



Unit Specification

T202 – Deafblind Manual
Communication and Guiding
D/601/8633

Sept 2018 – Aug 2019

UNIT SPECIFICATION

Unit T202 – Deafblind Manual Communicating and Guiding

(RQF Unit Number: D/601/8633)

This practical unit focuses on the use of verbatim Deafblind Manual Alphabet (DMA), both productive and receptive, in a one-to-one conversation with a Deafblind Manual user. This unit also includes the use of the DMA to initiate guiding, where the learner will be able to guide a deafblind person to where communication will take place. The guiding is restricted to an indoor scenario, and includes knowing how to alert a deafblind person to danger and being able to guide them to a place of safety.

Unit summary

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

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. Know how to communicate with a deafblind person by using and receiving the Deafblind Manual Alphabet.	1.1 Use the Deafblind Manual Alphabet to communicate directly during a five minute conversation with a deafblind person. 1.1.1 Productive: 60 characters per minute. 1.1.2 Receptive: 30 characters per minute. 1.2 Use techniques for delivery of the Deafblind Manual Alphabet that are comfortable for the deafblind recipient. 1.3 Communicate information about the environment to a deafblind person using the Deafblind Manual Alphabet.
2. Know how to guide a deafblind person within a building and to a place of safety.	2.1 Safely guide a deafblind person within a building. 2.2 Use appropriate method to alert a deafblind person to danger.

Topic content

A. Using the Deafblind Manual Alphabet (DMA)

N.B. Communication must be done without assistance from a third party.

Use the DMA to communicate directly with a deafblind person.

- Positioning and hold
- Productive skills: 60 characters per minute
- Receptive skills: 30 characters per minute.

Check that the deafblind person is following the conversation using the DMA.

Communicate information about the environment to a deafblind person using the DMA.

Alert a deafblind person to visual/auditory signals they may not be aware of.

Communicate information from printed materials to a deafblind person using the DMA.

B. Guiding a deafblind person

N.B. Guiding must be done without assistance from a third party.

Safely guide a deafblind person within a building, to the location at which communication will take place:

- along a corridor
- up or down a step, or around an obstacle
- through a doorway
- to a chair, including seating the deafblind person safely.

Communicate orientation while guiding.

Alert a deafblind person to danger, and safely guide them to a place of safety.

ASSESSMENT SPECIFICATION

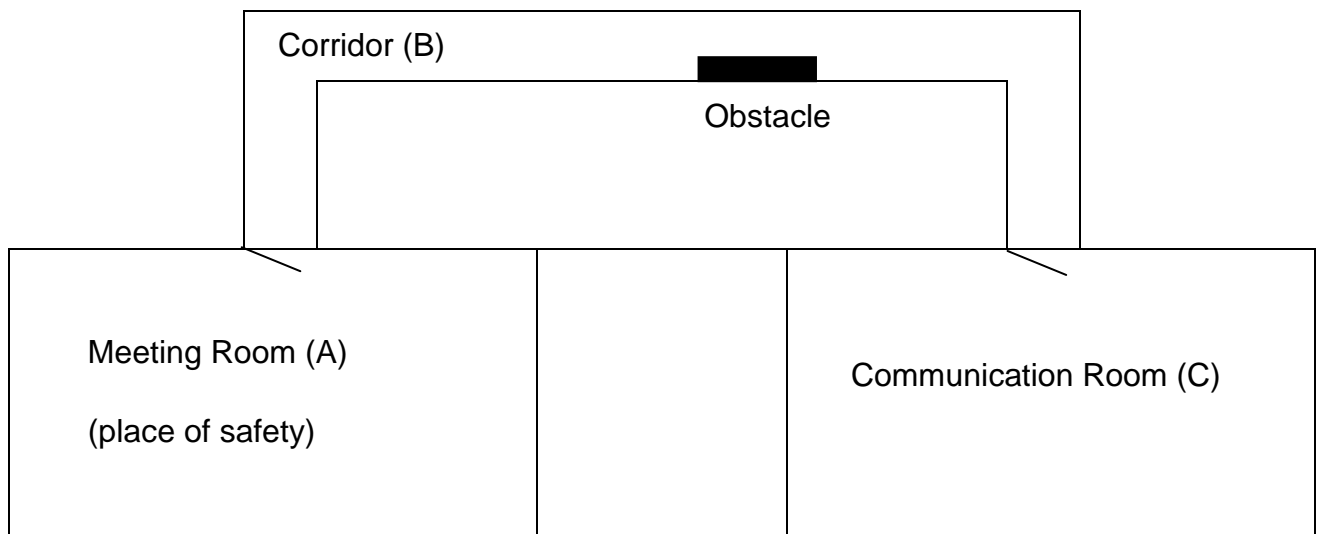
This unit is internally assessed by the teacher. If the teacher-assessor is not deafblind, simulation equipment will be worn during the guiding phase of the assessment.

The assessment has two elements:

- The candidate guides the assessor safely to and from the place where the conversation will take place
- A conversation takes place between the candidate and the assessor.

The assessment will last approximately 15 minutes for each candidate.

ASSESSMENT PROCEDURE



Preparation

A meeting room, (A), with a minimum of two chairs.

Note: chairs must be upright to allow comfortable delivery of the Deafblind Manual Alphabet.

A door to a corridor, (B), which has an obstacle or step up/down.

A communication room, (C), with a minimum of two chairs.

