

Signature



Qualification Specification

Signature Level 3 Certificate in
Professional Communication Support

Qualification Number: 610/5000/3

Qualification aim

Qualification Aim and Objective

Achieving this qualification means that learners will be acquire the essential knowledge, understanding and skills for a career in Professional Communication Support for those who are deaf or deafblind, whose first language is English.

This qualification is designed to provide learners with the flexibility to specialise in 1 or more of the 6 areas of practice covered by this qualification.

The assessment criteria is taken from the UK National Occupational Standards (NOS) for that particular area of practice, where it is available. We do not anticipate there being a NOS developed for the remaining areas.

These standards are equivalent to those for at AS and A2 level. The qualification is at Level 3 on the Qualification & Credit Framework (RQF).

This qualification is suitable for people who are either currently working within the field of supporting communication for deaf and deafblind people or those who wish to embark on a career in this sector.

At the end of the qualification learners will be able to:

- Demonstrate good practice in their area of professional activity
- Demonstrate their ability to carry out professional communication assignments to a professional standard
- Be fully aware of the role of someone working in the field of professional communication support
- Evaluate and reflect on performance
- Promote personal and professional development

Qualification structure

The qualification is in 2 parts. In order to complete this qualification, learners must complete Part 1 **and** at least one stream in Part 2.

Part 1 **Preparing to Facilitate Communication with Deaf and Deafblind People**

Part 1 covers the underpinning knowledge and key facts about of deafness and deafblindness. It is mandatory for all learners.

Learning outcomes:

- LO1 Know key facts about deafness and deafblindness and communication tactics
- LO2 Understand the impact of deafness and deafblind people

LO3 Be able to modify language to make it accessible for deaf and deafblind people

LO4 Know how to prepare for professional assignments

LEARNERS MUST SUCCESSFULLY COMPLETE PART 1 BEFORE MOVING ON TO PART 2.

Part 2 Undertake Professional Communication Support assignments

Part 2 covers the practical skills required for the areas of practice, called 'streams'.

Learners have the option to specialise in 1 or more streams.

Stream 1	Lipspeaking (Optional)
Stream 1a:	Lipspeaking with Sign (Optional)
Stream 2:	Notetaking (Optional)
Stream 3:	Speech to Text Reporting (Optional)
Stream 4:	Deafblind Manual (DBM) (Optional)
Stream 5	Deafblind Visual Frame and Hands on (VFHO) (Optional)
Stream 6:	Communication Support in Education and Training (Optional)

Learning outcomes for all streams:

LO1 Be able to apply the principles within one or more areas of practice

LO2 Carry out professional assignments within one or more areas of practice to a professional standard

LO3 Work as part of a team with a co-worker

LO4 Use technology effectively to perform remote assignments within one or more areas of practice

LO5 Evaluate performance and plan/implement continuous professional development

Learners who wish to specialise in more than 1 stream are required to undertake assessments in all the chosen streams. For example, a learner who wishes to specialise in Lipspeaking and Notetaking, are required to complete the assessments in Part 2 of both streams.

Learners will demonstrate knowledge and skills against the assessment criteria by undertaking assessments relating Part 1 and Part 2 (relevant to their chosen stream).

Total Qualification Time

The qualification has a credit value of 25, which is 250 hours of learning in total. The Guided Learning Hours (GLH) are 150. **Guided learning hours means time the learner is timetabled for face-to-face contact and should include: NB Zoom/teams etc is defined for these purposes as face-to-face.**

Examples of activities could include:

- Classroom based teaching
- Individual or group tutorials

- Feedback or observed practice
- Assessments

A summary of the hours are shown below:

Guided learning hours (GLH)	Additional study hours	Total Qualification Time	Credit value at Level 3
150	100	250	25

Part	Type	Stream	Guided learning hours	Additional study hours	Total learning time
Part 1	Mandatory	Knowledge and Key Facts of Deafness and Deafblindness	30	20	50
Part 2 Optional (choose at least 1 Stream)		Lipspeaking	120	80	200
		Lipspeaking with Sign	120	80	200
		Notetaking	120	80	200
		Speech to Text Reporting	120	80	200
		Deafblind Manual	120	80	200
		Deafblind VFHO	120	80	200
		Communication Support in Education and Training	120	80	200

Pre-qualification Requirements

Learners taking this qualification should have English at GCSE Level or equivalent).

They are also required to have certain pre-qualification requirements depending on the stream they choose. Each Stream pre-qualification requirements are detailed on the Stream pages.

It is the responsibility of the centre to ensure that all requirements have been met before accepting a learner for this qualification.

Centre resources

Centres wishing to offer this qualification should ensure there are sufficient resources and expertise to support delivery of the programme. This includes:

- Support and guidance to meet individual learner needs, especially for any reasonable adjustments.
- Appropriate learner focussed policies and procedures
- Knowledge of additional resources for learners outside of the Guided Learning Hours (GLH).

Centre staffing

Centres should have suitable, qualified teachers and support team. The teachers MUST have the following qualifications and expertise.

- A recognised teaching qualification (e.g. DET or PGCE)
- Level 1 Award in Deaf Awareness and Communication or equivalent
- A recognised assessing qualification (e.g. A1 Assessor)
- A recognised qualification in the Stream they are delivering.
- Current Registration with a recognised Regulatory body
- Sufficient teaching experience to deliver the course safely
- Current and sufficient experience of practice within the Stream they are delivering
- Current knowledge of issues relating to the industry and to the Deaf community

Support provided to learners during their course

Before the start of the course learners should be given:

- Information on the course content
- Advice on the assessment methods
- Information on reasonable adjustments
- Information on Guided Learning Hours (GLH)
- Details of ongoing support they may have access to
- Information on tutorials and the range of teaching materials that will be available to support their learning

Progression routes

On successful completion of the Signature Level 3 certificate in Professional Communication, learners will be eligible to apply for Registration with a recognised Regulatory body for that Stream.

On completion of the qualification, learners may wish to progress to other qualifications in the Signature suite of qualifications.

