

Signature



Unit Specification

T303 – Modifying Written Texts for
Deaf and Deafblind People

R/602/0654

Sept 2019 – Aug 2020

UNIT SPECIFICATION

Unit T303 – Modifying Written Texts for Deaf and Deafblind People

(RQF Accreditation Number: R/602/0654)

This unit provides learners with technical knowledge of English language modification and skills in modifying written text which are then applied in the context of a particular role and setting.

Guided learning hours (GLH)	Additional study hours	Total learning time	Credit value at Level 3
20	10	30	3

Unit summary

Unit T303 forms part of the Signature Level 3 Award in Modifying Written English Texts for Deaf People.

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 candidate can:
1. Understand the principles of modifying a text for deaf and deafblind readers	1.1 Identify the advantages and disadvantages of modifying a particular text in a given context 1.2 Identify the context, purpose, style, readability and potentially difficult features of a text
2. Be able to modify written English texts, presenting them in a form which is accessible to deaf and deafblind people	2.1 Produce an accurately modified text, maintaining core content and cohesion and clear, grammatical English 2.2 Improve the readability of the modified text using appropriate layout and presentation features

Learning outcomes At the end of this unit of learning, the successful learner will:	Assessment criteria At the end of this unit of learning, the successful candidate can:
	2.3 Demonstrate how the modified text is checked for accuracy, reading level and cohesion
3. Be able to evaluate own modified texts and justify decisions made	3.1 Evaluate the success of the modified text for the deaf/deafblind reader 3.2 Discuss how the modified text could be stored and used by others

Topic content

A. Contexts and issues in modifying texts

- Situations when modified texts are used.
- The advantages and disadvantages of modifying written texts for deaf readers.
- Factors in deciding whether to modify a particular text.
- Analysing a text in preparation for modification.

B. Techniques of language modification

- Producing a modified version of a given text using correct written English (language).
- Using appropriate modification strategies.
- Layout and design.
- Obtaining texts in alternative formats.

C. Checking and evaluating modified text

- Checking the modified text.
- Improving layout and design.
- Measuring improvement in readability.
- Obtaining feedback from relevant people.
- Ownership, storage and accessibility of modified and original texts.

ASSESSMENT SPECIFICATION

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

Assessment for this unit is in two parts. Part 1 should be completed before applying to Signature to carry out Part 2.

Part 1: A student portfolio with two original and modified texts, including self evaluations. Part 1 will be internally assessed by the teacher.
[An appropriate sample of the marked portfolios will be requested by Signature at the same time as the written test (Part 2 below), for quality assurance purposes.]

NB. If the sample of portfolios moderated by Signature does not meet the required standard, ALL portfolios may be requested for moderation and the original result may then change

Part 2: A one hour and 45 minute assessment under examination conditions: the candidate will:

- a) modify a given text of approximately 200 words
- b) provide a self-evaluation of their modified text.

Part 2 will be externally marked by Signature assessors.

In order to pass this unit, candidates must meet the assessment criteria in both Part 1 and Part 2 of the assessment.

Centres will need to provide access to computers with a word processing program such as Word, which has spell and grammar checking facilities.