

Signature



# Unit Specification

K301 – Understanding Congenital  
Deafblindness

J/601/8724

Sept 2019 – Aug 2020

# UNIT SPECIFICATION

## Unit K301 – Understanding Congenital Deafblindness

(QCF Unit Number: J/601/8724)

This unit (together with Unit K302 – The Congenitally Deafblind Individual) provides learners with knowledge and understanding in relation to communication with congenitally deafblind people (i.e. those born with dual sensory impairments) who do not use either English or British Sign Language (BSL) as a formal language.

This unit is not intended to address the communication needs of those congenitally deafblind people who are able to acquire formal language through spoken language, BSL or the use of English (e.g. via text or deafblind manual alphabet).

Unit K301 covers the causes of congenital deafblindness, and factors influencing the congenitally deafblind person's social development.

(Unit K302 looks at communication with the congenitally deafblind individual, and the opportunities and challenges this presents.)

## Unit summary

Guided learning hours	Additional study hours	Total learning time	Credit values at Level 3
20	10	30	3

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 range, causes and implications of congenital deafblindness	1.1 Explain the causes of congenital deafblindness 1.2 Describe the types of congenital deafblindness 1.3 Describe the direct and additional needs arising from congenital dual sensory impairment
2. Know the roles of people who can help promote and develop communication with congenitally deafblind people	2.1 Describe the roles and responsibilities of key individuals who are communicators with congenitally deafblind people
3. Understand the factors influencing the experience of congenitally deafblind people and their involvement in society	3.1 Explain factors influencing the lifestyle of congenitally deafblind people 3.2 Explain factors which promote inclusion for congenitally deafblind people
4. Understand how to develop opportunities for maximising independence and communication for the congenitally deafblind person	4.1 Explain the importance of effective strategies to communicate with congenitally deafblind people 4.2 Discuss the limitations and boundaries of community activities for the congenitally deafblind person 4.3 Describe how daily tasks and activities can lead to independence and community inclusion for the congenitally deafblind person
5. Understand the learning and communication needs of congenitally deafblind people	5.1 Describe how the learning and communication needs of congenitally deafblind people are addressed

## Topic content

(See also teacher notes on the Signature website.)

### A. Causes and effects of congenital deafblindness

Causes of congenital dual sensory impairment/deafblindness:

- Genetic causes.
- Problems relating to pregnancy/birth.
- Conditions with gradual onset.
- Causes with similar effects.

Range of deafblindness/dual sensory impairment:

- Residual vision and/or hearing.
- Visual impairment continuum.
- Effect of congenital deafblindness on other systems and whole life experience.

### B. Provision and roles

Professionals who may be involved in promoting communication:

- Qualified teacher of children who are dual sensory impaired.
- Intervenor.
- Other roles (Speech and Language Therapist, Teacher of the Deaf, etc).

### C. The experience of congenitally deafblind people

- Individual factors.
- Expectations and achievements.
- Communication needs and preferences.
- The environment.

#### **D. Independence and community**

Inclusion in the community:

- Communicating with the wider public.
- Daily living tasks.
- Activities and involvement.

#### **E. Learning and communication needs of congenitally deafblind people**

- Educational provision and learning.
- Patterns of communication.
- Becoming an effective 'competent partner'.

# ASSESSMENT SPECIFICATION

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

Assessment for this unit will take the form of a one-hour written\* assessment paper which will consist of a number of questions eliciting understanding of theoretical concepts covered in the unit.

The pass mark is 60%.

The papers will be externally marked by Signature assessors.

*\*through reasonable adjustment requests, arrangements may be made for candidates to provide responses in BSL.*



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