



Unit Specification

K302 – The Congenitally Deafblind Individual

H/601/8729

Sept 2018 – Aug 2019

UNIT SPECIFICATION

Unit K302 – The Congenitally Deafblind Individual

(QCF Unit Number: H/601/8729)

This unit (together with Unit K301 – Understanding Congenital Deafblindness) provides learners with knowledge and understanding in relation to communication with 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 K302 looks at communication with the congenitally deafblind individual, and the opportunities and challenges this presents.

(Unit K301 covers the causes of congenital deafblindness, and factors influencing the congenitally deafblind person's social development.)

Unit summary

Guided learning hours	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. Understand the development of early, presymbolic communication in congenitally dual sensory impaired people, and know how to share communication with people at these levels	1.1 Define pre-intentional and presymbolic communication, and communication behaviours linked to the presymbolic stage 1.2 List and describe means of communication used with congenitally dual sensory impaired people at presymbolic levels
2. Understand the development of symbolic communication in congenitally dual sensory impaired people, and know a range of means of communication with those at these levels	2.1 Define symbolic communication, and communication behaviours linked to the symbolic stage 2.2 Describe a range of means of communication used with dual sensory impaired people at early symbolic levels
3. Understand the individual needs of congenitally deafblind people in relation to the development of communication	3.1 Explain the importance of individual learning plans and communication methods in promoting the acquisition of increasingly conventional communication
4. Understand the importance of the congenitally deafblind person's voice in decision making, and the strategies which may be used for obtaining it.	4.1 Explain how congenitally deafblind people can be helped to make decisions. 4.2 Describe how their views about decisions can be sought/reached when they do not have sufficient language to be asked

Topic content

(See also teacher notes on the Signature website.)

A. The development of communication in pre-symbolic stages

- Visual impairment and communication breakdown.
- Definitions:
 - Pre-intentional communication.
 - Pre-symbolic communication.

B. The development of communication in early symbolic stages

The development of symbolic communication:

- Early symbolic communication.
- Symbols and references.

C. Understanding individual needs

- Assessment of individual needs.
- Working with the individual.
- Importance of the environment.
- Consistency and transparency.

D. Acknowledging the 'voice' of the client

Promoting clients' views:

- The importance of the person's views.
- Understanding choice and opinion.
- Discerning preference/choice.
- Other ways of representing views.

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 60%.

The papers will be externally marked by Signature assessors.

**through reasonable adjustment requests, arrangements may be made for candidates to provide responses in BSL.*



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