



CAUD8107

Childhood Hearing Assessments

Session 2, In person-scheduled-weekday, North Ryde 2026

Department of Linguistics

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General Information

Unit convenor and teaching staff

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Credit points

10

Prerequisites

Admission to MCLinAudiology and CAUD8101 and CAUD8102 and CAUD8103

Corequisites

Co-badged status

Unit description

This unit aims to expose you to a theoretical framework for pediatric hearing assessment. You will learn about common childhood hearing disorders and their consequences. This unit will enable you to select and adjust hearing assessments based upon an understanding of the developmental age of a child. The application of hearing screening and its consequences will be examined through a clinical and public health perspective. Additionally, you will also learn about the importance of professional collaboration, family-centered practice, and the potential dilemmas that often arise clinically when working with children and their families.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

ULO1: Integrate knowledge of child development and approaches to pediatric hearing assessment and be able to select a relevant and appropriate test battery (Capability 1 Scientist & Scholar)

ULO2: Select, analyse, interpret and communicate results of developmentally appropriate behavioural and electrophysiological hearing test techniques (Capability 2 Practitioner)

ULO3: Explain the pathology and clinical course of common pediatric ear and hearing-related conditions and relate them to an understanding of the genetics and embryology of the peripheral auditory system (Capability 1 Scientist & Scholar)

ULO4: Critically evaluate the principles and application of hearing screening at local and global level (Capability 3 Citizen)

ULO5: Evaluate the psychosocial impact of hearing loss on the individuals and their families and the benefits of providing family-centred practice when working with these groups (Capability 2 Practitioner)

General Assessment Information

Grade descriptors and other information concerning grading are contained in the [Macquarie University Assessment Policy](#).

All final grades are determined by a grading committee, in accordance with the Macquarie University Assessment Policy, and are not the sole responsibility of the Unit Convenor.

Students will be awarded a final grade [and a mark – do not use if Pass/Fail unit] which must correspond to the grade descriptors specified in the [Assessment Procedure](#) (clause 128 and 129).

To pass this unit, you must demonstrate sufficient evidence of achievement of the learning outcomes, meet any ungraded requirements, [and achieve a final mark of 50 or better – do not use if not relevant to pass/fail unit].

Further details for each assessment task will be available on iLearn.

Late Submissions

Unless a Special Consideration request has been submitted and approved, a 5% penalty (OF THE TOTAL POSSIBLE MARK) will be applied each day an assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a grade of '0' will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11.55pm. A 1-hour grace period is provided to students who experience a technical concern.

For example:

Number of days (hours) late	Total Possible Marks	Deduction	Raw mark	Final mark
1 day (1-24 hours)	100	5	75	70
2 days (24-48 hours)	100	10	75	65
3 days (48-72 hours)	100	15	75	60
7 days (144-168 hours)	100	35	75	40

>7 days (>168 hours)	100	-	75	0
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For any late submissions of time-sensitive tasks, such as scheduled tests/exams, performance assessments/presentations, and/or scheduled practical assessments/labs, students need to submit an application for Special Consideration.

Assessment Tasks

Name	Weighting	Hurdle	Due	Groupwork/Individual	Short Extension	AI Approach
<u>Written case study</u>	40%	No	05/10/2026	Individual	Yes	Open
<u>Case study oral examination</u>	30%	Yes	04/11/2026	Individual	No	Observed
<u>Mastery registry</u>	30%	No	17/09/2026	Individual	No	Observed

Written case study

Assessment Type ¹: Professional task

Indicative Time on Task ²: 27 hours

Due: **05/10/2026**

Weighting: **40%**

Groupwork/Individual: Individual

Short extension ³: Yes

AI Approach: Open

You will complete a written case study encompassing elements of pediatric case history, pathology, and assessment.

On successful completion you will be able to:

- Integrate knowledge of child development and approaches to pediatric hearing assessment and be able to select a relevant and appropriate test battery (Capability 1 Scientist & Scholar)
- Select, analyse, interpret and communicate results of developmentally appropriate behavioural and electrophysiological hearing test techniques (Capability 2 Practitioner)
- Explain the pathology and clinical course of common pediatric ear and hearing-related conditions and relate them to an understanding of the genetics and embryology of the peripheral auditory system (Capability 1 Scientist & Scholar)
- Critically evaluate the principles and application of hearing screening at local and global

level (Capability 3 Citizen)

- Evaluate the psychosocial impact of hearing loss on the individuals and their families and the benefits of providing family-centred practice when working with these groups (Capability 2 Practitioner)

Case study oral examination

Assessment Type ¹: Examination

Indicative Time on Task ²: 25 hours

Due: **04/11/2026**

Weighting: **30%**

Groupwork/Individual: Individual

Short extension ³: No

AI Approach: Observed

This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)

You will complete an interactive oral examination exploring pediatric case scenarios.

