British Academy of Audiology

Principles of Job Planning

Scope

This document should be used in conjunction with the BAA Position statement on Professional Registration and Reporting document. This document sets out model job descriptions and principles of job planning. However, this should be done in conjunction with robust capacity demand planning for your service, with your trust or service board, and is not a stand-alone process. The work force should also have access to time to develop and continue their professional development. This should also be used in conjunction with good annual appraisals and service development.

Introduction

This document is intended for use alongside codes of practice from the Healthcare Professionals Council (HCPC) and the Academy of Healthcare Science (AHCS) and each contracting Trust, Health board, or organisation. Employers and employees have a responsibility to ensure staff work within their scope of practice and have the right training and development to ensure they provide a safe and high-quality service to patients and their families. Whilst this is not a whistleblowing policy, all professionals have a duty of care to their patients and colleagues and must be empowered to raise concerns, whilst feeding into their employer's governance when there are areas or practices of concern.

Principles for job planning:

The contract is made up of programmed activities (PAs), which will constitute blocks of time within an employee contract. In the medical workforce, there may be between ten and twelve PAs distributed if they have a full-time job plan.

Direct clinical care (DCC)

Work in directly related patient care, clinical diagnostic work, clinics, advice on phone, virtual clinics, public health duties, infection control work, and multidisciplinary team (MDT) meetings. This can include indirect clinical care such as administrative work relating to these activities, such as reviewing and approving reports, preparing for MDT, writing, and answering clinically related emails and letters, and following up problems arising from MDT are included in this category.

Supporting Professional activities (SPA)

These are activities that reinforce direct clinical care and include participation in training, undergraduate education, continuing professional development (CPD; including time to read

appropriate journals), continuous quality improvement (CQI), clinical audit, annual appraisal, research projects, clinical management, and work related to clinical governance.

Quality and Governance should be part of all staff roles regardless of banding.

Additional responsibilities

These are special roles or responsibilities (not undertaken by all) agreed between the employee and the employing organisation. These activities cannot be absorbed into the time normally given to supporting professional activities e.g. clinical senates, sustainability, and transformation partnership (STP) work leads, NICE committees, mental health first aider, Freedom to Speak Up guardian, trade union representative roles etc.

External duties

These are duties undertaken with the agreement of the employing organisation for outside bodies and exclude private practice or fee-paying consultancies. Such activities include volunteering for Board roles or working groups with the British Academy of Audiology (BAA) and the British Society of Audiology (BSA) or NHS England, external examining and acting as an inspector for UKAS, Research, Guest Lecturing etc.

There is a national job planning forum looking specifically at Healthcare Science (HCS).

Further information on job planning NHS Improvement can be found in: A best practice guide for consultant job planning. 2017. NHS Employers: Job Planning for Consultant Clinical Academics. 2006. Department of Health. A Code of Conduct for Private Practice. January 2004. Academy of Medical Royal Colleges. Advice on Supporting Professional Activities in consultant job planning. 2010

In the quick glance job guides, there are suggested weekly model job plans and DCC and SPA examples. All staff regardless of banding, and role should be given DCC and IDC time in their job plan. The ratios of this will depend on their role and banding. If a staff member is fulltime and works 5 days a week, they will have 10 PA. If they work full time and compressed hours, then they will have 8 PA, but they will be longer sessions so may need to be split.

As a minimum guide:

Role	Suggested activities	DCC	SPA
Head of Service	Job planning Rota Governance Health and Safety	20	80
Service lead i.e. for adults, Paediatrics, vestibular		50	50
Band 7		65	35

Band 6		70	30
Band 5		80	20
Band 4		80	20

Services should take a pragmatic approach according to service needs to ensure the balance between clinical activity and managerial/operational requirements. However, staff must have some form of regular SPA.

Model Job descriptions

Principles:

This document is intended for use alongside the model job descriptions in the appendix, when preparing a job description, person specification, job plan, and selection criteria. It is important that these documents include all information relevant to the post and that they are as informative as possible for all potential applicants. Model job descriptions, person specification, job plan and job planning guidelines are available.

Appointment:

When preparing a job description, person specification, job plan, and selection criteria, it is important that these documents include all information relevant to the post and that they are as informative as possible for all potential applicants. An applicant who is unable, for personal reasons, to work full time should still be eligible to be considered for the post. If such a person is appointed, modification of the job content will be discussed on a personal basis with the employing body in consultation with colleagues. The content of this job description represents an outline of the post only and is therefore not a precise indication of duties and responsibilities. The job description is intended to be flexible and will be subject to review and amendment in the light of changing circumstances, following consultation with the post holder.

