

Deaf Education 2025/26

Description



The University of Manchester

Deaf Education 2025/26

Programme Handbook

Introduction to Deaf Education at University of Manchester

Welcome to the University of Manchester and Deaf Education programmes. As you might be aware, the University of Manchester has been a world-renowned pioneer in the training of Teachers of the Deaf (established in 1919). We are delighted to welcome you to the course and work with you to be a part of the future for D/deaf children and young people.

This programme handbook provides details of the University of Manchester Programme leading to the PG Diploma / MSc in Deaf Education, including information about the aims and learning outcomes, structure, content, admissions, assessment and programme management. It should be read in conjunction with related University documentation and particularly the [School of Health Sciences Handbook](#)

We hope that you are looking forward to joining us at Team Manchester and that you find your time with us valuable and enriching.

School of Health Sciences Student Handbook

[Click here to access.](#)

You will need your University of Manchester login.

The student handbook has been developed as a resource for Undergraduate and Postgraduate Taught students completing degree programmes within the School of Health Sciences (SHS).

This resource should be used as the first point of reference for questions concerning your programme, support and advice, or academic policies and procedures.

The University of Manchester is a large and complex organisation, and we want to ensure that you know how to access the information, support, and guidance you need to succeed in your studies. It is therefore designed to guide you through many aspects of your time as a student and provides useful links to information available through the University's website, as well as summarising the facilities and support services that are available across the University and how you can access them. It also outlines what you should expect of the School and what they can expect from you and clarifies the policies and procedures relevant to your area of study.

Key Contacts and Academic Advisors

The key contacts for your course are as follows:

Dr Helen Chilton – Programme Director/ Senior Lecturer and Academic Advisor –
helen.chilton@manchester.ac.uk

Dr Lindsey Jones – Senior Lecturer in Deaf Education and Academic Advisor -
lindsey.jones@manchester.ac.uk

School contacts

The School address is:

The School of Health Sciences, The University of Manchester, Oxford Road,
Manchester, M13 9PL

Head of School of Health Sciences, Professor Andy Brass:
andy.brass@manchester.ac.uk

Head of Teaching, Learning and Student Experience: Christopher Bamford
Christopher.bamford@manchester.ac.uk)

External examiner

The external examiner for Deaf Education programmes is Dr Siobhan Laiode-Kemp. Please note it is inappropriate for students to contact the External Examiner directly. Please consult the [School of Health Sciences Handbook](#) for more information about the role.

Programme Overview

This programme has three exit routes as follows:

1. Postgraduate Certificate in Education (International Pathway)* – no Teacher of D/deaf Children & Young People (QToD) status
2. Postgraduate Diploma in Deaf Education – Teacher of D/deaf Children & Young People (QToD) Teacher of D/deaf Children & Young People status
3. MSc Deaf Education – Teacher of D/deaf Children & Young People (QToD) Teacher of D/deaf Children & Young People status

*The Postgraduate Certificate is aimed at international learners who are not qualified to teach in the UK.

The Postgraduate Diploma and MSc are suitable for qualified teachers wishing to train as Teacher of D/deaf Children & Young People in the UK. To accommodate the needs of schools and teachers across the country the PGDip/MSc is available as a blended E-learning option along with a traditional On-Campus approach. The Diploma can be taken 1 year full time or 2 years part time. Students can progress to an MSc once they have satisfied the conditions of the Diploma, completing a research methods module and dissertation.

Postgraduate Certificate in Deaf Education (International): 60 credits

This programme is only for learners from outside the UK and comprises of 4 units.

All units are compulsory. The units should be completed within 2 years and can be studied online as follows:

PCHN60240 Language Acquisition (15 credits)

PCHN60280 Curricular Access (15 credits)

PCHN60260 Developing Deaf Child (15 credits)

PCHN61230 Audiological management (15 credits)

Once learners complete the Postgraduate Certificate, there may be a possibility to extend your studies to Postgraduate Diploma / MSc level but the University can, in no way, guarantee that this will be an option and will depend on the following criteria being met:

â?? Learners would need to be able to find and secure a teaching placement in their home country OR you gain QTS status or equivalency in the UK and a UK school agrees to host your placement.

â?? The university would need confirmation of a local mentor / supervisor in the home country who is a qualified Teacher of D/deaf Children & Young People and able to work to the university standards around supervision.

â?? The university would need to be able to ensure that the placement setting provides sufficient ability to demonstrate the competencies.

Postgraduate Diploma in Deaf Education: 120 credits

This programme is for learners from the UK who can demonstrate Qualified Teacher Status (or QTLS) to teach in the UK. This programme awards Qualified Teacher of D/deaf Children & Young People status. The programme is available on campus (full time / part time) or as an E-blended learner (part time).

This comprises of 8 units. All units are compulsory and must be passed to be awarded the PGDip. The units of study are as follows:

PCHN60240 Language Acquisition	(15 credits)
PCHN60280 Curricular Access	(15 credits)
PCHN60260 Developing Deaf Child	(15 credits)
PCHN60270 Policy and Practice	(15 credits)
PCHN61230 Audiological management	(15 credits)
PCHN63020 Teaching and Learning 1	(15 credits)
PCHN60310 Teaching and Learning 2	(15 credits)
PCHN60250 Language Assessment	(15 credits)

As this is a professional qualification, students take part in two teaching placements where they are assessed against the competencies within the Mandatory Qualification and University requirements. Placements are supported by an internal supervisor and an external supervisor appointed by the University. For second placement there is an alternative supervision route where supervision will be conducted remotely using Swivl technology. This will be explained and discussed with all students prior to their second placement.

After completing the Postgraduate Diploma learners can apply to extend their studies by completing the MSc dissertation module (PCHN60311).

