

Signature



# Qualification Specification

Level 3 Award in Modifying  
Written English Texts for Deaf People

501/0106/7

October 2022

# QUALIFICATION SPECIFICATION

## Signature Level 3 Award in Modifying Written English Texts for Deaf People

(RQF Accreditation Number: 501/0106/7)

Signature Qualification Reference: MET3

### Qualification aim

Signature Level 3 Award in Modifying Written English Texts for Deaf People is suitable for those who wish to work with and for deaf people who may require support in accessing written English.

### Qualification objectives

At the end of the qualification, learners will be able to recognise structures and discourse in English which can cause particular problems for deaf readers, and be able to modify it so it becomes more accessible without changing the meaning or intent of the original written message.

### Qualification structure

To achieve the full Level 3 Award in Modifying Written English Texts for Deaf People, learners are required to complete two units.

Unit K318 is a theory unit and Unit T303 covers the knowledge and practical skills in English language modification.

Units may be taken separately, but it is recommended that K318 is taken before T303.

The total recommended guided learning hours is 40 hours as shown on the next page.

Signature unit code	RQF unit number	Unit title	Assessment	Unit details
K318	H/601/9363	Accessible English for Deaf and Deafblind People	External: written examination	For full details of this unit see Unit K318 Unit Specification
T303	R/602/0654	Modifying Written Texts for Deaf and Deafblind People	Internal: written assignment and external practical examination	For full details of this unit see Unit T303 Unit Specification

Unit	Guided learning hours (GLH)	Additional study hours	Total learning time	Credit level at Level 3
K318	20	10	30	3
T303	20	10	30	3

### Total Qualification Time

Guided learning hours (GLH)	Additional study hours	Total Qualification Time	Credit value at Level 3
40	20	60	6 credits at Level 3

### Essential requirements

Candidates should have a qualification showing sound knowledge and command of English.

These could include:

- GCSE or IGCSE English – Grade C or above.
- Key Skills Communication Level 2.
- Level English Language.
- AS Level English Language.
- A Level English Language.
- Communications Unit at Level 2 or 3 in a kitemarked Access to Higher Education course.
- Scottish Certificate of Education – Standard Grade English – Grade C or above.

- Scottish Certificate of Education – Higher Grade English – Grade D or above.
- Irish Leaving Certificate – Ordinary Level English – Grade C or above.
- Irish Leaving Certificate – Higher Level English – Grade D or above.

We recommend for candidates that don't have an English qualification other than the above, or no formal qualification in English to take the Functional Skills English at Level 2 assessment.

It is the responsibility of the centre to ensure that this requirement is met before accepting a [candidate for this qualification](#).

## Target group

Those who work with and for deaf people who need access to modified English, including trainee teachers of the deaf, communication support workers, support staff within educational establishments.

## Progression routes

On completion of this qualification, the candidate may wish to progress to Signature Level 3 Certificate in Communication Support for Deaf Learners. Unit K318 - Accessible English for Deaf and Deafblind People is also part of this qualification.

# UNIT SPECIFICATION

## Unit K318 – Accessible English for Deaf and Deafblind People

(RQF Accreditation Number: H/601/9363)

This unit aims to develop the learner’s knowledge of issues around access to English for deaf and deafblind people, including:

- knowledge of concepts and structures for describing/analysing English
- issues around access to spoken English, and ways of making spoken English accessible
- issues around access to written English, and ways of making written English accessible.

### Unit summary

Unit K318 forms part of the Signature Level 3 Award in Modifying Texts for Deaf People (MET3) and is also part of the Signature Level 3 Certificate in Communication Support for Deaf Learners.

