

# What's New in Educational Audiology?

Joy Rosenberg and Lisa Bull outline new stand-alone modules for CPD and Equivalency registration options for Ed Auds

To update members, user voice is employed here bringing readers news about equivalency registration options and new stand-alone modules for CPD for QToDs and clinicians alike.

## Equivalency registration options and others

Following the news of the opening of a voluntary Educational Audiology professional registration in 2018, processes for infrastructure were put in place and first registrants were approved in summer 2019, with approximately 10% of the profession opting for registration thus far! This will go a long way toward joining up clinical and educational working as well as giving Educational Audiologists a public professional voice with which to better serve children and young people who are deaf and their families.

Initially some applicants from the 2018 graduating class, the first to graduate since the course was accredited by the RCCP (Registration Council for Clinical Physiologists) via BAA (British Academy Audiology), joined the ranks of registered professionals as they were automatically eligible by virtue of their graduation date. Educational Audiologists trained prior to that time, also have the opportunity to register under the 'equivalency' option, and a number have done so already. The process involves providing references and certificates and role descriptions which are then scrutinised by trained BAEA (British Association of Educational Audiologists) national executive committee members for approval or resubmission.

For more information see [www.educational-audiologists.org.uk/registration.php](http://www.educational-audiologists.org.uk/registration.php).

Interestingly, registrants' comments have affirmed the three-pronged purpose in pursuing registration that was adopted at the BAEA AGM 5 years ago: improved joined-up working, promotion of the profession and public protection via standards. Registrants have remarked on the benefits to joined-up working especially with clinical colleagues that their newly minted, RCCP-registered, signature on reports provides as well as RCCP badges being worn at conferences. They recognise the promotion of a unified public voice for the profession that comes about when their registration can be verified by the public on the RCCP website under Educational Audiology.

RCCP's ([www.rccp.co.uk](http://www.rccp.co.uk)) key aim is to ensure the highest level of standards by publishing a publicly accessible register, promoting awareness, working in partnership, approving high standards of education, investigating complaints and campaigning for statutory regulation.

## Stand-alone modules for CPD

Following a Professional Opinions survey, our university revalidation was undertaken to allow QToDs, Clinical Audiologists and others to register for a single module from the PGDip/MSc Educational Audiology course. The single modules are blended learning including distance components and one face-to-face residential weekend. September 2019 marked the implementation of the first



modules from the new validation which were attended by the core cohort of PGDiploma students as well as other professionals who were upskilling and whose comments follow:

*I really appreciated that it was possible to just drop in and learn and contribute and chat with such a welcoming group. I learned a fair bit about the work of other professionals and found the interactive nature of the classes stimulating and engaging. I have made lots of notes to look up resources as a result of the classes and chatting during breaks.*

*At first I found the presentations a little difficult. A lot of this I didn't know, although I feel that I definitely ought to. By the end of the weekend, including interactive 'round robin' sessions, I was at least familiar with the terms and tools introduced to me, and some very handy work-relevant pearls of wisdom came out. Other presentations gave me a chance to feel much more in my comfort zone, with helpful contributions to offer, such as the case study I could talk about in the formative activity that certainly provoked discussion.*

*I loved the 'serious play for higher education' activity! Initially I had no idea how this was going to work out, but it brought us together as a group and we could talk about how*

*the link between all our presentations was effective communication and giving the time needed. Student informal presentations made me realise that I need to read QToD reports more carefully and engage a bit further. Chatting with students afterwards we talked about how we could improve each of our service's reports to make them more accessible.*

*I was happy to use every opportunity to build and share knowledge.*

Modules available in 2020-21 are: Anatomy and Physiology, Speech Acoustics, Clinical Audiology, and Educational Audiology in Practice. More information is available from [www.maryhare.org.uk/professional-courses/postgraduate-courses](http://www.maryhare.org.uk/professional-courses/postgraduate-courses)

As portrayed in graphic on previous page, the advent of stand-alone modules will allow QToDs, Clinical Audiologists and upskilling Educational Audiologists to participate along with newly training PGDiploma student Educational Audiologists in the bridge role that defines the heart of Educational Audiology.



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## BATOD Magazine

This article was published in the March 2020 issue.

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**BATOD**  
British Association of  
Teachers of the Deaf

MAGAZINE • March 2020 • ISSN 1336-0799 • [www.batod.org.uk](http://www.batod.org.uk)

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