



Hidden Hearing Limited

Award in Hearing Aid Dispensing Competence

**TRAINEE HANDBOOK**

General Information:	Hidden Hearing Ltd Meadow House, Medway Street Maidstone, Kent, ME14 1HL
Training Centre:	Dalton House, 18 Broad Walk Buxton, Derbyshire, SK17 6JR
Length & Mode of study:	60 Weeks / Work Based Learning
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## Contents

Introduction .....	5
Programme Aim and Learning Outcomes.....	6
Hidden Hearing Policies .....	6
Equality .....	6
Attendance.....	6
Learning Agreement .....	7
Role & Responsibilities.....	8
Responsibilities as a trainee.....	8
Responsibilities of the Programme Lead .....	9
Responsibilities of a Module Leader.....	9
Responsibilities of a Practice Educator (PE).....	9
Responsibilities of Trainee Representative.....	10
Programme Calendar .....	10
Direct Supervision .....	10
Indirect Supervision .....	10
Mode of Study.....	10
1. Taught sessions (and Direct Supervision) .....	10
2. Pre-Registration (and In-direct Supervision).....	11
Methods of course delivery .....	11
Methods of Programme Assessment.....	12
Exam Protocol and Marking Criteria.....	14
Extensions to programme.....	15
Assessment by a Practice Educator .....	15
Observation Feedback Forms .....	16
Reflection as a Learning Activity .....	16
Pre-Registration Grading Log Book.....	17
Practice Placements.....	18
Course Syllabus .....	18
Module Descriptors .....	18
The Modules and their Content.....	19
Induction = IND .....	19
Anatomy & Physiology = AAP.....	19
Acoustics & Measurement of Hearing = AAH .....	19

Hearing Aid Technology = HAT.....	20
Counselling and rehabilitation = CAR.....	20
Professional Practice = PRP .....	20
Psychological Aspects = PSY .....	21
Business = BUS .....	21
Typical week structure.....	21
Training Centre Facilities.....	22
Training Material; Electronic Access .....	22
The Training and Development Blog.....	22
Printing documents.....	22
Lending Library.....	22
Non Audiology books .....	22
Study rooms .....	22
Information Technology (I.T.) Facilities .....	22
Trainee Equipment and Facilities.....	23
Mobile phone.....	23
Laptop .....	23
Assistive Devices for the Hearing Impaired .....	23
Travel .....	23
Car Parking .....	23
House Rules.....	23
Smoking/Alcohol .....	24
Noise .....	24
Rooms .....	24
Local Facilities / Information.....	24
Catering.....	24
Health & Safety / Fire Regulations.....	24
Complaints Procedure.....	24
Trainee Support .....	25
Trainee Identification.....	25

## Introduction

Hidden Hearing Ltd – Mission Statement

***“To help the hard of hearing to live the life they want, with the hearing they have”***

Welcome to the Award in Hearing Aid Dispensing Competence; a work based learning programme developed by Hidden Hearing Ltd.

Trainees successfully completing the programme will become eligible to apply for registration with the Health and Care Professions Council (HCPC) which is the statutory regulator for Hearing Aid Dispensing in the UK.

It should be noted that the term Hearing Aid Dispenser (HAD) is an HCPC protected title for the protected function of assessing hearing with the view to the retail of hearing aids. Anyone using the protected title or conducting the protected function whilst not HCPC registered as a HAD, is carrying out a criminal act, with the HCPC retaining the right to pursue such a person through the criminal court.

The term ‘successfully completing the programme’ should also be noted, as anyone joining the course but leaving the company prior to successful completion will not be eligible to apply for the registration detailed above and therefore will not be legally able to use the protected title nor carry out the protected function of a Hearing Aid Dispenser in the UK.

Through the delivery of the programme Hidden Hearing Ltd aims to set new standards of excellence in responding to the need for adult audiological services and professional practice in the UK. In order to achieve this we aim to lead in private sector education, training and development. We deliver competent HADs who are in turn fit for practice in the private sector and in other relevant contexts.

To achieve this we,

- Provide positive teaching and learning experiences
- Create opportunities for trainees to develop practical and clinical skills in the workplace
- Encourage self-learning and an appreciation of teamwork
- Inspire trainees to adhere to professional and ethical standards of practice

In doing so, we address the needs of the adult hard of hearing within the community. The programme is designed to be responsive to the employment needs of the private sector, meeting the requirements of the role of a Hearing Aid Dispenser and ensuring safe and competent practice.

## Programme Aim and Learning Outcomes

The content of this programme is structured and delivered to develop your knowledge and understanding of hearing aid audiology, including your technical and practical skills and your ability to work within a team of other professionals.

The aims of the programme are to:

- Provide trainees with the knowledge and skills to equip them for a career in hearing aid audiology
- Develop profession specific knowledge and understanding to deliver effective and reflective practice in order to maintain and improve the health and wellbeing of the hearing impaired
- Develop key transferrable skills in general use in employment in order to become competent in autonomous practice
- Develop motivation and ability to engage in Continuous Professional Development and career long learning
- Provide a comprehensive curriculum that takes into account current and future practice and acknowledges national and local developments

While the programme has been developed to be broadly equivalent to the credits awarded in a university based Foundation Degree (240 credits) it is a 'stand-alone' qualification, leading to eligibility to apply for HCPC registration as a Hearing Aid Dispenser in the UK. Continuous employment with Hidden Hearing Ltd will be dependent on successful HCPC registration.

Any trainee wishing to pursue their studies further into audiology (BSc, MSc etc.) would need to apply to a Higher Educational Institute (HEI) and seek acceptance through that HEI's Accreditation of Prior Experiential Learning (APEL) route. Please note, the decision would be dependent on that institute's own APEL rules and regulations.

