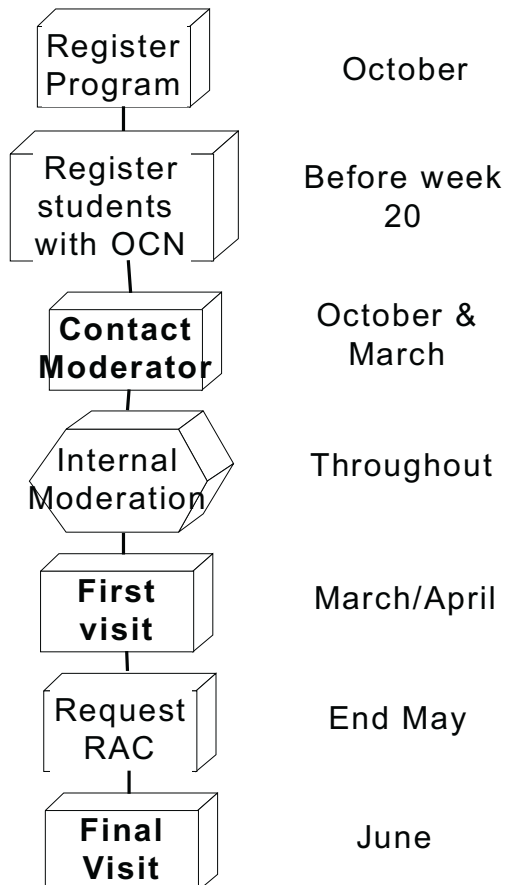


Moderation

Moderator's Name	
Address	
Phone	

External Moderation		Internal Moderation	
Date contacted		Date 1	
Date of 1st visit		Date 2	
Additional visits (if needed)		Date 3	
Date of final report			

Each Academic Year



Scheme of Work for the Lipreading Skills Programme

The overall scheme is designed to cover units 1 to 10 of the South Yorkshire Open College Network Lipreading Skills Programme, originally written by Judy Sutton from Sheffield College. A student will normally complete 2 units per year, based on a 30 week course, studying for 2 hours per week. Classes may contain students studying for different units, and the scheme of work is designed to accommodate this. The amount of detail for each topic mentioned will vary depending on the units which the students are studying for. If there are no students in a class studying for the objectives listed for that week, then the material may be omitted, and substituted by lipreading practice.

Each lesson will involve:

- prepared prose for lipreading practice
- discussion of substitutions and homophenes
- practice of analytical lipreading skills via exercises

The length of prose, and method of presentation will vary according to the ability of the students.

A number of the exercises involve a group activity where one person in the group makes notes, which can then be photocopied and given to the whole class later. This strategy allows for students whose reading and writing abilities are poor. This way they can contribute without worrying about writing, and the evidence of learning is still produced.

This scheme has been adapted for students studying for units:

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Weekly Objectives

The following objectives are covered every week:

(the first number is the unit, the second number is the objective)

- 1.1.a I have looked the teacher's face so that I can lipread them
- 1.1.b I have had practice watching speech on the face
- 1.1.c I have watched facial expression and body language
- 1.1.d I have had practice in watching short stories, with plenty of clues on the board
- 2.7.b I have had practice at following the gist of conversation
- 3.1.a I have learned about the look and feel of some speech movements - the visibles
- 3.1.b as above
- 3.2.a I have practised lipreading short stories, with clues
- 3.2.b I have practised following the thought
- 5.1.a I have had practice anticipating and using imagination
- 5.1.b I have had practice at lipreading longer sentences and following the gist of longer sentences
- 5.2.b I am developing the skill of using closed questions
- 6.1 I have learned some speech movements - the less visibles
- 6.2.a I have had practice at following speech in natural rhythm
- 6.2.c I have been using listening, looking and thinking skills
- 6.2.d I am following the gist of short stories, personal experiences, everyday conversations, etc.
- 7.1 I have learned about the look and feel of additional speech movements - invisibles
- 7.2 I know that it is helpful to show the teacher when I have not understood
- 8.3 I am joining in class discussions on hearing problems
- 9.1 I am following longer sentences/stories with less clues on the board and following the gist

9.2 I understand the usefulness of filling in the gaps by putting 2 + 2 together

9.4.b As a group we have shared experiences of situations

10.3 I understand that it is helpful to keep thinking whether my interpretation of what the speaker is saying makes sense

10.4.a I have learned about the need to move sideways in conversation

All prose is read without voice. There are various methods of presenting prose depending on the ability level of the students in the class.

