

LO2: Formulate an individualised patient management plan that highlights evidence-based recommendations and patient choices LO3: Reflect on the importance of managing your own physical and mental health, including signs and symptoms of anxiety and stress. LO4: Evaluate the power imbalances that exist between healthcare professionals and service users and how this can affect patient rehabilitation.	
DATE OF APPROVAL: May 2023	AWARDING BODY:
DATE OF IMPLEMENTATION: September 2023	SEMESTER: Semester 1
DATE(S) OF APPROVED CHANGE: n/a	

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: 2024/25
MODULE LEADER: Gabriele Bianco

NATIONAL COST CENTRE: 103
OTHER MODULE STAFF: Stephen Campbell

Indicative Module Contents:

- Importance of registrants looking after their own mental health, seeking help where necessary, self-assessment and first aid mental health self-strategies. Engage with service users and carers to create a joint and personalised management plan;
- Maintain a safe working environment
- The importance of looking after your own health
- Measurement of response characteristics
- Sound processing systems - components, strengths, and weaknesses
- Amplification strategies
- Basic product selection, programming and first fitting of a basic range of aids
- Advice to patient on products features and benefits, hygiene, and maintenance
- Maintaining wellbeing in a clinical setting recognising signs of distress and anxiety in service users and carers
- Stress and workload management
- The importance of creating an unbiased and judgemental free relationship with service users and carers

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Scheduled online live or pre-recorded lectures and related activities	18	Sessions are used to present concepts/ theory/research
Online HE Tutorials	3	Sessions are used to present and discuss HE Study Skills and relevant information for HE students at UCSD
Seminars, webinars, group activities or individual tutorials (additional time for booking one-to-ones)	15	Seminars will be used to provide the opportunity for students to engage in deeper discussion and exploration of a particular topic following a lecture

Guided Independent study	64	Independent reading, revision and preparation of assignment/for final exams
Practice-based learning	100	Supported practice-based learning to embed theory in practice, includes time spent with practice-based mentor and clinical educators
Total	200	(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)

SUMMATIVE ASSESSMENT

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

REFERRAL ASSESSMENT

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

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

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

MODULE CODE: UCSD2134 **MODULE TITLE:** Clinical Practice in Hearing Aid Audiology 2
CREDITS: 40 **FHEQ LEVEL:** 5 **HECOS CODE:** Audiology 100257
PRE-REQUISITES: UCSD1133 **CO-REQUISITES:** **COMPENSATABLE:** No
 None

SHORT MODULE DESCRIPTOR:

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

ELEMENTS OF ASSESSMENT see Definitions of Elements and Components of Assessment					
C1 (Course work)	30%	E2 (Clinical Examination)	Pass/Fail	P1 (Practical)	70%

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.
- Show competence in practice which is underpinned by their clinical experience and ongoing support from their practice supervisor
- Competently manage a Hearing Aid Review, including troubleshooting, repair, and counselling on the use and care of hearing aids.

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 knowledge of the core clinical competencies required for a Hearing Aid Dispenser . LO2: Reflect on the importance of continuing professional development throughout their career. LO3: Demonstrate the knowledge required to safely and effectively perform the clinical tasks required of a Hearing Aid Dispenser. LO4: Demonstrate competence and autonomy in the further management of a hearing aid patient.	Programme intended learning outcomes: 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: May 2023	AWARDING BODY:
DATE OF IMPLEMENTATION: September 2023	SEMESTER: Semester 2
DATE(S) OF APPROVED CHANGE: n/a	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2023/24

NATIONAL COST CENTRE: 103

MODULE LEADER: Stephen Campbell

OTHER MODULE STAFF: Antonio Specchia

Summary of Module's indicative Contents:

The importance of active participation in training

Role of supervision and mentoring in pursuing and supporting high standards of practice

Review of rehabilitation's plan shared goals and measurement of it.

The role of feedback, quantitative and qualitative data analysis to evaluate responses of service users.

Being able to adjust practice to take in consideration new technologies, findings or developments.