MSc Deaf Education: 180 credits

This programme is for learners from the UK or learners who hold Qualified Teacher Status (or QTLS) to teach in the UK. This programme awards Qualified Teacher of D/deaf Children & Young People status alongside an internationally recognised MSc degree.

The programme is available on campus (full time / part time) or as an E-blended learner (part time). All units are compulsory as follows:

PCHN60240 Language Acquisition	(15 credits)
PCHN60280 Curricular Access	(15 credits)
PCHN60260 Developing Deaf Child	(15 credits)
PCHN60270 Policy and Practice	(15 credits)
PCHN61230 Audiological management	(15 credits)
PCHN63020 Teaching and Learning 1	(15 credits)
PCHN60310 Teaching and Learning 2	(15 credits)
PCHN60250 Language Assessment	(15 credits)
PCHN60311 Dissertation	(60 credits)

This programme is aimed at qualified teachers wishing to train as Teachers of D/deaf Children & Young People who are interested in extending their understanding of the mandatory components of the PGDip by completing a research project.

To accommodate the needs of schools and teachers across the country the programme is available as a blended E-learning option along with the more traditional On-Campus approach.

The MSc can be taken 1 year full time (on-campus only) or 2 years part time. Students can progress to an MSc once they have satisfied the conditions of the Diploma and

completing a research methods module. Students also have the option of gaining the MSc on a 3 year route.

Students cover the six taught PGDip modules, one dissertation module and two assessed placements with a variety of topics and types of assessment. Alongside standard essays are presentations and practicals. As this is a professional qualification, students also take part in two teaching placements where they are assessed against the competencies within the Mandatory Qualification and University requirements. Placements are supported by an internal tutor and a visiting external tutor appointed by the University. For second placement there is an alternative supervision route is available where supervision will be conducted remote using Swivl technology. This will be explained and discussed with all students prior to their second placement.

Health, conduct and professional checks

Enhanced Disclosure and Barring Service Check and Criminal Record Code of Conduct Self-declaration

A condition of joining the Deaf Education programme is that students will need to complete an Enhanced Disclosure and Barring Service check. Part of the DBS application process requires your identity to be validated using a selection of ID documents. You will be contacted about completing your DBS by the University's assigned DBS administrator. Please note that you will not be able to progress through the programme without completion as the DBS check is a prerequisite to some of the units of study. Learners will not be permitted to attend placements (even if they are employed as a Teacher of D/deaf Children & Young People) without successfully completing the DBS requirements.

Before joining the programme students are asked to complete a Criminal Record and Code of Conduct Self-declaration. Students agree to inform the School immediately and in writing, should there be any changes or additions to the information they have provided. The Criminal Record and Code of conduct Self-Declaration is repeated upon entry to Year 2 of the programme (for part-time learners).

Fitness to practice/study in Deaf Education

Many students within the Faculty of Biology, Medicine and Health come into contact with the public when undertaking practical training as part of their study. The Faculty has a duty to ensure that those students are fit to practice. The Deaf Education programme is able to use the established procedures for dealing with student-related fitness to practice issues. The Deaf Education course is covered under the Faculty of Biology Medicine and

Health Fitness to Study Procedures.

Upon application to the programme students are required to complete a health assessment form. This is shared with Occupational Health (OHH). OH may meet with students if they disclose any needs that may need to be supported on the programme. OH is also able to determine whether students are fit to complete all of the requirements of a mandatory training programme. OH may recommend that students contact the Disability Advisory Support Service ([DASS](#)) to ensure that reasonable adjustments can be made to support access to learning.

Ability to complete placements may be subject to OH checks and/or school/service risk assessments. Learners in later stages of pregnancy should not assume they are able to complete placements until they have been risk assessed and confirmed by the placement host. Learners who are unable to complete for health reasons are able to postpone the placement.

Support for Learners

The [School of Health Sciences Handbook](#) details a range of ways that the university seeks to support learners with their studies including

- Extensions
- Mitigating Circumstances
- Interruptions and withdrawals
- Academic appeals
- Student complaints
- Attendance monitoring
- Wellbeing of students
- Facilities for students

Opportunities for Work and References

Finding work

The programme qualifies graduates from the Postgraduate Diploma and MSc as Qualified Teachers of Deaf children and young people. With this in mind, you are encouraged to seek work whilst training and apply for relevant roles. When learners gain employment as a Teacher of D/deaf Children & Young People it is helpful if they inform course leaders as the setting may be appropriate for placement completion.

Where learners hold a university bursary you are still encouraged to seek employment as a Teacher of D/deaf Children & Young People. Bursary donors do ask about progress

with this.

Throughout the programme you will see that course leaders post available jobs on the Manchester Deaf Education facebook group and, additionally, the BATOD website lists vacancies.

References

Please ensure that you notify your Academic Advisor before listing their contact details on a reference form. This will enable the AA to know that you have consented to the reference request.

Please note that we are unable to complete Employer References. Please ensure that this is made clear to the person or organisation requesting the reference. In most cases we will be sent an Academic Reference to complete which does not ask about the dates of employment. Please be advised that we are best placed to comment on your suitability to take up the role of Teacher of D/deaf Children & Young People or to pursue further study. If you are applying for a job outside of these roles you may want to consider if a reference from your AA is the most appropriate. With this in mind there are some posts where we may only be able to confirm dates of study with us as we are unable to comment further on your suitability for the post.

Assessments

Regulations and programme requirements

Postgraduate Taught degrees at the University of Manchester are based on the National Framework for Higher Education Qualifications (FHEQ). This framework requires students to achieve credit at mastersâ?? level in order to get an award. For a standard postgraduate taught Masters programme this will normally mean passing 180 credits. A standard postgraduate diploma will normally have 120 credits and a postgraduate certificate 60 credits. The way in which you study these credits will be defined later in the programme handbook and the programme specification.