## Hidden Hearing Policies

This course handbook should be read in conjunction with the Hidden Hearing policy documents and handbook available on the intranet system.

### Equality

Hidden Hearing is fully committed to being an equal opportunities employer and providing equality of opportunity for all staff including trainees. We aim to create an open and supportive environment which is free from discrimination and as such will not tolerate unfair or unlawful discrimination on the grounds of gender, ethnicity, disability, religion, nationality, age or sexual orientation, or any other distinction. (Reference: Hidden Hearing Equality and Dignity policy)

### Attendance

It is a course requirement that you attend all lectures and classroom sessions and 100% attendance is expected. We appreciate that illness may occur and occasionally there may be other justifiable reasons for absence e.g. bereavement. In such cases you should ensure a member of the training team and the HR department are advised as soon as possible. Non authorised absence may lead to unpaid leave being taken for that period. Long term absence, due to any cause, may result in you missing large amounts of course delivery and /or summative assessments. Should this happen you may not be able to complete the course. (Reference: Hidden Hearing Employee handbook)

Your colleagues / supervisors may also be absent from work at times. If this should be your Practice Educator whilst in you are in practice, you should immediately telephone both the training team and your Area Manager for guidance. Alternative arrangements for supervision will be made wherever possible. You should not continue with any client contact unless you are qualified to do so.

## Learning Agreement

Trainers and trainees need to be aware of what is expected of them for the duration of this training. This is particularly important as there is a significant element of self-directed learning required throughout this residential training course. A document, between the Trainee and Employer needs to be signed by both, which aims to provide a clear statement of the responsibilities of each party concerned and the content is valid until completion of the Hidden Hearing course and upon obtaining Pre-Registered Dispenser status.

### **Employer Agreement:** I agree that:

- The named trainee is a current full employee of our organisation
- The trainee will be studying on a course based at the company Training Facility
- The organisation will positively support the trainee financially by covering expenses through the initial training at Dalton House by the payment of the following:
  - Meal allowance
  - Travel allowance
- The trainee will be provided with the appropriate learning opportunities and allowed the use of resources and other materials to undertake assessments
- Visiting tutors will be given access to trainees where relevant and at agreed times
- Trainee access to managers / colleagues within the organisation will be permitted where appropriate
- As an employer I acknowledge the commitment required from the trainee and positively support them in their programme of study
- As an employer I have the right to check on trainee progress throughout their time in study and allow that information to be available to the relevant managers
- As an employer I will ensure that all necessary legal requirements such as CRB checks will be successfully completed as part of the trainee employment process
- As an employer I will inform signatories of this Learning Agreement of any case of professional misconduct
- As an employer I will ensure that any Practice Educator appointed to the named trainee will have received all necessary documentation for the programme of studies and has received appropriate briefings and training, such that they support the trainee in their work

### **Trainee Agreement** I agree that I:

- Have received access to copies of relevant documentation that advise me of my employer's rules, regulations and procedures
- Am aware that subsequent progression to the role of a Hearing Aid Dispenser will depend on successful completion of the training delivered by my employer
- Will fully engage in all classroom activities to the best of my abilities
- Will adopt and/or develop time management strategies and devise a personal study diary in order to utilise any private study time in an effective manner
- Will take part in practical sessions as required
- Will complete all administration and reporting procedures as required and in a timely manner
- Will check company e-mail accounts on a daily basis and action any correspondence accordingly in a timely manner
- Will enable contact by my employer, ensuring any company mobile telephone is in use during normal working hours. Notwithstanding the requirement for such devices to be in 'silent' mode during classroom periods

- Will advise my employer in advance of any occasion where the payment of meal or travel allowances or pre-paid hotel accommodation may not be appropriate, such as, but not limited to -
  - Any evenings not in residence at Dalton House
  - Travel to/from Dalton House by car sharing with a colleague
- Am aware of and will comply with relevant Regulatory body guidelines
- Will ensure I operate within a defined scope of practice
- Will comply with relevant work place Health and Safety regulations
- Will engage in regular dialogue with my employer to update on progress
- Recognise the importance of attendance and will inform the employer of any unavoidable absences from the course
- Appreciate the need to conduct myself in an appropriate manner whilst in the workplace
- Appreciate the need to dress in an appropriate manner whilst in the workplace
- Accept that private study / research is an essential element in my programme of study
- Will assist my employer in the completion of CRB checks or any other legal requirements of employment
- Will inform signatories of this Learning Agreement of any case of professional misconduct.

## Role & Responsibilities

### Responsibilities as a trainee

You need to accept responsibility for being actively engaged in all aspects of the programme and you should be proactive in taking responsibility for your own professional development. This includes:

- Acting in a professional manner at all times
- Reflecting on your own practice and development throughout the programme
- Applying your best efforts to achieve success in all modules in the programme
- Meeting with your Practice Educator (PE) on a regular basis to evaluate performance
- Completing and delivering assignments in a timely manner
- Utilising IT elements of the programme effectively
- Complying with internal company policies detailed within the company intranet
- Maintaining full attendance (100%) throughout the programme
- In any event of illness or other unseen event affecting attendance to the course or in the workplace the trainee will be expected to comply with company regulations governing absence reporting within company intranet

**NB** – a full list of your commitments to the programme is detailed within the Trainee/Employer Learning agreement signed by each trainee at the commencement of the programme.

