

Signature



# Unit Specification

Unit DM601 – Producing and Receiving  
Deafblind Manual (DM)

L/507/5948

Sept 2019 – Aug 2020

# UNIT SPECIFICATION

## Unit DM601 – Producing and Receiving Deafblind Manual (DM)

(QCF Unit Accreditation Number: L/507/5948)

This unit will provide learners with technical skills and strategies to be able to communicate and interpret effectively for users of Deafblind Manual.

### Unit summary

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 can:	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 a DM Interpreter 1.2 Describe the domains, settings and contexts for DM interpreting
2. Prepare for an assignment for the role	8.1 Identify the subject matter, purpose, type and complexity of the assignment 8.2 Identify the level of language and skills required 8.3 Identify domain-specific requirements 8.4 Identify likely cultural differences and language needs

<b>Learning outcomes</b> At the end of this unit of learning, the successful learner can:	<b>Assessment criteria</b> At the end of this unit of learning, the successful learner can:
	<p>8.5 Identify any special requirements, including the need for equipment and the positioning of the user(s) and themselves</p> <p>8.6 Identify the likely requirements and expectations of the client and user</p> <p>8.7 Agree contract details, including location, equipment, timescales, insurance and payment;</p> <p>8.8 If appropriate, request a briefing session and sight of documents to be used in advance of the assignment</p> <p>8.9 Use relevant sources of information to prepare for the assignment;</p> <p>8.10 Compile a glossary of terminology.</p>
<p>3. Understand the legal and organisational constraints on carrying out the role in various settings</p>	<p>7.1 Recognise the implications of working in different domains and settings as a DM Interpreter</p> <p>7.2 Analyse the advantages and disadvantages for the interpreter and client of</p> <p>(a) Working for an agency,</p> <p>(b) Working directly for the client.</p>
<p>4. Effectively communicate with a deafblind person using and receiving Deafblind Manual</p>	<p>1.1 Use DM for communication in a variety of settings including conversations, socialising, educational, personal, employment (Access to Work).</p> <p>1.2 Produce DM at 150 cpm</p>

<b>Learning outcomes</b> At the end of this unit of learning, the successful learner can:	<b>Assessment criteria</b> At the end of this unit of learning, the successful learner can:
	1.3 Receive DM at 100 cpm  1.4 Communicate appropriate social and personal environmental information, being able to initiate and maintain an appropriate conversation, facilitate their interaction and access their environment.  1.5 Communicate information by using paraphrasing  1.6 Maintain DM using spelling, accuracy and meaning  1.7 Use common single word Braille contractions  1.8 Use common BSL signs that can be produced onto the DM users preferred hand  1.9 Use general abbreviations when using the DM (Braille and Sign abbreviations)  1.10 Know the general requirements to meet the needs of the DM user (emotions, feelings, attitude, role shift, emphasis, identification of the speaker)
5. Effectively receive DM with a deafblind person.	a. Receive/understand a message at 100 cpm, for not less than five minutes  b. Voice over or sign over the received message retaining meaning and expression.
6. Competently guide a deafblind person who is a DM user	c. Consider the impact of environmental information in order to enable the deafblind person to make an

<b>Learning outcomes</b> At the end of this unit of learning, the successful learner can:	<b>Assessment criteria</b> At the end of this unit of learning, the successful learner can:
	informed decision.  d. Discuss dilemmas and issues relating to guiding techniques.
7. Deliver an assignment appropriately in a range of settings	5.1 Negotiate specific requirements and preferences with a deafblind client  5.2 Conduct the assignment in a professional manner  5.3 Sustain technical skills throughout the assignment to the appropriate technical standard.  5.4 Make any necessary adaptations to the environment  5.5 Adopt the appropriate position for interpreting  5.6 Support effective communication throughout the assignment and take action if communication breaks down  5.7 Use technology (equipment) effectively and safely where appropriate  5.8 Work with more than one speaker.on at least one occasion.
8. Deal with professional issues relating to the role: regulation, registration, ethical issues, relationships with other	6.1 Reflect on and evaluate ethical dilemmas, with reference to the relevant Code of Ethics/Practice for DM Interpreters

<b>Learning outcomes</b> At the end of this unit of learning, the successful learner can:	<b>Assessment criteria</b> At the end of this unit of learning, the successful learner can:
professionals	<p>6.2 Evaluate the strengths and weaknesses of the Code of Ethics/Practice for DM Interpreters</p> <p>6.3 Evaluate the strengths and weaknesses of the complaints and disciplinary procedure relating to DM Interpreters</p> <p>6.4 Reflect on and evaluate dilemmas and issues relating to professional relationships</p> <p>6.5 Explain the need for regulation/registration of DM Interpreter</p>
9. Deal appropriately with technical and ethical dilemmas where these occur	<p>9.1 Apply ethical principles to situations and decisions while acting in a professional manner</p> <p>9.2 Explain the principles of professional practice if unethical demands are made</p> <p>9.3 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>
10. Evaluate own performance following an assignment and identify strategies for professional	<p>10.1 Use commonly used concepts and criteria, including feedback from clients and peers, to review preparation for and delivery of assignments;</p>

<b>Learning outcomes</b> At the end of this unit of learning, the successful learner can:	<b>Assessment criteria</b> At the end of this unit of learning, the successful learner can:
development	10.2 Evaluate the language used in the assignment;  10.3 Review accuracy and fluency of conveying the meaning and intention of participants;  10.4 Evaluate own management of the assignment;  10.5 Produce an accurate and justifiable analysis of the strengths and weaknesses of her/his performance;  10.6 Identify ways in which preparation for and performance in assignments could be improved;  10.7 Produce a personal development plan showing a link with the evaluation of the assignments.

## **Topic content**

### **A. Deafblind Manual**

NB: Communication must be done without assistance from a third party.

Use the DM to communicate directly with a deafblind person

Productive: 150 cpm

- Using Voice Over. You must convey the message, register, attitude and tone and interpreting the meaning of sustained information without significant omissions, inaccuracies and without significantly affecting the meaning of the base message
- Paraphrasing skills. Accurately condensing information to convey key points at a speed appropriate to the user.
- For the student to produce deafblind manual to the deafblind person, appropriate to meet individual needs and requirements
- Knowledge of the individual preferences of the deafblind person. Adaptability, ie producing deafblind manual in a variety of ways such as on their right hand; wheelchair users; awareness of regional differences.
- Ability to paraphrase written information, ie summarize a gas bill
- Numbers

Receptive: 100 cpm

#### **Paraphrasing Skills**

Accurately condensing information to convey key points at a speed appropriate to the user.

### **B. Using Voice Over**

You must convey the message, register, attitude and tone and interpret the meaning of sustained information without significant omissions, inaccuracies and without significantly affecting the meaning of the base message.

### **C. Ethics**

- Preparation
- Introductions
- Identify individual needs



- Expected outcome from that session
- Facilitate effective service for the deafblind person
- Facilitate effective interaction with a deafblind manual user

#### **D. Environmental Information**

- Ensuring deafblind people have choice and control in a variety of settings
- Describing situations and opportunities
- How many people in the room
- Speaker indication
- Emotions / attitude of others

#### **E. Professionalism**

- Confidence and assertiveness
- Timings and preparation
- Appropriate behaviour, challenges and boundaries
- Responsibility for undertaking the appropriate bookings
- Awareness of other tactile communication methods, such as Haptic, body signing, Tadoma, hand-on-hand / hand-under-hand, Block, White Board / Black Pen.

#### **F. Personal Discretion**

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

# 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).



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