General information

Describe the location: city or town and the surrounding area, the size of population, etc. Give details of the local area and schooling, as well as local recreational amenities, etc. Give details of undergraduate and postgraduate schools and/or links with local universities.

Managerial/Budget Responsibilities

The person appointed will normally have some managerial responsibility which could be an area of work withing the department. For more senior staff it will include responsibility for the departmental budget and the appointment of staff within the department. The line of accountability will depend on the management structure of the employing body; however, the appointee will usually be accountable, and there will be a reporting line.

Mentoring

The job description should include information about access to mentoring or support where applicable.

Communication

All communication, including matters that may be complex, contentious, or sensitive, must be carried out in a timely, inclusive, and respectful manner. Communication should focus on constructive improvement and identifying positive ways forward. Information must be presented appropriately for different audiences, taking into account varying levels of understanding, the nature of the message being conveyed, and any potential barriers such as language, culture, or physical or mental health needs.

Confidentiality

All information relating to patients, employees, and the business of the employing organisation must be treated with the utmost confidentiality. Such information must not, under any circumstances, be disclosed to unauthorised individuals or organisations. All staff are required to comply with the Whistleblowing (Freedom of Speech) Policy, and their own professional body codes of conduct.

Policies / Controls assurance

It is the responsibility of staff to be familiar with the employing body's policies that affect them, and work within the scope set out in them. These can be found on the employing body's website or intranet site. Any queries should be raised via the line manager. Managers are responsible for ensuring staff know of, and work within, the employing body's policies, procedures, and protocols. Risk management is the core standard. Staff responsibilities will be outlined in the Risk Management Strategy.

IT and Communication Skills

Members of staff should be skilled in IT, communication and deaf awareness to the required level for the job. The employing body reserves the right for these skills to be developed appropriately.

Appendix:

Job Description and Job planning:

Band 3 Assistant Audiologist at a glance:

Band 3 Assistant Full Job description

Band 4 Associate Audiologist at a glance:

Band 4 Associate Full Job description

Full Job description:

Still needs to be sent to NHS employers

Assistant and Associate Competency

FOUNDATION				
Master Job Role	**Master Competency**		**Master Event**	**Objectives**
Assistant Audiologist (Band 3)	Daily calibration		Daily calibration	To calibrate tympanometry and audiometry equipment.
	Otoscopy		Otoscopy	To perform otoscopy and record findings appropriately. This includes video otoscopy
	Tympanometry		Tympanometry	To perform tympanometry and record findings appropriately. * In Wales this would be for Band4 +
	Hearing aid repairs		Hearing aid repairs	To identify hearing aid fault through patient description and inspection of hearing aid. To repair or replace hearing aid as appropriate.
	Aural impressions		Aural impressions	To take an impression of the ear safely.
	Hearing aid adjustments & diagnostics		Hearing aid adjustments & diagnostics	To connect, adjust and add additional features to hearing aids. To assess if more complex adjustments are necessary. To use a test box to verify hearing aid gain and output.
	Hearing evaluation		Hearing screening	To carry out an initial hearing screen under the indirect supervision of the department, with clear onward referrals and escalation and exclusion criteria.
Associate Audiologist (Band 4)	This role includes all the Assistant roles as well as the following			
	History taking		History taking	To take a full and detailed history from a patient/parent/carer.
	Pure tone audiometry (PTA)		Pure tone audiometry (PTA)	To perform pure tone audiometry and report findings appropriately.
	Outcome Measurement Questionnaire (not applicable to paediatric audiologists)		Outcome Measurement Questionnaire	To administer and interpret the results of and outcome measurement questionnaire with a patient such as the Client Oriented Scale of Improvement (COSI), Glasgow Hearing Aid Benefit Profile (GHABP), or others.
	Hearing aid fitting		Hearing aid fitting	To fit hearing aids to a patient without complex hearing needs (as deemed suitable by more senior staff). Discussion results and joint management plans
	Real Ear Measurements (REMs)		Real Ear Measurements (REMs)	To perform REMs safely and accurately.
	Real Ear to Coupler Difference (RECD)		Real Ear to Coupler Difference (RECD)	To perform RECDs safely and accurately.