QUALIFICATION CONTENT

Part 1 Knowledge and key facts about Deafness and Deafblindness

Learning outcomes:

- LO1 Know key facts about deafness, deafblindness and communication tactics
- LO2 Understand the impact of being deaf/deafblind in a hearing world
- LO3 Be able to modify language to make it accessible for deaf and deafblind people
- LO4 Know how to prepare for professional assignments

Assessment criteria:

Learning outcomes	Assessment criteria
<p>The learner will:</p> <p>1. Know key facts about deafness, deafblindness and communication tactics</p>	<p>The learner must:</p> <p>1.1 Describe the different groups of deaf and deafblind people</p> <p>1.2 Describe a range of mixed communication methods used by different groups of deaf and deafblind people and understand how to attract their attention (include deaf voices)</p> <p>1.3 Describe how cultural affiliation influences language choice</p> <p>1.4 Know how to identify individual communication preferences</p> <p>1.5 Recognise the barriers to communication and how communication can be enhanced</p> <p>1.6 Explain the importance of environmental factors in successful communication with a client</p> <p>1.7 Understand and use a range of suitable tactics for clear communication with deaf and deafblind people</p> <p>1.8 Know techniques/strategies to manage the process of communication if it breaks down</p> <p>1.9 Be aware of the Legal, Human, Civil and Protected Rights of deaf and deafblind people particularly linked to accessibility.</p>
<p>2. Understand the impact of being deaf/deafblind</p>	<p>2.1 Understand the barriers deaf and deafblind people face in society/the social model of disability</p> <p>2.2 Interpersonal behaviours and their effect on deaf/deafblind people</p> <p>2.3 Intrapersonal behaviours and their effect on deaf/deafblind people</p> <p>2.4 Describe how these barriers can be overcome including the importance of peer support</p> <p>2.5 Describe the effect of attitudes, stereotypes and discrimination on deaf people's access to communication</p>

	<p>2.6 Recognise appropriate and inappropriate language used to describe deaf and deafblind people.</p> <p>2.7 Know and understand the importance of promoting equality and valuing diversity</p> <p>2.8 Psychology of being deaf or deafblind (at birth or acquired)</p> <p>2.9 Socio/economic status NHS/Private</p> <p>2.10 Social media usage and the effects on deaf/deafblind people</p> <p>2.11 Understand statistics on the numbers of deaf and deafblind people in the UK.</p> <p>2.12 Know about relevant Deaf and Deafblind Charities/businesses</p> <p>2.13 Understand the causes of deafness and deafblindness</p>
<p>3. Be able to modify language to make it accessible for deaf and deafblind people</p>	<p>3.1 Identify different structures and grammatical features of spoken and written language</p> <p>3.2 Summarise the conditions under which people learn language effectively</p> <p>3.3 Explain the impact of deafness on language acquisition (pre and post lingual deafness)</p> <p>3.4 Distinguish language variation in terms of register, style, regional variation and influence of other languages</p> <p>3.5 Analyse the factors that affect the deaf/deafblind person's access to spoken, signed and written language</p> <p>3.6 Explain and evaluate ways of producing spoken and written language in an accessible form</p> <p>3.7 Understand the importance of body language, gesture/facial expression</p> <p>3.8 Recognise the importance of clear speech/communication</p> <p>3.9 Recognise how communication can be enhanced</p> <p>3.10 Produce an accurately modified text, maintaining core content and cohesion and clear, grammatical English</p> <p>3.11 Improve the readability of a modified text using appropriate layout and presentation features</p>
<p>4. Know how to prepare for professional assignments</p>	<p>4.1 The importance of preparing for an assignment Assess own ability to undertake, and prepare effectively for assignments</p> <p>a) Preparation and why it is important.</p> <p>b) Assess own level of skills and competence to professionally deliver the assignment in line with ethical considerations, relevant codes of conduct and legal requirements, including how to decline an assignment if it beyond your competency</p> <p>c) Establish the context of the assignment, including the timeline for completion, the need for equipment, the positioning of the service users and communicator, and the format of the target text (if relevant)</p> <p>d) Establish the environment you will be working in and how to make this effective for the client</p> <p>e) Consider attire to be worn for an assignment</p> <p>f) Identify the subject matter, purpose and scope of the assignment, seeking clarification where necessary</p>

	<ul style="list-style-type: none"> g) Review and agree the terms and conditions of engagement for the assignment, clarifying any queries and concerns with the relevant parties h) Understand the domain, setting and context of each assignment i) Evaluate the degree of complexity and sensitivity of the assignment, including potential conflicts of interest and the likely expectations of the service users j) Assess the skills required for the assignment, such as any specialist or domain-specific knowledge and any possible cultural differences or language needs k) Determine the mode of communication to be used and the target users preferences including before, during and after an assignment. l) Understand professional boundaries m) Know how to use common software and technology (e.g.Zoom, Teams) n) Understand GDPR requirements o) Understand the importance of Regulatory Bodies relevant to Communication Professionals. p) Keep up to date with Regulatory requirements and legislation q) Understand the principles of Professional Practice and managing unethical demands <p>4.2 Plan for assignments as part of a team of communication professionals (co-working)</p> <ul style="list-style-type: none"> a) Know when a co-worker is needed b) Allocating the work in the most effective way, the working order and breaks c) The need and arrangements for equipment if needed d) How any peer support will be provided during co- or team- working assignments, e) Collaborating with colleagues to carry out preparation and research f) Making efficient use of resources g) Check that the physical work environment supports effective co- or team-working and agree any adjustments with co-workers, if necessary h) Agree appropriate alternative ways of working with colleagues/co-workers in case of last minute changes i) Identify when an assignment must not proceed and how to manage this professionally j) Reflect and review (debrief) and prepare to give and receive constructive feedback from colleagues and client <p>4.3 Maintain administrative systems to handle business aspects, such as invoicing, payment, insurance and marketing systems</p> <p>4.4 Show a professional approach to administration with colleagues and clients considering their preferred method of communication</p> <p>4.5 Seek ways to keep up to date with Continuous Professional Development (CPD)</p> <p>4.6 Understand the importance of supervision with professional supervisors and peers</p>
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ASSESSMENT SPECIFICATION FOR PART 1

Please read this specification and Signature Assessment Regulations on the Signature website.

Assessment title	Requirements	Assessment method	Learning outcome
Presentation	<p>Complete a 10-12 minute presentation which will give your audience the key facts of deafness and deafblindness</p> <p>Communication Tactics</p>	<p>Presentation to an audience. Internally Assessed</p> <p>Completion of CAR form – internally assessed by Centre</p> <p>(externally moderated)</p>	LO1
Essay	<p>2,000 words (or 20 minutes BSL) 10% up or down.</p> <p>This can be produced in BSL, with notes/bullets to demonstrate references.</p>	<p>Written product Internally Assessed (externally moderated)</p>	LO2
Modify Written English	<p>Modify a passage of text to make it accessible for a deaf or deafblind person.</p> <p>Give reasons for your adaptation of the text</p>	<p>Written product – Internally Assessed (externally moderated)</p>	LO3
Essay	<p>Produce an essay based on a scenario given by Signature on how you would prepare for an assignment.</p>	<p>Written product</p> <p>Externally assessed by Signature</p>	LO4

Part 2 - Undertake Professional Assignments

Part 2 provides learners with the opportunity to specialise in 1 or more of the 6 areas of practice, called 'streams'. Learners must complete **all** assessments relating to their chosen stream:

