



# **Qualification Specification**

## **Signature Level 6 Certificate in Working Effectively with Visual Frame and Hands on Signing**

601/7078/5

**Sept 2017 – Aug 2018**

# QUALIFICATION SPECIFICATION

## Signature Level 6 Certificate in Working Effectively with Visual Frame and Hands on Signing (VFHO6)

(QAN: 601/7076/1)

(Signature Qualification Reference: VFHO6)

### Qualification aim

The aim of the qualification is to enable learners to use knowledge and skills already obtained in previous qualifications and through experience, to be able to work effectively, interpreting for deafblind people who use VFHO. Working in a variety of everyday settings including: conversations, socialising, educational, personal and employment (Access to Work).

### Qualification objectives

This qualification will provide learners with both the technical skills and strategies to be able to communicate with and interpret effectively for users of VFHO as well as the knowledge and skills involved with making language accessible to deafblind people. This will include and further develop understanding of ways to make language and information accessible while maintaining meaning and an awareness of the use of additional communication methods to convey this meaning.

### Qualification structure

The qualification is divided into two units each of which will be assessed separately. Although assessments can be taken straight after each unit has been taught, Signature suggests that **all** assessments are best taken at the end of the course when all teaching is complete

Signature Unit Code	RQF Unit Number	Unit Title	Assessment	Unit Details
VFHO602	J/507/6063	Using Visual Frame and Hands On Signing	Internally assessed Portfolio	See Unit VFHO602 Specification
MOD603	R/507/5949	Modifying Language for Deafblind People	Internally assessed Portfolio	See Unit MOD603 Specification

## Delivery and Contact Hours

### Guided Learning Hours

The certificate has a credit value of 14 and 140 hours of learning time in total. The recommended guided learning hours is **100** in total as shown in the table below. The guided learning hours of 100 is the time the learner is timetabled for face to face contact with the centre and should include:

- Classroom based teaching
- Individual or group tutorials
- Feedback or observed practice

Unit	Guided learning hours (GLH)	Additional study hours	Total learning time	Credit value at Level 6
VFHO602	60	20	80	8
MOD603	40	20	60	6

### Total Qualification Time

Guided learning hours (GLH)	Additional study hours	Total Qualification Time	Credit value at Level 6
100	40	140	14 Credits at Level 6

### Essential requirements

In order to be entered for this course leading to this qualification, learners must be able to demonstrate competence at DBG Level 2 and Level 3 VFHO or equivalent. It is the responsibility of the centre to ensure these requirements have been met before accepting a learner on the course. Learners should be assessed at their induction for the skills required.

### Recommendations

It is recommended that learners have a qualification or equivalent skills showing sound knowledge and command of English.

### Centre Resources

Centres wishing to offer this qualification should ensure there are sufficient resources and expertise to support delivery of the programme. Taught sessions should be delivered in an identified base room. A range of appropriate audio visual aids are likely to be required for the sessions. Centres must ensure that learners have access to resources that are appropriate for the Level 6 nature of this qualification. Centres may be visited by Signature at any time.

## **Centre Staffing**

Centres should identify a suitably qualified programme manager and delivery team. The members of the delivery team who teach and assess on behalf of the centre should have appropriate qualifications and experience of this field. It is the responsibility of the centre to ensure the team have:

- Competence in the subject matter of the qualification they are delivering
- Qualifications and/or professional experience in the subject they are teaching
- A recognised or relevant teacher qualification

## **Support provided to learners during the course.**

As part of the induction process, learners should be given information about the course content, advice on the assessment methods for this qualification and information on reasonable adjustments. Learners should also be given information on guided learning hours, ongoing support, information on tutorials and the range of teaching materials that will be available to support learning.

## **Progression routes**

On completion of the qualification, the learners may wish to progress to the following qualifications:

- Level 6 Certificate in Working Effectively with Deafblind Manual
- Level 6 Certificate in Working Effectively with Deafblind Manual and Visual Frame and Hands On Signers

# UNIT SPECIFICATION

## Unit VFHO602 – Using Visual Frame and Hands on Signing (VFHO)

(RQF Unit Accreditation Number: J/507/6063)

### Unit summary

This unit will provide learners with technical skills and strategies to be able to communicate and interpret effectively with users of Visual Frame and Hands On.