161

162

Band 5 Adult Audiologist at a glance:

Band 5 Adult Full Job description

Band 6 Paediatric Audiologist at a glance

Band 6 Paediatric Full Job description

Band 6 Adult Audiologist at a glance

Band 6 Adult Full Job description

Band 7 Adult Audiologist at a glance

Band 7 Adult Full Job description

Band 7 Paediatric Audiologist at a glance

Band 7 Paediatric Full Job description

Band 7 Addendum

Audit lead

Cochlear implant Champion

Adults with complex needs

Quality Assurance lead

Home visit lead

Health and Safety Lead

Audiologist (Band 5)	This role includes all the Associate roles as well as the following			
	Otoacoustic Emissions Testing (Transient and Distortion product Evoked) (TEOAEs)	Otoacoustic Emissions Testing (Transient and Distortion product Evoked) (TEOAE/ DPOAEs)	To perform TE/DPOAEs and record findings appropriately.	To perfor, TE/DP OAES to supplement findings.
	Acoustic Reflex Threshold (ART) Testing		Acoustic Reflex Threshold (ART) Testing	To measure ARTs and report findings appropriately.
	Play audiometry		Play audiometry	To perform play audiometry and record findings appropriately.
	Formulate management plans		Formulate management plans	To create a management plan in conjunction with the patient

187

188

ADULT TRACK			
Master Job Role	**Master Competency**	**Master Event**	**Objectives**
Audiologist Adults (Band 5)	This role includes all the Audiologist roles as well as the following		
	Uncomfortable Loudness Levels (ULLs)	Uncomfortable Loudness Levels (ULLs)	To measure ULLs and report findings appropriately.
	Evaluation non organic hearing loss	Stenger test, OAE, Ascending PTA technique	The ability to supplement PTA results when they are inconsistent and a non-organic hearing loss is indicated
	Speech audiometry (wordlists)	Speech audiometry (e.g AB wordlists, BKB, QuickSin, McCormick Toy Test, Manchester picture test etc)	To perform speech audiometry and report findings appropriately.
	Development of management plans	Development of management plans	To development a management plan with the patients based on reported history and test results
	This role includes all the Audiologist roles as well as the following		

Specialist Audiologist Adult (Band 6)	Hearing aid fittings (complex)	Hearing aid fittings (complex)	To perform hearing aid fittings with the following patient populations: -Patients with severe/profound hearing losses -Patients with learning disabilities -Patients with other complex hearing needs Bone conduction implants, middle ear and Cochlear implants
	Unaided & Aided Sound Field Thresholds	Unaided & Aided Sound Field Thresholds	To perform sound field audiometry and interpret and report findings appropriately.
Specialist Audiologist Tinnitus (Band 6)	This role includes all the Audiologist roles as well as the following		
	Tinnitus assessment and Hyperacusis	Tinnitus assessment	To perform a tinnitus assessment appointment using an appropriate outcome measurement such as the Tinnitus Functional Index (TFI), associated anxiety and depression Qs such as GAD7 PH9
	Tinnitus counselling	Tinnitus counselling	To counsel patients on their tinnitus using talking therapy, sound enrichment, sleep hygiene, and other relaxation techniques. Referrals to Psychology
Advanced Practitioner Vestibular (Band 7)	This role includes all the Specialist Audiologist roles as well as the following		
	Vestibular questionnaires	Vestibular questionnaires	To administer and interpret results of the vestibular questionnaires (e.g. Dizziness Handicap Inventory).

	Occular examinations	Occular examinations	To perform bedside eye examinations and identify the presence of gross eye movement abnormalities.
	Videonystagmography (VNG)	Videonystagmography (VNG)	To perform VNG and accurately review and record the results.
	Caloric irrigation test	Caloric irrigation test	To perform caloric irrigation and accurately review and record the results.
	BPPV assessment and management	BPPV assessment and management	To perform and interpret results of the Dix-Hallpike manoeuvre. To perform the modified Epley manoeuvre safely.
	Video Head Impulse Test (vHIT)	Video Head Impulse Test (vHIT)	To perform vHIT and accurately review, record and report the results.
	Vestibular Evoked Myogenic Potential (VEMP)	Vestibular Evoked Myogenic Potential (VEMP)	To perform o and c VEMPs when clinically indicated accurately, review, record and report the results.
	Vestibular rehabilitation	Vestibular rehabilitation	To educate patients about the vestibular system and give advice and instruction about vestibular rehabilitations strategies and exercises. Postography
Advanced Adult Practitioner (band 7)	Auditory Brainstem Responses (ABR/ASSR/Corticalsthreshold testing	Auditory Brainstem Response (ABR/ASSR/Corticalsthreshold testing	To perform a threshold auditory brainstem response (ABR) and accurately determine the presence, degree, type, and configuration of a hearing impairment.

