



Unit Specification

K318 – Accessible English for Deaf and Deafblind People

H/601/9363

Sept 2017 – Aug 2018

UNIT SPECIFICATION

Unit K318 – Accessible English for Deaf and Deafblind People

(RQF Accreditation Number: H/601/9363)

This unit aims to develop the learner’s knowledge of issues around access to English for deaf and deafblind people, including:

- knowledge of concepts and structures for describing/analysing English
- issues around access to spoken English, and ways of making spoken English accessible
- issues around access to written English, and ways of making written English accessible.

Unit summary

Unit K318 forms part of the Signature Level 3 Award in Modifying Texts for Deaf People (MET3) and is also part of the Signature Level 3 Certificate in Communication Support for Deaf Learners.

Guided learning hours (GLH)	Additional study hours	Total learning time	Credit value 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. Know the key concepts, structures and discourse features used to describe/analyse English	1.1 Identify different structures and grammatical features of spoken and written English 1.2 Summarise the conditions under which children learn language effectively 1.3 Distinguish language variation in terms of register, style, regional variation and influence

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:
	of other languages
2. Know reasons and techniques for making spoken English accessible for deaf and deafblind people	2.1 Analyse the factors that affect the deaf/deafblind person's access to spoken English 2.2 Explain and evaluate ways of producing spoken language in an accessible form for deaf and deafblind people
3. Know reasons and techniques for making written English accessible for deaf and deafblind people	3.1 Analyse the factors that affect the deaf/deafblind person's access to written English 3.2 Evaluate ways of producing written language in an accessible form for deaf and deafblind people

Topic content

A. Concepts and structures for describing and analysing English

- Features which all languages share.
- Language variation and change.
- Conditions under which children learn language effectively.
- Key structures and discourse features of English.

B. Issues around access to spoken English. Ways of making spoken English more accessible for deaf and deafblind people

- Development of spoken language and communication in deaf and deafblind children.
- Speech movements/sounds which may present difficulties for deaf and deafblind lipreaders/speechreaders.
- Ways of making spoken language accessible for deaf and deafblind people.

C. Issues around access to written English. Ways of making written English more accessible for deaf and deafblind people

- Development of written language in deaf and deafblind children.
- Features of written English which may present difficulties for deaf and deafblind people.
- Ways of making written language accessible for deaf and deafblind people.

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, containing a number of questions eliciting knowledge and understanding of topics covered in the unit.

One of the questions will include a short piece of written text. Candidates will be asked to explain why this text might be difficult for a deaf reader. Candidates will use the content and/or layout of the text to illustrate their answers.

The pass mark is 50%.

The papers will be externally marked by Signature assessors.

*Through reasonable adjustment requests, arrangements may be made for candidates to access this assessment through British Sign Language.



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