

## **Overview of Modules MA PG Diploma Educational Studies (Hearing Impairment)**

All modules aim to prepare students to meet the NCTL (2015) competencies in relation to the Mandatory Qualification for specialist teachers for children and young people with hearing impairment.

### **Year 1 Modules**

#### **Impact of Hearing Loss on Listening and Language (7FHE1020)**

This module aims to prepare students to meet the NCTL (2015) competencies in relation to the Mandatory Qualification for specialist teachers for children and young people with hearing impairment.

It provides students with the relevant subject knowledge and skills in relation to audiology and language development to enable them to successfully complete the first period of practical experience.

Students develop a comprehensive understanding of: the process of hearing, types of hearing impairment, routine audiological assessments, amplification options and skills in the management of audiological equipment.

Students explore the process of language acquisition and critically evaluate the theories underpinning these, including the development of syntax, semantics and phonology.

They undertake critical analysis of the research evidence regarding the impact of hearing loss upon language acquisition and evaluate ways in which these barriers may be overcome to promote language development.

#### **Issues in Teaching, Learning, Access and Inclusion (7FHE1071)**

This module critically investigates curriculum access, support and delivery with particular emphasis on implications for the teaching, learning and assessment of learners who are deaf in different educational settings. It explores and evaluates adaptations to the curriculum and its delivery in order to secure access and inclusion and to optimize development and learning in children and young people who are deaf. It focuses on key skills at risk because of deafness including literacy, numeracy and thinking skills in relation to research evidence.

Practical experience forms a substantive part of this module during which students critically reflect upon their own practice and the observed practice of others. The teaching placement requires students to demonstrate skills in planning, delivering and evaluating individual and group lessons with children and young people who are deaf.

### **Year 2 Modules**

#### **Extending Language, Listening and Literacy Skills (7FHE1022)**

Within this module students learn the professional skills necessary to effectively assess listening, language and literacy levels. They then learn how to analyse their findings and apply these skills to monitor progress, set targets and devise programmes for individuals. Similarly, they learn to interpret audiological data and administer and interpret assessments of listening skills identifying challenges and next steps and evaluating the effectiveness and fitness for purpose of amplification provision. Students gain competence in these areas to enable them to provide effective educational advice to other professionals in a consultancy role. Students continue to develop the skills of research, reflection, critical analysis and evaluation and apply them in the context of extending their understanding of the impact of

hearing loss upon language, listening and literacy. Within this module students are equipped to meet both core and extension competencies.

### **Securing Outcomes through Effective Professional Practice (7FHE1023)**

Within this module, the student considers the role of the Teacher of the Deaf within the wider educational and legislative context. The second period of practical experience takes place in this module, within which the student is expected to critically evaluate the value-added component of his/her interventions with pupils and accurately assess/plan/review/report upon and be accountable for individual progress. Students are required to consider the broader issues in meeting the needs of children and young people who are deaf within the current educational environment and develop their capacity building role within schools and settings. Students explore the means to achieve effective family support and to secure the voice of the child and family in relation to accepted models of good practice.

NB Module numbers and titles will change in September 2019 due to revalidation, but content is the same.