Stream 1 – Lipspeaking

Pre-qualification requirements

GCSE English or Equivalent

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be able to apply the principles of lipspeaking	1.1 Understand the different methods of communicating using lipspeaking in different settings – <ul style="list-style-type: none"> a) Lipspeaking with/without fingerspelling sign b) Lipspeaking with/without voice. c) Relaying a deaf person's voice d) Lipspeaking to a relayed sound (remotely) 1.2 Explain the role of the lipspeaker to all parties 1.3 Identify requirements and preferences of all parties 1.4 Recognise when the speed, style of delivery or complexity of the speakers utterance may lead to difficulty in lipreading and/or understanding and use appropriate coping strategies to mitigate this 1.5 Ensure the appropriate environmental conditions for all parties 1.6 Manage communication between a speaker and a deaf/deafblind person and vice versa 1.7 Lipreading theory and practice.
2. Carry out lipspeaking assignments to a professional standard	2.1 Seek permission from the deaf/deafblind person regarding your conduct throughout the assignment. Check the individual's requirement and adapt your delivery accordingly. 2.2 Decide whether to work simultaneously or consecutively and amend appropriately throughout the assignment 2.3 Reproduce the speakers message in a clearly lipreadable form for the service user so as to retain the original content – <ul style="list-style-type: none"> a) Produce clearly the shape of the words with flow, rhythm and phrasing of natural speech b) The stress patterns of the speaker c) Natural facial expression d) Natural gesture e) Appropriate body language f) No more than 2 breakdowns clearly demonstrated 2.4 Identify when a word or phrase may be unlipreadable and select correct support strategy to overcome this

	<p>2.5 Identify when to pare down and do so, remaining lipreadable and true to the speaker's discourse</p> <p>2.6 Use speaker indication as required where there is more than one speaker</p> <p>2.7 Devoice or use voice according to the service users individual requirements or as requested</p> <p>2.8 Seek clarification from the speaker if necessary and take action if communication breaks down</p> <p>2.9 Sustain accurate delivery for substantial periods reflecting the speakers:</p> <ul style="list-style-type: none"> a) Register b) Tone c) Intent <p>2.10 Maintain professional conduct before, during and after an assignment</p> <p>2.11 Use appropriate techniques to deal with difficult Deaf voices and colloquialisms</p>
<p>3. Work as part of a team/with a co-worker</p>	<p>3.1 Follow agreed co/team-working arrangements and make efficient use of resources e.g how and when to change over, both online and in person.</p> <p>3.2 Provide support to, and make efficient use of support from co-workers, including other communication professionals throughout the assignment</p> <p>3.3 Inform the appropriate co-worker promptly of any difficulties in meeting responsibilities</p> <p>3.4 Make appropriate suggestions to improve the effectiveness of future co/team-working interpreting assignments</p> <p>3.5 Behave consistently with ethical considerations, relevant codes of conduct and legal requirements</p> <p>3.6 Be prepared to give and receive constructive feedback and seek appropriate professional supervision.</p>
<p>4. Use technology effectively to perform remote lipspeaking assignments</p>	<p>4.1 Assess whether remote lipspeaking is appropriate for the assignment, discussing alternative arrangements with the relevant parties if not</p> <p>4.2 Assess own competence, skills and ability to perform remote lipspeaking effectively</p> <p>4.3 Prepare, set up and check technology and equipment before the assignment begins</p> <p>4.4 Consult the relevant person to deal with any set up and technical problems, if necessary</p> <p>4.5 Assess the work environment and check that the environment supports effective remote lipspeaking, personal safety, comfort and confidentiality, making adjustments if necessary</p> <p>4.6 Carry out introductions and declare presence, ensuring the speaker is identified if multiple speakers are involved</p> <p>4.7 Explain the process of remote lipspeaking and any specific conditions for participants</p> <p>4.8 Monitor the technology and equipment for audibility and visibility with participants, making adjustments if necessary</p>

	<p>4.9 Ensure you are familiar and up to date with the use of online platforms</p> <p>4.10 Follow the agreed process in the event of a technological and equipment breakdown</p> <p>4.11 Know how to use multiple devices on a booking</p> <p>4.12 Know the principles of effective Coworking online.</p> <p>4.13 Understand and apply the etiquette of interrupting online</p> <p>4.14 Ensure your surroundings support confidentiality throughout the assignment.</p> <p>4.15 Ensure the security and confidentiality of electronic equipment and client documents</p>
<p>5. Evaluate performance and plan/implement continuous professional development</p>	<p>5.1 Reflect on and evaluate own preparation and planning for assignments</p> <p>5.2 Reflect on and evaluate how well the assignment was delivered and managed</p> <p>5.3 Adapt own working practice in light of trends, developments and good practice in the industry</p> <p>5.4 Create a professional development plan to address any gaps in knowledge, skills and competence, seeking support from others</p> <p>5.5 Evaluate the impact of professional development on own practice and undertake further development or changes where necessary</p> <p>5.6 Identify and undertake relevant opportunities to develop knowledge and skills, including formal and informal development activities to support continuous professional development</p> <p>5.7 Obtain regular, objective and valid feedback and advice on own professional practice and development from those who are in a position to provide it</p> <p>5.8 Set professional development goals and priorities to measure, evaluate and monitor progress and achievement against their professional development plan</p> <p>5.9 Update and revise professional development plan in line with progress made</p> <p>5.10 Actively seek and engage with Continuous Professional Development (CPD) tailored to lipspeaking through Professional Associations.</p>

Stream 1a Modified - Lipspeaking with Sign (Can only be taken after competition of Stream 1)

Pre-qualification requirements

- Learners must have completed Level 3 Certificate in Professional Practice with Deaf and Deafblind People Stream 1 – Lipspeaking
AND
- Learners must have a qualification in Level 3 Certificate in British Sign Language or higher.
- Learners must have sufficient hearing and spoken dexterity
- GCSE English or Equivalent

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be able to use signs borrowed from British Sign Language to support Lipspeaking	1.1 Ensure signs are correct 1.2 Ensure signs are in context 1.3 Ensure the delivery uses correct English grammar
2. Carry out lipspeaking with sign assignments to a professional to a professional standard	2.1 Use speaker indication or role shift as required where there is more than one speaker.

Stream 2 – Notetaking (Electronic OR Manual)

Pre-qualification requirements

- Learners will choose whether they wish to complete using Electronic OR Manual notetaking skills).
- It is also possible to do both Electronic and Manual if a learner wishes to do so.
- Learners must demonstrate 65wpm typing speed if completing Electronic Notetaking
- GCSE English or equivalent

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be able to apply the principles of notetaking (ENT/MNT)	1.1 Understand the different methods and purposes of Electronic and Manual notetaking for different clients in different settings – <ul style="list-style-type: none"> a) Electronic Notetaking (ENT) b) Electronic notetaking (ENT/Live Captioning) c) Manual Notetaking (MNT) 1.2 Understand how to process language accurately for notetaking - <ul style="list-style-type: none"> a) Use of short term memory b) Use of long term memory c) Precis d) Paraphrase e) Summary 1.3 Explain the role of the ENT/MNT notetaker to all parties as appropriate 1.4 Establish and Identify requirements and preferences of all parties 1.5 Identify when a client does not want to be identified through the ENT/MNT notetaker (communication via email/text/agent). 1.6 Recognise when the speed, style of delivery or complexity of the speakers utterance may lead to difficulty in notetaking and/or understanding and use appropriate coping strategies to mitigate this 1.7 Ensure the appropriate environmental conditions for all parties 1.8 Manage communication between a speaker and a deaf/deafblind person and vice versa 1.9 Ensure the security and confidentiality of electronic equipment and client documents
2. Carry out ENT/MNT notetaking assignments to a professional standard	2.1 Agree with the deaf/deafblind person regarding your conduct throughout the assignment. Check the individual's requirement and adapt your practice accordingly.

