

Overview of Modules MSc/PGDip Educational Audiology

All modules aim to prepare students to meet the British Association of Educational Audiologists (BAEA) competencies for working in partnership with parents and other professionals to serve children and young people who are deaf. The course is endorsed by the British Academy of Audiology.

Year 1 Modules

7FHE1049 Acoustics, Anatomy and Physiology

This module is concerned with speech anatomy and production, the physics of sound, acoustic phonetics, room acoustics and the anatomy and physiology of the hearing mechanism. On completion of the module students should understand the relevance of these various topics to their practice as an educational audiologist.

Aims:

- Analyse the acoustic properties of speech of deaf children and apply to hearing aid provision & review
- Develop a critical awareness of current research and materials that give information on child development and of how this is used by an educational audiologist as part of a multidisciplinary team.
- Measure and evaluate the acoustic properties of classrooms and make recommendations for improvements.

7FHE1050 Audiological Assessment

The developmental-age appropriate audiological assessment of children 0-18 years using screening and diagnostic procedures, including interpretation and application of results is explored. This is linked to appropriate management of the child, including the fitting and evaluation of personal and educational hearing aids; the role of cochlear implantation and the scope of assistive devices. Students are able to practise audiological procedures and reflect on experiences of clinical practices and multi-disciplinary working in the NHS.

Aims

- Carry out audiometry and tympanometry and interpret audiological test data.
- Develop appropriate management plans for audiological assessment and habilitation, taking into account the needs of the child and family, developmental and aetiological/medical factors.
- Provide information and advice to families and liaise effectively with Audiology Services and other multi-disciplinary teams

Year 2 Modules

(NB: Module numbers and titles will change in Sept 2019 due to revalidation, but content is the same.)

7FHE1051 Family Friendly Assessment and Habilitation

This module is concerned with the working practice of an Educational Audiologist as part of a multidisciplinary team. Students will reflect upon their clinical practice and support and management of the child in partnership with the family for both assessment and habilitation. The clinical placement and log with reflective portfolio started in year 1 continues into this module to form the largest part of the assessment; practical skills assessment for the other portion. Family friendly working and representation from hearing instrument manufacturers provide well-rounded input for the student.

Aims

- Provide a critically reflective audiological and habilitation service to children and young people who are deaf and their families using methods in line with current research and protocols.
- Critically evaluate the role of the educational audiologist within the multidisciplinary team and refine their liaison skills with other professionals.

This module is concerned with the development of auditory and speech perception and the psychological properties of sound (psychoacoustics) and their implications for educational audiology. Students will develop a deep understanding of higher auditory structures and its physiology, relating aetiologies of hearing loss with auditory perception and pathophysiology.

7FHE1052 Psychoacoustics, Anatomy and Physiology

This module is concerned with the development of auditory and speech perception and the psychological properties of sound (psychoacoustics) and their implications for educational audiology. Students will develop a deep understanding of higher auditory structures and its physiology, relating aetiologies of hearing loss with auditory perception and pathophysiology.

Aims

- Evaluate current research on the developmental nature of auditory processing and relate a child's behaviour to this.
- Develop techniques for laboratory measures in psychoacoustics.
- Link perceptual outcomes with different types of hearing loss.