

Unit Specification

VFHO301 – Using Visual Frame and Hands on Signing

J/507/3311

Sept 2016 – Aug 2017

UNIT SPECIFICATION

Unit VFHO301 – Using Visual Frame and Hands on Signing (VFHO)

(RQF Unit Accreditation Number: J/507/3311)

Unit summary

Learners will interact with Visual Frame & Hands On users in a variety of real life situations and are also expected to pursue a course of private study in addition to the above.

Guided learning hours (GLH)	Additional study hours	Total learning time	Credit value at Level 3
60	20	80	8 Credits at Level 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. Know the principles, purposes and processes involved in using Visual Frame when working from spoken and written English or signed BSL.	1.1 Describe the practical implications of using VF 1.2 Demonstrate management of communication between a speaker or BSL signer and a VF user and facilitating two way conversation. 1.3 Demonstrate the processes of managing communication between written information and a VF user. 1.4 Accurately convey the meaning of the two way conversation with only minor omissions and inaccuracies.
2. Know the principles, purposes and processes involved in using Hands On BSL when working from spoken and written English or signed BSL.	2.1 Demonstrate the practical implications of using HO, i.e. one handed; two handed 2.2 Demonstrate management of communication between a speaker or BSL signer and a HO user and facilitating two way conversation.

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 learner can:
	2.3 Demonstrate the processes of managing communication between written information and a HO user. 2.4 Accurately convey the meaning of the two way conversation with only minor omissions and inaccuracies.
3. Be able to use VF 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 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 VF 3.5 Support effective communication and take action if communication breaks down
4. Be able to use HO appropriately for a deafblind person.	4.1 Convey flow of conversation between source and target language users 4.2 Convey the speaker's register, attitude and tone through HO language 4.3 Convey the deafblind person's register, attitude and tone through signed or verbal language 4.4 Understand the modifications needed to ensure effective communication using HO 4.5 Support effective communication and take action if communication breaks down

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 learner can:
5. Interact with Visual Frame and Hands On users in a variety of settings	5.1 Identify where you could go to meet people, i.e. clubs. 5.2 Log your experience meeting with visual frame and hands on users, comparing and contrasting to identify the differences 5.3 Using their experience of meeting a deafblind person make a plan of supporting them in various settings, i.e. meetings, social, activities

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

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.

The candidate will demonstrate their skills using VFHO by:

- A. DVD presentation of a meeting setting: Using VFHO the candidate will relay points of the meeting including names of speakers, summary of the content, etc. Candidates will use paraphrasing techniques and produce VFHO with accuracy and meaning. A summary will be given at the start of the assessment.
- B. Relaying written information using VFHO: The candidate will be given a copy of a hand-out containing written text, numbers and a picture/diagram. The candidate will use VFHO to relay verbatim some of the text and describe the diagram/picture content.
- C. Environmental information using a DVD: The candidate will watch a DVD of a scenario. A conversation will take place using VFHO with the assessor relaying guiding information. An internal assessor will mark a checklist of 10 points that need to be relayed.

The candidate's use of VFHO will be filmed throughout each of the above assessments. The camera must therefore focus on the hands used to present VFHO. The recording will be sent to Signature for marking.

A feedback form covering the Learning Outcomes will need to be completed for each candidate by the teacher/assessor or VFHO user in order to confirm the candidate's technical skills of produce VFHO. This feedback form will be submitted with the video-recording to Signature



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