### Responsibilities of the Programme Lead

The Programme Lead has overall responsibility for the academic and practical aspects of the whole programme. This includes –

- Co-ordinating the academic support for trainees on the programme
- Supervising the teaching programme
- Co-ordinating the timetable for the teaching and assessments of the programme
- Ensuring or arranging that the trainee receives regular feedback on their individual performance throughout the programme
- Ensuring regular evaluations of the programme are undertaken
- Ensuring your PE receives appropriate training and information about tasks you should carry out and liaises with your line managers as appropriate
- Arranging and supervising annual meetings with the programme team and external examiner
- Maintaining their own registration with the statutory regulator and professional body membership, together with the required Continuous Professional Development

**NB** – a full list of the company's commitment to you as the trainee is contained within the employer's section of the Trainee/Employer learning agreement signed at the commencement of the programme.

### Responsibilities of a Module Leader

Each part (module) of the programme will have a designated Module Leader/s., who is responsible for the teaching, assessment and administration of particular module/s, in conjunction with other teaching staff teaching. The Module Leader will:

- Organise and co-ordinate the teaching of that module
- Arrange the required assessments for the module
- Ensure the assessment procedures are completed in accordance with the appropriate assessment protocol
- Be available to consult with the trainees regarding the content and related assessments of the module
- Maintain their own Continuous Professional Development, registration with the statutory regulator and membership of their professional body

### Responsibilities of a Practice Educator (PE)

All trainees will have an appointed Practice Educator (PE) to supervise and support them through their period of being a Pre-Registered Hearing Aid Dispenser. The PE will engage with the trainee and observe and evaluate them on a regular basis. The PE will take up their responsibilities only when the trainee has satisfied the programme team, through an Objective Structured Practical Examination (OSPE) that they are clearly competent and safe to conduct the practical skills for the role of a HAD with In-Direct supervision. The PE will provide the following support:

- Regular and ongoing feedback to the trainee
- Opportunities for the trainee to reflect on practice
- Support in keeping up to date with professional requirements
- Provide regular feedback to the programme team regarding the trainee's progress
- Identify any further training requirements needed

## Responsibilities of Trainee Representative

The trainee representative is nominated and elected by the AHADC trainees using a secret ballot. The key aim of the role is to represent the views of trainees at the programme's Steering Committee Meetings. The representative may also be asked to lead discussions with the trainee group on issues as they arise and represent their views to the training department. They may also accompany another trainee to discuss issues of concern.

## Programme Calendar

A programme calendar and course timetable will be provided, showing when trainees will be based at Dalton House Training Centre and when they will be out in practice, please note some dates may be subject to change.

## Direct Supervision

This is essential when a non-registered individual undertakes a protected activity with a client. Direct supervision will require the supervisor / practice educator to be physically in the same room observing the trainee at all times. The Supervisor / practice educator accepts responsibility for the trainee's activities and ensures compliance with any professional guidance, codes and standards.

## Indirect Supervision

This entails the supervisor / Practice Educator 'being available' to offer support, advice and guidance. This is only permissible once the trainee has been assessed as competent in any protected activity. The supervisor / Practice Educator continues to accept responsibility for the trainee's activities and ensure compliance with any professional guidance, codes and standards.

## Mode of Study

This work based learning programme has been designed to lead the trainee through a variety of modules and several stages of Direct and In-Direct supervision until completion of the programme as follows:

### 1. Taught sessions (and Direct Supervision)

The initial period of your training will take place at the company's training facility in Buxton, Derbyshire. This period will last for eleven weeks. (This includes two separate weeks in the workplace under Direct Supervision). During this time, there will be a series of taught lectures on the theoretical aspects of hearing aid audiology, together with how these theories are put into practice. Trainee understanding of theory and competence levels in the required practical skills, will be regularly assessed during this time. Only after passing competency examinations can the trainee can enter a period attending clients under the In-Direct supervision of the Practice Educator (PE).

During this period of Indirect Supervision you can attend clients who have previously purchased hearing aid systems from Hidden Hearing. You will be able to conduct Service Calls to check hearing aids for faults, conduct minor (wax related) problems, send faulty instruments for repair and conduct annual or periodic hearing checks. You will not be seeing any new clients for the first time. At the end of this period, you will again return to the training centre where your competency will be assessed thoroughly through Theory exams and an Objective Structured Practical Assessment (OSPE). Once your skill levels are deemed competent, you can then be awarded the status of a Pre-Registered Hearing Aid Dispenser.

## 2. Pre-Registration (and In-direct Supervision)

Having attained the status of a Pre-Registered Hearing Dispenser, you can now perform all the tasks of a Hearing Aid Dispenser up to, and including the dispensing of hearing aid systems. This will however, be performed with the In-Direct supervision of your PE. This means that you will be meeting with your PE on a regular (minimum monthly) basis to have your performance evaluated.

The PE will evaluate your practice, offer feedback to ensure progression and advise the programme team of your progress. Throughout this period there will be regular return visits to the training centre for a combination of taught 'lecture' sessions and ongoing practical assessments designed to deliver continued and deeper understanding on all topics related to hearing aid audiology. Assessments of written, practical and on-line nature will take place.

At the end of the course further final written and practical examinations will take place to ensure theoretical and practical competency, before the trainee can be deemed to have successfully completed the programme and the HCPC advised of this. The trainee will then become eligible to apply for HCPC registration as a Hearing Aid Dispenser.

### Methods of course delivery

Throughout the duration of the course, various methods to deliver information will be used, which include;

#### **Lecture**

Classroom based, formal delivery used for the majority of the theoretical information; all presentations will be made available for you to view electronically whenever required. You will need to allocate self-study time in order to ensure good understanding of the topics.

#### **Tutorials**

Tutorial type 'mini lectures' may be provided by the training team on any subject matter, upon request. These provide the opportunity to develop your learning in small groups or 1:1. They often take place during the early evening and are not intended to be another full lecture. Before attending a tutorial it is important to prepare any questions and make a note of points that you don't understand so that you can get them cleared up in tutorials. Some of these may be compulsory and could cover topics such as study skills and exam revision.