	<p>2.2 Take notes from a spoken message given at a speed of 150 words per minute where the content of the original message is accurately conveyed and the notes are punctuated and readable</p> <p>2.3 Apply the principles of notetaking – a) Situational b) Technical criteria c) Style criteria d) Content criteria</p> <p>2.4 Identify when it is appropriate to ask the speaker to slow down</p> <p>2.5 Identify when the speaker’s message is not clear and select appropriate correct support strategy to overcome this</p> <p>2.6 Use speaker indication/identification as required where there is more than one speaker</p> <p>2.7 Seek clarification from the speaker if necessary and take action if communication breaks down</p> <p>2.8 Sustain accurate delivery for substantial periods (or identify when a co-worker is required)</p> <p>2.9 Maintain professional conduct before, during and after an assignment</p> <p>2.10 Use appropriate techniques to deal with deaf voice, accents and colloquialism.</p> <p>2.11 Understand and apply etiquette of interrupting during an assignment.</p>
<p>3. Work as part of a team/with a co-worker</p>	<p>3.1 Follow agreed co/team-working arrangements and make efficient use of resources</p> <p>3.2 Provide appropriate support to, and make efficient use of support from co-workers throughout the assignment</p> <p>3.3 Inform the appropriate co-worker promptly of any difficulties in meeting responsibilities</p> <p>3.4 Make appropriate suggestions to improve the effectiveness of future co/team-working interpreting assignments</p> <p>3.5 Behave consistently with ethical considerations, relevant codes of conduct and legal requirements</p> <p>3.6 Be prepared to give and receive constructive feedback and seek appropriate professional supervision.</p>
<p>4. Use technology and effectively to perform remote notetaking assignments</p>	<p>4.1 Assess whether remote or hybrid notetaking is appropriate for the assignment, discussing alternative arrangements with the relevant parties if not</p> <p>4.2 Assess own competence, skills and ability to perform remote notetaking effectively</p> <p>4.3 Allow time to prepare, set up and check technology and equipment before the assignment begins</p> <p>4.4 Consult the relevant person to deal with any set up and technical problems, as necessary</p> <p>4.5 Assess the work environment and check that the environment supports effective remote notetaking, personal safety, comfort and confidentiality, making adjustments as necessary</p>

	<p>4.6 Carry out introductions and declare presence (as appropriate), ensuring different speakers are identified (if possible) when multiple speakers are involved.</p> <p>4.7 Explain the process of remote notetaking and any specific conditions for participants (as appropriate)</p> <p>4.8 Monitor your technology and equipment for audibility and visibility with participants, making adjustments as necessary</p> <p>4.9 Follow an agreed process in the event of a technological and equipment breakdown</p> <p>4.10 Know how to use multiple devices</p> <p>4.11 Ensure you keep up to date with the use of online platforms.</p>
<p>5. Evaluate performance and plan/implement Continuous Professional Development (CPD)</p>	<p>5.1 Reflect on and evaluate own preparation and planning for assignments</p> <p>5.2 Reflect on and evaluate how well the assignment was delivered and managed</p> <p>5.3 Adapt own working practice in light of trends, developments and good practice in the industry</p> <p>5.4 Create a professional development plan to address any gaps in knowledge, skills and competence, seeking support from others</p> <p>5.5 Evaluate the impact of professional development on own practice and undertake further development or changes where necessary</p> <p>5.6 Identify and undertake relevant opportunities to develop knowledge and skills, including formal and informal development activities to support continuous professional development</p> <p>5.7 Obtain regular, objective and valid feedback and advice on own professional practice and development from those who are in a position to provide it</p> <p>5.8 Set professional development goals and priorities to measure, evaluate and monitor progress and achievement against the professional development plan</p> <p>5.9 Update and revise the professional development plan in line with progress made</p> <p>5.10 Understand the importance of professional registrations and keeping them up to date</p> <p>5.11 Actively seek and engage with Professional Development (PDP) tailored to Notetaking (ENT/MNT)</p>

Stream 3 – SPEECH TO TEXT REPORTING (STTR)

Pre-qualification requirements

- Learners must have BIVR Full Membership
- GCSE English or Equivalent

Learning outcomes	Assessment criteria
<p>The learner will:</p> <p>1. Be able to apply the principles of speech to text reporting</p>	<p>The learner can:</p> <p>1.1 Explain the role of the STTR to all parties 1.2 Identify requirements and preferences of all parties 1.3 Assess the appropriate environmental conditions for all parties and act/amend if required. 1.4 Recognise when the speed, audibility or style may lead to difficulty in capturing an the information and intervene, where necessary 1.5 Manage communication between a speaker and a deaf/deafblind person. 1.6 Ensure the security and confidentiality of electronic equipment and client documents</p>
<p>2. Carry out STTR assignments to a professional standard</p>	<p>2.1 Seek clarification from the deaf/deafblind person regarding your conduct throughout the assignment. Check the individual's requirement and adapt your delivery accordingly. 2.2 Accurately and simultaneously reproduce the speaker's message in text form 2.3 Identify when a word or phrase is illegible or does not make sense, and amend or clarify where necessary 2.4 Seek clarification from the speaker if necessary and take action if communication breaks down 2.5 Use speaker indication as required where there is more than one speaker. 2.6 Sustain delivery of the message throughout the assignment 2.7 Identify when to ask a speaker to slow down. 2.8 Ensure any omissions and inaccuracies are minor and do not significantly affect the understanding of the full message 2.9 Handle standard varieties of language and common regional dialects 2.10 Know how to troubleshoot when there is a technical problem 2.11 Maintain professional conduct before, during and after an assignment.</p>
<p>3. Work as part of a team/with a co-worker</p>	<p>3.1 Follow agreed co/team-working arrangements and make efficient use of resources</p>