The importance of providing patient with an aftercare place after the final review.

The importance of organisational culture and goals

The importance of adhering to organisational policies and protocols for, but not limited to, diagnosis and rehabilitation of hearing loss.

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

The importance of pursuing and maintaining high standards of personal and professional conduct.

Effective team working

Review and continuing development of own professional/occupational practice

The importance of practising autonomously, showing initiative if needed, using own skills, knowledge and experience, and the information available, to make informed decisions or act where necessary, to preserve the best interest of the service user.

Make reasoned decision to initiate, continue, modify or cease treatments.

Understand that registered practitioners are responsible for their decisions and actions and must be able to justify their actions and decisions.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Practice-based learning	340	Supported practice-based learning to embed theory in practice, includes time spent with practice-based mentor and clinical educators
Face-to-face on-site teaching	21	Sessions may include lectures, practical workshops and independent revision
Seminars, webinars, group activities or individual tutorials (additional time for booking one-to-ones)	10	Seminars will be used to provide the opportunity for students to engage in deeper discussion and exploration of a particular topic following a lecture
Guided Independent study	39	Independent reading, revision and preparation of assignment/for final exams
Total	400	(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)

SUMMATIVE ASSESSMENT

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

REFERRAL ASSESSMENT

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

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

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

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

SHORT MODULE DESCRIPTOR:

This module introduces the principles and practice of advanced audiological testing. Students will learn about objective audiology tests, including tympanometry and reflexes, and their role in assessing and rehabilitating patients with hearing disorders. The module also covers speech testing, with a focus on interpretation of results and their implications for patient management. In addition, students will learn how to safely and accurately perform tests of middle ear function in accordance with current guidelines.

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

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

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

This module aims to enable the student to:
Demonstrate knowledge associated with advanced audiological assessment and integrate the findings with underpinning theoretical knowledge to effectively interpret and manage more complex cases.

- Develop an understanding of the principles of objective audiology testing and its role in audiology assessment and rehabilitation.
- Evaluate the principles of speech testing.
- Develop the skills and knowledge to interpret data from advanced audiological tests.
- Develop competency in performing and interpreting tests of middle ear function.

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. Explain the principles of objective audiological testing, including the function of tympanometry and reflexes in audiology assessment and rehabilitation LO2. Evaluate the principles of speech testing in audiology assessment and rehabilitation, including the interpretation of results and their implications for management strategies. LO3. Interpret data from advanced audiological tests to guide patient management strategies. LO4. Perform and interpret tests of middle ear function safely and accurately and in accordance with current BSA guidelines and recommended procedures.	Programme intended learning outcomes: Knowledge and Understanding 1, 2 & 3 Cognitive and Intellectual Skills 1 & 2 Key and Transferable Skills 3 Employment Related Skills 1, 2 & 3 Practical Skills 1, 2 & 3

DATE OF APPROVAL: May 2023	AWARDING BODY:
DATE OF IMPLEMENTATION: September 2023	SEMESTER: Semester 2
DATE(S) OF APPROVED CHANGE: n/a	

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: 2024/25

NATIONAL COST CENTRE: 103

MODULE LEADER: Abishek Umashankar

OTHER MODULE STAFF: Stephen Campbell

Summary of intended Module's Contents:

Topics that will be included in this module include:

Advanced assessment of the adult patient

Measurement of middle ear functionality.

The recording, interpretation and communication of results.