On successful completion you will be able to:

- Integrate knowledge of child development and approaches to pediatric hearing assessment and be able to select a relevant and appropriate test battery (Capability 1 Scientist & Scholar)
- Select, analyse, interpret and communicate results of developmentally appropriate behavioural and electrophysiological hearing test techniques (Capability 2 Practitioner)
- Explain the pathology and clinical course of common pediatric ear and hearing-related conditions and relate them to an understanding of the genetics and embryology of the peripheral auditory system (Capability 1 Scientist & Scholar)
- Critically evaluate the principles and application of hearing screening at local and global level (Capability 3 Citizen)
- Evaluate the psychosocial impact of hearing loss on the individuals and their families and the benefits of providing family-centred practice when working with these groups (Capability 2 Practitioner)

Mastery registry

Assessment Type ¹: Practice-based task

Indicative Time on Task ²: 25 hours

Due: **17/09/2026**

Weighting: **30%**

Groupwork/Individual: Individual

Short extension ³: No

AI Approach: Observed

You will demonstrate key clinical skills and knowledge at a level of competence aligned with accreditation standards and in line with patient safety

On successful completion you will be able to:

- Integrate knowledge of child development and approaches to pediatric hearing assessment and be able to select a relevant and appropriate test battery (Capability 1 Scientist & Scholar)
- Select, analyse, interpret and communicate results of developmentally appropriate behavioural and electrophysiological hearing test techniques (Capability 2 Practitioner)

¹ If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- [Academic Success](#) for academic skills support.

² Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation.

³ An automatic short extension is available for some assessments. Apply through the [Service Connect Portal](#).

Delivery and Resources

Week	Date and time	Topics	Location/staff	Notes
1	27th Jul 1-4pm	Introduction to difficult to test Family centred care	Seminar Room AHH 1.602/ Cailyn Furze	Consolidation lecture 1 Pre-class activity - Video sequence 1 (Intro, inability to communicate, cross check principal, family centred care) 45 mins
2	3 rd Aug 1-4pm	Embryology and Genetics Childhood development	Seminar Room AHH 1.602/ Cailyn Furze	Consolidation lecture 2 Pre-class activity: Video sequence 2 and 3 (Embryology, genetics and childhood development) 2 hours

3	10th Aug 1-4pm	Assessment 1 – Behavioural and BOA demonstration Reporting results	Seminar Room AHH 1.602/ Cailyn Furze	Consolidation lecture 3 Pre-class activity - Video sequence 4 (BOA, VROA and CPA) 1 hour
	11 th and 12th Aug	Prac 1: VROA	Speech and Hearing Clinic/Cailyn Furze	Students need to sign up for a prac session.
	13 th Aug	Prac 2: Play audiometry	Prac room/ Cailyn Furze	Students need to sign up for a prac session
4	17 th Aug 1-4pm	Assessment 2 - Objective Assessment 3 - Speech	Seminar Room AHH 1.602/ Megan Gradden	Consolidation lecture 3 (4 on iLearn) Pre-class activity - Video sequence 5 and 6 (Speech testing and Objective assessments)
	24 th Aug 1-4pm	Disorders associated with hearing loss	Seminar Room AHH 1.602/ Cailyn Furze	Consolidation lecture 4 (3 on ilearn) Pre-class activity - Video sequence 7 (Disorders associated with hearing loss)
5	25 th Aug (TBC)	Paediatric middle ear diseases	Live zoom presentation/ Dr Zoran Becvarovski	Zoom link **This is not recorded**
	27 th and 28th Aug	Prac 3: Speech testing	Prac room/Cailyn Furze	Students need to sign up for a prac session
6	31st Aug 1-4pm	Hearing screening Minimal and unilateral HL	Seminar Room AHH 1.602/ Cailyn Furze	Consolidation lecture 5 Pre-class activity - Video sequence 8 (Hearing screening) Pre-class activity - Video sequence 9 (11 on ilearn) (Minimal and unilateral hearing loss)
	7th Sept 1-4pm	Difficult to test children	Seminar Room AHH 1.602/Guest lecturer	Paediatric Specialist Dr Rebecca Kim from NextSense (TBC)

	8 th Sept 9-12am	Make-up prac	Speech and Hearing Clinic and prac room/ Cailyn Furze	For students who have not attended one or more of previous pracs
8	17 th Sept 1-4pm	Review and Master Registry exam	Seminar Room AHH 1.602/ Cailyn Furze	Consolidation lecture 6 - Review
Exam	4th Nov	Viva – case study oral exam		