The University sets standards relating to your performance on every unit but also on your progression through the programme. Your programme and course unit specifications will set out the requirements for passing the credit on individual units.

The full PGT Degree Regulations can be accessed at:

<http://www.regulations.manchester.ac.uk/postgraduate-degree-regulations/>

Introduction to the Postgraduate Degree Regulations for Students is available at:

<http://www.staffnet.manchester.ac.uk/tlso/policy-guidance/degree-regulations/variation-forms/>

MSc/PG Deaf Education programme requirements

These programmes have some higher requirements to the University degree regulations and details of these are outlined below;

- The programmes will operate a 50% pass rate across all levels and pathways -ie stand-alone units, PG Cert, PG Diploma and MSc
- The programmes above will not apply compensation rules to any course units. Students must gain a minimum of 50% in each piece of work in all modules to be awarded the MSc/PGDip.
- If a student fails a Teaching Placement unit then they will only be referred for resit at the discretion of the Examination Board. Due to the completion of this programme leading to a professional teaching qualification, if the Examination Board deems that a student is unfit for practice then they reserve the right to deny the student a second attempt at completing the placement. Therefore, the student will be deemed to have failed the programme.

Award of MSc/PG Diploma/PG Certificate and Credit Requirements

To be awarded a degree, students must accumulate the requisite credits by passing the assessments for course units and thus gaining the credits associated with them.

The pass mark for all examinations, the dissertation and assessed coursework (assignments) is 50%. The pass mark of 50% applies to all students.

Students must accrue 180 postgraduate credits to qualify for the degree of MSc. Of these 180 credits, 120 are associated with eight compulsory taught Course Units and 60 credits are associated with a research dissertation. For the Diploma route, students must accrue 120 credits by taking eight 15 credit compulsory course units but omitting the dissertation. For the PGCert (international pathway) students will take 4 compulsory 15 credit modules (arriving at a total of 60 credits)

All course units are compulsory and there is only one route through the programme.

The Post Graduate Diploma in Deaf Education is recognized as meeting the national mandatory requirements of the ToD qualification. No compensation is allowed between course units. All course units must be successfully completed.

FAQs

What happens if I fail some units?

The first thing to do is to read the unit feedback carefully and contact the Unit Lead to understand more about how to make arrangements to resubmit the work. The unit lead may suggest that you meet with your academic adviser who may talk to you more generally about your studies and any barriers to learning.

The regulations allow you further attempts of up to half the taught credits for a standard masters programme so you can still get back on track.

This is known as a 'referred assessment' and these reassessments will normally take place in the same academic year as the original assessment. The Examination Board will then make decisions on your progress and your programme administrator will advise you accordingly of the decisions and next steps.

Successfully re-sat course units will be recorded with a mark of 50R.

Please consult the [School of Health Sciences handbook](#) for guidance appropriate to all programmes on the following.

What happens if I fail my resits?

What happens if I fail my dissertation?

How is my degree calculated?

When and how are decisions made about my results and my progress?

How to progress from taught content (on MSc) through to dissertation.

Submission of Assessed Work

You are required to use Arial and font style 12 for your work.

All work submitted must be typed or word processed. Students must ensure work is double spaced and that there are adequate margins. All pages should contain the student number at the top, be numbered, and any appendices should be clearly labelled and numbered using Roman numerals.

Please follow the Harvard referencing style as you can find helpful information and guidance about referencing at the following link:

https://subjects.library.manchester.ac.uk/ld.php?content_id=35409949

Please consult the [School of Health Sciences handbook](#) for school-wide information on how to use Canvas and how to submit work.

The following areas are covered

- Submitting work using Canvas
- Academic malpractice and use of artificial intelligence
- Font size and style
- Use of Harvard referencing
- Mitigating circumstances
- Word limits for assessed work (please note that Developing Deaf Child and Language Assessment contain tables and the words therein are included in the word count)
- Late submission policy
- Feedback for assessments
- The role of the external examiner

Writing anonymously / presenting information about deaf children

Some of the assignments may require students to present information relating to 'real' families and children. It is imperative that any information relating to a deaf child or their family is completely anonymized. Failure to do so could result in failure of the assignment or a reduced mark. This is a serious ethical issue and is treated as such.

Marking Criteria for Assessments

Marks MARKING CRITERIA

EXCELLENT

90% Exceptional work, nearly or wholly faultless for that expected at Master's level.

EXCELLENT

80-89% Work of excellent quality throughout.

70 - EXCELLENT Work of very high to excellent quality showing originality, high
79% accuracy, thorough understanding, critical appraisal, and very good presentation. Shows a wide and thorough understanding of the material studied and the relevant literature, and the ability to apply the theory and methods learned to solve unfamiliar problems.

60- GOOD PASS

69% Work of good to high quality showing evidence of understanding of a broad range of topics, good accuracy, good structure and presentation, and relevant conclusions. Shows a good knowledge of the material studied and the relevant literature and some ability to tackle unfamiliar problems.

PASS

50- Work shows a clear grasp of relevant facts and issues and reveals an attempt to
59% create a coherent whole. It comprises reasonably clear and attainable objectives, adequate reading and some originality.

40- FAIL

49% Work shows a satisfactory understanding of the important programme material and basic knowledge of the relevant literature but with little or no originality and limited accuracy. Shows adequate presentation skills with clear but limited objectives and does not always reach a conclusion.

FAIL

30- Work shows some understanding of the main elements of the programme
39% material and some knowledge of the relevant literature. Shows a limited level of accuracy with little analysis of data or attempt to discuss its significance.

