

Module specification

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Module Code	SLT506
Module Title	Sound, Hearing and Audiology
Level	5
Credit value	20
Faculty	SLS
HECoS Code	100255
Cost Code	GALT

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
BSc (Hons) Speech and Language Therapy	Core

Pre-requisites

N/A

Breakdown of module hours

Learning and teaching hours	30 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	30 hrs
Placement / work based learning	0 hrs
Guided independent study	170 hrs
Module duration (total hours)	200 hrs

For office use only	
Initial approval date	31/8/22
With effect from date	Sept 2023
Date and details of revision	
Version number	1

Module aims

- To provide students with a fundamental understanding of sound, particularly in identifying and analysing acoustic characteristics of speech using specialist speech analysis software.
- It aims to equip students with essential knowledge and skills in audiological assessments and aural rehabilitation strategies for clients with hearing impairment, using appropriate intervention methods, such as hearing assistant devices, and effective communication strategies.

Module Learning Outcomes - at the end of this module, students will be able to:

1	Interpret, record and transcribe acoustic displays of sound and speech.
2	Interpret the differences between typical and atypical results of audiological assessments and apply this knowledge to SLT practice.
3	Apply a strengths-based approach to inform an assessment, intervention and management plan.
4	Describe the Multi-Disciplinary Team (MDT) value and approach to service users with hearing impairment.

Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Formative Feedback: There will be opportunities during the module for students to prepare for the summative assessments including case study discussion and familiarisation with specialist sound software in pairs and small groups.

Summative Assessment 1: The practical task will assess the student's skills in interpreting, recording and transcribing sounds and speech using the specialist software.

Summative Assessment 2: The test will be open book. Students will be presented with a case study, and they will have to interpret the data to form a management plan with evidenced rationale. The test will be in three sections. 30 mins per section + 10-minute planning time so 120 minutes in total.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1	Practical	25 %
2	2, 3 & 4	In-class test	75 %

Derogations

A minimum grade of 40% must be gained for each assessment and compensation is not permitted.

Learning and Teaching Strategies

The Active Learning Framework (ALF) will be utilised in the delivery of this module through synchronous and asynchronous content. It will consist of flipped learning, recorded and live lectures, workshops, seminars, interactive online content, and practical work in the form of scheduled lab work with supervision and live demonstrations of specialist software. Work based learning will consist of supervised and unsupervised group work using the specialist software in students independent study time. The workshops and seminars will support class lectures and enable students to develop communication skills and foster creativity and innovation through the sharing of ideas. There will be an assessment workshop and subject based tutorial sessions. There will be opportunities for students to hear from 'experts by experience' and clinicians working in this specialist field.

This module is offered at Cardiff Metropolitan University too at the same level and semester. This allows for shared teaching and learning opportunities via the VLE.

Indicative Syllabus Outline

Nature of sound and acoustic phonetics

- Acoustic and speech analysis using specialist software to record and detect
- Acoustic and speech analysis to interpret data and inform approach
- Acoustic analysis of clinical speech
- The acoustics of vowels and consonants
- Sound physics, acoustics and psychoacoustics

Hearing and Audiological Assessment

- Neonatal hearing screen
- Hearing assessments in children
- Objective & subjective hearing assessments and interpretation
- Epidemiology of congenital and acquired hearing loss and other related symptoms in children and adults

Hearing Impairment and Audiological Rehabilitation

- WHO International Classification Framework (ICF) and Bio-psycho-social model
- Hearing aids and other assistive listening devices; cochlear implants
- Deaf society and culture
- Language and communication systems and communication strategies for people with hearing impairment
- Inter-professional collaboration (referral and management)

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads

Baart, J. (2012) *A Field Manual of Acoustic Phonetics*. Dallas: SIL International.

Welling, D. and Ukstins, C.A. (2022) *Fundamentals of Audiology for the Speech-Language Pathologist*. 3rd ed. Burlington: Jones and Bartlett

Other indicative reading

Cole, E.B. and Flexer, C. (2019) *Children with Hearing Loss: Developing Listening and Talking, Birth to Six*. 4th ed. San Diego, CA: Plural Publishing Inc.

Hewlett, N. & Beck, J. (2006) *An Introduction to the Science of Phonetics*. London: Routledge..

Katz, J. (2015) *Handbook of Clinical Audiology*. Seventh edition, international edition. Philadelphia: Wolters Kluwer.

Seewald, R.C. & Tharpe, A.M. (eds.) (2017) *Comprehensive Handbook of Pediatric Audiology*. Second edition. San Diego, CA: Plural Publishing Inc.

Seikel, J.A., Drumright, D.G., and Hudock, D.J. (2019). *Anatomy & Physiology for Speech, Language and Hearing*. 6th ed. San Diego, CA: Plural Publishing Inc.

Stephens, D. & Kramer, S.E. (2009) *Living with Hearing Difficulties: The Process of Enablement*. Chichester: Wiley

Employability skills – the Glyndŵr Graduate

Each module and programme are designed to cover core Glyndŵr Graduate Attributes with the aim that each Graduate will leave Glyndŵr having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

Core Attributes

Engaged
Enterprising
Creative

Key Attitudes

Commitment
Curiosity
Confidence
Adaptability

Practical Skillsets

Digital Fluency

Organisation

Leadership and Team working

Critical Thinking

Communication