

Unit Title: Skills for Lip Reading	
Level:	One
Credit Value:	6
GLH:	54
OCNLR Unit Code:	HB1/1/LQ/038
Ofqual Unit Reference Number:	R/504/7780

This unit has 7 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know a range of speech movements.	1.1. Identify speech movements that look the same. 1.2. Differentiate between the more visible consonant shapes in isolation and running speech. 1.3. Identify sounds and words which look alike. 1.4. Demonstrate the ability to: <ul style="list-style-type: none"> • lipread simple de-voiced messages • use simple de-voiced messages.
2. Know how to differentiate between vowels and consonants.	2.1. Record the difference between the four main vowel confusion groups <ul style="list-style-type: none"> • in isolation • in running speech. 2.2. Outline the difficulties in observing the less visible consonants. 2.3. Interpret an aural listening exercise to discriminate between long vowels.
3. Know how the British Manual Alphabet can be used as an aid to lip reading.	3.1. Demonstrate the British Manual Alphabet. 3.2. Distinguish the most common homophone speech movements through the use of the British Manual Alphabet.

<p>4. Know how to watch, observe and follow speech on the face.</p>	<p>4.1. State how natural rhythm helps lipreading. 4.2. Identify examples which would alter natural rhythm. 4.3. Explain why these alter natural rhythm. 4.4. Demonstrate the skills of listening, looking and thinking. 4.5. Identify the meaning of</p> <ul style="list-style-type: none"> • short stories, • personal experiences, • everyday conversation.
<p>5. Know how finger spelling works.</p>	<p>5.1. Identify single letters in finger spelling. 5.2. Follow simple finger spelling of known words in conversations. 5.3. Use simple finger spelling of known words in conversation.</p>
<p>6. Understand the need for good communication skills.</p>	<p>6.1. Identify why other people's co-operation and clear speech is valuable. 6.2. Identify one way of managing difficult situations. 6.3. Identify why speaking one at a time is valuable to a lip reader. 6.4. Outline the importance of non-verbal clues of facial expression and body language.</p>
<p>7. Know how to use a range of conversation strategies based on social, personal and linguistic knowledge.</p>	<p>7.1. Identify open and closed questions. 7.2. Use a range of open and closed questions. 7.3. Contribute to discussions. 7.4. State why it is helpful to know the subject of conversations. 7.5. State why it is important to a lip reader to relay, repeat and re-phrase. 7.6. Relay and re-phrase conversation. 7.7. Identify the limitations of lip-reading.</p>

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	