Interpretation and evaluation of data from complex objective tests (typanometry, reflexes, OAEs,

ABRs) to determine management options/strategies.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Scheduled online live or pre-recorded lectures and related activities	18	Sessions are used to present concepts/ theory/research
Online HE Tutorials	3	Sessions are used to present and discuss HE Study Skills and relevant information for HE students at UCSD
Seminars, webinars, group activities or individual tutorials (additional time for booking one-to-ones)	15	Seminars will be used to provide the opportunity for students to engage in deeper discussion and exploration of a particular topic following a lecture
Face-to-face on-site teaching	21	Sessions may include lectures, practical workshops and independent revision
Guided Independent study	43	Independent reading, revision and preparation of assignment/for final exams
Practice-based learning	100	Supported practice-based learning to embed theory in practice, includes time spent with practice-based mentor and clinical educators
Total	200	(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)

SUMMATIVE ASSESSMENT

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

REFERRAL ASSESSMENT

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

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

South Devon College Module Record

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

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

SHORT MODULE DESCRIPTOR:

This module will equip students with the key communication skills, rehabilitation techniques, and leadership qualities required for effective practice in a healthcare clinic. Students will explore a range of topics, including the UK resources available to maintain and improve autonomous practice and teamwork, methods for supporting personal and overall health, and qualities and behaviours required.

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

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

Professional body minimum pass mark requirement: NA

MODULE AIMS:

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

- Demonstrate the knowledge base to support provision of a service for patients with a wide range of hearing problems.
- Develop and use a range of counselling and communication skills to enable people with hearing loss to make informed choices about management of chronic hearing loss and to appreciate the ways in which change, and development can be sustained through effective helping relationships.
- Build knowledge of and learn how to use knowledge skills and behaviours pre- and post-registered practice in the areas of leadership, role modelling and promotion and engagement the learning of others.
- Explain and evaluate knowledge of the role of other health and care professionals and systems and how they interact with the hearing aid dispenser profession in practice.
- Describe, illustrate and determine knowledge of how a hearing aid dispenser manages their health and enables other individuals (including service users and colleagues) to play a part in managing their own health.

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

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1. Describe key communication skills and rehabilitation techniques required for the role. LO2. Explain UK resources to maintain or improve autonomous practice and working in a team, through collaboration with peers and other health and social care professionals. LO3. Identify methods that can be used to support your own health, and the overall health and management of service users, carers and colleagues.	Programme intended learning outcomes: Knowledge and Understanding 1 & 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

LO4. Recognise the qualities, behaviours, and benefits of leadership appropriate to your practice, while acting as a role model and engaging in the learning of others.	
DATE OF APPROVAL: May 2023	AWARDING BODY:
DATE OF IMPLEMENTATION: September 2023	SEMESTER: Semester 2
DATE(S) OF APPROVED CHANGE: n/a	

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: 2024/25

NATIONAL COST CENTRE: 103

MODULE LEADER: Gabriele Bianco

OTHER MODULE STAFF: Antonio Specchia

Summary of Module's intended Contents:

Introduction to Counselling & Communication Skills, characteristics of verbal and non-verbal communication, consequences of poor communication, barriers in communication, intersectional experiences, interpersonal and communication skills and cultural differences.
 Strategies to support communication, such as seeking external assistance, the use of interpreters or providing information in an accessible format to enable patients to make an informed decision.
 Use of Research Evidence
 Psychological & Social impacts on hearing function
 Health Status Measures
 Holistic approaches to helping, principles and practice of other professional.
 Principles and value of multidisciplinary team working having the courage to challenge areas of concerns.
 Auditory Interventions and speech cues
 Theory of Change
 Coaching Models
 Promotion and engagement strategies to facilitate the learning of others
 Promotion and engagement strategies to empower and enable individuals (including service users and colleagues) to play a part in managing own health
 The qualities, behaviours and benefits of good leadership
 Solution Focused Therapy, in respect of rights, dignity, believes, and autonomy of service users.
 Transactional Analysis
 Decision making tools and their application
 The role of networks and support systems
 The structure and function of health and social care systems and services in the UK
 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 online live or pre-recorded lectures and related activities	15	Sessions are used to present concepts/ theory/research
Online HE Tutorials	2	Sessions are used to present and discuss HE Study Skills and relevant information for HE students at UCSD

