

Title	Demonstrate knowledge of hearing assistive technologies and teach their use for a person <u>with hearing impairment who is impacted by hearing loss.</u>		
Level	6	Credits	9

Purpose	<p>People credited with this standard are able to, <u>for a person who is impacted by hearing loss: identify and explain hearing aid types and components; explain and demonstrate the function, operation, and maintenance of hearing aids, cochlear implants, and other hearing assistive technologies; teach the use of hearing assistive technology, and evaluate own teaching:</u></p> <p>identify and explain hearing aid types and components; and explain and demonstrate the function, operation, and maintenance of hearing aids, a cochlear implant, and other hearing assistive technologies for a person with hearing impairment<u>loss.</u></p> <p>They are able to teach the use of hearing assistive technology, and evaluate own teaching of the use of hearing assistive technology for a person with hearing impairment<u>loss.</u></p>
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Classification	Health, Disability, and Aged Support > Hearing Therapy
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Available grade	Achieved
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Explanatory notes **Guidance Information**

- 1 The performance of all outcomes of this unit standard must comply with any relevant cultural and legislative requirements including ~~the Te Tiriti reatoy of Waitangi~~ The full text of Te Tiriti o Waitangi | The Treaty of Waitangi | Te Papa (Te Tiriti o Waitangi | The Treaty of Waitangi | Te Papa), and the rights and responsibilities of people receiving services or supports as outlined in the Health and Disability Commissioner (Code of Health and Disability Services Consumers' Rights) Regulations 1996. ~~Health and Disability Commissioner (Code of Health and Disability Services Consumers' Rights) Regulations 1996 (SR 1996/78) (as at 06 November 2021) — New Zealand Legislation~~ (Health and Disability Commissioner (Code of Health and Disability Services Consumers' Rights) Regulations 1996 (SR 1996/78).
- 2 Explanations and demonstrations in this unit standard that refer to the needs of a person with hearing impairment impacted by hearing loss relate to the assessed communication needs of actual clients, or to scenarios created for the purpose of training and/or assessment.
- 3 Definition

Organisational standards refer to the policies, procedures and practices which reflect an organisation's service philosophy and the current and relevant ethical, legislative regulatory and contractual requirements to which the setting or role is subject.

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

Outcome 1

Identify and explain hearing aid types and components for a person [with hearing impairment](#)[who is impacted by hearing loss](#).

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

1.1 Hearing aid types are identified and explained in terms of the needs of a person with hearing [impairment](#)[loss](#).

Range hearing aid types must include – behind the ear (BTE), open fitted hearing aids (OFHA), in the ear (ITE), in the canal (ITC), completely in the canal (CIC), [invisible in the canal \(IIC\)](#), [receiver in the ear \(RITE\)](#), receiver in the canal (RIC/[RITE](#)), [body aid](#), bone-anchored hearing aid (BAHA), CROS aid, BICROS aid;

needs may include but are not limited to – level of hearing [impairment](#)[loss](#), physical dexterity, visual ability, cognitive function, personal choice.

1.2 Hearing aid earmoulds and tubing are identified and explained in terms of the needs of a person with hearing [impairment](#)[loss](#).

Range earmoulds and tubing may include but are not limited to – skeletal, full-concha, half-concha, soft acrylic, dome, flange, [Libby horn](#), pre-bent, open fit tubing;

needs may include but are not limited to – level of hearing [impairment](#)[loss](#), physical dexterity, visual ability, cognitive function.

Outcome 2

Explain and demonstrate the function, operation, and maintenance of hearing aids for a person [with hearing impairment](#)[who is impacted by hearing loss](#).

Range hearing aid types may include but are not limited to – behind the ear (BTE), open fitted hearing aids (OFHA), in the ear (ITE), in the canal (ITC), completely in the canal (CIC), [invisible in the canal \(IIC\)](#), [receiver in the ear \(RITE\)](#), receiver in the canal (RIC/[RITE](#)), [body aid](#), bone-anchored hearing aid (BAHA), CROS aid, BICROS aid;

 must include a minimum of four hearing aid types.

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

- 2.1 Hearing aid parts are identified and explained in terms of their function.
- Range hearing aid parts may include but are not limited to – on-off feature, receiver, volume control, battery compartment, microphone, [Direct Audio Input \(DAI\)](#), tone-hook, telecoil, FM input, remote controls, variable programming, wireless connectivity, [charging port \(rechargeable hearing aids\)](#).
- 2.2 Operation of hearing aid is demonstrated in accordance with manufacturer's instructions.
- Range operation may include but is not limited to – battery insertion and removal, placement of hearing aid, use of controls, [charging of rechargeable hearing aids](#).
- 2.3 Maintenance of hearing aids is demonstrated in accordance with manufacturer's instructions.
- Range maintenance routine may include but is not limited to – cleaning, wax removal, moisture removal, replacing filter covers, battery testing, [hearing aid charging \(rechargeable hearing aids\)](#).
- 2.4 Troubleshooting routines and minor repairs are demonstrated in accordance with organisational standards.
- Range troubleshooting routines and minor repairs may include but are not limited to – flat batteries, changing wax filters and microphone filters, assessing acoustic feedback, damaged or ill-fitting earmoulds, microphone function and battery jam, replacing tone hook, [re-tubing flat rechargeable hearing aids](#).