Guided learning hours (GLH)	Additional study hours	Total learning time	Credit value at Level 6
60	20	80	8

Learning outcomes	Assessment criteria
At the end of this unit of learning, the successful learner will:	At the end of this unit of learning, the successful learner can:
1. Understand the detailed requirements of the role	1.1 Describe the role of Deaf Relay, Visual Frame & Hands On Interpreters  1.2 Describe the domains, settings and contexts for Deaf Relay, Visual Frame & Hands On Interpreters
2. Know the principles, purposes and processes involved in using Visual Frame/Hands On when working from spoken and written English or signed BSL.	2.1 Describe the practical implications of using VF/HO  2.2 Demonstrate management of communication between a speaker or BSL signer and a VF/HO user and facilitating two way conversations.  2.3 Demonstrate the process of managing communication between written information and a VF/HO user.  2.4 Accurately convey the meaning of the two way

<b>Learning outcomes</b> At the end of this unit of learning, the successful learner will:	<b>Assessment criteria</b> At the end of this unit of learning, the successful learner can:
	conversation with only minor omissions and inaccuracies.
3. Be able to use VF/HO appropriately for a Deafblind person.	3.1 Convey flow of conversation between source and target language users  3.2 Convey the speaker's register, attitude and tone through VF/HO language  3.3 Convey the deafblind person's register, attitude and tone through signed or verbal language  3.4 Understand the modifications needed to ensure effective communication using VFHO  3.5 Support effective communication and take action if communication breaks down.
4. Know how to deal with professional issues relating to the role: regulation, registration, ethical issues, relationships with other professionals	4.1 Reflect on and evaluate ethical dilemmas, with reference to the relevant Code of Ethics/Practice for Deaf Relay, Visual Frame & Hands On Interpreters  4.2 Evaluate the strengths and weaknesses of the Code of Ethics/Practice for Deaf Relay, Visual Frame & Hands On Interpreters  4.3 Evaluate the strengths and weaknesses of the complaints and disciplinary procedure relating to Deaf Relay, Visual Frame & Hands On Interpreters  4.4 Reflect on and evaluate dilemmas and issues relating to professional relationships

<b>Learning outcomes</b> At the end of this unit of learning, the successful learner will:	<b>Assessment criteria</b> At the end of this unit of learning, the successful learner can:
	4.5 Explain the need for regulation/registration of Deaf Relay, Visual Frame & Hands On Interpreters
5. Understand the legal and organisational constraints on carrying out the role in various settings	5.1 Analyse the implications of one piece of legislation for Deaf Relay, Visual Frame & Hands On Interpreters  5.2 Recognise the implications of working in different domains and settings as a Deaf Relay, Visual Frame & Hands On Interpreter  5.3 Analyse the advantages and disadvantages for the interpreter and client of  (a) Working for an agency, (b) Working directly for the client.
6. Prepare for an assignment for the role	6.1 Identify the subject matter, purpose, type and complexity of the assignment  6.2 Identify the level of language and skills required  6.3 Identify domain-specific requirements  6.4 Identify likely cultural differences and language needs  6.5 Identify any special requirements, including the need for equipment and the positioning of the user(s) and themselves  6.6 Identify the likely requirements and expectations of the client and user

<b>Learning outcomes</b> At the end of this unit of learning, the successful learner will:	<b>Assessment criteria</b> At the end of this unit of learning, the successful learner can:
	<p>6.7 Agree contract details, including location, equipment, timescales, insurance and payment;</p> <p>6.8 If appropriate, request a briefing session and sight of documents to be used in advance of the assignment</p> <p>6.9 Use relevant sources of information to prepare for the assignment;</p> <p>6.10 Compile a glossary of terminology.</p>
7. Deliver an assignment appropriately in a range of settings	<p>7.1 Sustain technical skills throughout the assignment to the appropriate technical standard.</p> <p>7.2 Make any necessary adaptations to the environment</p> <p>7.3 Adopt the appropriate position for interpreting</p> <p>7.4 Support effective communication throughout the assignment and take action if communication breaks down</p> <p>7.5 Use technology (equipment) effectively and safely where appropriate</p> <p>7.6 Work with more than one speaker on more than one occasion.</p>
8. Deal appropriately with technical and ethical dilemmas where these occur	<p>8.1 Apply ethical principles to situations and decisions while acting in a professional manner</p>