#### **Group Presentations**

Working in small groups you will be given topics to research and create a short presentation to the class. This presentation can be any style you agree upon and this does not necessarily require a power-point presentation. You should be prepared for a question and answer session on your topic after delivery of the information. You may also be tasked with writing an effective examination type question and the supporting answer framework, clearly identifying the allocation of marks.

#### **Workshops**

After delivery of some information, you will be required to actively participate in group practical activities that demonstrate theory knowledge.

#### **Practical sessions**

After delivery of information and / or demonstration of practical skills, you will work in pairs performing the practical procedure. Often another trainee will be requested to act as assessor and grade your performance. Tutors will be available to supervise these sessions or act as assessor.

### Role Play

Throughout the course there will be many activities that will involve role play situations. Some of these sessions may be video recorded for feedback and development purposes.

### In Practice Based Learning

Time spent away from the training centre, enabling you to apply your knowledge and skills on clients and their families. As previously discussed initially this time will be spent with Direct Supervision of another Hearing Aids Dispenser and as you progress through the course you will be conducting client appointments with In-Direct Supervision. In practice your learning will be experience led rather than based on instruction, you will need to reflect on the experiences you encounter and document them, in order to learn from them.

### Distance Learning

After being awarded Pre-Registered status you will be spending more time in practice, during this time you will be expected to continue learning some theory in addition to work based learning. This learning may be assessed in a variety of ways including online assessment, case study reports, creating blog articles for Hidden Hearing intranet and the completion of logbooks.

## Methods of Programme Assessment

The purpose of assessment in each module is to allow the trainee to demonstrate that they have achieved the learning outcomes to a set standard.

Assessments may be formative or summative in nature.

**Formative assessment:** Ongoing assessment activities, written or practical, often as part of a classroom session. They aid learning by generating feedback and /or information that can benefit both trainee and tutors, supporting both in planning study activities and decision making throughout the learning process. They can clarify what good performance is and are not always grade reliant. The benefit of reflecting on the results of such activities allows the trainee to address any weakness in order to improve results.

**Summative:** Normally occurs at the end of a period of learning and determines if the taught content has been retained by the trainee. The tutor will mark the answers and assign a score / grade the work, hence these examinations are 'must pass' in order to complete the course.

**Please note:** Trainees are requested to declare any disability or learning difficulty during our recruitment process and if necessary discussions relating to this will have taken place. Allowances (such as extra time) can be made during the examination process.

### Unseen Written Exam

This is a written answer examination, where the trainee does not know the questions to be asked in advance. The syllabus topic may be provided for guidance. The trainee is required to answer the questions based upon their knowledge they have learned during the course.

### Multiple Choice Exam

A form of assessment in which the trainees are required to select the correct or best answer (or answers) out of the choices presented to them. The items of a multiple choice assessment can use a variety of questioning techniques including true/false, some items are not "questions" but may be phrased as incomplete statements etc. These assessments may be presented as paper based or electronic or via on-line assessment tools.

**Oral questions**

Daily oral questions based on the previous days learning; used as an 'awakener' and bench mark for the trainee to identify any areas of weakness and any amendments to their study plan if required. This method assists the trainee to ensure they are retaining the information delivered and encourages regular revision practice.

**Practical Assessment**

Objective Structured Practical Examinations (OSPE): these assessments comprise a circuit of short stations. At each of these the trainee is examined on their ability to carry out a practical task, on a one-to-one basis, with either real or simulated clients. Each station has a different activity and examiner. In this way, all trainees take the same stations and are assessed to the same criteria.

**Workbooks**

Workbooks provide the basic level of information needed and often contain activities for trainees to complete. These will be used to help provide structure to trainee learning and allow the trainee to monitor the learning achieved. They also provide a great source of revision material.

**Case Study**

On occasions case studies will be provided for you, other times you will be expected to research your own case study. A valuable tool allowing you to explore how what you have learned applies to real client situations. Working on case studies can assist to bridge any gap between theory and practice, help develop skills such as communication, group working, problem solving and develop the confidence in decision making.

**Logbooks**

These are used to monitor activities in practice. They are dependent upon the timing of the course and may be under direct or in-direct supervision. They provide ongoing evidence of the amount and quality of work based learning. There are two logbooks which will be issued, The Hidden Hearing Activity Log and the Pre-Registered Dispenser Grading Log.

**Online Assessment**

Some topics, for example, lone working and cognitive decline, will be assessed via e-learning. Some online assessments will be accompanied by either an online learning module or a classroom session.

## Exam Protocol and Marking Criteria

Trainees need to be aware of what is expected of them for the duration of this training course. As assessment and/or examination is an integral part of trainee learning and development, we as a company need to ensure fairness for all trainees.

### Assessment Schedule:

At the start of the training programme, all trainees will be issued with a copy of the course timetable including all examinations dates. The examinations are conducted on a regular basis in order to improve progress and meet the learning outcomes relative to the individual topics. This enables the trainee to be aware of the demands placed upon them, allowing them to plan their study time accordingly and importantly allows them to see their progression, development and personal improvement.

### Methods of Assessment

**Theory Exams:** Advice will be given regarding the assessment styles which include: Verbal assessment, multiple choice style questions, online assessments, Short written answer style examination papers and 'Essay' style longer written examination papers.

Details include mark schemes and pass levels expected. All written assessments are returned to the trainee after marking during the same week of submission wherever possible. Written feedback on scores obtained and framework answers are provided where appropriate. Tutorial sessions and extra tuition is provided to any trainee who it would benefit.

