

Unit Specification

Unit DK301 – Understanding
Congenital Deafblindness
using a Person-Centred Approach

A/615/3442

Sept 2018 – Aug 2019

UNIT SPECIFICATION

Unit DK301 – Understanding Congenital Deafblindness using a Person-Centred Approach

(QCF Unit Number: A/615/3442)

Unit summary

This unit provides learners with knowledge and understanding in relation to supporting 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 DK301 covers the causes of congenital deafblindness, and factors influencing the congenitally deafblind person's communication, accessing information and movement/mobility and the opportunities and challenges these present.

Unit DK302 looks at the insights into mobility and communication for all groups of deafblind adults, including wheelchair users, mobility aids and the opportunities and challenges this presents.

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

Guided learning hours include assessment time.

Additional study hours include private study, homework, practice, etc.

Learning outcomes	Assessment criteria
On completion of this unit learners will:	On completion of this unit learners can:
1. Understand the range, causes and implications of congenital deafblindness	1.1 Statistics of congenital deafblind children in the UK 1.2 Explain the causes of congenital deafblindness 1.3 Describe the effects of congenital deafblindness 1.4 Describe the direct and additional needs arising from congenital dual sensory impairment
2.1 Describe the roles and responsibilities of key individuals who are involved with supporting congenitally deafblind people	2. Know the roles of people who can help promote and develop communication, access to Information and movement, orientation and mobility with congenitally deafblind people
3. Understand and apply knowledge of 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

Learning outcomes	Assessment criteria
On completion of this unit learners will:	On completion of this unit learners can:
4. Know how to develop opportunities for maximising independence and communication for the congenitally deafblind person	4.1 Explain the importance of effective strategies to enable congenitally deafblind people to participate in all aspects of daily life 4.2 Discuss the limitations and boundaries of community activities for the congenitally deafblind person 4.3 Describe how 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 teacher notes on the Signature website.)

A. Statistics of congenital deafblind children in the UK:

- How many children in the UK have a severe degree of combined visual and auditory impairment resulting in problems of communication, information and mobility
- How many congenital rubella births and effect of MMR vaccination.

B. Causes and effects of congenital deafblindness

Causes of congenital dual sensory impairment/deafblindness:

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

Effects of congenital deafblindness:

- The importance of promoting residual vision and/or hearing.
- Definition of Deafblindness – lack of Communication, Access to Information and Mobility
- Effect of congenital deafblindness on their whole life experiences.
- Interaction with a deafblind child/adult
- Effects and implications of working with family members/carers

C. Provision and roles

Professionals who may be involved in supporting congenital adults/children:

- Qualified teacher of deafblind/dual sensory impaired children.
- Intervenor.
- Communicator-Guide.
- Other roles (Specialist Assessors, Habilitation/Rehabilitation Officer, Equipment Officers, Speech and Language Therapist, Teacher of the Deaf, etc).

D. The experience of congenitally deafblind people

- Individual factors.
- Communication methods / tactics and preferences.
- Access to Information (including environmental information - external and internal).
- Movement, Orientation and Mobility (internal and external environments)
- Requirements for congenitally deafblind adults : Care Act, 2014 and “Care and Support Policy Guidance for Deafblind Children and Adults, 2014”, issued under Section 7, Department of Health, previously known as (LAC(DH)(2009)6).

E. Independence and community

Inclusion in the community:

- Communicating with the wider public.
- Social Interaction, activities and involvement.
- Specialist support: communication, guiding and intervention
- Enablement focus
- Accessibility

F. Learning and communication needs of congenitally deafblind people

- Educational provision and learning.
- Communication passports/records/books.
- Becoming an effective professional.
- Importance of undertaking specific training

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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 70%.

The assessment will be externally marked by Signature assessors.



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