<b>Learning outcomes</b> At the end of this unit of learning, the successful learner will:	<b>Assessment criteria</b> At the end of this unit of learning, the successful learner can:
	<p>8.2 Explain the principles of professional practice if unethical demands are made</p> <p>8.3 Deal appropriately with difficulties when working alone and with others</p> <p>Note: Technical and/or ethical dilemmas may not occur during the assignments submitted as evidence for this unit. In these circumstances, the candidate should include in their evaluation an analysis of dilemmas that could have occurred during the assignment(s), and discuss how they would have dealt with them.</p>
9. Evaluate own performance following an assignment and identify strategies for professional development	<p>9.1 Use commonly used concepts and criteria, including feedback from clients and peers, to review preparation for and delivery of assignments;</p> <p>9.2 Evaluate the language used in the assignment;</p> <p>9.3 Review accuracy and fluency of conveying the meaning and intention of participants;</p> <p>9.4 Evaluate own management of the assignment;</p> <p>9.5 Produce an accurate and justifiable analysis of the strengths and weaknesses of her/his performance;</p> <p>9.6 Identify ways in which preparation for and performance in assignments could be improved;</p>

<b>Learning outcomes</b>	<b>Assessment criteria</b>
At the end of this unit of learning, the successful learner will:	At the end of this unit of learning, the successful learner can:
	9.7 Produce a personal development plan showing a link with the evaluation of the assignments.

## Topic content

### A. Professionalism

Confidentiality – respect any information gained, disclosure, i.e. prosecution; protect the welfare of an individual, client agreement

Competency – work within the limits of your competency; only undertake assignments for which you are qualified; ensure that effective communication takes place; keep to the spirit of what is being said; seating; breaks etc. To be able to offer voice over if communication is impaired.

Integrity – you must maintain the highest standards of professionalism / integrity and reflect credit on your profession.

Impartiality – you must avoid discrimination against parties involved in an assignment, either directly or indirectly, on any grounds.

You must disclose any information, including conflicts of interest, which may make you unsuitable for an assignment or call into question your impartiality, and decline or withdraw from the assignment if this cannot be satisfactorily resolved.

Professional Development - You must keep your professional knowledge and skills up to date.

## **B. Personal Discretion**

- Dress code
- Hygiene
- Scent
- Hand gel
- Personal space
- Jewellery
- Agreement of timings and breaks, as laid down in NRCDP

Communication breakdown techniques: stop the speaker, change the signs or vocabulary, repeat, clarify, and if appropriate use an alternative communication method such as Deafblind Manual.

## **C. Knowledge Skills and Competencies**

Preparation for individual situations, such as dress code, jewellery, travel, arriving early to enable best practise, position and size of VF, seating arrangements, speech-to-text, advocate for co-workers if required

Knowledge of the additional vocabulary needed for Hands On, i.e. to replace non manual features such as 'not allowed', directional signing.

Knowledge of the additional adaptation of finger spelling and hand shapes needed for visual frame

Demonstrate use of hands on in a variety of ways:

One handed (Left or right)

Holding wrists

Holding on top of fingers / holding between fingers

Two full hands

Finger spelling, ie Deafblind Manual, Block, on their hand,

Awareness of other tactile communication methods: such as Haptic, body signing, Tadoma, hand-on-hand / hand-under-hand, Block, White Board / Black Pen.

Pace and fluency interaction

Communicating without body language, eye contact or facial expressions

Understand the difference between visual language and tactile language, i.e. brain processors

Preparation for assignments

Code of Ethics

Code of Practice

Ethical and technical issues and dilemmas

Evaluation and Personal Development Plan

# ASSESSMENT SPECIFICATION

**Please read this specification in conjunction with Signature Assessment Regulations and Signature General Regulations on our website.**

This unit is externally and internally assessed.

## **Assessment**

Assessment for this unit will take the form of a portfolio of evidence compiled by the candidate.

The assessment is not held under examination conditions.