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.smq.edu.au\)](https://policies.smq.edu.au). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Assessment Procedure](#)
- [Complaints Resolution Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#)

Students seeking more policy resources can visit [Student Policies \(https://students.smq.edu.au/support/study/policies\)](https://students.smq.edu.au/support/study/policies). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit [Policy Central \(https://policies.smq.edu.au\)](https://policies.smq.edu.au) and use the [search tool](#).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.smq.edu.au/admin/other-resources/student-conduct>

Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit connect.smq.edu.au or if you are a Global

MBA student contact globalmba.support@mq.edu.au

Academic Integrity

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free [online writing and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Academic Success

[Academic Success](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Ask a Study Coach](#)
- [Access StudyWISE](#)
- [Upload an assignment to Studiosity](#)
- [Complete the Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

Student Services and Support

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)
- [Accessibility and disability support](#) with study
- Mental health [support](#)
- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual assault
- [Social support including information about finances, tenancy and legal issues](#)
- [Student Advocacy](#) provides independent advice on MQ policies, procedures, and processes

Student Enquiries

Got a question? Ask us via the [Service Connect Portal](#), or contact [Service Connect](#).

IT Help

For help with University computer systems and technology, visit <https://students.mq.edu.au/support/technology/service-desk>.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Artificial Intelligence Tools

Macquarie University recognises that artificial intelligence (AI), especially generative AI, is rapidly reshaping education and the modern workplace. As AI becomes increasingly accessible, the University and your teaching staff are committed to preparing you to use these tools effectively, ethically, and with strong professional judgment. Rather than restricting technology, the emphasis is on helping you understand when and how AI can be used to enhance productivity, support learning, and reflect real-world professional practice. Across your degree, we will support you to develop the critical thinking, adaptability, and values-based decision-making skills required to navigate evolving AI tools responsibly, including acknowledging their use appropriately. You should always appropriately acknowledge when you have used AI tools within assessment tasks, including which AI tools you have used and how you have used them.

To provide clarity, Macquarie University uses a simple, two-tiered approach to AI in assessment:

AI Open assessments allow you to fully incorporate AI, reflecting authentic tasks where AI would normally be used in professional settings.

Observed with AI Optional assessments involve tasks where you either demonstrate essential knowledge without technology or show how you apply AI under supervision.

Across both categories, the goal is to ensure you build foundational knowledge, exercise sound judgment, and engage with AI in ways that uphold ethical, cultural, and university values.

Inclusion and Diversity

Social inclusion at Macquarie University is about giving everyone who has the potential to benefit from higher education the opportunity to study at university, participate in campus life and flourish in their chosen field. The University has made significant moves to promote an equitable, diverse and exciting campus community for the benefit of staff and students. It is your responsibility to contribute towards the development of an inclusive culture and practice in the areas of learning and teaching, research, and service orientation and delivery. As a member of the Macquarie University community, you must not discriminate against or harass others based on their sex, gender, race, marital status, carers' responsibilities, disability, sexual orientation, age, political conviction or religious belief. All staff and students are expected to display appropriate behaviour that is conducive to a healthy learning environment for everyone.

Professionalism

In the Faculty of Medicine, Health and Human Sciences, professionalism is a key capability embedded in all our courses.

As part of developing professionalism, students are expected to attend all small group interactive sessions including clinical, practical, laboratory, work-integrated learning (e.g., PACE placements), and team-based learning activities. Some learning activities are recorded (e.g., face-to-face lectures), however you are encouraged to avoid relying upon such material as they do not recreate the whole learning experience and technical issues can and do occur. As an adult learner, we respect your decision to choose how you engage with your learning, but we would remind you that the learning opportunities we create for you have been done so to enable your success, and that by not engaging you may impact your ability to successfully complete this unit. We equally expect that you show respect for the academic staff and external/clinical educators who have worked hard to develop meaningful activities and prioritise your learning by communicating with them in advance if you are unable to attend a small group interactive session.

Another dimension of professionalism is having respect for your peers. It is the right of every student to learn in an environment that is free of disruption and distraction. Please arrive to all learning activities on time, and if you are unavoidably detained, please join activity as quietly as possible to minimise disruption. Phones and other electronic devices that produce noise and other distractions must be turned off prior to entering class. Where your own device (e.g., laptop) is being used for class-related activities, you are asked to close down all other applications to avoid distraction to you and others. Please treat your fellow students with the utmost respect. If you are uncomfortable participating in any specific activity, please let the relevant academic know

Unit information based on version 2026.02 of the [Handbook](#)