	<p>3.2 Provide support to, and make efficient use of support from co-workers throughout the assignment</p> <p>3.3 Inform the appropriate co-worker promptly of any difficulties in meeting responsibilities</p> <p>3.4 Make appropriate suggestions to improve the effectiveness of future co/team-working assignments</p> <p>3.5 Behave consistently with ethical considerations, relevant codes of conduct and legal requirements</p>
<p>4. Use technology effectively to perform remote assignments</p>	<p>4.1 Assess whether remote or hybrid reporting is appropriate for the assignment, discussing alternative arrangements with the relevant parties if required.</p> <p>4.2 Assess own competence, skills and ability to perform remote reporting effectively</p> <p>4.3 Prepare, set up and check technology and equipment before the assignment begins</p> <p>4.4 Consult the relevant person to deal with any set up and technical problems, if necessary</p> <p>4.5 Assess the work environment and check that the environment supports effective remote reporting, personal safety, comfort and confidentiality, making adjustments if necessary</p> <p>4.6 Carry out introductions and declare presence where appropriate.</p> <p>4.7 Explain the process of remote reporting and any specific conditions for participants</p> <p>4.8 Monitor your technology and equipment for visibility with participants, making adjustments if necessary</p> <p>4.9 Follow the agreed process in the event of a technological and equipment breakdown</p>
<p>5. Evaluate performance and plan/implement continuous professional development</p>	<p>5.1 Reflect on and evaluate own preparation and planning for assignments</p> <p>5.2 Reflect on and evaluate how well the assignment was delivered and managed</p> <p>5.3 Adapt own working practice in light of trends, developments and good practice in the industry</p> <p>5.4 Create a professional development plan to address any gaps in knowledge, skills and competence, seeking support from others</p> <p>5.5 Evaluate the impact of professional development on own practice and undertake further development or changes where necessary</p> <p>5.6 Identify and undertake relevant opportunities to develop knowledge and skills, including formal and informal development activities to support continuous professional development</p> <p>5.7 Obtain regular, objective and valid feedback and advice on own professional practice and development from those who are in a position to provide it</p>

	<p>5.8 Set professional development goals and priorities to measure, evaluate and monitor progress and achievement against the professional development plan</p> <p>5.9 Update and revise the professional development plan in line with progress made</p>
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Stream 4 – DEAFBLIND MANUAL

Pre-qualification requirements

- Learners should be able to demonstrate Level 2 Certificate in Communication and Guiding with Deafblind People (DBG2) or equivalent
- GCSE English or Equivalent

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be able to apply the principles of Deafblind manual	1.1 Describe the practical implications of using Deafblind Manual 1.2 Manage communication between a speaker and a deafblind user and vice versa 1.3 Accurately convey the meaning of the two way conversation with only minor omissions and inaccuracies. 1.4 Explain the role of the deafblind manual communicator to all parties 1.5 Identify requirements and preferences of all parties 1.6 Recognise when the speed, style of delivery or complexity of the speakers utterance may lead to difficulty in understanding 1.7 Ensure the appropriate environmental conditions for all parties 1.8 Communicate appropriate social and personal environmental information
2. Carry out deafblind assignments to a professional standard	2.1 Use and understand DM for communication in a variety of settings a) Produce DM 100 cpm b) Receive DM 60 cpm 2.2 Communicate information by using paraphrasing 2.3 Maintain DM using spelling, accuracy and meaning 2.4 Use common single word braille contractions 2.5 Use common BSL signs that can be produced onto the DM users preferred hand 2.6 Use General Abbreviations when using the DM (Braille and Sign abbreviations) 2.7 Know the general requirements to meet the needs of the DM user (emotions, feelings, attitude, role shift, emphasis, identification of the speaker) 2.8 Voice over or sign over the received message retaining meaning and expression 2.9 Use speaker indication or role shift as required where there is more than one speaker 2.10 Seek clarification from the speaker if necessary and take action if communication breaks down 2.11 Sustain accurate delivery for substantial periods 2.12 Maintain professional conduct before, during and after an assignment

	<p>2.13 Consider the impact of environmental information in order to enable the deafblind person to make an informed decision</p> <p>2.14 Discuss dilemmas and issues relating to guiding techniques</p>
<p>3 Work as part of a team/with a co-worker</p>	<p>3.1 Follow agreed co/team-working arrangements and make efficient use of resources</p> <p>3.2 Provide support to, and make efficient use of support from co-workers throughout the assignment</p> <p>3.3 Inform the appropriate co-worker promptly of any difficulties in meeting responsibilities</p> <p>3.4 Make appropriate suggestions to improve the effectiveness of future co/team-working interpreting assignments</p> <p>3.5 Behave consistently with ethical considerations, relevant codes of conduct and legal requirements</p>
<p>4 Be able to modify language to make it accessible for deaf and deafblind people</p>	<p>4.1 Identify different structures and grammatical features of spoken and written English</p> <p>4.2 Summarise the conditions under which people learn language effectively</p> <p>4.3 Distinguish language variation in terms of register, style, regional variation and influence of other languages</p> <p>4.4 Analyse the factors that affect the deaf/deafblind persons access to spoken and written English</p> <p>4.5 Explain and evaluate ways of producing spoken and written language in an accessible form</p> <p>4.6 Hear the message and ensure it is conveyed in the way intended whilst making it accessible for a deafblind person</p> <p>4.7 Understand techniques for using a range of communication methods according to the preferences of the deafblind person –</p> <p>a) Ascertain the preferences of a deafblind person in relation to other methods of communication for parts of the message</p> <p>b) Use a mix of communication methods fluently and smoothly to ensure the language is conveyed in an accessible way for the deafblind person</p> <p>c) Demonstrate knowledge of how Social Haptics and tactile sign can be used to convey information to deafblind people</p> <p>4.8 Support learners appropriately without either advantaging or disadvantaging them</p> <p>4.9 Ensure assessment questions are not compromised in terms of subject and technical knowledge – these bits are from a language modifier training course</p>

<p>5 Evaluate performance and plan/implement continuous professional development</p>	<p>5.1 Reflect on and evaluate own preparation and planning for assignments</p> <p>5.2 Reflect on and evaluate how well the assignment was delivered and managed</p> <p>5.3 Adapt own working practice in light of trends, developments and good practice in the industry</p> <p>5.4 Create a professional development plan to address any gaps in knowledge, skills and competence, seeking support from others</p> <p>5.5 Evaluate the impact of professional development on own practice and undertake further development or changes where necessary</p> <p>5.6 Identify and undertake relevant opportunities to develop knowledge and skills, including formal and informal development activities to support continuous professional development</p> <p>5.7 Obtain regular, objective and valid feedback and advice on own professional practice and development from those who are in a position to provide it</p> <p>5.8 Set professional development goals and priorities to measure, evaluate and monitor progress and achievement against the professional development plan</p> <p>5.9 Update and revise the professional development plan in line with progress made</p>
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Stream 5 – Visual Frame and Hands On Signing

Pre-qualification requirements

Learners must be able to demonstrate

- Level 2 Certificate in Communication and Guiding with Deafblind People (DBG2) or equivalent
- Level 3 British Sign Language or equivalent
- GCSE English or Equivalent