The portfolio will be internally assessed. The portfolio will contain:

- a) Written evidence covering all of the knowledge criteria;
- b) Evidence from 3 assignments of 20 minutes each, covering all of the performance criteria and range (see CAR form):

Two assignments must be 'real' interpreted assignments involving at least one deafblind person. One assignment must be simulated – the simulated assignment should be realistic and unrehearsed.

Evidence must include:

- i. Written evidence of preparation for each assignment. This could include notes/comments written by the candidate in the course of preparing for the assignment, notes of telephone calls, briefing notes/materials/information provided by the client, copies of contracts, items for glossary, etc.
- ii. Written evidence of evaluation after each assignment. This could include notes/comments made by the candidate in the course of reflecting on the assignment, written feedback from client and/or peers, personal development plan, etc.

iii. EITHER

An observation by the teacher-assessor of each assignment, along with notes to identify how the criteria were met (required for Quality Assurance checks);

OR

A DVD of each assignment, recording interactions between the interpreter and other key participants, along with the reflective questions to cover performance criteria not met at least once (required for Quality Assurance checks).

# UNIT SPECIFICATION

## Unit MOD603– Modifying Language for Deafblind People

(RQF Unit Accreditation Number: R/507/5949)

This unit aims to build on the learner’s knowledge of issues around access to language for deafblind people. It will focus on the advanced skills and knowledge that are needed to link theory to real communication scenarios.

### Unit summary

Guided learning hours (GLH)	Additional study hours	Total learning time	Credit value at Level 6
40	20	60	6

Learning outcomes	Assessment criteria
At the end of this unit of learning, the successful learner will:	At the end of this unit of learning, the successful learner can:

<p>1. Know reasons and demonstrate techniques and skills for making spoken English accessible for deafblind people</p>	<p>1.1 Understand the factors that affect the deafblind person's access to spoken English and be able to facilitate understanding of meaning, emotion and message.</p> <p>1.2 Demonstrate ways of producing different types of spoken language in an accessible form for deafblind people</p> <p>1.3 Maintain the content of the message, ensure it is conveyed in the way intended whilst making it accessible for a deafblind person and explain/ rephrase any areas that are not understood.</p>
<p>2. Demonstrate techniques and skills for making written English accessible for deafblind people</p>	<p>2.1 Analyse the factors that affect the deafblind person's access to written English and be able to evaluate the barriers to conveying meaning and content.</p> <p>2.2 Demonstrate the skills and techniques needed to convey the message and meaning in written information for deafblind people, including explaining appropriate detail like diagrams, charts and pictures.</p>
<p>3. Demonstrate the skills and techniques by using a range of communication methods according to the preferences of the deafblind person to ensure that the language and meaning of the message is conveyed in an accessible way</p>	<p>3.1 Demonstrate an ability to ascertain the preferences of a deafblind person in relation to other methods of communication for parts of the message</p> <p>3.2 Demonstrate the use of a mix of communication methods fluently and smoothly to ensure the information is conveyed in a timely and accessible way for the deafblind person</p> <p>3.3 Demonstrate knowledge of how Social Haptics and tactile sign can be used to convey information to deafblind people</p>



# ASSESSMENT SPECIFICATION

**Please read this specification in conjunction with Signature Assessment Regulations and Signature General Regulations on our website.**

This unit is externally and internally assessed.

Assessment for this unit will take the form of a portfolio of evidence compiled by the candidate. The assessment is not held under examination conditions.

The portfolio will be internally assessed. The portfolio will contain:

- a) Written evidence covering all of the knowledge criteria;
- b) Evidence will be covered in the assignments for Level 6 in Deafblind Manual and/or Level 6 in Visual Frame and Hands On BSL (see CAR form for this unit).

Where opportunities do not arise for the other communication methods to be demonstrated in the practical assignments, then evidence of these skills and knowledge can be provided by written or signed evidence.

Evidence for this unit can be cross-referenced from the portfolio evidence for Level 6 in Deafblind Manual and/or Level 6 in Visual Frame and Hands On.

A videotape of each assignment, recording interactions between the interpreter and other key participants, along with the reflective questions to cover performance criteria not met at least once (required for Quality Assurance checks).



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