



# **OTHM LEVEL 4 AWARD IN PRINCIPLES AND PRACTICE OF LIP-READING TEACHING**

Qualification Number: 610/3479/4

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Specification | **DECEMBER 2023**

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## QUALIFICATION OBJECTIVES

The objective of the OTHM Level 4 Award in Principles and Practice of Lip-reading Teaching is to develop learners' understanding of the principles and practices of lip-reading so that they can apply their knowledge to a variety of educational contexts.

The qualification provides learners with an opportunity to develop specialist knowledge, understanding, and techniques needed to become an effective teacher of lip-reading.

Successful completion of this qualification will allow learners to work in a variety of roles that require specialist lip-reading knowledge and techniques.

## QUALITY, STANDARDS AND RECOGNITIONS

OTHM Qualifications are approved and regulated by Ofqual (Office of Qualifications and Examinations Regulation). Visit the [Register of Regulated Qualifications](#).

## REGULATORY INFORMATION

Qualification Title	OTHM Level 4 Award Principles and Practice of Lip-reading Teaching
Ofqual Qualification Number	610/3479/4
Regulation Start Date	28/11/2023
Operational Start Date	04/12/2023
Total Credit Value	12 Credits
Total Qualification Time (TQT)	120 Hours
Guided Learning Hours (GLH)	48 Hours
Sector Subject Area (SSA)	13.1 Teaching and lecturing
Overall Grading Type	Pass / Fail
Assessment Methods	Coursework
Language of Assessment	English

## EQUIVALENCES

OTHM qualifications at Level 4 represent practical knowledge, skills, capabilities and competences that are assessed in academic terms as being equivalent to Higher National Certificates (HNC) and Year 1 of a three-year UK Bachelor's degree programme.

## QUALIFICATION STRUCTURE

The OTHM Level 4 Award in Principles and Practice of Lip-reading Teaching qualification consists of 1 mandatory unit, 12 credits, 100 hours Total Qualification Time (TQT) and the recommended Guided Learning Hours (GLH) for this qualification is a minimum of 48 hours.

The unit is mandatory.

Unit Ref No	Unit Title	Level	Credit	GLH	TQT
R/650/6837	Principles and Practice of Lip-reading Teaching	4	12	48	120

## DEFINITIONS

**Total Qualification Time (TQT)** is the number of notional hours which represents an estimate of the total amount of time that could be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

*Total Qualification Time is comprised of the following two elements –*

- a) *the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and*
- b) *an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.*

*(Ofqual 15/5775 September 2015)*

**Guided Learning Hours (GLH)** are defined as the hours that a teacher, lecturer or other member of staff is available to provide immediate teaching support or supervision to a learner working towards a qualification.

**Credit value** is defined as being the number of credits that may be awarded to a learner for the successful achievement of the learning outcomes of a unit. One credit is equal to 10 hours of TQT.

## ENTRY REQUIREMENTS

This qualification is designed for learners who are typically aged 19 and above.

The entry profile for learners **must** include:

- Being 19 years old or older at the beginning of the course
- GCSE English Language, graded Level 9-4 or an equivalent qualification
- Hold a relevant vocational and/or academic qualification of at least the level above that of their learners and ideally a minimum Level 3 qualification in their own area of specialism.
- Good unaided hearing
- Minimum core of literacy, language, numeracy and ICT

Or the following:

- Mature learners (over 21) with relevant management experience (learners must check with the delivery centre regarding this experience prior to registering for the programme)

**English requirements:** If a learner is not from a majority English-speaking country, they must provide evidence of English language competency. For more information visit the [English Language Expectations](#) page on the [OTHM website](#).

## DELIVERY OF OTHM QUALIFICATIONS

OTHM do not specify the mode of delivery for its qualifications, therefore OTHM centres are free to deliver this qualification using any mode of delivery that meets the needs of their learners. However, OTHM centres should consider the learners' complete learning experience when designing the delivery of programmes.

It is important that centres develop an effective delivery method to teaching and learning that supports the progression and stretch of learners.

OTHM Centres must ensure that the chosen mode of delivery does not unlawfully or unfairly discriminate, whether directly or indirectly, and that equality of opportunity is promoted. Where it is reasonable and practicable to do so, it will take steps to address identified inequalities or barriers that may arise.

Guided Learning Hours (GLH) which is listed in the qualification structure and unit specification gives centres the number of hours of teacher-supervised or direct study time likely to be required to teach the unit.

## ASSESSMENT AND VERIFICATION

The unit within this qualification is assessed and internally quality assured by the centre and externally verified by OTHM. The qualification is criterion referenced, based on the achievement of all the specified learning outcomes.

To achieve a 'pass' for the unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria. Judgement that the learners have successfully fulfilled the assessment criteria is made by the assessor.

Specific assessment guidance and relevant marking criteria are made available in the Assignment Brief document. These are made available to centres immediately after registration of one or more learners.

The assessor should provide an audit trail showing how the judgement of the learners' overall achievement has been arrived at.

### **Assessment Tracking and Recording Learner Progress**

It is necessary to track and record learner achievement throughout the delivery period of the Award and this should not be left until the end of the course.