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be able to apply the principles of using Visual Frame BSL	1.1 Describe the practical implications of using Visual Frame 1.2 Demonstrate management of communication between a speaker or BSL signer and a Visual Frame user and facilitating two way conversation 1.3 Manage communication between a speaker and a deafblind user and vice versa 1.4 Accurately convey the meaning of the two way conversation with only minor omissions and inaccuracies. 1.5 Explain the role of the deafblind communicator to all parties 1.6 Identify requirements and preferences of all parties 1.7 Recognise when the speed, style of delivery or complexity of the speakers utterance may lead to difficulty in understanding 1.8 Ensure the appropriate environmental conditions for all parties
2. Be able to apply the principles of using Hands On BSL	2.1 Demonstrate the practical implications of using Hands On a) One handed b) Two handed 2.2 Demonstrate management of communication between a speaker or BSL signer and a Hands On user and facilitating two way conversation 2.3 Demonstrate the processes of managing communication between written information and a Hands On user 2.4 Accurately convey the meaning of the two way conversation with only minor omissions and inaccuracies. 2.5 Explain the role of the deafblind communicator?? to all parties 2.6 Identify requirements and preferences of all parties 2.7 Recognise when the speed, style of delivery or complexity of the speakers utterance may lead to difficulty in understanding 2.8 Ensure the appropriate environmental conditions for all parties

<p>3. Carry out Visual Frame assignments to a professional standard</p>	<p>3.1 Use and understand Visual Frame BSL in a variety of settings –</p> <p>3.2 Convey the flow of conversation between source and target language users</p> <p>3.3 Convey the speakers register, attitude and tone through visual frame language</p> <p>3.4 Convey the deafblind persons register, attitude and tone through signed or verbal language</p> <p>3.5 Understand the modifications needed to ensure effective communication using visual frame</p> <p>3.6 Support effective communication and take action if communication breaks down</p> <p>3.7 Know the general requirements to meet the needs of the DM user (emotions, feelings, attitude, role shift, emphasis, identification of the speaker)???</p> <p>3.8 Use speaker indication or role shift as required where there is more than one speaker</p> <p>3.9 Seek clarification from the speaker if necessary and take action if communication breaks down</p> <p>3.10 Sustain accurate delivery for substantial periods</p> <p>3.11 Maintain professional conduct before, during and after an assignment</p>
<p>4. Carry out Hands On BSL assignments to a professional standard</p>	<p>4.1 Use and understand Hands On BSL in a variety of settings</p> <p>4.2 Convey the flow of conversation between source and target language users</p> <p>4.3 Convey the speakers register, attitude and tone through hands on language</p> <p>4.4 Convey the deafblind persons register, attitude and tone through signed or verbal language</p> <p>4.5 Understand the modifications needed to ensure effective communication using hands on BSL</p> <p>4.6 Support effective communication and take action if communication breaks down</p> <p>4.7 Know the general requirements to meet the needs of the DM user (emotions, feelings, attitude, role shift, emphasis, identification of the speaker)???</p> <p>4.8 Use speaker indication or role shift as required where there is more than one speaker</p> <p>4.9 Seek clarification from the speaker if necessary and take action if communication breaks down</p> <p>4.10 Sustain accurate delivery for substantial periods</p> <p>4.11 Maintain professional conduct before, during and after an assignment</p>
<p>5. Interact with Visual Frame and Hands On users in a variety of settings</p>	<p>5.1 Identify where you could go to meet people i.e. clubs</p> <p>5.2 Log your experience meeting visual frame and hands on users, comparing and contrasting to identify the differences</p> <p>5.3 Using their experience of meeting a deafblind person make a plan of supporting them in various settings, i.e. meetings, social, activities</p>

<p>6. Work as part of a team/with a co-worker</p>	<p>6.1 Follow agreed co/team-working arrangements and make efficient use of resources</p> <p>6.2 Provide support to, and make efficient use of support from co-workers throughout the assignment</p> <p>6.3 Inform the appropriate co-worker promptly of any difficulties in meeting responsibilities</p> <p>6.4 Make appropriate suggestions to improve the effectiveness of future co/team-working interpreting assignments</p> <p>6.5 Behave consistently with ethical considerations, relevant codes of conduct and legal requirements</p>
<p>7. Be able to modify language to make it accessible for deaf and deafblind people</p>	<p>7.1 Identify different structures and grammatical features of spoken and written English</p> <p>7.2 Summarise the conditions under which people learn language effectively</p> <p>7.3 Distinguish language variation in terms of register, style, regional variation and influence of other languages</p> <p>7.4 Analyse the factors that affect the deaf/deafblind persons access to spoken and written English</p> <p>7.5 Explain and evaluate ways of producing spoken and written language in an accessible form</p> <p>7.6 Hear the message and ensure it is conveyed in the way intended whilst making it accessible for a deafblind person</p> <p>7.7 Understand techniques for using a range of communication methods according to the preferences of the deafblind person –</p> <ul style="list-style-type: none"> a) Ascertain the preferences of a deafblind person in relation to other methods of communication for parts of the message b) Use a mix of communication methods fluently and smoothly to ensure the language is conveyed in an accessible way for the deafblind person c) Demonstrate knowledge of how Social Haptics and tactile sign can be used to convey information to deafblind people <p>7.8 Support learners appropriately without either advantaging or disadvantaging them</p> <p>7.9 Ensure assessment questions are not compromised in terms of subject and technical knowledge</p>
<p>8. Evaluate performance and plan/implement continuous professional development</p>	<p>8.1 Reflect on and evaluate own preparation and planning for assignments</p> <p>8.2 Reflect on and evaluate how well the assignment was delivered and managed</p> <p>8.3 Adapt own working practice in light of trends, developments and good practice in the industry</p> <p>8.4 Create a professional development plan to address any gaps in knowledge, skills and competence, seeking support from others</p>

	<p>8.5 Evaluate the impact of professional development on own practice and undertake further development or changes where necessary</p> <p>8.6 Identify and undertake relevant opportunities to develop knowledge and skills, including formal and informal development activities to support continuous professional development</p> <p>8.7 Obtain regular, objective and valid feedback and advice on own professional practice and development from those who are in a position to provide it</p> <p>8.8 Set professional development goals and priorities to measure, evaluate and monitor progress and achievement against the professional development plan</p> <p>8.9 Update and revise the professional development plan in line with progress made</p>
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Stream 6 – Communication specialist for Education and Training

Pre-qualification requirements

- Learners must be able to demonstrate Level 3 in British Sign Language or equivalent
- GCSE English or Equivalent