Outcome 3

Explain and demonstrate the function, operation, and maintenance of a cochlear implant for a person [with hearing impairment who is impacted by hearing loss](#).

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

- 3.1 Cochlear implant types are identified and explained in terms of the needs of a person with hearing [impairment loss](#).
- Range behind the ear, [body worn off the ear](#);
- needs may include but are not limited to – level of hearing [impairment loss](#), physical dexterity, cognitive function, visual ability, personal choice.
- 3.2 Cochlear implant parts are identified and explained in terms of their function.

Range cochlear implant parts may include but are not limited to – electrode array, [stimulus-platereceiver stimulator package](#), magnet, ~~transmitter~~-coil, [coil](#) cables, ~~and speech-sound~~ processor components, (microphone, [microphone covers](#), on-off, ~~volume and sensitivity controls~~, variable programming, [connectivity - Direct Audio Input/-\(DAI\)Bluetooth](#), battery ~~compartment~~[component - rechargeable/disposable](#)), [remote control \(phone application/hand-held\)](#), [volume and sensitivity control](#).

3.3 Cochlear implant accessories are identified and explained in terms of their function.

Range cochlear implant accessories may include but are not limited to – [personal communication systems](#)[assistive listening devices](#), [retainers](#)[retention devices](#), wireless streaming devices, drying kits; evidence of two accessories is required.

3.4 Operation of cochlear implants is demonstrated in accordance with manufacturer's instructions.

3.5 Troubleshooting routines and minor repairs are demonstrated in accordance with organisational standards.

Range troubleshooting routine and minor repairs may include but are not limited to – batteries, ~~cables~~, microphones, coil, [coil cable](#), speech processor, magnet strength, microphone [filters](#)[covers](#).

Outcome 4

Explain and demonstrate the function, operation, and maintenance of other hearing assistive technologies for a person [with hearing impairment](#)[who is impacted by hearing loss](#).

Range other hearing assistive technologies may include but are not limited to – alerting devices, FM remote microphones, infrared and loop systems, blue-tooth devices, sound systems, closed caption TV, specialised telephones, phone apps, personal amplifiers, maskers, sound generators; minimum of four required.

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

4.1 The functions of other hearing assistive devices are explained in terms of the needs of a person with hearing [impairment](#)[loss](#).

Range needs may include but are not limited to – level of hearing [impairment](#)[loss](#), physical dexterity, visual ability, cognitive function, personal choice.

4.2 Operation of other hearing assistive devices is demonstrated in accordance with manufacturer's instructions.

4.3 Troubleshooting routines and minor repairs of other hearing assistive devices are demonstrated in accordance with organisational standards.

Range troubleshooting and minor repairs may include but are not limited to – batteries, cables, microphones, head and ~~ear~~ [phones](#)~~earphones~~, switches, connectivity.

Outcome 5

Teach the use of hearing assistive technology for a person ~~with hearing impairment~~ [who is impacted by hearing loss](#).

Range must include – either hearing aid or cochlear implant, plus two other hearing assistive devices;
minimum of two clients.

~~Evidence requirement~~ [Performance Criteria](#)

5.1 The hearing assistive technology is selected in consultation with the person and is appropriate to their needs.

Range needs may include but are not limited to – level of hearing ~~impairment~~ [loss](#), physical dexterity, visual ability, cognitive function, cost, personal choice.

5.2 The use of selected hearing assistive technologies is explained and demonstrated according to the needs and abilities of the person with hearing ~~impairment~~ [loss](#).

5.3 The use of selected hearing assistive technologies is explained in terms of the theory that underpins each device's function.

5.4 Management strategies for selected hearing assistive technologies are taught in accordance with the person's needs and abilities.

Range strategies may include but are not limited to – referral to relevant professional or supplier, informational counselling, maintenance and troubleshooting routines, individual usage plans.

Outcome 6

Evaluate own teaching of the use of hearing assistive technology for a person ~~with hearing impairment~~ [who is impacted by hearing loss](#).

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

6.1 Evaluation identifies aspects of the teaching session, if any, that could be improved.

6.2 Strategies for improvement of any identified aspects are suggested.

Planned review date	31 December 202 9 <u>2</u>
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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	<u>31 December 2025</u> N/A
<u>Review</u>	<u>2</u>	<u>Xx July</u> May 2024	

Consent and Moderation Requirements (CMR) reference	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 Toitū te Waiora 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.~~

~~Please contact Careerforce info@careerforce.org.nz if you wish to suggest changes to the content of this unit standard.~~