### Outcomes

Grade (%)	Result
Sub 40	Significantly below minimum level of understanding
40% and above	PASS – At minimum level of understanding – some areas of weakness

Any theory paper falling short of minimum expected standards is moderated by being viewed and re-assessed by a second examiner.

### Re-Sit Opportunities

Although all written exams are deemed to be 'must pass', some are of a formative nature. For any Summative assessments, re-sit opportunities may be offered subject to a minimum level of understanding obtained in the first sitting.

**Practical Exams:** Any relevant procedure documents relating to practical competence will be issued for reference and marking sheets and/or schemes are issued to the trainees in advance of any assessment. During the residential training course the practical skills may be assessed using role play situations or by the trainee performing the required skill on an examiner, whether internal or external. Whilst all formal assessments are carried out by a trainer, informal assessment of colleagues is encouraged and monitored throughout the course on a regular basis.

At various stages throughout the training course, all trainees will undertake Objective Structured Practical Examinations (OSPE). Successful completion by passing ALL disciplines of the OSPE examination around week 18 will result in them obtaining and being awarded 'Pre-Registered Dispenser' status.

### Outcomes

Pass or Fail are the only outcomes of practical skills assessment. Feedback to each trainee is provided verbally and any assessment or marking sheets are returned for reference and guidance in order to develop areas of weakness.

### Re-Sit

For any 'must pass' practical assessment, there may be the opportunity to re-sit any failed disciplines.

## Extensions to programme

It must be noted that failure to achieve minimum levels in a variety of aspects may lead to an extension to the trainee's programme.

Although resit opportunities may be available for Summative Examinations, having to do so may lead to missing (or delaying) some aspects of the programme. In order to ensure all requirements of the programme can be evidenced, extensions of one month can be put in place for any of (but not limited to) the following reasons:

- |                             |                                                      |
|-----------------------------|------------------------------------------------------|
| • Assistant Summative resit | Due to impact on Indirect supervision (as Assistant) |
| • Pre-Reg Summative resit   | Due to impact on Indirect supervision (as Pre-Reg)   |
| • Periods of absence        | Impacts on the number of weeks recorded on programme |
| • Lack of documentation     | Insufficient gradings for completion                 |

Extensions due to exam resits will be placed on the trainee's programme irrespective of the time between first sitting and resit of the examinations.

The maximum extension that can be placed on a trainee's programme is 3 months. In any situation where (for whatever reason) an extension is likely to exceed this timescale, the trainee's progression will be assessed through a capability process. This will require the trainee being referred to the Head of Development & Training, HR and the relevant Area Management team.

If behavioural issues are identified by the trainee's Area Management team when working in practice, those issues will be addressed via the capability or disciplinary process by the Area Management. The management team cannot request extensions to programme for purely behavioural issues so identified.

Resitting any aspect of the Final Summative exam would not necessarily lead to a programme extension as the trainee could continue working as a Pre-Registered Hearing Aid Dispenser while waiting for resit and the logbook process may not be compromised.

## Assessment by a Practice Educator

At regular intervals you will be assessed by your Practice Educator (PE) or another qualified dispenser, in addition to perhaps having visits / observations with your Team Leader and/or Area Manager. In order to maximise the benefit of these sessions it is vital that you prepare ahead.

Prior to any grading or observation you should spend a little time assessing your abilities and recording them. Your Practice Educator will assess your ability on a variety of skills. This may identify areas for discussion or further training. Any feedback should be viewed in a constructive manner.

You will find a huge amount of experience and support amongst other dispensers, however, should you require more training or perhaps more detailed training on any aspect of the role then please do not hesitate to contact the Training Department who can help arrange this for you.

## Observation Feedback Forms

You will be provided with observation forms for your PE to provide feedback on following a visit where they have observed you in practice. It is your responsibility to ensure written feedback is received at the time of the assessment. It is important to keep a record of your learning and development whilst in practice.

You should ensure that dates are arranged to meet your PE (or other nominated dispenser) at least once a month. This may involve you travelling to them and working with them on their diary appointments or them coming to observe you working with clients booked into your diary. In order to avoid diary clashes and the need for appointments to be re-arranged, we request that you agree suitable dates with your PE as soon as possible. These days should be clearly labelled in both your diaries for audit purposes. Dates may be suggested by the training team.

When these dates have been arranged please advise Training Department.

Completed observation forms need to be placed in your Personal Development Plan (PDP), once you have identified any learning activities that need to take place and recorded them in the development table in your PDP.

## Reflection as a Learning Activity

Reflection provides a framework for trainees to make sense of an experience and make connections to learning and practice. It has a role in helping learners think more critically about how they learn.

Trainees in practice may find that they need to adapt their learning skills accordingly. This environment is very different from the classroom lectures, role plays and practical experience they will have conducted on colleagues. The learning that they will undertake is known as 'Experiential Learning' (which means learning from experience).

They will have far less need to memorise information and reproduce facts/figures and more time needed to develop 'understanding'. Vital to this idea is 'Reflection'. They must be able to make sense of what they see and do, in order to learn from the experience.

Reflective thinking helps trainees develop a questioning attitude, identify areas for change and improvement, and to respond effectively to new challenges. It allows them to identify learning needs and helps them to generalise and apply what they have learned from one situation to another.