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Understand the Education and Training Structure	1.1 Know and understand the education and training structure 1.2 Know and understand the types of support required within different education and training situations and adaptations a) Direct/indirect Support b) Personal audiological equipment eg CIs & AIs c) Environmental audiological equipment eg soundfield, room loop, etc. 1.3 Know and understand the roles of other professionals working with deaf learners/people eg QToDs, audiologists, speech therapists etc. 1.4 Explain the role of the CSW to all parties 1.5 Recognise when speed, style of delivery or complexity of the speakers utterances may lead to difficulty and use appropriate coping mechanisms. 1.6 Ensure the appropriate environmental conditions for all parties 1.7 Manage communication between the speaker and the deaf/deafblind person.
2 Work between signed language and English	2.1 Seek permission from the deaf/deafblind person regarding your conduct throughout the assignment. Check individuals requirements and adapt your delivery accordingly. 2.2 Identify the main differences, use and understanding of common forms of signed language a) BSL/ISL b) Sign Supported English c) Signed Exact English d) Modified language/other signed support systems 2.3 Perform sight translations from BSL to English and English to BSL- a) Translate, at sight, factual information, concepts opinions b) Reflect broadly on the language, register and tone used c) Find alternative ways to accurately represent the meaning of difficult terms and phrases, if you do not know the direct equivalent in the target language 2.4 Facilitate two-way communication in different settings (employment, education, over the phone etc) – a) Working consecutively and simultaneously

	<ul style="list-style-type: none"> b) Deliver the meaning, register and tone expressed by the users who communicate across two languages (this has to include voice over) c) Use appropriate pace and flow of communication between the source language and target language <p>2.5 Use strategies to –</p> <ul style="list-style-type: none"> a) repair miscues/breakdown in communication b) maintain interaction and clarify content, meaning and understanding if required c) express the meaning of domain specific terms and phrases
3. Understand and apply the principles of clear speech	<ul style="list-style-type: none"> 3.1 Identify the principles and key elements of clear speech 3.2 Identify strategies for using clear speech to aid communication with a deaf person
4. Understand and apply the principles of notetaking	<ul style="list-style-type: none"> 4.1 Identify the principles and key elements of notetaking 4.2 Identify strategies for note taking to aid communication with a deaf person
5. Modify language appropriately	<ul style="list-style-type: none"> 5.1 Modify resources as required to match individual needs 5.2 Support learners appropriately without either advantaging or disadvantaging them 5.3 Ensure assessment questions are not compromised in terms of subject and technical knowledge – these bits are from a language modifier training course
6. Carry out assignments to a professional standard	<ul style="list-style-type: none"> 6.1 Seek permission from the deaf/deafblind person regarding your conduct throughout the assignment. Check individuals requirement and adapt your delivery accordingly. 6.2 Decide whether to work simultaneously or consecutively and amend appropriately throughout the assignment 6.3 Use speaker indication or role shift as required where there is more than one speaker. 6.4 Seek clarification from the speaker if necessary and take action if communication breaks down. 6.5 Sustain accurate delivery for substantial periods 6.6 Maintain professional conduct before, during and after an assignment 6.7 Use appropriate techniques to deal with difficult Deaf voices and colloquialisms.
7. Work as part of a team/with a co-worker	<ul style="list-style-type: none"> 7.1 Follow agreed co/team working arrangements and make efficient use of resources eg how and when to change over, both online and in person 7.2 Provide support to and make efficient use of support from co-workers, including other communication professionals throughout the assignment 7.3 Inform the appropriate co-worker promptly of any difficulties in meeting responsibilities

	<p>7.4 Make appropriate suggestions to improve the effectiveness of future co/team working</p> <p>7.5 Behave consistently with ethical considerations, relevant codes of conduct and legal requirements</p> <p>7.6 Be prepared to give and receive constructive feedback and seek appropriate professional supervision.</p>
<p>8. Use technology effectively to perform remote assignments</p>	<p>8.1 Assess whether remote support is appropriate for the assignment, discussing alternative arrangements with the relevant parties if not</p> <p>8.2 Assess own competence, skills and ability to perform remote support effectively</p> <p>8.3 Prepare, set up and check technology and equipment before the assignment begins</p> <p>8.4 Consult the relevant person to deal with any set up and technical problems, if necessary</p> <p>8.5 Assess the work environment and check that the environment supports effective remote support, personal safety, comfort and confidentiality, making adjustments if necessary</p> <p>8.6 Carry out introductions and declare presence</p> <p>8.7 Explain the process of remote support and any specific conditions for participants</p> <p>8.8 Monitor the technology and equipment for audibility and visibility with participants, making adjustments if necessary</p> <p>8.9 Follow the agreed process in the event of a technological and equipment breakdown</p>
<p>9. Evaluate performance and plan/implement continuous professional development</p>	<p>9.1 Reflect on and evaluate own preparation and planning for assignments</p> <p>9.2 Reflect on and evaluate how well the assignment was delivered and managed</p> <p>9.3 Adapt own working practice in light of trends, developments and good practice in the industry</p> <p>9.4 Create a professional development plan to address any gaps in knowledge, skills and competence, seeking support from others</p> <p>9.5 Evaluate the impact of professional development on own practice and undertake further development or changes where necessary</p> <p>9.6 Identify and undertake relevant opportunities to develop knowledge and skills, including formal and informal development activities to support continuous professional development</p> <p>9.7 Obtain regular, objective and valid feedback and advice on own professional practice and development from those who are in a position to provide it</p> <p>9.8 Set professional development goals and priorities to measure, evaluate and monitor progress and achievement against the professional development plan</p> <p>9.9 Update and revise the professional development plan in line with progress made</p>

ASSESSMENT SPECIFICATION

Please read this specification and Signature Assessment Regulations on the Signature website.

Centres should register learners in their chosen Stream. Learners must then complete all of the assessments relating to their chosen stream, and in their chosen language combination, in order to be awarded the full qualification.

Assessment methods

The assessor may use a range of assessment methods to evidence the learner's performance against the assessment criteria, such as:

- Live observations
- Filmed clips
- Written/signed essays and coursework
- Record of discussions
- Observation reports from authorised professionals

STREAM 1 - LIPSPEAKING

Assessment title	Assessment method
20 HOURS PRACTICE	20 HOURS PRACTICE Covering all types of assignments (Remote, Live Co-working).
12 Internally Assessed pieces of work	Of the 20 Hours Practice: 12 pieces of 20 minutes of lipspeaking. These will be internally assessed by the centre. At least 1 piece consecutive At least 1 piece live At least 1 piece remote At least 1 piece coworking At least 1 piece with voice 2 mock assessments under exam conditions. Each piece will have a critical analysis/ self-reflection – about 300 words each
LIVE ASSIGNMENT	The learner is required to Lipspeak for a Deaf person and this is recorded and sent to Signature for marking. Signature will provide the assessment material. The centre are responsible for supplying the Deaf Person and recording this.