For an average beginner's group it is presumed that the prose will be read sentence by sentence:

- vocabulary on board as appropriate
- without voice 3 times (side, face, side)
- with voice
- difficult words written on board for confirmation (also depends on residual hearing of students), and to allow students to remember the theme/follow the story
- without voice

And that substitutions and/or homophenes will be discussed as, and when they occur.

Titles and sub-titles are used to stimulate anticipation and provide clues/vocabulary for the lesson. Visual aids are also used to stimulate learning, and a relevant picture may be used before the prose is given to 'set the scene'.

Week 1

1. Communication rules

The basic rules for deaf awareness and good communication.

2. The loop system

A brief introduction to the loop system, and telecoil facility on the hearing aid.

3. Homophenes

The concept of homophenes

4. Specific Objectives covered week 1

1.4.a I have learned about an environmental aid - the loop system

1.6.a I have discussed some strategies about seating and lighting that may help me in some situations

2.2.a I have identified some kinds of speakers who would be impossible or hard to lipread

2.2.b I have learned some rules of good communication which can help me

2.5 I have learned about which environmental conditions are good and which are poor for lipreading

2.7.a I have discussed how knowledge of speaker and subject can help when lipreading

Week 2

1. What is lipreading?

2. Communication rules recap

3. Specific Objectives covered week 2

» See also: Specific Objectives covered week 1

3.4.a I have discussed a conversation strategy and the value of co-operation

4.5.a I have discussed what I think makes a good speaker

4.5.b I have discussed what I think makes a bad speaker

6.4 I know the importance of speaking one at a time

6.7.a I know the importance of relaying, repeating, re-phrasing.

8.3 I am joining in class discussions on hearing problems

Week 3

3. Anticipation

Thinking ahead / wrong track

2. Specific Objectives covered week 3

2.7.a I have discussed how knowledge of the speaker and subject can help when lipreading

4.4 I have discussed the importance of knowing the topic of conversation

6.6.a I know how easy it is to get on the wrong track

6.6.b I know how hard it is to change tracks

10.3 I understand that it is helpful to keep thinking whether my interpretation of what the speaker is saying makes sense

10.4.a I have learned about the need to move sideways in conversation

Week 4

1. Fingerspelling

- Introduction to
- Use of
- Practice

2. Specific Objectives covered week 4

2.4 I have practised using finger spelling

3.3 I am continuing my finger spelling practice in the class

6.3.a I am watching the teacher's use of fingerspelling

6.3.b I am using some finger spelling

7.4 I am using occasional finger spelling to other people

8.2 I realise the importance of regular finger spelling practice

Week 5

1. NHS hearing aids

- models
- using
- caring for

2. Fingerspelling Practice

3. Specific Objectives covered week 5

» See also: Specific Objectives covered week 4

1.3.a I have learned about hearing aids (basics)

1.3.b I have learned about the range of NHS hearing aids

3.5.a I have learned how to use the controls of a hearing aid

3.5.b I have discussed ways of getting used to a hearing aid

3.5.c I have learned what a hearing aid does

8.4 I have received new hearing aid information

10.1 I understand that it can be useful to tell people I use a hearing aid and need to see their face

10.2 I realise there are situations where a hearing aid cannot be of much use.

Week 6

1. Hearing Concern & the Sympathetic Hearing Scheme

2. Specific Objectives covered week 6

» See also: Specific Objectives covered week 1

2.1 I have learned about the Sympathetic Hearing Scheme

2.3.b I have learned about the organisations Hearing Concern and RNID

Week 7

1. Relaxation & tension

2. Specific Objectives covered week 7

3.7.a I have learned how tension can help lipreading

3.7.b I have learned how tension can hinder lipreading

8.3 I am joining in class discussions on hearing problems

8.7.a I know why I sometimes have a good day which can help my concentration

8.7.b I know why I sometimes have a bad day which may affect my concentration

Week 8

1. The basic ear

- identifying a possible hearing loss
- ear care
- deafness statistics
- audiograms

2. Specific Objectives covered week 8

2.6 I have learned about how the ear works (basics)

7.3.b I have had information on the statistics of hearing impaired people in the UK

10.5 I have learned the basics about audiograms

Week 9

1. TV aids

- loop
- domestic
- personal
- infra-red
- radio
- teletext

2. Specific Objectives covered week 9

1.4.a I have learned about an environmental aid: the loop system

1.4.b I have learned about an environmental aid: the television aid

4.6 I have learned about some places where loop/infra-red systems are installed

5.5 I know how teletext can help some people

9.3.a I understand how a loop microphone should be used

9.3.b I have learned and understood some reasons for using a loop system in a classroom or similar situation