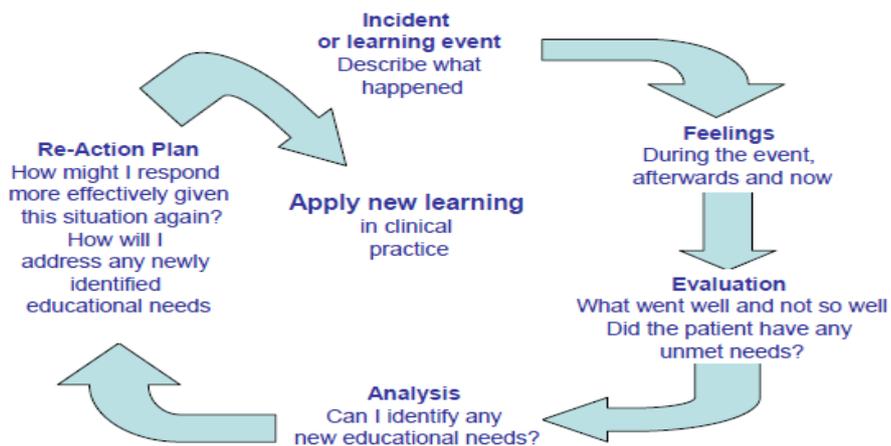


FIGURE 13: I.F.E.A.R. Reflective Framework (Smart: 2008) Adapted from Gibbs: 1988

Having the experience of being in the workplace alone does not constitute learning, what counts is what the trainee has learned from the experience. The learning is experience-led rather than based on instruction, and trainees need time to reflect on the experience in order to learn from it.

Trainees are required to maintain a personal development portfolio (PDP) and logbooks. In this they should be recording appointments with clients, highlighting areas that went well and any areas that went less well, how they managed the client and what they may do differently next time etc.

Reflection should also take place on any training sessions provided. Forms will be provided to the trainee enabling the reflection of client activity and training sessions, these forms should be maintained within their Personal Development Portfolio [PDP].

### Pre-Registration Grading Log Book

This logbook forms part of the evidence of your practical training and learning. It records your progress and achievements and can support your application for registration on completion of the programme. If lost, it could seriously affect you satisfying the requirements of the programme and you may not be eligible to apply for registration. You should keep this document safe and take copies of it from time to time as a 'backup'.

***It should be noted that lack of success in any part of the programme or leaving the programme part way through, will leave you with insufficient learning and training for completion and you will therefore NOT be eligible to apply to the HCPC for registration as a HAD.***

The logbook is part of the programme curriculum and forms part of the module titled 'Professional Practice'. The assessment for this module requires that all elements of the logbook are completed and that you achieve the required proficiency level in all parts. Full instructions on completion will be provided. The logbook will be completed and your proficiency graded by a Practice Educator (PE) appointed to supervise your performance and development.

## Practice Placements

During work based practice, either or in branch or in the field, assessments are conducted by Practice Educators and on occasions by another nominated registered Hearing Aid Dispenser. The trainee's ability is graded accordingly and feedback provided in written format at the time of the assessment. This allows the trainee to reflect on their strengths and identify any weaknesses that need to be addressed. This forms a continual assessment process until completion of the training course.

A company electronic logbook, enabling the trainee to record all practical activities and skills developed whilst in clinical practice (either under direct or indirect supervision) is also provided. Activities are monitored on a monthly basis by the programme team. These details must be logged in a contemporaneous manner and reported to the training department on a monthly basis.

Occasionally audits of working practice are conducted and further audits may be undertaken should any reason be identified. These may be conducted by the Training programme team or by the National Compliance Manager. Feedback reports from these audits are provided in written format, if it is apparent at any time that minimum standards are not being met, further advice and/or additional training can be provided as appropriate or upon the request of the trainee.

## Course Syllabus

The course syllabus is divided into eight modules for delivery and assessment. Each module is a block of learning with specific learning outcomes. The trainee must demonstrate they have met all learning outcomes in order to be successful and complete the course.

The eight module titles are:

- Induction (IND)
- Anatomy and Physiology (AAP)
- Acoustics and Measurement of Hearing (AAH)
- Hearing Aid Technology (HAT)
- Counselling and Rehabilitation (CAR)
- Professional Practice (PRP)
- Business (BUS)
- Psychological Aspects (PSY)

## Module Descriptors

Each module has a detailed description recorded on a Module Definition Form [MDF]. There are a number of terms used on the module descriptors that may be unfamiliar to you. We have provided a guide to their meaning below. You will be given copies of the full descriptors during the induction process.

**Module Description:** This will describe the module, including its aims and a brief outline of the content.

**Learning and teaching methods:** Each module will use a range of different learning and teaching methods. This recognises that we all have preferred methods of learning and what suits one student may not suit another. To this end, the following are examples of the learning and teaching methods used throughout the programme –

- Classroom Lectures
- Group Discussions
- Directed Learning
- Private Study
- Supervised Practical Sessions & Video Role Play

- Reflective Learning through a Logbook and Personal Development Portfolio (PDP)

**Syllabus Content:** This provides detailed information of all the topics included in this block of learning.

**Learning outcomes:** Details what the trainee should know, what the trainee should understand and what the trainee should be able to do at the end of the module.

### The Modules and their Content

The following list the key topics covered in each module. Please note: these are a guide only and are not exhaustive.

#### Induction = IND

- Introduction to the company
- HR Procedures and Protocols
- Data Protection
- Learning Styles
- Reflective Practice
- Health and Safety
- Time Management
- Lone Working and Personal Safety
- Information Technology
- Hidden Hearing Equipment Issue

#### Anatomy & Physiology = AAP

- Anatomy and Physiology of the outer ear
- Anatomy & Physiology of middle ear
- Collection of sound, localisation of sound, amplification and protection
- Transmission of sound, impedance matching mechanism, acoustic & non acoustic reflex
- Disorders and causes of hearing loss – outer and middle ear
- Anatomy & Physiology of inner ear
- Sensori-neural disorders
- Treatments of conditions
- Retro cochlea disorders (basic awareness only)
- Vestibular system anatomy (basic awareness only)
- Tinnitus & management inc. Causes of tinnitus, Effects of tinnitus, Counselling and Retraining therapy
- Hyperacusis
- Syndromic causes of hearing loss (basic awareness only) inc
- Non Organic Hearing loss
- Congenital, Pre-natal, Peri-natal, Acquired/post-natal, Pre-lingual, Post-lingual