20- FAIL

29%

Little relevant material presented. Unclear or unsubstantiated arguments with very poor accuracy and understanding.

0 â?? CLEAR FAIL

19%

Work of very poor quality containing little or no relevant information.

Assessment dates*

Course Unit	Year One Students	Year Two Students
		Case study / orals
Audiological Management PCHN61230	N/A	May workshop for e-blended learners (14th to 16th May 2026) On campus learners TO BE CONFIRMED
		Audiology logs
		Part 1 handed in electronically or by hard copy 20th April 2026 for all students Part 2 handed in through Canvas 9th March 2026
Language Acquisition PCHN60240	10th November 2025	Completed

Language

Assessment N/A 23rd February 2026
PCHN60250

Developing

Deaf Child 1st June 2026 Completed
PCHN60260

Proposal:

2nd March 2026 (this is not assessed but is there to help you plan your P&P work with support from the module lead)

Justification: 1st May 2026

Policy and

Practice N/A
PCHN60270

Presentation ?? E-Learners: May workshop 2026
(14th to 16th May 2026)

Presentation ?? On-campus Students:
22ⁿd May 2026

Curricular

Access 12th January 2026 Completed
PCHN60280

Teaching &

Learning

Placement

March 2026 January 2026

1: PCHN63020

2: PCHN60310

Any changes to dates or requests for part time placements must be agreed in writing with the placement administrator

***Full time students work to the deadlines set for year 1 and year 2 students**

Assignment Questions

Year 1 and Full Time

PCHN 60240 Language Acquisition Written assignment 3000 words 100%

Given the right conditions deaf children have the capacity to acquire language. Outline the typical stages of spoken language acquisition, referring to sign language where appropriate. Discuss, at each stage, the conditions that must be in place for deaf children. In your answer bear reference to the role of families and professionals in promoting such language.

Your checklist:

Have you

- Outlined the typical stages of language acquisition? It is advisable to use spoken language as a starting point. Have you made parallels to sign language where you are able to?*
- Considered what needs to be in place for deaf children at each step of the way?*
- Considered what families and professionals need to do to support language?*
- Based your discussion on the research evidence and published work?*

PCHN 60280

**Curricular
Access**

Written 3000
assignment words 100%

Drawing upon your learning in the Curricular Access module and associated research, discuss the development of literacy and its inter-relationship with language. Identify the specific challenges faced by deaf children to become literate and critically evaluate strategies that can be used to support this development. Your answer should include how Teachers of the Deaf can share evidence-based strategies with families and non-specialist professionals to support deaf children's literacy development and ensure access to the curriculum.

All students are provided with detailed guidance on the requirements of this assignment in lectures, on Canvas and in tutorials. The guidance includes a checklist to support your essay writing.

PCHN

60260 Written 3000
Developing assignment words 100%
Deaf Child

During the module you will be provided with 3 case studies (A, B and C). As a Teacher of D/deaf Children & Young People working with child A, B or C you are responsible for ensuring that appropriate support is in place to facilitate optimal development in all areas.

With reference to the areas covered in the Developing Deaf Child module, consider the child's strengths and difficulties and possible reasons for these. The discussion of these issues should be in the context of relevant research. Identify three areas of focus for you as a Teacher of D/deaf Children & Young People. Describe and justify the multidisciplinary package of support that you consider to be appropriate, supporting your suggestions with relevant references. Clearly identify the people who will be involved.

Your checklist:

Have you

- *Summarised the child's strengths and challenges with reference to the literature?*
- *Produced a table (in the style of an IEP/ILP) to show your identified key priorities within the framework of a multi-disciplinary package of support?*
- *Justified the approaches you suggest (in a section after the table) bearing reference to the literature?*

PCHN 63020

Teaching and Learning 1	Teaching placement	4 weeks	100%	Assessed by external and internal supervisors
		(20 days)		

Learners will be assessed against teaching placement competencies

Year 2 and Full Time

PCHN 61230 Case study assessment 20%

Audiological Oral 30%

Management Log Book 50%

The Audiology log covers basic practical aspects of working as a Teacher of D/deaf Children & Young People. You need to be proactive in seeking out opportunities to practice all aspects of audiological management, on placement, on campus and within your working life. There is a fully stocked audiology lab on campus which you can use for extra practice should you need to. Competency of the log is signed off by course tutors.

PLEASE ADVISE YOUR ACADEMIC ADVISOR IF YOU ARE HAVING DIFFICULTIES ACCESSING EQUIPMENT.

PCHN 60250

Language Assessment	Written	3000 words 100%
	Assignment	

- Using appropriate listening and language assessments, assess the language of a deaf child/young person. Based on the assessment data, knowledge of the child, module content and research, determine the child's language strengths and challenges, identify and plan for next steps and suggest suitable evidence-based strategies to support language development over the next six months.

All students are provided with detailed guidance on the requirements of this assignment in lectures, on Canvas and in tutorials. The guidance includes a checklist to support you to fulfil the assessment requirements.

PCHN 60270 2000 word justification 40%

Policy and CPD training session delivery 60%

Practice

All students will, in discussion with the module lead, select a topic and write a short proposal for their CPD training session. Please note that the proposal is not assessed but is an integral part of your planning process which must be communicated to the unit lead. Once the proposal is approved, students will then:

- Write an academic justification for the topic. The justification should be a clear and coherent justification for the choice of topic, setting out its relevance to the education of deaf children, how it can contribute to raising standards in Deaf Education and improve outcomes for deaf children (2000 words). In this justification students should reference to research as well as national legislation, local procedures and guidelines to demonstrate understanding of the range and nature of provision for deaf children in the UK.
- Develop and deliver a 15-minute CPD training session (plus plan for an additional 5 minutes for questioning). This training package must be appropriate for QToDs and should follow the guidance provided by the unit lead in lectures, tutorials and on Canvas. In this assessment students must demonstrate skills in delivery of professional training thinking about content, materials, and presentation style.
- For the assessment students will present their training package to a panel made up of programme staff, a stakeholder representative and peers. The session will also be recorded to allow viewing by the External Examiner.

