

# Unit 66: Adult Hearing Screening and Assessment

Level:	4
Unit type:	Optional (Audiology)
Credit value:	25
Guided learning hours:	200

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## Unit summary

In this unit, you will build on and extend your knowledge of the anatomy, physiology and pathophysiology of the ear and hearing. You will be expected to apply and contextualise your knowledge of and skills in performing routine audiological procedures and develop and build your professional practice in accordance with Good Scientific Practice.

## Unit assessment requirements

There are no specific assessment requirements for this unit. Please refer to the assessment strategy in *Annexe B*.

## Additional information

**It is suggested that learners will have completed the Level 2 *Unit 84: Performing Basic Otoscopic Examinations* and Level 2 *Unit 87: Communicating with People with a Hearing Loss* or have appropriate experience before completing this unit.**

All procedures must be undertaken in accordance with Standard Operating Procedures (SOPs) in own area of work.

AC1.4 includes:

- age
- gender
- socio-economic status
- ethnic background.

Learning outcome 5 includes:

- minimise risks and hazards, including the control of infection in accordance with health and safety policies
- ensure that all the required equipment is working correctly and safely, including any daily calibration requirements
- use effective communication skills within the healthcare environment, adapting communication style and language to meet the needs of the listener

- as appropriate, retrieve the individual's records, referral, file, or medical notes; obtain and review a suitably completed request form; identify and greet the individual; check patient ID
- as appropriate, prepare the environment, set up and calibrate equipment ready for use for each type of investigation and select equipment settings appropriate to the audiological test requirements
- evaluate the technical quality of recordings/measurements, identify suboptimal recordings/measurements and re-record/measure where necessary, knowing when to refer to senior colleagues.

AC5.1 includes:

- selection of starting point for the test based on the individual's history
- current published recommended procedure for threshold testing. Appropriate patient instructions and understanding check
- correct placement of transducers, including supra-aural headphones, inserts and bone conductors
- reasons why variation in technique may be necessary.

AC5.4 should include **one** common disorder of hearing.

AC5.5 should include **one** common disorder of balance.

AC5.6 includes:

- challenges of ageing, learning difficulties, dementia, culture and language.

AC6.10 includes:

- modifying their technique according to individual performance or ability
- utilising the results of the not-masked PTA to select the initial masking level.

AC7.3 includes:

- restocking of consumables.

Learning outcome 8:

- national standards refer to ISO and BSI calibration procedures performed by an external specialist once a year
- national refers to BSA guidelines.

## Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet **in own area of work and in accordance with Standard Operating Procedures (SOPs)** to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the impact of hearing loss on the health of individuals and the role of screening and prevention	1.1	Explain the term hearing impairment in the context of the World Health Organization International Classification of Functioning, Disability and Health (WHO ICF)			
		1.2	Explain the public health problems associated with hearing impairment related to demography			
		1.3	Explain the terms incidence and prevalence			
		1.4	Explain the prevalence of hearing/balance disorders and tinnitus in relation to demographic characteristics			
		1.5	Explain the purpose of screening for health conditions			
		1.6	Assess the criteria for appraising the viability, effectiveness and appropriateness of a screening programme			
		1.7	Discuss the role of healthcare science audiology services in adult hearing screening and the newborn hearing screening programme			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.8	Explain how common disorders of hearing, balance and tinnitus can be prevented			
2	Understand the healthcare science services provided by audiology	2.1	Explain the range of healthcare science services provided by audiology in different settings			
		2.2	Discuss the common reasons for referring people to healthcare science audiology services			
3	Understand the role of the healthcare science associate in audiology	3.1	Explain the legislation, policy, quality management systems and good practice underpinning the practice of audiology			
		3.2	Explain the regulatory framework underpinning the delivery of healthcare science audiology services			
		3.3	Explain the process of incident reporting			
		3.4	Discuss own personal responsibilities regarding processes and procedures as described in Good Scientific Practice			
		3.5	Explain the limits of own authority and to whom to report any problems encountered fall outside limits of own authority			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to communicate effectively with a range of people with hearing disabilities	4.1	Explain the principles of communication with people who have hearing impairment			
		4.2	Explain the types of hearing loss and the potential impact on the patient and their ability to communicate			
		4.3	Explain how people with a hearing loss can adapt their ways of communication			
		4.4	Communicate effectively with people with a variety of hearing disabilities, adapting communication to meet the needs of the listener			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Understand the common reasons for referral to a healthcare science audiology service	5.1	Explain the purpose of investigations undertaken in people with hearing/balance disorders and tinnitus			
		5.2	Discuss the range of common procedures to investigate hearing/balance disorders and tinnitus			
		5.3	Explain the effect and impact of common hearing disorders on the patient, their family and overall quality of life			
		5.4	Explain the effect of common disorders of balance on the patient and their quality of life			
		5.5	Explain the effect of tinnitus on the patient and their quality of life			
		5.6	Evaluate the hearing assessment and management needs of particular specialist populations in audiology			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Be able to perform pure tone audiometry (PTA)	6.1	Evaluate the Standard Operating Procedures for pure tone audiometry with and without masking			
		6.2	Prepare the environment and equipment for PTA according to standard operating procedures			
		6.3	Explain the procedure to the patient using effective communication skills			
		6.4	Gain and document informed consent for the procedure			
		6.5	Perform otoscopy according to BSA guidelines to identify any contraindications to performing PTA			
		6.6	Perform not-masked PTA in adult patients (including AC and BC), modifying technique according to patient performance or ability			
		6.7	Plot the results of not-masked PTA according to BSA guidelines, identifying any potential errors or factors that might affect the results			
		6.8	Record the results of not-masked PTA according to BSA guidelines			
		6.9	Perform masked PTA (including AC and BC), modifying technique according to patient performance or ability			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		6.10	Plot the results of masked PTA according to BSA guidelines, identifying any potential errors or factors that might affect the results			
		6.11	Record the results of the completed full PTA according to BSA guidelines, including any modifications to the technique and overall accuracy and reliability of results			
		6.12	Provide person-centred care at all times, working within your appropriate scope of practice			
		6.13	Explain the procedure for giving the results to the patient			
		6.14	Seek advice and appropriate supervision to ensure safe and appropriate practice			
		6.15	Follow procedures for referral for identified referable conditions			
7	Be able to clean equipment, and leave the room in a suitable condition for reuse	7.1	Justify the protocols for cleaning equipment used for PTA			
		7.2	Clean equipment as per protocols			
		7.3	Arrange the room in a suitable condition for reuse			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
8	Be able to calibrate and maintain auditory test equipment following national standards	8.1	Explain the purpose of routine equipment calibration in audiology			
		8.2	Perform daily calibration checks of audiometers and tympanometers			
		8.3	Record calibration status according to local policies/departmental protocols			
		8.4	Escalate errors in calibration checks according to departmental protocols			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*