Seminars, webinars, group activities or individual tutorials (additional time for booking one-to-ones)	12.5	Seminars will be used to provide the opportunity for students to engage in deeper discussion and exploration of a particular topic following a lecture
Guided Independent study	17.0	Independent reading, revision and preparation of assignment/for final exams
Total	20.0	(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Leaflet (2000 words)	50%
Practical	Presentation (15 minutes)	50%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Essay (2000 words)	50%
Coursework (in lieu of original)	Presentation (15 mins)	50%

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

South Devon College Module Record

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

MODULE CODE: UCSD2137 **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 an advanced understanding of the principles, concepts and regulations related to hearing aid dispensing. It covers the wider aspects of hearing care practice and equips students with the knowledge and skills needed to deliver high-quality, patient-centred care in a professional and safe manner.

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

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

MODULE AIMS:

This module aims to enable the student to:

- Develop an understanding of the regulatory framework and codes of conduct in hearing care
- Explore current legislation and policies on consumer protection and confidentiality
- Develop knowledge of the basic concepts of accountancy and the marketing of hearing devices
- Understand the principles of quality management in Audiology
- Recognise the importance of health and safety and safeguarding
- Evaluate emerging technologies and new developments in Audiology

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 regulatory framework governing the professional practice of Hearing Aid Dispensers, including the code of conduct and ethical principles that guide their work. LO2: Identify current legislation and best practice guidelines related to consumer protection, patient confidentiality, and data protection in relation to hearing aid dispensing LO3: Identify key concepts and principles relevant to the business of hearing aid dispensing, including basic financial management and marketing strategies for hearing devices. LO4: Identify the principles of quality management in a healthcare setting, including quality control, quality assurance, clinical governance, and the use of appropriate	Programme intended learning outcomes: Knowledge and Understanding 1 & 3 Cognitive and Intellectual Skills 1 & 2 Key and Transferable Skills 1, 2 & 3 Employment Related Skills 1, 2 & 3 Practical Skills 1, 2 & 3

<p>outcome measures to evaluate clinical performance and patient outcomes LO5: Identify the principles of health and safety in the workplace and the importance of safeguarding vulnerable patients and promoting their welfare. LO6: Critically evaluate emerging technologies and new developments in hearing care practice</p>	
DATE OF APPROVAL: XX/XX/XXXX	AWARDING BODY:
DATE OF IMPLEMENTATION: XX/XX/XXXX	SEMESTER: Semester 2
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2024/25

NATIONAL COST CENTRE: 103

MODULE LEADER: Gabriele Bianco

OTHER MODULE STAFF: Stephen Campbell

Summary of Module’s intended Contents:

The purpose of regulation in healthcare and how the HCPC regulates health and care professionals, including fitness to practice processes and sanctions for registrants where fitness to practice is found to be impaired

The role of the HCPC and scope of their standards, HCPC Standards of Conduct, Performance and Ethics, Standards of Proficiency and Standards of CPD, registrants health and character, professionalism in practice.

Instances where disclosure of confidential information is required as per HCPC guidance on confidentiality including instances where disclosure of confidential information is required as per HCPC guidance on confidentiality and HCPC guidance on sharing information on social media. Principles of GDPR, anonymising relevant patient information, principles of confidentiality when accessing patient records and discussing patient information

Consumer protection regulations, including Consumer Rights Act 2015, Sale of Goods Act 1979, Consumer Contracts Regulations 2013, Consumer Protection from Unfair Trading Regulations 2008.

The Care Act 2014, Safeguarding principles, identifying signs of abuse including domestic abuse, sexual abuse, psychological abuse, organisational abuse, modern slavery, financial or material abuse, self-neglect, neglect and acts of omission, discriminatory abuse and physical abuse, processes for reporting and escalating a safeguarding concern, relevant independent advisory services, e.g. Hourglass.

Basic accountancy and marketing

Quality management in healthcare settings, principles of quality assurance, quality control, implementing quality assurance procedures e.g. clinical audit

The importance of service-user feedback and engagement.