LEARNING JOURNAL/PDP	<p>Learning Journal PDP Development Plan 4 Pieces of Reflective Practice 1 before 2 During 1 After</p> <p>Internally assessed by the centre.</p> <p>Reflect on information with evaluation and CPD.</p>
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STREAM 1A - LIPSPEAKING WITH SIGN (CAN ONLY BE TAKEN AFTER COMPETITION OF STREAM 1)

Assessment title	Assessment method
20 HOURS PRACTICE	<p>20 HOURS PRACTICE Covering all types of assignments (Remote, Live Coworking).</p>
12 Internally Assessed pieces of work	<p>Of the 20 Hours Practice:</p> <p>12 pieces of 20 minutes of lipspeaking with sign internally assessed by the centre. At least 1 piece consecutive At least 1 piece live At least 1 piece remote At least 1 piece coworking At least 1 piece with voice</p> <p>2 mock assessments under exam conditions.</p> <p>Each piece will have a critical analysis/ self-reflection – about 300 words each</p>
LIVE ASSIGNMENT	<p>The learner is required to Lipspeak for a Deaf person and this is recorded and sent to Signature for marking.</p> <p>Signature will provide the assessment material. The centre are responsible for supplying the Deaf Person and recording this.</p>
LEARNING JOURNAL/PDP	<p>Learning Journal PDP Development Plan 4 Pieces of Reflective Practice 1 before 2 During 1 After</p> <p>Internally assessed by the centre.</p> <p>Reflect on information with evaluation and CPD.</p>

STREAM 2 – NOTETAKING (ELECTRONIC OR MANUAL)

Learners wishing to do both streams will be required to complete assessments in Electronic AND Manual.

Assessment title	Assessment method
20 HOURS PRACTICE	20 HOURS PRACTICE Covering all types of assignments (Manual, Electronic, co-working, remote, live)
12 Internally Assessed pieces of work	Of the 20 Hours Practice: 12 pieces of 20 minutes of Notetaking internally assessed by the centre. This would include: At least 1 piece Live Captioning (ENT only) At least 1 piece Remote At least 1 piece Face to Face At least 1 piece Co-working 2 mock assessments under exam conditions. Each piece will have a critical analysis/ Self reflection – about 300 words each
LIVE ASSIGNMENT	The learner is required to Notetake for a Deaf person and this is recorded and sent to Signature for marking. Signature will provide the assessment material. The centre are responsible for supplying the Deaf Person and recording this.
LEARNING JOURNAL/PDP	Learning Journal PDP Development Plan 4 Pieces of Reflective Practice 1 before 2 During 1 After Internally assessed by the centre. Reflect on information with evaluation and CPD.

STREAM 3 – SPEECH TO TEXT REPORTING (STTR)

Assessment title	Assessment method
20 HOURS PRACTICE	20 HOURS PRACTICE Covering all types of assignments (Remote, Live Coworking).
12 Internally Assessed pieces of work	Of the 20 Hours Practice: 12 pieces of 20 minutes of STTR internally assessed by the centre. At least 1 piece live At least 1 piece remote At least 1 piece co-working 2 mock assessments under exam conditions. Each piece will have a critical analysis/ Self-reflection – about 300 words each
LIVE ASSIGNMENT	The learner is required to provide STTR for a Deaf person and this is recorded and sent to Signature for marking. Signature provides the assessment material. The centre are responsible for supplying the Deaf Person and recording this.
LEARNING JOURNAL/PDP	Learning Journal PDP Development Plan 4 Pieces of Reflective Practice 1 before 2 During 1 After Internally assessed by the centre. Reflect on information with evaluation and CPD.

STREAM 4 – DEAFBLIND MANUAL

Assessment title	Assessment method
20 HOURS PRACTICE	20 HOURS PRACTICE Covering all types of assignments (Remote, Live Coworking).
12 Internally Assessed pieces of work	Of the 20 Hours Practice: 12 pieces of 20 minutes of Deafblind Manual internally assessed by the centre. At least 1 piece live

	<p>At least 1 piece remote At least 1 piece co-working</p> <p>2 mock assessments under exam conditions.</p> <p>Each piece will have a critical analysis/ Self-reflection – about 300 words each</p>
LIVE ASSIGNMENT	<p>The learner is required to provide Deafblind Manual for a Deafblind person and this is recorded and sent to Signature for marking.</p> <p>Signature provides the assessment material. The centre are responsible for supplying the Deafblind Person and recording this.</p>
LEARNING JOURNAL/PDP	<p>Learning Journal PDP Development Plan 4 Pieces of Reflective Practice 1 before 2 During 1 After</p> <p>Internally assessed by the centre.</p> <p>Reflect on information with evaluation and CPD.</p>

STREAM 5 – VFHO

Assessment title	Assessment method
20 HOURS PRACTICE	<p>20 HOURS PRACTICE Covering all types of assignments (Remote, Live Coworking).</p>
12 Internally Assessed pieces of work	<p>Of the 20 Hours Practice:</p> <p>12 pieces of 20 minutes of Visual Frame/Hands-on internally assessed by the centre.</p> <p>At least 1 piece live At least 1 piece remote At least 1 piece co-working</p> <p>2 mock assessments under exam conditions.</p> <p>Each piece will have a critical analysis/ Self-reflection – about 300 words each</p>
LIVE ASSIGNMENT	<p>The learner is required to provide Visual Frame/Hands on for a Deafblind person and this is recorded and sent to Signature for marking.</p>

	Signature provides the assessment material. The centre are responsible for supplying the Deafblind Person and recording this.
LEARNING JOURNAL/PDP	<p>Learning Journal PDP Development Plan 4 Pieces of Reflective Practice 1 before 2 During 1 After</p> <p>Internally assessed by the centre.</p> <p>Reflect on information with evaluation and CPD.</p>

STREAM 6 – COMMUNICATION SPECIALIST FOR EDUCATION AND TRAINING

Assessment title	Assessment method
20 HOURS PRACTICE	20 HOURS PRACTICE Covering all types of assignments (Remote, Live Co-working).
12 Internally Assessed pieces of work	<p>Of the 20 Hours Practice:</p> <p>12 pieces of 20 minutes of Communicating to be internally assessed by the centre.</p> <p>At least 1 piece BSL/English At least 1 piece notetaking ENT or MNT At least 1 piece Clear Speech At least 1 piece LIVE At least 1 piece remote At least one piece co-working</p> <p>2 mock assessments under exam conditions.</p> <p>Each piece will have a critical analysis/ Self-reflection – about 300 words each</p>
LIVE ASSIGNMENT	<p>The learner is required to provide Communication for a Deaf person and this is recorded and sent to Signature for marking.</p> <p>Signature provides the assessment material. The centre are responsible for supplying the Deafblind Person and recording this.</p>

LEARNING JOURNAL/PDP	<p>Learning Journal PDP Development Plan 4 Pieces of Reflective Practice 1 before 2 During 1 After</p> <p>Internally assessed by the centre.</p> <p>Reflect on information with evaluation and CPD.</p>
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