For the assessment students will present their training package to programme staff and peers. The session will also be recorded to allow viewing by the External Examiner.

PCHN		4 weeks	
60310 Teaching and Learning 2	Teaching placement	(20 days)	100% Assessed by external and internal tutors

Learners will be assessed against teaching placement competencies

Assessment review

The purpose of the assessment review is to enable learners to understand the following:

1. Why the assessment has been chosen in response to the learning outcomes
2. What information the programme team use to review the methods of assessment and when the last review took place
3. The outcomes of the most recent assessment review for each unit of study

Unit	Language Acquisition
Chosen assessment method	Written assignment
Learning outcomes	• Understand that language develops in recognisable (often overlapping) hierarchical stages • Synthesise the trajectory of early communicative behaviours and early language milestones, explaining the relationship and difference between them. • Evaluate the significance of the major milestones in communicative behaviours and language acquisition in typical development • Critically appraise the literature which explains how a hearing loss is likely to affect the acquisition of language with specific reference to linguistic milestones in both spoken language and sign language acquisition • Analyse the potential effects of deafness on the language learning process and explain the relevance of those around the child in supporting communicative behaviours and age-appropriate language in a range of contexts. • Evaluate the significance of an early support approach within existing frameworks in use between ToDs parents and other professionals working in partnership. • Critically appraise contemporary research which supports early, family-centred intervention.

**MQ
competencies
related to this
unit of study**

1k4/1S4a/1s4b, 2k1/2s1a/2s1b, Sk2/2s2a/ 2s2b, Sk3/2s3a, 3k1/3s1a/3s1b, 3k2/3s2a/3s2b/3s2c, 4k1/4s1, 4K2/4K3/4s2, 4k4/4s4, 4k5/4s5, 4k6/4s6, 4k8/4s8a/4s8b, 4k12/4s12a/4s12b

Please note that aspects of competencies are split across a range of units where applicable. Every unit of study in the programme must be passed and complete to achieve the competency.

**Rationale for
choice of
assessment
method**

A written assignment enables learners to organise their ideas, explain the points around how language is acquired logically in a developmental structure, make explicit connections between stages of language and what must be in place for deaf children and demonstrate the argument in the context of research. Showing an understanding of the research enables learners to ensure that their practice is evidence-based. This essay question meets the university requirements for Level 7 study.

**Date of review
of assessment
and outcome of
review**

April 2023

Scope of review

- Review of MQ competencies
- Review of unit survey feedback from students
- Feedback from student representatives
- Feedback from External Examiner
- Review of learner grades

**Outcome of
review**

Some adaptations to the learning outcomes to reflect new MQ. MQ mapping updated to reflect competencies from September 2023.

Assessment method is robust and should remain as a written assignment. The workload for 15 credit weighting is correct.

Slight change to the wording of the assessment to make it clearer that there is an expectation that learners refer to the development of sign language where appropriate in terms of parallel milestones.

Unit

Curricular Access

**Learning
outcomes**

- Compare the development of literacy in hearing and deaf children
- Summarize and explain the interrelationship between first language acquisition and literacy and interpret the implications for deaf children across the curriculum
- Specify the inherent language demands placed on deaf children in respect to acquiring literacy and how this affects access to the curriculum.
- Outline literacy development and associated learning skills and behaviours.
- Relate literacy and numeracy development to children's broader curricular experiences and create evidence-based, differentiated strategies for supporting curricular access
- Explain how to assess a pupil or group of pupils' literacy level(s) and devise appropriate intervention programmes
- Evaluate current central, local government and deaf-specific initiatives in relation to the development of literacy and curricular access
- Summarize the specific challenges of mathematics learning for deaf children and document how these may be addressed
- Examine and explain how skills in computing pertain to deaf learners and support access to the curriculum
- Summarize the components of communication strategies such as speech reading, Cued Speech, sign supported English, signed English and evaluate the practical implications for its use in mainstream classrooms.

**Chosen
assessment
method**

Written assignment

**MQ
competencies
related to this
unit of study**

1K2/1S2, 2K1/2S1a/2S1b, 2K2/2S2a/2S2b, 2K3/2S3a/2S3c,
3K1/3S1a/3S1b, 3K2/3S2a/3S2b/3S2c, 4K2/4K3/4S2, 4K4/4S4,
4K5/4S5, 4K6/4S6, 4K8/4S8b, 4K10/4S10, 4K11/4S11b,
6K4/6S4a/6S4b, 7K6a/7K6b/7S6, 8K1/8S1a, 8K1b/8S1b, 8K2a/8S2a,
8K2b/8S2b, 8K3a/8S3a, 8K3b/8S3b, 8K4/8S4a/8S4b, 8K5a/8S5a,
8K5b/8S5b, 9K1a/9S1a, 9K1b/9S1b/9S1c/9S1d/9S1e, 9K3/9S3

Please note that aspects of competencies are split across a range of units where applicable. Every unit of study in the programme must be passed and complete to achieve the competency.

A written assignment enables learners to organise their ideas, explain the points around how the development of language influences the development of literacy and how this affects access to the curriculum. This essay question meets the university requirements for Level 7 study.