Guided learning hours (GLH)	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. Know the key concepts, structures and discourse features used to describe/analyse English	1.1 Identify different structures and grammatical features of spoken and written English 1.2 Summarise the conditions under which children learn language effectively 1.3 Distinguish language variation in terms of register, style, regional variation and influence

<b>Learning outcomes</b>	<b>Assessment criteria</b>
At the end of this unit of learning, the successful learner will:	At the end of this unit of learning, the successful learner can:
	of other languages
2. Know reasons and techniques for making spoken English accessible for deaf and deafblind people	2.1 Analyse the factors that affect the deaf/deafblind person's access to spoken English 2.2 Explain and evaluate ways of producing spoken language in an accessible form for deaf and deafblind people
3. Know reasons and techniques for making written English accessible for deaf and deafblind people	3.1 Analyse the factors that affect the deaf/deafblind person's access to written English 3.2 Evaluate ways of producing written language in an accessible form for deaf and deafblind people

## Topic content

### A. Concepts and structures for describing and analysing English

- Features which all languages share.
- Language variation and change.
- Conditions under which children learn language effectively.
- Key structures and discourse features of English.

### B. Issues around access to spoken English. Ways of making spoken English more accessible for deaf and deafblind people

- Development of spoken language and communication in deaf and deafblind children.
- Speech movements/sounds which may present difficulties for deaf and deafblind lipreaders/speechreaders.
- Ways of making spoken language accessible for deaf and deafblind people.

### C. Issues around access to written English. Ways of making written English more accessible for deaf and deafblind people

- Development of written language in deaf and deafblind children.
- Features of written English which may present difficulties for deaf and deafblind people.
- Ways of making written language accessible for deaf and deafblind people.

# 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, containing a number of questions eliciting knowledge and understanding of topics covered in the unit.

One of the questions will include a short piece of written text. Candidates will be asked to explain why this text might be difficult for a deaf reader. Candidates will use the content and/or layout of the text to illustrate their answers.

The pass mark is 50%.

The papers will be externally marked by Signature assessors.

\*Through reasonable adjustment requests, arrangements may be made for candidates to access this assessment through British Sign Language.



# UNIT SPECIFICATION

## Unit T303 – Modifying Written Texts for Deaf and Deafblind People

(RQF Accreditation Number: R/602/0654)

This unit provides learners with technical knowledge of English language modification and skills in modifying written text which are then applied in the context of a particular role and setting.

Guided learning hours (GLH)	Additional study hours	Total learning time	Credit value at Level 3
20	10	30	3

### Unit summary

Unit T303 forms part of the Signature Level 3 Award in Modifying Written English Texts for Deaf People.

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 candidate can:
1. Understand the principles of modifying a text for deaf and deafblind readers	1.1 Identify the advantages and disadvantages of modifying a particular text in a given context 1.2 Identify the context, purpose, style, readability and potentially difficult features of a text
2. Be able to modify written English texts, presenting them in a form which is accessible to deaf and deafblind people	2.1 Produce an accurately modified text, maintaining core content and cohesion and clear, grammatical English 2.2 Improve the readability of the modified text using appropriate layout and presentation features

<b>Learning outcomes</b> At the end of this unit of learning, the successful learner will:	<b>Assessment criteria</b> At the end of this unit of learning, the successful candidate can:
	2.3 Demonstrate how the modified text is checked for accuracy, reading level and cohesion
3. Be able to evaluate own modified texts and justify decisions made	3.1 Evaluate the success of the modified text for the deaf/deafblind reader 3.2 Discuss how the modified text could be stored and used by others

## Topic content

### A. Contexts and issues in modifying texts

- Situations when modified texts are used.
- The advantages and disadvantages of modifying written texts for deaf readers.
- Factors in deciding whether to modify a particular text.
- Analysing a text in preparation for modification.

### B. Techniques of language modification

- Producing a modified version of a given text using correct written English (language).
- Using appropriate modification strategies.
- Layout and design.
- Obtaining texts in alternative formats.

### **C. Checking and evaluating modified text**

- Checking the modified text.
- Improving layout and design.
- Measuring improvement in readability.
- Obtaining feedback from relevant people.
- Ownership, storage and accessibility of modified and original texts.

# ASSESSMENT SPECIFICATION

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

Assessment for this unit is in two parts. Part 1 should be completed before applying to Signature to carry out Part 2.

Part 1: A student portfolio with two original and modified texts, including self evaluations. Part 1 will be internally assessed by the teacher.  
[An appropriate sample of the marked portfolios will be requested by Signature at the same time as the written test (Part 2 below), for quality assurance purposes.]

