

Signature



Qualification Specification

Level 3 Award in Insights into
Communication with Congenitally
Deafblind People

600/1937/2

October 2022

QUALIFICATION SPECIFICATION

Signature Level 3 Award in Insights into Communication with Congenitally Deafblind People

(QCA Accreditation Number: 600/1937/2)

(Signature Qualification Reference: DBK3)

Qualification aim

Signature Level 3 Award in Insights into Communication with Congenitally Deafblind People is designed to enable learners develop knowledge, understanding and skills in relation to communication with deafblind* people who do not use English or British Sign Language (BSL) as a formal language. Causes and implications of congenital deafblindness and the roles of those who promote and develop communication, including the development of a communication method is explored in detail. The importance of a deafblind person's wishes in decision-making is seen as vital.

** In this specification, the term 'deafblind' relates to people with congenital deafblindness.*

Qualification structure

To achieve the full Level 3 Award in Insights into Communication with Congenitally Deafblind People, learners are required to achieve two units.

Unit K301 and Unit K302 are both theory units.

Units can be taken in any order and can be achieved separately.

Signature unit code	QCF unit number	Unit title	Assessment	Unit details
K301	J/601/8724	Understanding Congenital Deafblindness	External: written examination	See K301 Unit Specification
K302	H/601/8729	The Congenitally Deafblind Individual	External: written examination	See K302 Unit Specification

The recommended study hours are shown below:

Unit	Guided learning hours (GLH)	Additional study hours	Total learning time	Credit value at Level 3
K301	20	10	30	3
K302	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

Qualification objectives

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

- to understand the causes of congenital deafblindness, and factors influencing the congenitally deafblind person's social development
- to develop the necessary knowledge, understanding and skills in relation to communication with the congenitally deafblind individual.

Essential requirements

It assumes there is previous knowledge and candidates will have benefited from having achieved the Signature Level 2 Award in Communicating with Deafblind People and/or the Signature Level 2 Award in Communicating and Guiding with Deafblind People.

Target group

Level 3 Award in Insights into Communication with Congenitally Deafblind People is suitable for those who:

- wish to gain knowledge, perhaps in connection with their work (paid or voluntary), about how deafblindness affects communication for congenitally deafblind people
- wish to understand the ways, for use in the workplace or elsewhere, in which they can communicate with congenitally deafblind people.

Progression routes

On completion of Signature Level 3 Award in Insights into Communication with Congenitally Deafblind People, a range of other qualifications at Levels 2 and 3 are available. Please see Signature website for further details.

UNIT SPECIFICATION

Unit K301 – Understanding Congenital Deafblindness

(QCF Unit Number: J/601/8724)

This unit (together with Unit K302 – The Congenitally Deafblind Individual) provides learners with knowledge and understanding in relation to communication with congenitally deafblind people (i.e. those born with dual sensory impairments) who do not use either English or British Sign Language (BSL) as a formal language.

This unit is not intended to address the communication needs of those congenitally deafblind people who are able to acquire formal language through spoken language, BSL or the use of English (e.g. via text or deafblind manual alphabet).

Unit K301 covers the causes of congenital deafblindness, and factors influencing the congenitally deafblind person's social development.

(Unit K302 looks at communication with the congenitally deafblind individual, and the opportunities and challenges this presents.)

Unit summary

Guided learning hours	Additional study hours	Total learning time	Credit values 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. Understand the range, causes and implications of congenital deafblindness	1.1 Explain the causes of congenital deafblindness 1.2 Describe the types of congenital deafblindness 1.3 Describe the direct and additional needs arising from congenital dual sensory impairment
2. Know the roles of people who can help promote and develop communication with congenitally deafblind people	2.1 Describe the roles and responsibilities of key individuals who are communicators with congenitally deafblind people
3. Understand the factors influencing the experience of congenitally deafblind people and their involvement in society	3.1 Explain factors influencing the lifestyle of congenitally deafblind people 3.2 Explain factors which promote inclusion for congenitally deafblind people
4. Understand how to develop opportunities for maximising independence and communication for the congenitally deafblind person	4.1 Explain the importance of effective strategies to communicate with congenitally deafblind people 4.2 Discuss the limitations and boundaries of community activities for the congenitally deafblind person 4.3 Describe how daily tasks and activities can lead to independence and community inclusion for the congenitally deafblind person
5. Understand the learning and communication needs of congenitally deafblind people	5.1 Describe how the learning and communication needs of congenitally deafblind people are addressed

Topic content

(See also teacher notes on the Signature website.)