**Rationale for
choice of
assessment
method**

The essay enables learners to demonstrate their understanding of the stages of literacy development. Learners can also show that they understand the effects of D/deafness on typical development and how delays in literacy can affect access to other curriculum areas and subsequently attainment. Learners are required to draw upon the research literature to offer evidence-based strategies to support development. This equips them with an understanding of the role of QToDs in supporting deaf children's attainment and the role of other professionals and families in supporting deaf children's access to learning. This will inform their work in the field on raising attainment and effectively supporting deaf children, their families and the professionals that support them.

**Date of review
of assessment
and outcome of
review**

June 2025

Scope of review

- Introduction of new MQ
- Review of unit survey feedback from students
- Feedback from student representatives
- Feedback from External Examiner
- Review of learner grades

Outcome of review

MQ mapping updated to reflect competencies from September 2023. Some detail added to the essay question to support learners. Addition of essay checklist to support learners. Unit/lecture check-in short surveys added to content to provide individualized early intervention to students.

Unit

Developing Deaf Child

Chosen assessment method

Written response to a case study

Learners choose one of three provided case studies

Learning outcomes

- Appraise the research indicating the implications of deafness on cognitive, social, and emotional development
- Research and evaluate innovative practices in relation to improving the achievement of deaf learners and draw on research outcomes and other sources of external evidence to inform practice
- Formulate child-centred strategies for supporting the development of increased social, emotional, and cognitive skills.
- Synthesise information about children's needs (including knowledge of appropriate assessment approaches) to inform positive intervention, support and targets
- Describe the features of Family Centred Early Intervention and early years work, working with families and other services
- Demonstrate the ability to promote personal and social development in deaf children and pupils supported by knowledge of the research.
- Demonstrate awareness of the high incidence of disability (including loss of vision) amongst deaf children and evaluate the implications for service delivery

**MQ
competencies
related to this
unit of study**

2K1/2S1a/2S1b, SK2/S2a/S2b, Sk3/2S3a/2S3c,
3K1/3S1a/3S2b/3S2c, 3K3a/3K3b/3S3c, 3K3a/3K3b/3S3, 3K4/3S4,
6K1/^s1, 6K2/6S2, 6K3/6S3a/6S3b/6S3c, 6K4/6S4b, 6K5/6s5b,
7K1a/7S1b, 7K2/7S2a/7S2b, 7K3/7S3, 7K6a/7K6b/7S6,
7K7/7S7a/7S7b, 7K8/7S8, 7K9/7S9c, 8K1a/8S1a, SK1b/8S1b,
8K1b/8S1b, 8K2a/8S2a, 8K2b/8S2b, 8K3b/8S3b, 8K3b/8S3b,
8K4/8S4a/8S4b, 8K5b/8S5b

Please note that aspects of competencies are split across a range of units where applicable. Every unit of study in the programme must be passed and complete to achieve the competency.

**Rationale for
choice of
assessment
method**

Learners are asked to outline strengths and difficulties experienced by a deaf child based on the case study provided. This is a key aspect of the role of a Teacher of D/deaf Children & Young People â?? considering the information and understanding you have of the child and the factors that may impact on progress and development. Showing an understanding of the research enables learners to ensure that their practice is evidence-based and plan appropriate interventions. This essay question meets the university requirements for Level 7 study.

**Date of review
of assessment
and outcome of
review**

July 2024

Scope of review

- Review of learner grades
- Feedback from External Examiner

**Outcome of
review**

Assessment method is robust and should remain as a written assignment. The workload for 15 credit weighting is correct.

Slight change to the guidance in the assessment question to make it clear that learners are expect to provide a referenced justification after the table

Unit

Language Assessment

**Chosen
assessment
method**

Written assignment based on collection and interpretation of deaf children's language assessment data

- To evaluate the underlying rationale upon which assessment is made centred on developmental and language frameworks. To assess deaf children's development in language used standardised and non-standardised assessments
- To analyse and interpret test data of individual deaf children for summative, formative, and diagnostic purposes
- To critique and devise evidence-based strategies and techniques to support deaf children's language development
- To appraise and create intervention plans to support the language development of individual children documenting the role of key individuals around the child.

**MQ
competencies
related to this
unit of study**

2K1/2S1a/2S1b, 2K2/2S2a/2S2b, 3K5/3S5b, 3K6/3S6a, 4K1/4S1, 4K2/4K3/4S2, 4K4/4S4, 4K5/4S5, 4K6/4S6, 4K8/4S8a/4S8b, 4K9/4S9, 4K10/4S10, 4K11/4S11a/4S11b, 4K12/4S12a/4S12b/4S12c, 5K2/5S2, 5K3a/5S3a, 5K5/5S5a/5S5b, 6K4/6S4a/6S4b, 6K5/6S5a, 7K4/7S4, 7K5/7S5, 7K6a/7K6b/7S6, 8K1a/8S1a, 8K1b/8S1b, 8K2a/8S2a, 8K2b/8S2b, 8K3a/8S3a, 8K3b/8S3b, 8K4/8S4a/8S4b, 8K5b/8S5b, 9K1a/9S1a, 9K1b/9S1b/9S1c/9S1d/9S1e, 9K2/9S2, 9K3/9S3, 9K4/9S4

Please note that aspects of competencies are split across a range of units where applicable. Every unit of study in the programme must be passed and complete to achieve the competency.