Week 10

1. Communication strategy

- checking
- relay, repeat, rephrase

2. Specific Objectives covered week 10

» See also: Specific Objectives covered week 1

1.2 I have discussed a conversation strategy: checking

5.2.a I have discussed a conversation strategy: open and closed questions

5.2.b I am developing the skill of closed questions

6.7.a I know the importance of relaying, re-phrasing and repeating

6.7.b I am starting to relay in class

8.3 I am joining in class discussions on hearing problems

9.4.a I understand the importance of relaying the message when not understood by someone

9.5 I understand the importance of repeating, re-phrasing or writing the message when not understood by someone

Week 11

1. Revision communication rules

Week 12

- 1. End-of-term party**
- 2. Communicating in background noise**

Week 13

1. Communication rules & the loop

- revision
- the environment
- the speaker

2. Specific Objectives covered week 13

1.4.a I have learned about an environmental aid - the loop system

1.6.a I have discussed some strategies about seating and lighting that may help me in some situations

2.2.a I have identified some kinds of speakers who would be impossible or hard to lipread

2.2.b I have learned some rules of good communication which can help me

2.5 I have learned about which environmental conditions are good and which are poor for lipreading

2.7.a I have discussed how knowledge of speaker and subject can help when lipreading

3.4.a I have discussed a conversation strategy and the value of co-operation

4.5.a I have discussed what I think makes a good speaker

4.5.b I have discussed what I think makes a bad speaker

6.4 I know the importance of speaking one at a time

6.7.a I know the importance of relaying, repeating, re-phrasing.

8.3 I am joining in class discussions on hearing problems

Week 14

1. Loop systems

- Locally: Local services / businesses that have fitted loop systems
- More info.

2. Specific Objectives covered week 14

1.4.a I have learned about an environmental aid: the loop system

1.4.b I have learned about an environmental aid: the television aid

4.6 I have learned about some places where loop/infra-red systems are installed

5.5 I know how teletext can help some people

9.3.a I understand how a loop microphone should be used

9.3.b I have learned and understood some reasons for using a loop system in a classroom or similar situation

Week 15

1. Hearing aids

- analogue
- digital

2. Specific Objectives covered week 15

Week 16

1. TV & video aids

- Teletext
- recording subtitles
- Closed captions
- Closed caption reader

2. Specific Objectives covered week 16

5.5 I know how teletext can help some people

5.6 I have discussed subtitled videos

5.7 I have discussed video-caption readers

Week 17

1. Telephones

- amplified
- textphones
- fax

2. Telephone strategies

3. Specific Objectives covered week 17

1.5 I have learned about telephones, minicomms and uniphones

4.1 I have observed and discussed some telephone strategies

Week 18

1. Telephones

- pagers (SMS on mobile phones)
- communicators (mobile phone that does email/fax/Internet/text)
- email (inc. email on mobile phones & BT Easicom 1000)

2. Specific Objectives covered week 18

» See also: Specific Objectives covered week 17

Week 19

Flexi -week

Week 20

1. Local advice centres

- local HOH clubs
- local tinnitus clubs
- local advice centre
- local NADP

2. Other courses

3. Specific Objectives covered week 20

2.3.a I know about local advice centres and the support they provide

3.6 I have learned about other classes and courses on deafness

Week 21

1. Sensorineural deafness

- causes of
- effects of
- treatment of
- recruitment
- The TAM: Tactile Acoustic Monitor

2. Recruitment

- what is it
- problems of
- treatment
- hyperacusis

3. Infections/problems

4. Specific Objectives covered week 21

4.9 I have learned about some effects of sensori-neural deafness

I have discussed the relationship between sensori-neural deafness and industrial deafness

7.5 I understand the importance of seeking help with an ear infection or problem

8.3 I am joining in class discussions on hearing problems

8.5.a I have learned about some effects of recruitment

8.5.b I have learned about some new developments in possible help for recruitment

10.7 I have learned how a TAM is used

Week 22

1. National organisations

As appropriate for units group is studying for:

- RNID
- Hearing Dogs
- LINK
- ATLA
- Defeating Deafness - the Hearing Research Trust

2. Specific Objectives covered week 22

2.3.b I have learned about the organisations Hearing Concern and RNID

4.7 I have learned about an organisation called Hearing Dogs

8.6 I know about the LINK Centre for deafened people

9.7 I have learned about the Hearing Research Trust and have collected information

10.6 I have learned about ATLA's role

Week 23

1. domestic aids

- clocks
- doorbells
- smoke alarms
- pager systems

2. Specific Objectives covered week 23

3.8 I have learned about types of alarm clocks

4.8.a I have learned about doorbells

4.8.b I have learned about alert systems, pagers, etc.

7.6 I know about smoke alarms and have information on these

Week 24

1. Conversation strategies

2. Anticipation

3. Badges

Identifying that you have a hearing loss to other people.