#### Acoustics & Measurement of Hearing = AAH

- Acoustics – Properties of sound
- Pure tone Audiometry
- Screening test
- Electronic recording of information (NOAH)
- Audiogram - interpretation of results
- Tuning fork tests
- Tympanometry and Acoustic Reflex tests

- Warble box testing
- Sound field testing
- Recruitment tests
- Non – organic hearing loss tests
- Paediatric tests
- In-situ audiometry

#### Hearing Aid Technology = HAT

- History of hearing aids
- NHS Provision of hearing aids
- Performance Measurement of hearing aids (text box)
- Basic components of a hearing aid
- Prescription methods
- Compression / gain / output
- Channels and bands and multi program
- Feedback and occlusion
- Open fit technology
- Earmoulds
- Hearing aid selection
- Programming software
- Hearing aid evaluation
- Alternate hearing aids
- Noise protection devices and education

#### Counselling and rehabilitation = CAR

- Pre and Post fit counselling
- Communication and Hearing tactics
- Outcome measurements
- Assistive Listening devices
- Deaf Culture
- Implications of hearing loss
- Charities and other organisations

#### Professional Practice = PRP

- Otoscopy
- Infection control / Aseptics
- Wax management
- Advisable Conditions (BSHAA Guidance on Professional Practice)
- Impression taking
- Record Keeping and Note taking (CMS)
- Case History taking
- Hearing Consultation and full record keeping
- Logbooks
- Practice Placement
- British Society of Hearing Aid Audiologists (BSHAA)
- Health & Care Professions Council (HCPC)

### Psychological Aspects = PSY

- Psychological aspects of rehabilitation
- Lifestyle needs (Non Clinical)
- Influencing skills
- Client profile
- Coaching
- Client Pathway
- People Type
- Promoting Health Care in self and others
- IDA institute
- Problem solving analytical skills / decision making
- Communication
- Commercial
- First Impressions

### Business = BUS

- DISC -Understanding personal working preferences
- Skills & Qualities of an effective dispenser
- Commercial skills
- Hidden Hearing documentation & Paperwork
- Time management
- Key Performance Indicators (KPI's)
- Marketing Strategies
- Equipment & stock requisition
- DBS vetting and barring
- Office of Fair Trading (OFT)
- Other job roles within Hidden Hearing (Tele-appointer etc)
- Understanding Clients

### Typical week structure

	Monday		Tuesday		Wednesday			Thursday		Friday			
	am	pm	am	pm	am	pm	6PM	am	pm	am	pm		
Travel		Exam PRP 10 HCPC	AAP Disorders 1 Outer Ear	AAH Acoustics 3 Decibels & Audiograms inc NOAH (sound walk with SLM)	PRP 9 BSHAA	PRP 2 Inf Control	PRP 1 BSA Otoscopy & video otoscopy Practical Session	Tutorial	HAT 1 History & Intro to aids	PRP 6 Record keeping and CMS	IND12 Rep Visit (new rep vote)	IND 6 Reflection	Travel

NB: additional tutorials and workshops can be provided as necessary and upon request.

## Training Centre Facilities

Dalton House is our in-house training facility. Whilst trainees and training staff are residential in the building during course time, it is **not** operated like a hotel. All residents are required to take responsibility for daily running of the property. This will operate on a rota which is changed weekly.

### Training Material; Electronic Access

All training materials are available to 'view only', electronically. This information is available whilst at the Training Centre, in practice and from home via Broadband connection and virtual private network (VPN) dial up.

This provides access to resources such as course information, lecture presentations / hand outs and assessment frameworks and study guides. It should be acknowledged and noted that this information is the property of Hidden Hearing Ltd and as such it is forbidden to copy, e-mail or save the information to another location whether this is to internal or external equipment.

### The Training and Development Blog

The blog can be accessed via Hidden Hearing's intranet. It has an area specifically for trainees on the AHADC programme, which has links to many internal and external resources as well as notices, calendar dates and discussions.

### Printing documents

Trainees are provided with portable printers, which connect via USB to the company provided laptop

### Lending Library

We have a selection of text books and resources available for trainee use. All core resources listed on the MDF's are available, as well as many others. These are offered on a 1 week loan basis and must be signed for at the time of borrowing. Extensions to the loan period may be offered dependent upon the number of trainees.

### Non Audiology books

We offer a 'no charge' book swap facility for personal non audiology books. Simply leave any book you no longer require and take another of your choice.

### Study rooms

**Group study room:** For those trainees who feel they work better in groups, allowing discussions /conversations to take place. This room is available from approximately 8.00am until 11.00pm every working day.

**Quiet study room:** Situated on the ground floor, for individual study, no conversation or mobile phones allowed, again available from approximately 8.00am until 11.00pm daily (or upon request).

**Audiology Rooms (X2):** One room is set up to simulate conducting domiciliary visits (visiting our clients at home) and the other simulates a Hidden Hearing Centre environment, which includes a sound proof booth.

**Communal Lounge:** Facilities are provided for you to watch television, DVD's and to play music, we request that communal areas are not occupied after midnight.

### Information Technology (I.T.) Facilities

All break out rooms and study areas have direct connection to the internet, a data socket is available allowing internet connection free of charge in all trainee bedrooms. Whilst we expect trainees to be computer literate,

including having a working knowledge of Microsoft Windows and Outlook, we will provide training on our in house systems. Trainees will be instructed on Data Protection in addition to being issued with the Hidden Hearing IT Policy documentation.

