



Unit Specification

T201 – Communicating with Deafblind People

R/601/8631

Sept 2018 – Aug 2019

UNIT SPECIFICATION

Unit T201 – Communicating with Deafblind People

(RQF Unit Number: R/601/8631)

This practical unit is designed for people who need a range of communication skills in order to be more effective in communicating with deafblind people, in work or social settings. It is assumed that the deafblind individual has some residual hearing and sight.

Unit summary

| Guided learning hours (GLH) | Additional study/ practice hours | Total learning time | Credit value at Level 2 |
|-----------------------------|----------------------------------|---------------------|-------------------------|
| 20 | 5 | 25 | 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. Be able to manage environmental and other factors to optimise successful communication with a deafblind person | 1.1 Select a suitable environment for communication with a deafblind person taking into account acoustics, lighting, positioning and equipment 1.2 Explain selection of chosen environment |

| Learning outcomes At the end of this unit of learning, the successful learner will: | Assessment criteria At the end of this unit of learning, the successful learner can: |
|---|--|
| 2. Be able to use a range of communication methods and tactics to optimise successful communication with a deafblind person | Take an effective part in a conversation with a deafblind person: <ol style="list-style-type: none"> 2.1. using clear spoken language that can be lipread by a deafblind lipreader 2.2. using appropriate mime and gestures to enhance lipreadability 2.3. using appropriate Manual Alphabet (fingerspelling) to enhance lipreadability 2.4. using notes*, in situations where the use of spoken language is not appropriate 2.5. using an alternative method of communication (Block alphabet), when the deafblind person is not able to lipread or read notes 2.6. repeating or rephrasing where necessary 2.7. seeking clarification if needed <p>*Need not be handwritten – could be created on computer or mobile phone.</p> |

Topic content

A. Features of successful communication

- Manage acoustic conditions ensuring minimum background noise and other sources of interference with sound/equipment.
- Manage lighting conditions to maximise opportunities for lipreading and use of facial expression.
- Position her/himself and the deafblind person in an appropriate place and at an appropriate distance apart.

- Take turns appropriately in a conversation.
- Manage and maintain eye contact.
- Maintain appropriate pace and flow of the conversation.
- Be alert to potential communication breakdowns.
- Be able to use different communication methods and tactics, should communication breakdown occur.

- Repeat or rephrase when necessary.
- Request clarification and interrupt appropriately, if the deafblind person is not understood.

B. Using communication methods and tactics

- Use clear speech in a conversation:
 - Speaking without obstructing the lips
 - Moving top lip
 - Keeping tongue within mouth
 - Showing awareness of speech movements that cannot be seen
 - Keeping head still
 - Giving eye contact.
- Use appropriate pace, tone and volume.
- Use visual clues to support the spoken message in a conversation:
 - Gesture, mime and facial expression
 - Writing letter shapes in the air
 - Where numbers are not easy to distinguish on the lips, use any visual numbering system to support the spoken message. NB: the number gesture must be understood by non-BSL user.
- Use the Manual alphabet (fingerspelling) as an aid to lipreading.
- Organise thoughts in a concise way to enable note-writing to assist communication in conversation.
- Produce notes* that convey key points of the message in a concise and accessible way, so as to sustain the flow of the conversation.
- Use legible writing for handwritten notes, or accurate spelling for all types of notes.

**Need not be handwritten – could be created on computer or mobile phone.*

- Use the Block alphabet to sustain conversation.

ASSESSMENT SPECIFICATION

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

This unit is internally assessed. The assessment consists of using a range of conversation methods between the candidate and the teacher/assessor, taking into account environmental factors.

The assessment will last approximately seven minutes for each candidate.

External moderation will be undertaken by qualified Signature staff.

N.B If required the centre must provide communication support for the teacher/assessor. It is the responsibility of the centre to appoint an assessor who can assess all criteria within the assessment.

Assessment procedure

1. Prior to the start of assessment, the candidate selects a topic of their own choice to talk to the assessor about for at least five minutes.
2. Before the candidate is admitted to the assessment room, the assessor ensures that the chairs to be used in the assessment are **incorrectly** placed. If the circumstances allow, the assessor may also make changes to the lighting and other environmental conditions, to allow the candidate to make appropriate adjustments to optimise communication during the assessment.
3. The candidate enters the assessment room. The candidate prepares the room for the conversation with the assessor: the candidate places two chairs in an appropriate place for the conversation with the assessor, taking account of and/or adjusting lighting, acoustics, background and any other environmental conditions.