Rationale for choice of assessment method	The written element of this assignment enables learners to organise their ideas, explain the points around the development and assessment of language and how deafness can affect the typical development of language. Learners are required to draw upon the research literature to offer an analysis and interpretation of assessment data and then offer evidence-based strategies to support development. This essay question meets the university requirements for Level 7 study. The practical elements of this essay equip learners with the skills required to robustly assess the language development of deaf children and set appropriate targets to support development. This develops learners's essential skills in the role of the QToD to support deaf children's language development. This will inform their work in the field to effectively support deaf children, their families, and the professionals that work with them.
Date of review of assessment and outcome of review	June 2025
Scope of review	• Introduction of the new MQ • Review of unit survey feedback from students • Feedback from student representatives • Feedback from External Examiner • Review of learner grades • Evaluation of all content during transition to Canvas as the E-learning platform
Outcome of review	MQ mapping updated to reflect competencies from September 2023. Some detail added to the essay question to support learners. Learners are provided with the opportunity to complete additional formative assessment tasks to support knowledge and skills development. Unit/lecture check-in short surveys added to content to provide individualized early intervention to students.
Unit	Policy & Practice

**Chosen
assessment
method**

Written assignment & presentation

Verification of Signature BSL Level 1 (or above) certificate and plan for future progression of BSL skills up to Level 2 within a 3 year timescale (BSL is externally assessed at the responsibility of the student). Other awarding body certificates may be accepted but agreement must be sought from the Programme Director. Level 1 BSL is not included in the remit of the course but is required for completion by Department for Education

- Evaluate and implement the legislative framework of service delivery to meet the needs of deaf children from birth to 25 years
- Document the legislative framework that protects the rights of people with disabilities and relate this to the rights of deaf children and young people and their families.
- Compare and contrast the range of educational provisions for deaf children and young people
- Interpret the policies relating to inclusion of deaf children and young people
- Appraise the policies and procedures on service and school improvement and judge these against the needs of deaf children and young people
- Evaluate the communication options available to deaf children, young people, and their families
- Synthesize the variety of communication approaches available to families of deaf children signifying the importance of informed choice
- Make recommendations on inclusive educational practices identifying priorities for deaf children and young people
- Produce Individual Educational Plans/EHCPs for deaf children and young people specifying evidence-based strategies to support progress
- Create and present INSET materials, demonstrating the contribution to raising standards in deaf education
- Incorporate an ecological approach to service delivery in their practice
- Incorporate skills in multiagency working in their practice
- Illustrate skills in interpersonal communication, including listening and empathetic responses.

**MQ
competencies
related to this
unit of study**

1K1a/1S1a, 1K1b/1S1b, 1K1c/1S1c, 1K2/1S2, 1K3/1S3, 1K4/1S4b, 1K5/1S5, 2K1/2S1a/2S1b, 2K2/2S2a/2S2b/2S2c, 2K3/2S3a/2S3b/2S3c, 3K1/3S1a/3S1b, 3K2/3S2a/3S2b/3S2c, 3K3a/3K3b/3S3, 3K5/3S5a/3S5b, 3K6/3S6a, 4K7/4S7a, 4K10/4S10, 6K4/6S4b, 6K5/6S5a/6S5b, 7K6a/7K6b/7S6, 8K1b/8S1b, 8K2a/8S2a, 8K2b/8S2b, 8K3a/8S3a, 8K3b/8S3b, 8K4/8S4a/8S4b, 8K5b/8S5b, 9K1b/9S1e, 9K2/9S2, 9K3/9S3, 9K4/9S4

Please note that aspects of competencies are split across a range of units where applicable. Every unit of study in the programme must be passed and complete to achieve the competency.

**Rationale for
choice of
assessment
method**

The written element of this assignment enables learners to organise their ideas, explain the points around the justification of their choice of topic. Learners are required to draw upon the research literature to offer a clear rationale as to how their presentation will add value to raising standards in the field of Deaf Education. This essay questions meets the university requirements for Level 7 study.

The presentation element of this essay equips learners with the skills required to deliver high quality training to QToDs and other professionals working with deaf children. Delivering training is an essential part of the role of a QToD. This will inform their work in the field to effectively support deaf children, their families and the professionals that work with them.

**Date of review
of assessment
and outcome of
review**

June 2025

**Scope of
review**

- Review of unit survey feedback from students
- Feedback from student representatives
- Feedback from External Examiner
- Review of learner grades

Assessment method is robust and should remain as a written assignment plus presentation. The workload for 15 credit weighting is correct.

MQ mapping updated to reflect competencies from September 2023. Learners are provided with the opportunity to upload a planning proposal to support the development of the CPD session idea. A peer-support session is now also available for learners across all routes to support the development of the presentation package. The justification tutorial will now be offered asynchronously to allow flexibility of access for the cohort. Learners will continue to have 1-1 tutorials with the unit lead to support the development of their idea.

From September 2023 learners are required to provide an explanation of how they intend to progress their future BSL skills (up to Level 2). This information must be shared with the programme team before learners exit the programme.

Outcome of review

Unit

Audiological Management

Chosen assessment method

- Audiology logbook including practical tasks, theory tasks and audiological independence plan for a child
- Online case study task
- Oral assessment

Learning outcomes

- Summarize and explain the range and causes of hearing loss, how hearing impairments are identified and their impact on development and learning
- Accurately interpret the full range of audiometric information competently and synthesise the implications this has for learning including communication and speech perception
- Describe the anatomy and physiology of the ear and how auditory information is processed by the brain
- Explain the anatomy and physiology of the ear and aetiology to a range of audiences (e.g., children, parents, other professionals) using appropriate register and terminology
- Understand auditory perception and strategies to facilitate maximum auditory access for babies and young children (including treatment of ear diseases and conditions, /relevant surgical interventions)
- Describe the process, outcome, and implications of audiological assessment, critically appraising the strengths and limitations of assessments.
- Demonstrate effective practical audiological management skills for deaf children and students in a range of learning situations (including, for example, functional assessments of hearing, maintenance, and safe use of devices)
- Evaluate listening environments by drawing on a working knowledge of the physics of sound, acoustic phonetics, and speech acoustics and perception
- Demonstrate the ability to advocate for optimum audiological practice on behalf of deaf children, students, and their families.
- Discriminate between the range of available classroom related audiological equipment and amplification systems and how to use them appropriately and effectively in different acoustic environments to optimise progress and achievements
- Evaluate the effectiveness of classroom based audiological and amplification equipment using knowledge of acoustic phonetics and speech perception
- Devise methods to support deaf learners independent audiological understanding and specialist technology to maximise listening skills.
- Interpret technical audiological information and provide explanations that can be understood by a range of audiences.