189

190

PAEDS TRACK			
Master Job Role	**Master Competency**	**Master Event**	**Objectives**
Audiologist Paediatrics (Band 5)	Otoacoustic Emissions Testing (Transient and Distortion product Evoked) (TEOAEs)	Otoacoustic Emissions Testing (Transient and Distortion product Evoked) (TEOAE/ DPOAEs)	To perform TE/DPOAEs and record findings appropriately.
	Assist Visual Reinforcement Audiometry (VRA) (	Assist Visual Reinforcement Audiometry 2nd tester and tester one with further training)	To perform the 2nd tester/distracter role in visual reinforcement audiometry. Tester one with further training in routine cases
	Tester one training	Performance testing and Play audiometry	To perform the tester one role for children
	Paediatric Speech Testing (Unaided/Aided/all ages)	Paediatric Speech Testing (Unaided/Aided/all ages)	To perform the appropriate paediatric speech test for the patient's age. To accurately interpret results and record findings appropriately.
	Aural impressions (>2.5years of age)	Aural impressions (>2 .5 years of age)	To take an impression of the ear on children age >2.5 years of age.
	This role includes all the Audiologist roles as well as the following		
Specialist Audiologist Paeds (Band 6)	Lead Hearing aid fitting	Lead hearing aid fittings	Lead routine hearing aid fittings (RECD/REMs) repairs, impressions. They may need support with very complex children with additional needs as they may need to go down sedation/GA pathways
	Lead Visual Reinforcement Audiometry (VRA) (Tester 1)	Lead Visual Reinforcement Audiometry (VRA) (Tester 1)	To perform the lead Tester 1 role in VRA and record results appropriately.
	Bone Anchored Hearing Device (BAHD) Assessment	Assist with Bone Anchored Hearing Device (BAHD) Assessment	Lead BAHD assessments. They may need support from senior colleague in assessments for surgery of BAHDs.

	Lead Non-Complex Audiologist-led Assessments	Lead Non-Complex Audiologist-led Assessments	To Lead non-complex Audiologist led assessments. To decide on appropriate management plan and accurately and sensitively debrief parents. This includes tertiary work
	Otoacoustic Emissions (Distortion Product) (DPOAE)	Otoacoustic Emissions (Distortion Product) (DPOAE)	To perform DPOAEs and record findings appropriately.
Advanced Practitioner Paeds (Band 7)	This role includes all the Specialist Audiologist roles as well as the following		
	Auditory Brainstem Response (ABR/ASSR/CMThreshold Testing NHSP / Complex	Auditory Brainstem Response (ABR/ASSR/CMThreshold Testing NHSP / Complex	To perform ABRs on babies and older children with complex needs (under sedation or general anaesthetic). To accurately interpret and record the results and decide on appropriate management plan. To sensitively debrief parents/carers regarding results. To participate in external ABR peer review.
	cCMV testing in babies	r cCMV testing in babies	Test for cCMV e.g. a saliva swab from a baby during an ABR appointment where appropriate. To ensure the swab/sample is processed in a timely manner in and that results are shared with parents/carers as soon as they are available.
	Lead complex audiologist-led assessments	Lead complex audiologist-led assessments	To lead on audiologist-led appointments for complex cases. To decide on appropriate management plan and accurately and sensitively debrief parents. To record results appropriately.
	Lead under 5s/complex/NHSP hearing aid fittings	Lead under 5s/complex/NHSP hearing aid fittings	To lead hearing aid fittings for NHSP babies, under 5s and complex older children. To

			perform RECD/REMs in <5 years safely and accurately.
	Aural impressions (<2 .5 years of age)	Aural impressions (<2 .5 years of age)	To take an impression of the ear on children age <2.5 years of age.

Acknowledgements

The BAA would like to thank everyone who took part in the production and public consultation of this document.

BAA would like to thank the IQIP services that supported by sharing their job descriptions, which have enabled the work.

This guidance document was developed by the BAA Professional Matters and Workforce group. It will be reviewed every three years and revised as needed to reflect developments in audiology.

Key authors: Dr Michelle Foster, Jason Smalley, Emily Frost-Garman, Jenny Ife, Ying Gou, Susannah Goggins, Karlien Van Staden

……

Published by the British Academy of Audiology.

© British Academy of Audiology, 2026. All rights reserved.

Please cite this document in the following format:
British Academy of Audiology, Principles of Job Planning

British Academy of Audiology
Peershaws,
Berewyk Hall Court
White Colne,
Essex
CO6 2QB
Contact us:
01625 290046
admin@baaudiology.org
www.baaudiology.org

Doc Number: OD1832 Principles of Job Planning – Version 1. Last Review March-26. Next Review March-27