A. Causes and effects of congenital deafblindness

Causes of congenital dual sensory impairment/deafblindness:

- Genetic causes.
- Problems relating to pregnancy/birth.
- Conditions with gradual onset.
- Causes with similar effects.

Range of deafblindness/dual sensory impairment:

- Residual vision and/or hearing.
- Visual impairment continuum.
- Effect of congenital deafblindness on other systems and whole life experience.

B. Provision and roles

Professionals who may be involved in promoting communication:

- Qualified teacher of children who are dual sensory impaired.
- Intervenor.
- Other roles (Speech and Language Therapist, Teacher of the Deaf, etc).

C. The experience of congenitally deafblind people

- Individual factors.
- Expectations and achievements.
- Communication needs and preferences.
- The environment.

D. Independence and community

Inclusion in the community:

- Communicating with the wider public.
- Daily living tasks.
- Activities and involvement.

E. Learning and communication needs of congenitally deafblind people

- Educational provision and learning.
- Patterns of communication.
- Becoming an effective 'competent partner'.

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 which will consist of a number of questions eliciting understanding of theoretical concepts covered in the unit.

The pass mark is 60%.

The papers will be externally marked by Signature assessors.

**through reasonable adjustment requests, arrangements may be made for candidates to provide responses in BSL.*

UNIT SPECIFICATION

Unit K302 – The Congenitally Deafblind Individual

(QCF Unit Number: H/601/8729)

This unit (together with Unit K301 – Understanding Congenital Deafblindness) provides learners with knowledge and understanding in relation to communication with congenitally deafblind people (i.e. those born with dual sensory impairments) who do not use either English or British Sign Language (BSL) as a formal language.

This unit is not intended to address the communication needs of those congenitally deafblind people who are able to acquire formal language through spoken language, BSL or the use of English (e.g. via text or deafblind manual alphabet).

Unit K302 looks at communication with the congenitally deafblind individual, and the opportunities and challenges this presents.

(Unit K301 covers the causes of congenital deafblindness, and factors influencing the congenitally deafblind person's social development.)

Unit summary

Guided learning hours	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. Understand the development of early, presymbolic communication in congenitally dual sensory impaired people, and know how to share communication with people at these levels	1.1 Define pre-intentional and presymbolic communication, and communication behaviours linked to the presymbolic stage 1.2 List and describe means of communication used with congenitally dual sensory impaired people at presymbolic levels
2. Understand the development of symbolic communication in congenitally dual sensory impaired people, and know a range of means of communication with those at these levels	2.1 Define symbolic communication, and communication behaviours linked to the symbolic stage 2.2 Describe a range of means of communication used with dual sensory impaired people at early symbolic levels
3. Understand the individual needs of congenitally deafblind people in relation to the development of communication	3.1 Explain the importance of individual learning plans and communication methods in promoting the acquisition of increasingly conventional communication
4. Understand the importance of the congenitally deafblind person's voice in decision making, and the strategies which may be used for obtaining it.	4.1 Explain how congenitally deafblind people can be helped to make decisions. 4.2 Describe how their views about decisions can be sought/reached when they do not have sufficient language to be asked

Topic content

(See also teacher notes on the Signature website.)

A. The development of communication in pre-symbolic stages

- Visual impairment and communication breakdown.
- Definitions:
 - Pre-intentional communication.
 - Pre-symbolic communication.

B. The development of communication in early symbolic stages

The development of symbolic communication:

- Early symbolic communication.
- Symbols and references.

C. Understanding individual needs

- Assessment of individual needs.
- Working with the individual.
- Importance of the environment.
- Consistency and transparency.

D. Acknowledging the ‘voice’ of the client

Promoting clients’ views:

- The importance of the person’s views.
- ☐ Understanding choice and opinion.
- ☐ Discerning preference/choice.
- ☐ Other ways of representing views.

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