

Unit Specification

K101 – Deaf and Deafblind Awareness

L/600/0516

Sept 2018 – Aug 2019

UNIT SPECIFICATION

Unit K101 – Deaf and Deafblind Awareness

(RQF Unit Number: L/600/0516)

Guided learning hours (GLH)	Additional study hours	Total learning time	Credit value at Level 1
10	10	20	2

This unit is designed to give the learner introductory-level knowledge and understanding about deafness and deafblindness. It describes what it means to be deaf* and what assistance is available to improve communication between deaf and hearing people.

Basic communication skills for meeting or working with deaf and deafblind people are covered in Unit T101 - Communication Tactics with Deaf and Deafblind People.

* In this unit the term 'deaf' relates to all of the following: deaf, deafened, deafblind, hard of hearing, Deaf BSL users, Deaf visually impaired, blind hearing impaired and people with congenital deafblindness.

Unit summary

Learning outcomes	Assessment criteria
At the end of this unit, the successful learner will:	At the end of this unit, the successful learner can:
1. Know the language commonly used to describe deafness and deafblindness, and deaf and deafblind people	1.1 List terms to describe deafness and deafblindness, and deaf and deafblind people 1.2 Recognise appropriate and inappropriate language used to describe deaf and deafblind people
2. Know the numbers and types of deaf and deafblind people in the UK	2.1 Give accurate statistics on the number of deaf and deafblind people in the UK
3. Know how deaf and deafblind people communicate and understand the factors that affect successful communication	3.1 List a range of communication methods used by deaf and deafblind people 3.2 Recognise how communication can be enhanced and the barriers to communication
4. Know how a deaf or deafblind person's language and cultural background affects communication	4.1 Describe how cultural affiliation influences language choice 4.2 Describe a range of environmental factors that can affect communication 4.3 List the factors that affect the deaf or deafblind person's choice of language and communication

Learning outcomes	Assessment criteria
At the end of this unit, the successful learner will:	At the end of this unit, the successful learner can:
5. Understand how the 'hearing society' sets up barriers to communication for deaf and deafblind people, and how these barriers can be overcome	5.1 Define discrimination 5.2 State the difficulties that deaf and deafblind people encounter in accessing information and communication 5.3 State how these barriers may be overcome
6. Know a range of technological aids to communication available to deaf and deafblind people	6.1 List and describe a range of technological aids that can improve access to communication for deaf and deafblind people
7. Understand the work of communication professionals and other communication support roles	7.1 Identify and define the work undertaken by: a. communication professional b. other communication support roles
8. Know about the main national organisations that work with deaf and deafblind people	8.1 List the main national organisations 8.2 Describe their activities

Topic content

1. Terminology used to describe deafness

- Terms used to describe types of deafness, when the person became deaf or deafblind, or whether the deafness is temporary or permanent.
- Terms which indicate deafness.
- The 'medical model' implied by these terms and why deaf and deafblind people may reject this model.
- Terms which may be offensive to deaf and deafblind people.
- Terms which show the deaf or deafblind person's identity or language and cultural preference.

2. Statistics

Statistics on the number of people who:

- are deaf
- are deafblind
- are deafened
- are Deaf British Sign Language (BSL).

Many people are deaf or deafblind through the ageing process.

3. Communication

Communication methods with deaf and deafblind people:

- Lipreading and speech.
- Sign Language (British Sign Language, Irish Sign Language, Visual-Frame and Hands-On).
- Other signing (Manual) systems of communication.
- The Manual alphabet, Block alphabet and Deafblind Manual alphabet.
- Facial expression and gesture.
- Reading and writing down words.
- Mime and body language.
- Pictures.

Factors that affect successful communication:

- Background, lighting, and distance.
- Visual and vibrational distractions.
- Auditory factors including tinnitus.
- Acoustics.
- Personal attire, clothing and jewellery.
- Use of other senses.

4. Language and culture

- Age of onset of hearing loss/sight loss happened.
- Level/degree of sensory loss/deafness.
- Type of deafness/deafblindness.
- Educational experience.
- Deaf people (including Deaf visually impaired people) who identify with the 'Deaf World'.
- deaf people who identify with the 'Hearing World'.
- Deafblind people and their experience.

5. Society

- Definition of discrimination.
- Day-to-day difficulties that deaf and deafblind people encounter in accessing information and communication.
- Ways to avoid these difficulties.

6. Technology

- Alarms and alerting equipment (visual/vibrate/fans).
- Telephony and IT.
- Technical aids that make the most of residual hearing and sight.
- Television, cinema and the media.

7. Language and communication services

- BSL/English interpreters.
- Lipspeakers.
- Cued speech transliterators.
- Electronic and manual notetakers.
- Speech to text reporters.
- Communication professionals working with deafblind people.
- Communication support workers.
- Communicator-Guides for deafblind people.

8. Organisations

- Action on Hearing Loss (formerly known as RNID).
- British Deaf Association (BDA).
- Hearing LINK.
- National Deaf Children's Society (NDCS).
- National Association of Deafened People (NADP).
- Cued Speech Association UK.
- Sense (Sense Cymru; Sense Scotland; Sense England and Sense Northern Ireland).
- Deafblind UK and Deafblind Scotland.
- Hearing Dogs for Deaf People.
- Stagertext.
- DeafHear.ie.
- Irish Deaf Society.

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ASSESSMENT SPECIFICATION

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

Assessment for this unit will take the form of a 20 minute multiple choice written assessment paper, containing 16 questions.

The pass mark is 12 out of 16 (75%).

The assessment will be externally marked by Signature.

Through reasonable adjustment requests, arrangements may be made for candidates to provide responses in British Sign Language.



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