



Unit Specification

K316 – Supporting Bi-lingual Access

Y/601/9361

Sept 2018 – Aug 2019

UNIT SPECIFICATION

Unit K316 - Supporting Bilingual Access

(QCF Accreditation Number: Y/601/9361)

Signature Qualification Reference K316

CSWs are under increasing pressure to provide support using a variety of communication modes, often without any formal training. This unit provides an introduction to some of the models, techniques and strategies that can be implemented when supporting d/Deaf learners.

CSWs need to be able to provide support with BSL, SSE, English, Notetaking, Lipspeaking, language modification, cultural mediation, tutorials and creating glossaries as well as liaising with other professionals and learners. Familiarity with techniques, coping strategies and methods for improving skills will help provide CSWs with a range of tools they can use to support d/Deaf learners.

This module introduces CSWs to methods of preparation, useful strategies for working between English and BSL, creating glossaries, working between cultures and reflecting on suitability of methods for specific contexts.

Guided learning hours	Additional study hours	Total learning time	Credit value at level 3
20	10	30	3

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Know and understand preparation techniques for supporting communication	1.1 Describe a range of models, which can be used for supporting communication between Deaf and hearing people.

Learning outcomes The learner will:	Assessment criteria The learner can:
between Deaf BSL users and hearing people.	1.2 Demonstrate the use of one of the models (within a particular context). 1.3 Critically compare the suitability/applicability of models for varying contexts.
2. Know and understand a range of concepts, models and methods of working between languages and cultures.	2.1 Explain a range of models used and processes involved in transferring information between languages and cultures. 2.2 Demonstrate knowledge of potential problematic areas in the process of transferring information between languages and cultures. 2.3 Explain how to meet the language requirements of learners.
3. Know and understand how to apply a range of strategies appropriate to a variety of contexts.	3.1 Identify which strategies can be applied to specific contexts. 3.2 Describe how to adapt strategies for a variety of contexts and needs. 3.3 Demonstrate knowledge of the skills and strategies required for a variety of contexts (use of BSL, voice over techniques, tutorials, liaising with other professionals, creating glossaries, identifying pertinent points, summarising etc). 3.4 Evaluate suitability of strategies.

Topic content

- Preparation techniques for supporting communication between d/Deaf and hearing people
- A range of concepts, models and methods of working between languages and cultures
- How to apply a range of strategies appropriate to a variety of contexts

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 portfolio of evidence compiled by the candidate.

The portfolio will be internally assessed.

External moderation will be undertaken by qualified Signature staff.

Generic criteria

All candidates' evidence needs to demonstrate that they have met the following generic criteria for each unit as well as covering the appropriate assessment criteria within the unit.

- accurate use of grammar, spelling and punctuation
- clear expression of ideas and arguments
- use of reading and research through the inclusion of appropriate references in written text
- accurate use of numerical calculations and interpretation of data
- use of Information and Communication Technology
- commitment to working within a professional value base.

QCF Level 3 descriptor extract

Summary

Achievement at Level 3 reflects the ability to identify and use relevant understanding, methods and skills to complete tasks and address problems that, while well defined, have a measure of complexity. It includes taking responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgement within limited parameters. It also reflects awareness of different perspectives or approaches within an area of study or work.

Knowledge and understanding

Use factual, procedural and theoretical understanding to complete tasks and address problems that, while well defined, may be complex and non-routine. Interpret and evaluate relevant information and ideas. Be aware of the nature of the area of study or work. Have awareness of different perspectives or approaches within the area of study of work.

Application and action

Address problems that, while well defined, may be complex and non-routine. Identify, select and use appropriate skills, methods and procedures. Use appropriate investigation to inform actions. Review how effective methods and chosen actions have been.

Autonomy and accountability

Take responsibility for initiating and completing tasks and procedures, including, where relevant, responsibility of supervising or guiding others. Exercise autonomy and judgement within limited parameters.

Assessment strategies

Evidence for this unit will be a theory-based essay but wherever possible examples should be drawn from practice and implementation of methods. Simulated exercises should be used to practise techniques for supporting communication. Tutors should observe the techniques being used and learners should reflect on their use, suitability and applicability. The essay should

include descriptions of a range of preparation techniques, models used and processes involved in transferring information between languages and cultures as well as a critique of using different techniques within a specific, identified context.

Practising voiceover

Learners should only practise voiceover with material they are familiar with/ have read through. Learners should try to practise chuchotage (whispering voiceover) to reduce pressure on themselves. CSWs struggle with confidence when undertaking voiceover and this is one of the most important tools to use when practising. Learners should also move away from the source language, play with the language and convey meaning and intent.

CANDIDATE ASSESSMENT RECORD FORM

Candidate name..... Candidate ID.....

	Learning outcomes - All outcomes must be achieved	Achieved (<input type="checkbox"/>)	Evidence Reference Number(s)
1	Know and understand preparation techniques for supporting communication between Deaf BSL users and hearing people		
	Assessment criteria		
1.1	Describe a range of models, which can be used for supporting communication between Deaf and hearing people		
1.2	Demonstrate the use of one of the models (within a particular context)		
1.3	Reflect on the suitability/ applicability of models for varying contexts		
2	Know and understand a range of concepts, models and methods of working between languages and cultures		
2.1	Explain a range of models used and processes involved in transferring information between languages and cultures		
2.2	Demonstrate knowledge of potential problematic areas in the process of transferring information between languages and cultures		
2.3	Explain how to meet the language requirements of learners		

	Learning outcomes - All outcomes must be achieved	Achieved (<input type="checkbox"/>)	Evidence Reference Number(s)
3	Know and understand how to apply a range of strategies appropriate to a variety of contexts		
3.1	Identify which strategies can be applied to specific contexts		
3.2	Adapt strategies for a variety of contexts and needs		
3.3	Demonstrate knowledge of the skills and strategies required for a variety of contexts. (Use of BSL, voice over techniques, tutorials, liaising with other professionals, creating glossaries, identifying pertinent points, summarising etc)		
3.4	Reflect on suitability of strategies		

I certify that the above assessment was carried out according to Signature regulations for this unit, that the candidate has successfully completed the above tasks, and that the work I have marked is the authentic work of the candidate.

Teacher-assessor name (please print)

Signature Date



Signature

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