**Please note:** It is important that you check your company e-mail on a regular basis, at least daily. This will be the primary method of contact from head office departments and management. You will be issued a company e-mail address when laptops are distributed, and we expect you to read and respond promptly to all messages. Should a read receipt be requested on any mail please ensure you enable this to be forwarded.

Please note, head office and other staff have e-mail addresses which can be obtained from the global address listing within Microsoft Outlook. (Reference: Hidden Hearing I.T. Use and Social Media Use policy)

### Trainee Equipment and Facilities

In addition to being supplied a company laptop and mobile phone, each trainee will be assigned a personal calibrated audiometer for the duration of the course. All audiology equipment required is also provided at no charge to the trainee. Stationary packs are also initially provided.

#### Mobile phone

You will be issued with a company mobile phone. Please ensure you personalise the answer-phone message as soon as possible using appropriate business language. This phone will be, along with company e-mail, the primary source of contact for you. Accordingly, please ensure your device is on and checked on a regular basis. Phones, whether personal or business issue, are not permitted in lectures as these are disruptive to both tutors and your colleagues. Phones or any other communication device **MUST NOT** be taken into any examination. Whether proof of use is obtained or not, this will result in the failure of that assessment.

#### Laptop

You will be issued with a laptop during induction week. The lap top remains the property of Hidden Hearing and you have responsibility for ensuring it is used appropriately and stored securely. A range of audiological software will be accessible on the laptop as well as the usual Windows Office resources.

### Assistive Devices for the Hearing Impaired

Loop system in main classroom, Converser FM system, hearing instruments and Streamers are available for the hearing impaired trainee as necessary. "DeafGuard" alarm clocks that are sensitive to the Fire Alarm can be issued to hearing impaired trainees for use in their bedrooms should they be unable to hear the alarm without assistance.

#### Travel

Travel expenses to and from the Training centre are paid by the company. These are paid as a tax free allowance with your salary, in advance of travel expenditure.

#### Car Parking

Limited car parking is available free of charge at the training centre. Hidden Hearing and the Building owners accept no liability for loss or damage to any cars or their contents. Any company equipment issued must not be stored unattended in the vehicle at any time.

#### House Rules

In order to comply with Health and Safety regulations and to aid the comfort and safety of everyone, you will be requested to read, understand and agree (by signing) a document that details the Dalton House Rules and expected code of conduct.

## Smoking/Alcohol

Is prohibited in all company premises; Dalton House should be considered an extension to your workplace. Employees are reminded that it is a criminal offense to smoke in any smoke-free areas. There is a clearly designated smoking area available. The consumption of alcohol or any controlled substances is strictly prohibited on company premises. Any breach of these policies will be treated as Gross Misconduct and subject to company disciplinary procedures.

## Noise

As a courtesy to other colleagues and our neighbours, we request that noise is kept to a minimum, especially at unsociable hours.

## Rooms

Where possible you will be assigned a room at Dalton House, which will remain your room for the duration of the programme. All rooms are en suite, have a desk and TV. As Dalton House is not a hotel, you are expected to keep your room clean and tidy. Cleaning staff will clean your room and change bedding weekly. If a group is particularly large, some trainees may be accommodated in nearby hotels.

## Local Facilities / Information

A booklet covering local information and detailing facilities is provided at the Training Centre, including:

- Local facilities /amenities
- Places to eat
- Re-cycling facilities
- Emergency numbers
- Fire and security regulations

## Catering

A selection of hot and cold beverages is available, free of charge, 24 hours a day. Continental breakfast and a sandwich lunch are provided each day whilst at the training centre. An evening meal allowance is paid to the trainee as a tax free allowance, in advance of any expenditure. Please note: There is no food storage available to the trainees (unless required for dietary requirement) and it should be acknowledged that there are no facilities for cooking hot food other than a microwave for re-heating meals. Please advise Hidden Hearing of any dietary requirements and we will endeavour to meet your needs. Please note that food and / or drink are not permitted in the training rooms.

## Health & Safety / Fire Regulations

Any accidents / incidents resulting in personal injury or medical referral, no matter how minor, must be reported to staff and logged in the accident book held at the training centre. An in/out board is in place to identify who is in or out of the building. It is essential that trainees maintain the accuracy of this system to ensure Dalton House is adhering to Fire Regulations. Trainees are issued with keys for their bedroom and to enter/exit the building. A door code is also used to ensure the safety and security of trainees and the building itself. Trainees must adhere to all rules regarding security.

## Complaints Procedure

Our company objective is to resolve a trainee complaint or grievance as amicably and as promptly as possible. Any trainee that has a concern or grievance should refer to the 'Grievance and Appeal' procedure.

### Trainee Support

Should you have any concerns during the duration of the course, you should immediately discuss the matter with one of the training staff. Such problems are often much simpler to deal with if they are addressed immediately. The training staff will then direct you to an appropriate person for more specialist advice if necessary. We operate an 'open door' policy during normal business hours. Most training staff are residential throughout the course and may be contacted using the details as shown in the front of this handbook.

**Please note:** The training staff may invite you to discuss your progress should they have any concerns at any time during the course. For monitoring and evaluation purposes, the trainees (or a trainee representative) will be invited to raise any issues or concerns on a regular basis. Concerns may be regarding your academic performance on the programme, or your support needs of a personal/pastoral nature. You should consider the training staff as your first line of support in any of these cases.

### Trainee Identification

Company photo identification cards will be issued to all trainees upon attaining Pre-Registered Dispenser status. Our clients have the right to refuse appointments with non-registered dispensers therefore Pre Registered I.D. MUST be worn at all times during any client contact.

We wish you all an enjoyable  
and  
successful time during your studies with us.