

<b>Title</b>	<b>Demonstrate knowledge of speech production and speech perception in relation to a person <u>with hearing impairment who is impacted by hearing loss.</u></b>		
<b>Level</b>	<b>5</b>	<b>Credits</b>	<b>5</b>

<b>Purpose</b>	People credited with this standard are able to <del>;-</del> demonstrate knowledge of <del>;-</del> speech production <del>and speech perception, the impact of hearing loss on speech production and outline speech conservation strategies, speech perception,</del> and the impact of hearing <del>impairment-loss</del> on <del>speech production and speech perception,;- and outline speech conservation strategies.</del>
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<b>Classification</b>	Health, Disability, and Aged Support > Hearing Therapy
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<b>Available grade</b>	Achieved
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[Explanatory notes](#) [Guidance Information](#)

None.

**Outcomes and [evidence requirements](#)[performance criteria](#)**

**Outcome 1**

Demonstrate knowledge of speech production.

[Evidence requirements](#)[Performance criteria](#)

- 1.1 Speech production is explained in terms of the anatomy and physiology of the vocal tract.  
 Range       lungs, trachea, larynx, pharyngeal cavity, nasal cavity, oral cavity.
- 1.2 The speech process is explained in terms of respiration, phonation, resonance, and articulation.
- 1.3 Speech sounds are explained in terms of articulators.  
 Range       place – lips, teeth, tongue, alveolar ridge, hard palate, soft palate, mandible;  
 manner – plosives, fricatives, approximants, nasals, affricates, vowels.

## Outcome 2

Demonstrate knowledge of the impact of hearing [impairment loss](#) on speech production and outline speech conservation strategies.

### [Evidence requirements](#)[Performance criteria](#)

- 2.1 The impact of hearing [impairment loss](#) on speech production is explained in terms of phonation, resonance, intonation, and articulation.
- 2.2 Strategies to assist with the monitoring and conservation of speech production are explained in relation to the needs of the person [with hearing impairment who is impacted by hearing loss](#).

Range may include but is not limited to – auditory exercises, clear speech, feel (tactile) of speech, rhythm and timing exercises, use of technical amplification and feedback from others;  
evidence of three strategies is required.

## Outcome 3

Demonstrate knowledge of speech perception.

### [Evidence requirements](#)[Performance criteria](#)

- 3.1 Speech perception is explained in terms of interpretation and understanding of speech sounds.
- Range explanation is in accordance with cognitive theories which may include but are not limited to – acoustic, motor, trace;  
evidence of two theories is required.

## Outcome 4

Demonstrate knowledge of the impact of hearing [impairment loss](#) on speech perception.

### [Evidence requirements](#)[Performance criteria](#)

- 4.1 Speech sounds are explained in relation to their position on the speech spectrum.
- 4.2 The impact of hearing [impairment loss](#) on speech perception is analysed in terms of the communication [environment factors](#).

Range acoustics, speaker, message, listener.

4.3 The impact of hearing [impairment loss](#) on speech perception is explained in terms of personal factors that may affect speech perception.

Range may include but is not limited to – age at onset of hearing loss, need to use speech, hearing aid history; cognitive ability, neuro-muscular conditions;

evidence of three factors is required.

<b>Planned review date</b>	31 December 202 <del>92</del>
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#### Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	20 April 2017	<a href="#">31 December 2025</a> N/A
<a href="#">Review</a>	<a href="#">2</a>	<a href="#">Xx JulyMay 2024</a>	

<b>Consent and Moderation Requirements (CMR) reference</b>	0024
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This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

#### Please note

~~Providers must be granted consent to assess against standards (accredited) by NZQA, before they can report credits from assessment against unit standards or deliver courses of study leading to that assessment.~~

~~Industry Training Organisations must be granted consent to assess against standards by NZQA before they can register credits from assessment against unit standards.~~

~~Providers and Industry Training Organisations, which have been granted consent and which are assessing against unit standards must engage with the moderation system that applies to those standards.~~

~~Requirements for consent to assess and an outline of the moderation system that applies to this standard are outlined in the Consent and Moderation Requirements (CMRs). The CMR also includes useful information about special requirements for organisations wishing to develop education and training programmes, such as minimum qualifications for tutors and assessors, and special resource requirements.~~

#### Comments on this unit standard

~~Please contact Careerforce [info@careerforce.org.nz](mailto:info@careerforce.org.nz) if you wish to suggest changes to the content of this unit standard.~~

Please contact Toitū te Waiora [info@toitutewaiora.nz](mailto:info@toitutewaiora.nz) if you wish to suggest changes to the content of this unit standard.

[Please contact Toitū te Waiora Community, Health, Education and Social Services Workforce Development Council qualifications@toitutewaiora.nz if you wish to suggest changes to the content of this unit standard.](mailto:qualifications@toitutewaiora.nz)

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