Health and Safety at Work Act etc. 1974, employer and employee’s responsibilities

Evaluation of emerging technologies within the Audiology field and write a report determining how this compares to their current portfolio of products and whether the new technology should be incorporated into their clinic.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

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

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam	MCQ Aptitude Test in Hearing Aid Dispensing LO1 LO2, LO3, LO4, LO5	Pass/Fail
Coursework	Report on HA technology (2000 words) LO6	100%

REFERRAL ASSESSMENT

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

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

South Devon College Module Record

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

MODULE CODE: UCSD2138 **MODULE TITLE:** Advanced Hearing Aid Technology
CREDITS: 20 **FHEQ LEVEL:** 5 **HECOS CODE:** Audiology 100257
PRE-REQUISITES: UCSD1136 **CO-REQUISITES:** None **COMPENSATABLE:** No

SHORT MODULE DESCRIPTOR:

This module is designed to provide students with an in-depth understanding of advanced hearing healthcare practice. Students will learn about a wide range of options available to patients with hearing loss, they will also develop competence in testing hearing aid function using a Hearing Instrument Test Box and verifying hearing aid fittings using Real Ear Measurements.

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

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

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

This module aims to:

- Develop students' knowledge and understanding of the range of options available to patients with hearing loss, enabling them to make informed and evidence-based recommendations.
- Equip students with the skills and knowledge required to safely and competently test and verify hearing aids

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. Evaluate the range of options available to patients with hearing loss (including CROS/BiCROS systems, hearing implants, assistive listening devices, and national support schemes) to make informed and evidence-based recommendations. LO2. Demonstrate competence in testing hearing aid function using a Hearing Instrument Test Box, in accordance with relevant standards and best practice guidelines. LO3. Verify hearing aid fittings using Real Ear Measurements in accordance with current	Programme intended learning outcomes: Knowledge and Understanding 1 & 3 Cognitive and Intellectual Skills 1 Key and Transferable Skills 3 Employment Related Skills 2 & 3 Practical Skills 1, 2 & 3

BSA guidelines, to optimise hearing aid performance and patient outcomes LO4. Apply appropriate national and local guidelines to determine patient suitability and referral criteria for the wider range of solutions available to patients with hearing loss	
DATE OF APPROVAL: May 2023	AWARDING BODY:
DATE OF IMPLEMENTATION: September 2023	SEMESTER: Semester 2
DATE(S) OF APPROVED CHANGE: n/a	

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: 2024/25

NATIONAL COST CENTRE: 103

MODULE LEADER: Abishek Umashankar

OTHER MODULE STAFF: Antonio Specchia

Summary of Module's intended Contents:

Topics covered in this module include:

Assistive listening devices

CROS/BiCROS hearing aids

Hearing implants

Carry out objective hearing aid tests and determine whether aids are in working order or need to be sent for repair.

Objective tests of hearing aid performance and verification

Recording results and settings once verified

Limitations of the methodology and referral procedure to specialist services

Local and national referral guidelines for hearing implants (Cochlear Implants and Bone Anchored Hearing Aids), local and national guidelines referral guidelines/procedures for assistive listening devices e.g. Access to work, fire services, etc.

Utilisation of digital technology to communicate their understanding of advanced hearing aid technologies in language appropriate to their patient population.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Scheduled online live or pre-recorded lectures and related activities	21	Sessions are used to present concepts/ theory/research
Online HE Tutorials	3.5	Sessions are used to present and discuss HE Study Skills and relevant information for HE students at UCSD
Seminars, webinars, group activities or individual tutorials (additional time for booking one-to-ones)	17.5	Seminars will be used to provide the opportunity for students to engage in deeper discussion and exploration of a particular topic following a lecture

Face-to-face on-site teaching	21	Sessions may include lectures, practical workshops and independent revision
Guided Independent study	37	Independent reading, revision and preparation of assignment/for final exams
Practice-based learning	10 0	Supported practice-based learning to embed theory in practice, includes time spent with practice-based mentor and clinical educators
Total	20 0	(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)

SUMMATIVE ASSESSMENT

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

REFERRAL ASSESSMENT

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

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