MQ
competencies
related to this
unit of study

1K4/1S4a, 2K1/2S1a/2S1b, 2K2/2S2a/2S2b, 4K10/4S10,
5K1/5S1a/5S1b, 5K2/5S2, 5K3a/5S3a, 5K3b/5S3b, 54K/5S4a/5S4b,
5K5/5S5a/5S5b, 5K6/5S6a/5S6b/5S6c/5S6d, 6k4/6S4a/6S4b,
7K6a/7S6, 8K1b/8S1b, 8K3b/8S3b

Please note that aspects of competencies are split across a range of units where applicable. Every unit of study in the programme must be passed and complete to achieve the competency.

Rationale for
choice of
assessment
method

The logbook enables learners to undertake the practical audiology tasks both in the field and in the university setting. These skills are essential to the role of a ToD. Theoretical understanding can be recorded into the logbook and enables learners to progressively expand and record their learning. Part 2 focusses on the ability to support audiological independence.

The oral assessment and online case study enable learners to demonstrate audiological advocacy skills, real-world audiological understanding, and the ability to explain technical information in a way appropriate to the listener. Discussing audiological issues (e.g., room acoustics, assessments, technology) with families, mainstream teachers, and children themselves is a key part of the ToD role.

Date of review of
assessment and
outcome of
review

June 2025

Scope of review

- Review of unit survey feedback from students
- Feedback from student representatives
- Feedback from External Examiner
- Review of learner grades

The scope of the assessment covers the range of requirements for competency in this unit of study. The nature of assessments meets the university requirements for Level 7 study.

Data and feedback from academic year 2021/22 highlighted that the volume of assessment exceeded requirement for a 15-credit unit. The following action was agreed at Programme Committee and implemented

Outcome of review

- Removal of one assessment (short answer paper) for the 2022/23 cohort
- Condensing of 2 tasks in the audiology log
- Reweighting of the assessments in the module
- Review in 2025 shows that it may be possible to further consolidate tasks to avoid duplication. This means that cohort entering in September 2025 (part time) will work to a new log in year 2. Full time cohort will work to existing log.

Teaching and Learning 1

Unit

Teaching and Learning 2

Chosen assessment method

Learners are assessed practically on the placement by a range of observations from placement supervisors. Learners use an electronic portfolio which forms part of the assessed work.

Learning outcomes

- Identify the special educational needs of deaf children/young people both as a group and as individuals
- Demonstrate the ability to communicate effectively and apply these skills to promote learning with a range of deaf children/young people
- Devise a range of appropriate and differentiated teaching methods for deaf children/young people
- Plan, deliver and evaluate an appropriate curriculum for the deaf children/young people
- Monitor children's progress in order to inform decision-making
- Create a stimulating teaching/learning environment for deaf children/young people and sustain productive working relationships with deaf children/young people
- Demonstrate how to work effectively with professional colleagues and other adults employed to support deaf children/young people
- Demonstrate the use of a range of audiological equipment with confidence and consistency to promote the effective use of residual hearing apply theoretical knowledge and skills gained in other parts of the course to the practical teaching situation
- Critically appraise their own practice and respond flexibly to improving their own professional practice

2K1/2S1a/2S1b, 2K2/2S2a/2S2b, 2K3/2S3b/2S3c, 4K7/4S7b, 4K10/4S10, 4K11/4S11a/4S11b, 4K12/4S12c, K1/5S1a/5S1b, 5K2/5S2, 5K3a/5S3a, 5K4/5S4b, 5K5/5S5a/5S5b, 5K6/5S6a/5S6b/5S6c/5S6d,

MQ competencies related to this unit of study

6K2/6S2, 6K3/6S3b, 6S3c/6K4/6S4b, 6K4/6S4a, 7K2/7S2b, 7K4/7S4, 7K7/7S7b, 7K6a/7S6, 7K8/7S8, 7K9/7S9a/7S9b/7S9c, 8K1a/8S1c, 8K1b/8S1b, 8K2b/8S2b, 8K3b/8S3b, 8K4/8S4b, 8K5a/8S5a, 8K5b/8S5b, 9K1b/9S1e

Please note that aspects of competencies are split across a range of units where applicable. Every unit of study in the programme must be passed and complete to achieve the competency.

Rationale for choice of assessment method

Learners are observed carrying out the tasks pertaining to the Teacher of D/deaf Children & Young People role and receive feedback and guidance pertaining to teaching and learning including planning to meet learner's needs, the development of language and communication, audiological skills etc. Observation is essential in supporting learners to reflect on their skills and to enable progression. The electronic portfolio enables learners to indicate their progress and forms a space for reflection and feedback. The nature of assessment meets the university requirements for Level 7 study.

Date of review of assessment and outcome of review

August 2022

Scope of review

- Introduction of new MQ
- Review of unit survey feedback from students
- Feedback from student representatives
- Feedback from External Examiner
- Review of learner grades

Outcome of review

The scope of the assessment covers the range of requirements for competency in this unit of study.

Some adaptations to the learning outcomes to reflect new MQ. MQ mapping updated to reflect competencies from September 2023.