ASSESSMENT PROCEDURE

Step	Procedure	What is being assessed (CAR Column Number)	Comments and advice
1	<p>Teacher-assessor meets candidate in meeting room (A).</p> <p>Candidate asks teacher-assessor for their communication and guiding preferences using the DMA.</p> <p>Teacher-assessor responds using voice.</p>	<p>Candidate delivers DMA at a minimum speed of 60 characters per minute (9) without any undue pressure (2) and supporting the teacher-assessor’s hand comfortably (3).</p> <p>Receptive DMA is NOT assessed in this section.</p>	<p>Teacher-assessor can be deafblind, deaf or hearing-sighted.</p> <p>Hearing-sighted or deaf teacher-assessors read DMA by sight.</p> <p>Deafblind teacher-assessors read DMA on the hand.</p> <p>If deafblind or deaf teacher-assessor’s voice is not understood, the teacher-assessor can use 30 characters per minute DMA on own hand for candidate to follow.</p>

Step	Procedure	What is being assessed (CAR Column Number)	Comments and advice
2	<p>Candidate guides teacher-assessor, through the doorway, through the corridor (B) past the obstacle (or step) through another doorway into the communication room (C) and to a chair. At each point, the candidate will stop to use DMA on the teacher-assessor's hand to describe where they are.</p>	<p>Using DMA* appropriately throughout the guiding phase to communicate environmental information (5), the candidate guides to teacher-assessor's preferences (1):</p> <ul style="list-style-type: none"> • through doorway (4) • along the corridor (6) • around obstacle (or step) (7) • through doorway into the communication room (C) (4). <p>Candidate guides to chair and gives the teacher-assessor information to enable them to sit down safely (8).</p> <p><i>* DMA is NOT assessed in this section.</i></p>	<p>If hearing-sighted or deaf teacher-assessor, simulation equipment (blindfold or simulation glasses and ear plugs or headphones) must be worn.</p> <p>During the guiding the Centre Co-ordinator must be present in the corridor to assure the safety of the teacher-assessor and to stop the assessment if necessary.</p> <p>The Centre Co-ordinator will wait outside the room for five minutes once the teacher-assessor is seated.</p> <p>Once seated, hearing-sighted or deaf teacher-assessors can remove the simulation equipment.</p>

3	Candidate agrees emergency signal with teacher-assessor.	Candidate negotiates a suitable emergency signal with the teacher-assessor using DMA at a minimum speed of 60 characters per minute (9). Candidate delivers DMA without any undue pressure (2) supporting the teacher-assessor's hand comfortably (3).	Emergency signal could be drawing a cross on the back of the teacher-assessor or on the arm.
4	Candidate starts a conversation with teacher-assessor on topic of their choice using DMA.	Candidate holds a conversation using DMA at a minimum speed of 60 characters per minute (9).	Hearing-sighted or deaf teacher-assessors read DMA by sight. Deafblind teacher-assessors read DMA on the hand.
5	Teacher-assessor uses DMA to give candidate a short sentence which the candidate repeats to show understanding of receptive DMA.	Candidate can receive DMA at 30 characters per minute (10).	Teacher-assessor must deliver this sentence in DMA at a speed of 30 characters per minute. Candidate can repeat back sentence in voice, by writing or on the teacher-assessor's hand in DMA.
6	Centre Co-ordinator enters room after five minutes to instruct the candidate to close the conversation, and give the emergency signal. Candidate gives the emergency signal to the teacher-assessor.	Candidate gives the agreed emergency signal (11).	

Step	Procedure	What is being assessed (CAR Column Number)	Comments and advice
7	<p>Candidate guides the teacher-assessor, as before, to a place of safety (meeting room A).</p> <p>On arrival at place of safety (meeting room A), candidate takes leave of assessor.</p>	<p>Using DMA* appropriately throughout the guiding phase to communicate environmental information (5), the candidate guides to teacher-assessor's preferences (1):</p> <ul style="list-style-type: none"> • through doorway (4) • along the corridor (6) • around obstacle (or step) (7) • through doorway (4) into the place of safety (meeting room A) (11). <p>Candidate guides to chair and gives the teacher-assessor information to enable them to sit down safely (8).</p> <p><i>* DMA is NOT assessed in this section.</i></p>	<p>If hearing-sighted or deaf teacher-assessor, simulation equipment (blindfold or simulation glasses and ear plugs or headphones) must be worn. During the guiding, the Centre Co-ordinator must be present in the corridor to assure the safety of the teacher-assessor and to stop the assessment if necessary.</p>
8	<p>Assessment completed.</p> <p>Teacher-assessor fills in Candidate Assessment Record form.</p>		

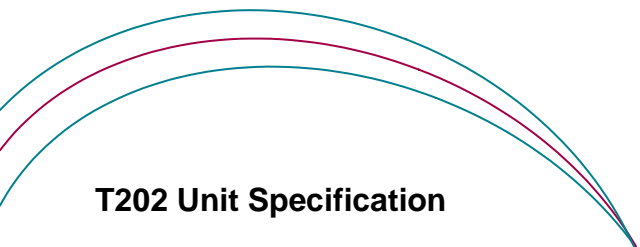
CANDIDATE ASSESSMENT RECORD FORM

	1	2	3	4	5	6	7	8	9	10	11	
Candidate name	Guiding preference applied	Without undue pressure	Hold hand comfortably	Guide through doorway	Comm during guiding phase	Guide along corridor	Guide past obstacle or step	Guide to chair	Productive DMA @ 60 cpm	Receptive DMA @ 30 cpm*	Emergency signal	Pass or Fail
	<input type="checkbox"/> or X	<input type="checkbox"/> or X	<input type="checkbox"/> or X	<input type="checkbox"/> or X	<input type="checkbox"/> or X	<input type="checkbox"/> or X	<input type="checkbox"/> or X	<input type="checkbox"/> or X	<input type="checkbox"/> or X	<input type="checkbox"/> or X	<input type="checkbox"/> or X	

*Characters per minute

Teacher-assessor signature Date of assessment Assessment ID

Candidates must achieve all of items 1-11 on the Candidate Assessment Record to pass this assessment.





Signature

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