**NB. If the sample of portfolios moderated by Signature does not meet the required standard, ALL portfolios may be requested for moderation and the original result may then change**

Part 2: A one hour and 45 minute assessment under examination conditions: the candidate will:

- a) modify a given text of approximately 200 words
- b) provide a self-evaluation of their modified text.

Part 2 will be externally marked by Signature assessors.

In order to pass this unit, candidates must meet the assessment criteria in both Part 1 and Part 2 of the assessment.

Centres will need to provide access to computers with a word processing program such as Word, which has spell and grammar checking facilities.

## Unit T303 – Modifying Written Texts for Deaf and Deafblind People

# PORTFOLIO MARKING SHEET (PART 1) (for internal assessor use)

Candidate name: ..... Candidate ID No: ..... Date: .....

The above candidate has provided the following evidence of their knowledge of modifying written English texts:

Assessment criteria	Evidence shown in	Text 1 <input type="checkbox"/>	Text 2 <input type="checkbox"/>	Criterion achieved (in at least one text)
1.1 Identify the advantages and disadvantages of modifying a particular text in a given context	<i>Self-evaluation</i>			
1.2 Identify the context, purpose, style, readability and potentially difficult features of a text	<i>Self-evaluation</i>			
2.1 Produce an accurately modified text, maintaining core content and cohesion and clear, grammatical English	<i>Modified text</i>			
2.2 Improve the readability of the modified text using appropriate layout and presentation features	<i>Modified text</i>			
2.3 Demonstrate how the modified text is checked for accuracy, reading level and cohesion	<i>Self-evaluation;</i> <i>Modified text</i>			
3.1 Evaluate the success of the modified text for the deaf/deafblind reader	<i>Self-evaluation</i>			
3.2 Discuss how the modified text could be stored and used by others	<i>Self-evaluation</i>			

Internal Assessor signature: .....

Date: .....

**Unit T303 – Modifying Written Texts for Deaf and Deafblind People**

# CANDIDATE ASSESSMENT RECORD FORM (PART 2) (for external assessor use only)

Candidate name: .....

Candidate ID No: ..... Date: .....

The above candidate has provided the following evidence of their knowledge of modifying a written English text under examination conditions:

<b>Assessment criteria</b> (All criteria must be achieved)	<i>Evidence shown in</i>	<b>Criterion achieved</b> <input type="checkbox"/>
1.2 Identify the context, purpose, style, readability and potentially difficult features of a text	<i>Self-evaluation</i>	
2.1 Produce an accurately modified text, maintaining core content and cohesion and clear, grammatical English	<i>Modified text</i>	
2.2 Improve the readability of the modified text using appropriate layout and presentation features	<i>Modified text</i>	
2.3 Demonstrate how the modified text is checked for accuracy, reading level and cohesion	<i>Self-evaluation;</i> <i>Modified text</i>	
3.1 Evaluate the success of the modified text for the deaf/deafblind reader	<i>Self-evaluation</i>	

I confirm that this candidate has achieved the standard for this unit

I am unable to confirm that this candidate has achieved the standard for this unit

External Assessor signature: .....

Name: ..... Date: .....

## Quality assurance

External assessors will also be asked to check the internally-assessed portfolio of a sample of candidates for this assessment, for quality assurance purposes. Please record your decisions below:

	<input type="checkbox"/> <b>tick one box</b>
i. I <b>have not been asked</b> to carry out quality assurance checks on this candidate's portfolio.	
ii. I have been asked to carry out quality assurance checks on this candidate's portfolio. I <b>support</b> the internal assessment decisions made in relation to this candidate for Unit T303.	
iii. I have been asked to carry out quality assurance checks on this candidate's portfolio. I <b>do not support</b> the internal assessment decisions made in relation to this candidate for Unit T303*.	

\* If you have ticked box iii, please send a brief report to Signature explaining your decision, with feedback to enable the internal assessor to improve in future.

External Assessor signature: .....

Name: ..... Date: .....



## **Signature**

Shannon House  
Mandale Business Park  
Belmont  
Durham DH1 1TH

Telephone: 0191 383 1155

Textphone: 07974 121594

Fax: 0191 383 7914

Email: [customersupport@signature.org.uk](mailto:customersupport@signature.org.uk)

Website: [www.signature.org.uk](http://www.signature.org.uk)

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