This will include regular reviews of learner work through formative and summative assessment and internal quality assurance at planned intervals during the programme:

- before decisions have been made on the unit
- sampling evidence once the assignments are completed

Tracking learner progress, recording the achievement of each learner per criteria ensures:

- the assessment evidence is clearly measured against national standards
- learner progress is accurately tracked
- the assessment process can be reliably verified
- evidence is valid, authentic and reliable for the safety of certification
- identification of which assessments are outstanding
- internal verification is timely
- samples for standards verification and other external audits can be made available as required
- up to date, securely stored assessment records help to minimise the risk of assessment malpractice and potential issues; maintaining the integrity of the qualification.

Tutors/Assessors should provide learners with formative and summative feedback to aid development during their studies.

### **Formative Assessment**

Formative assessment is an integral part of the assessment process, involving both the Tutor/Assessor and the learner about their progress during the course of study.

Formative assessment takes place prior to summative assessment and focuses on helping the learner to reflect on their learning and improve their performance and does not confirm achievement of grades at this stage.

The main function of formative assessment is to provide feedback to enable the learner to make improvements to their work. This feedback should be prompt so it has meaning and context for the learner and time must be given following the feedback for actions to be complete. Feedback on formative assessment must be constructive and provide clear guidance and actions for improvement.

All records should be available for auditing purposes, as we may choose to check records of formative assessment as part of our ongoing quality assurance.

### **Summative Assessment**

Summative assessment is used to evaluate learner competence and progression at the end of a unit or component. Summative assessment should take place when the assessor deems that the learner is at a stage where competence can be demonstrated.

Learners should be made aware that summative assessment outcomes are subject to confirmation by the Internal Verifier and External Quality Assurer (EQA) and thus is provisional and can be overridden. Assessors should annotate on the learner work where the evidence supports their decisions against the assessment criteria. Learners will need to be familiar with the assessment and grading criteria so that they can understand the quality of what is required.

Evidence of both formative and summative assessment **MUST** be made available at the time of external quality assurance – EQA.

## **EQUALITY AND DIVERSITY**

OTHM provides equality and diversity training to staff and consultants. This makes clear that staff and consultants must comply with the requirements of the Equality Act 2010, and all other related equality and diversity legislation, in relation to our qualifications.

We develop and revise our qualifications to avoid, where possible, any feature that might disadvantage learners because of their age, disability, gender, pregnancy or maternity, race, religion or belief, and sexual orientation.

If a specific qualification requires a feature that might disadvantage a particular group (e.g. a legal requirement regarding health and safety in the workplace), we will clarify this explicitly in the qualification specification.

## UNIT SPECIFICATION



## Principles and Practice of Lip-reading Teaching

Unit Reference Number	
Unit Title	Principles and Practice of Lip-reading Teaching
Unit Level	4
Number of Credits	12
Total Qualification Time (TQT)	100
Guided Learning Hours (GLH)	48
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	13.1 Teaching and lecturing
Unit Grading Type	Pass / Fail

### Unit Aims

The aim of this component is to provide learners with the specialist knowledge, understanding, and techniques needed to become an effective teacher of lip-reading.

### Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome – The learner will:	Assessment Criteria – The learner can:	Indicative Content
1. Understand the physiological processes and psychological functions of hearing.	1.1 Identify the physiological processes involved in hearing.  1.2 Identify the psychological functions of hearing.	<p>The physiological processes involved in hearing: Sound transfers into the ear canal, which causes the eardrum to move, the eardrum then vibrates with the different sounds, these sound vibrations make their way through the ossicles to the cochlea, sound vibrations make the fluid in the cochlea travel like ocean waves, the brain interprets the signal into a sound that we recognize and understand.</p> <p>The psychological functions of hearing: response to speech, the way we connect and communicate, emotionally and intellectually, the importance of brain</p>

		development to facilitate hearing and its interpretation
2. Understand the effects of acquired hearing loss.	<p>2.1 Analyse factors which lead to acquired hearing loss.</p> <p>2.2 Analyse types of hearing loss and the psychological, social and emotional effects of the impact of acquired hearing loss.</p> <p>2.3 Analyse the impact of acquired hearing loss on education and employment opportunities.</p>	<p>Factors which lead to acquired hearing loss: not always related to an underlying condition, it may be caused by earwax accumulation, noise, aging, age-related hearing loss, severe pressure change, ear infection. drugs that damage the ear, injuries, foreign object in the ear.</p> <p>Types of hearing loss and the psychological, social and emotional effects of the impact of acquired hearing loss: Conductive hearing loss, sensorineural hearing loss, mixed hearing loss, auditory neuropathy spectrum disorder. Mild, moderate, severe, and profound. Effects: confusion, isolation, anxiety, loss of independence, impact on job role and income, exclusion, anger, fear.</p> <p>The impact of acquired hearing loss on education and employment opportunities: additional support may be needed and may not always be available, limited resources, provision made, increased/reduced opportunities, local/national provision, and engagement.</p>
3. Understand ways in which amplification and lip-reading are optimised by those with hearing loss.	<p>3.1 Evaluate hearing aids and implants available to support hearing loss.</p> <p>3.2 Analyse the roles of health professionals in identifying and supporting hearing loss.</p> <p>3.3 Analyse the optimum conditions for lipreading and using a hearing aid.</p>	<p>Hearing aids and implants available to support hearing loss: behind the ear, receiver in the ear, in the ear, in the canal, completely in the canal, invisible in the canal, CROS and BiCROS hearing aids can help if a person has lost hearing in one ear, body worn hearing aids.</p> <p>Implants: bone anchored, cochlear implants, auditory brainstem implants, middle ear implants. Assistive listening devices. The roles of health professionals in</p>