4. Specific Objectives covered week 24

1.2 I have discussed a conversation strategy: checking

1.6.b I have learned about some conversation strategies which may help me in some situations

2.7.a I have discussed how knowledge of speaker and subject can help when lipreading

3.2 I have discussed some conversation strategies

3.4 I have discussed the importance of knowing the subject

5.2.a I have discussed a conversation strategy: open and closed questions

5.2.b I am developing the skill of using closed questions

5.8 I can identify the reason for anticipating a situation and planning ahead

8.1.a I know about badges for people with a hearing loss and what they look like

8.1.b I know the usefulness of wearing a badge, even if I don't wear one myself

9.6 In a given everyday situation, working in pairs, we have shown/given some ideas on strategies

Week 25

1. Conductive deafness

- causes of
- effects of
- treatment of

2. Specific Objectives covered week 25

7.8.a I have learned about some effects of conductive deafness

7.8.b I have learned about some causes of conductive deafness

Week 26

1. deaf v Deaf

- statistics
- BSL
- SSE

- lipreading

2. HAC

Human Aids to Communication

- Lipspeaker
- Notetaker
- Speech-to-Text Reporter
- Sign Language Interpreter
- Other
- Overhead projector
- Communication Support Worker

3. Specific Objectives covered week 26

7.3.a I know the basic difference between people who rely on speech and people who use signing

7.3.b I have had information on the statistics of hearing impaired people in the UK

8.8.a I have learned about the use of lipspeakers

8.8.b I have learned about the use of notetakers

10.8.a I know about the role of an overhead projector writer

10.8.b I know about the role of communication support workers

Week 27

1. Tinnitus

- management
- What is it?
- What causes it?
- use of hearing aid
- diet
- TRT - tinnitus retraining therapy
- BTA
- British Tinnitus Association
- contact BTA
- RNID helpline

2. Specific Objectives covered week 27

5.3.a I have learned about some effects of tinnitus

5.3.b I know how a hearing aid may be useful to help manage tinnitus

5.4.a I have learned about the British Tinnitus Association (BTA)

5.4.b I have information on the BTA and the helpline

Week 28

1. Menieres

- Management
- The Menieres' Society
- What is it?
- Strategies

2. Balance problems

- vertigo
- causes
- strategies

3. Specific Objectives covered week 28

6.5.a I have learned some effects of Menieres

6.5.b I have heard about some strategies for averting Menieres attacks

7.7.a I have learned about the Menieres Society

7.7.b I have information on the Menieres Society

9.9 I have learned how problems of the ear can affect balance

Week 29

1. Introduction to Implants

- bone anchored
- cochlear
- Assessment
- Operation
- Afterwards
- brainstem
- sound-bridge

2. Specific Objectives covered week 29

8.4 I have received new hearing aid information

10.9.a I have learned the basics about Cochlear Implants

10.9.b I have learned about the interviews and tests required

10.9.c I have learned about the help given after the operation with re-learning sound

Week 30

1. Hearing aids

- update

2. Specific Objectives covered week 30

8.4 I have received new hearing aid information

10.1 I understand that it can be useful to tell people that I use a hearing aid and need to see their face

10.2 I realise that there are situations where a hearing aid cannot be of much use

Week 31

Revision / any questions

Week 32

Revision / any questions

Week 33

Flexi-week

Week 34

Flexi-week

Timetable

Centre	
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Date	Week	Topic
	1	Communication rules / the loop / homophenes
	2	What is lipreading? Communication rules recap
	3	Anticipation / thinking ahead / wrong track
	4	Fingerspelling
	5	NHS hearing aids
	6	Hearing Concern / Sympathetic Hearing Scheme
	7	Relaxation & tension
	8	Basic ear
	9	TV aids
	10	Communication strategies - checking, repeating, relaying
	11	Communication rules recap
	12	Communicating in background noise
	13	Communication rules
	14	Loop systems - locally
	15	Hearing aids - analogue/digital
	16	TV & video aids
	17	Telephones / telephone strategies
	18	Telephones - advanced info
	19	Flexi-week
	20	Local advice centres / other courses
	21	Sensorineural deafness / recruitment / infections/problems
	22	National organisations
	23	Domestic aids
	24	Conversation strategies / anticipation / badges
	25	Conductive deafness
	26	Deaf v deaf / HACs
	27	Tinnitus
	28	Menieres / balance problems
	29	Introduction to implants

	30	Hearing aids - advanced
	31	revision / any questions / flexi-week
	32	revision / any questions / flexi-week
	33	revision / any questions / flexi-week
	34	revision / any questions / flexi-week

Actual Delivery

Centre	
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Date	Week	Topic	Theme
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