4. The candidate invites the assessor to sit in the chair they have placed for her/him.
5. The candidate and assessor introduce themselves.
6. The assessor begins the conversation by asking the candidate a few questions about why they arranged the room in the way they did.
7. The candidate uses clear speech to respond.
8. The assessor then invites the candidate to speak on the topic they have chosen (using clear speech), and conversation continues.
9. After about one minute, the assessor asks the candidate to add visual clues (gesture, mime, writing in the air, visual clarification of numbers, etc) to support clear speech, and conversation continues.
10. After about one minute, the assessor asks the candidate to add Manual alphabet (fingerspelling), which includes acronyms and names, to support clear speech, and the conversation continues.
11. After about one minute, the assessor asks the candidate to add note-writing to support clear speech, and conversation continues.
12. After about one minute, the assessor asks the candidate to conclude the conversation by conveying a short piece of information using the Block alphabet.
13. The candidate moves their chair, if necessary, to sit in an appropriate place to use Block with the assessor.
14. The assessor indicates the end of the assessment, and the candidate leaves the assessment room.
15. The assessor re-sets the assessment room (Step 2 above) for the next candidate.

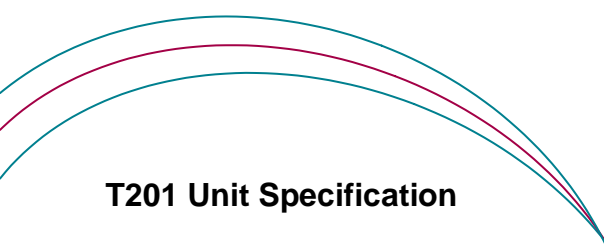
CANDIDATE ASSESSMENT RECORD FORM

Centre: Assessment ID:

Candidate name: Candidate ID:

All boxes must be ticked, except where ‘no penalty’ is listed as an option, or where two out of three is specified.

| Assessment criteria | The candidate can: | <input type="checkbox"/> |
|---|--|--------------------------|
| 1.1 Select a suitable environment for communication | Positioning Sit 1-2 metres | <input type="checkbox"/> |
| | Select plain background | <input type="checkbox"/> |
| | Lighting Check light is on candidate’s face | <input type="checkbox"/> |
| | Acoustics Ensure the room is quiet (no distractions from people or equipment) | <input type="checkbox"/> |
| | Equipment Check there is no EM interference (if applicable) <i>No penalty if not applicable</i> | <input type="checkbox"/> |
| 1.2 Explain selection of chosen environment | Explain why decisions in 1.1 were made. | <input type="checkbox"/> |
| 2.1 Take an effective part in a conversation with a deafblind person, using clear spoken language that can be lipread by a deafblind lipreader | Clear speech Keep lips clear of obstructions | <input type="checkbox"/> |
| | Move top lip | <input type="checkbox"/> |
| | Keep tongue within mouth | <input type="checkbox"/> |
| | Demonstrate awareness of unseen speech movements | <input type="checkbox"/> |
| | Keep head still | <input type="checkbox"/> |
| | Give eye contact | <input type="checkbox"/> |
| | Use pace and rhythm | <input type="checkbox"/> |
| Use tone and volume (where applicable) | <input type="checkbox"/> | |



| | | |
|---|--|--|
| <p>2.2 Take an effective part in a conversation with a deafblind person, using appropriate mime and gestures to enhance lipreadability</p> | <p>The candidate must demonstrate two of these three</p> <p>Gesture Use lipreading-appropriate natural gesture</p> <p>Mime Use mime, no BSL unless the mime sign is the same as the BSL sign</p> <p>Facial expression Use lipreading-appropriate facial expression</p> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| <p>2.3 Take an effective part in a conversation with a deafblind person, using appropriate Manual Alphabet (fingerspelling) to enhance lipreadability</p> | <p>The candidate must demonstrate two of these three</p> <p>Fingerspelling Fingerspell the first letter of words that may be mistaken</p> <p>Fingerspell name(s)</p> <p>Fingerspell acronym(s)</p> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| <p>2.4 Take an effective part in a conversation with a deafblind person, using notes*, in situations where the use of spoken language is not appropriate</p> <p><small>*Need not be handwritten – could be created on computer or mobile phone</small></p> | <p>The candidate must demonstrate two of these three</p> <p>Produce notes Convey key points of a message</p> <p>Use legible clear handwriting or text display for deafblind person</p> <p>Spelling is mostly accurate</p> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| <p>2.5 Take an effective part in a conversation with a deafblind person, using an alternative method of communication (Block alphabet), when the deafblind person is not able to lipread or read notes.</p> | <p>The candidate must demonstrate two of these three</p> <p>Use Block alphabet Adopt appropriate position for communication (seating and hand support)</p> <p>Form letters correctly</p> <p>Spelling is mostly accurate</p> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| <p>2.6 Take an effective part in a conversation with a deafblind person, repeating or rephrasing where necessary</p> | <p>Repeat or rephrase Check that assessor is following by repeating where necessary</p> <p><i>No penalty if assessor follows candidate without needing repeats or rephrasing</i></p> | <input type="checkbox"/> |

| | | |
|---|--|--------------------------|
| <p>2.7 Take an effective part in a conversation with a deafblind person, seeking clarification if needed</p> | <p>Clarification Ask assessor for clarification if necessary <i>No penalty if assessor follows candidate without needing clarification</i></p> | <input type="checkbox"/> |
|---|--|--------------------------|

Result: **Pass** **Fail**

Signature of Assessor..... Date.....

Assessment ID



Signature

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