		<p>identifying and supporting hearing loss: GP, audiologist, ENT (Ear, Nose and Throat) consultant, Speech, and language therapists (SLT), community paediatrician in audiology, support groups and networks.</p> <p>The optimum conditions for lip-reading and using a hearing aid: lighting, ambience, noise, distractions reduced, space, seating, environment, ensure any equipment used is clean and in working order.</p>
<p>4. Understand the phonology of spoken English and its application to lip-reading learning and teaching.</p>	<p>4.1 Explain aspects of the phonology of spoken English which have implications for learning and teaching lip-reading.</p> <p>4.2 Identify the shapes of spoken English to adults with acquired hearing loss.</p> <p>4.3 Explain strategies used to lip-read by adults with acquired hearing loss.</p>	<p>Aspects of the phonology of spoken English which have implications for learning and teaching lip-reading: checking for an individual's awareness and level of understanding, may not have phoneme awareness, differences in diction and pronunciation, experience of listener and speaker, willingness to engage.</p> <p>The shapes of spoken English to adults with acquired hearing loss: differing aspects for each person, level of ability, understanding of both parties, use of exaggerated mouth movements, use of cueing using hand shapes, use of hand signals.</p> <p>Strategies used to lip-read by adults with acquired hearing loss: looking at the person directly, facing them, use of lighting, light on the speaker's face, asking person to repeat, asking person to not cover mouth, speak clearly, quiet area, use of normal facial expressions and gestures.</p>
<p>5. Use specialist techniques and methodology for teaching lipreading.</p>	<p>5.1 Explain and demonstrate the use of voice and devoice techniques in supporting lip-reading development.</p> <p>5.2 Explain and demonstrate the use of specialist methods for teaching lip-reading to adults.</p>	<p>Techniques in supporting lip-reading development the use of specialist methods for teaching lip-reading to adults: lip patterns, lip movement, use of context, knowledge of rhythm of speech, repetition.</p> <p>Specialist resources to support the development of</p>

	5.3 Justify own selection and use of specialist resources to support the development of lipreading skills by adults.	lipreading skills by adults: use of online resources, technology, local sensory teams, classes, support groups, networks.
6.Understand assistive aids and services available to those with acquired hearing loss.	6.1 Evaluate assistive equipment available to those with hearing loss.  6.2 Evaluate services offered by agencies and organisations to those with acquired hearing loss.	Assistive equipment available to those with hearing loss: hearing loops, FM systems, infrared systems, amplifiers, aids.  Services offered by agencies and organisations to those with acquired hearing loss: assessment, monitoring, specialist support services, advocacy, interpreters, information, support, advice, guidance, research, treatments, funding.

## Assessment

To achieve a ‘pass’ for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment Criteria to be covered	Assessment type	Word count (approx. length)
LO1 and LO2	ACs 1.1, 1.2, 2.1, 2.2 and 2.3	Research Log Research Evaluation Report	Inclusive of a reference list of all sources accessed. 1000 words
LO3 and LO4	ACs 3.1, 3.2, 3.3, 4.1, 4.2 and 4.3	Case Study	1200 words
LO5 and LO6	ACs 5.1, 5.2, 5.3, 6.1 and 6.2	15 Minute Presentation	1000 words of speaker notes

## Indicative Reading List

Anderson, C. (2021) HowExpert Guide to Hearing Loss: 101 Tips to Learn about Hearing Loss, including Diagnosis, Prevention, Treatments, and More! Hot Methods

Eberts, S and Hannah, G. (2022) *Hear & Beyond: Live Skillfully with Hearing Loss*. Page Two Books, Inc. Edens, T (2016) *Lip Reading - a self help textbook*. CreateSpace Independent Publishing Platform.

Edens, T (2016) . *The Lip Reading Dictionary: using English (UK) spelling and BBC English pronunciation*. CreateSpace Independent Publishing Platform.

Nitchie, EB. (2001) *Lip-Reading: Principles and Practice: A Hand-Book for Teachers and for Self Instruction* Paperback. Adamant Media Corporation.

<https://rnid.org.uk/> Royal National Institute for Deaf People (RNID)

<https://www.nhs.uk/conditions/hearing-loss/> Hearing loss-NHS

## **IMPORTANT NOTE**

Whilst we make every effort to keep the information contained in programme specification up to date, some changes to procedures, regulations, fees matter, timetables, etc may occur during the course of your studies. You should, therefore, recognise that this booklet serves only as a useful guide to your learning experience.

For updated information please visit our website [www.othm.org.uk](http://www.othm.org.uk).