

Signature



Qualification Specification

Level 1 Award in Deaf Awareness and
Communication

500/6141/0

Sept 2020 – Aug 2021

QUALIFICATION SPECIFICATION

Signature Level 1 Award in Deaf Awareness and Communication (RQF)

(QAN: 500/6141/0)

(Signature Qualification Reference: DAC1)

Qualification aim

Signature Level 1 Award in Deaf Awareness and Communication is designed to provide introductory knowledge and skill for enhancing communication with deaf* people.

**in this specification, the term 'deaf' relates to all of the following: deaf, deafened, deafblind, hard of hearing, Deaf BSL users, Deaf visually impaired, blind hearing impaired and people with congenital deafblindness.*

Qualification structure

To achieve the full Level 1 Award in Deaf Awareness and Communication, learners are required to achieve two units.

Unit K101 is the theory unit, and Unit T101 is the practical unit. Units can be taken in any order and can be achieved separately.

Signature Unit Code	RQF Unit Number	Unit Title	Assessment	Unit details
K101	L/600/0516	Deaf and Deafblind Awareness	External: multiple-choice examination	See Unit K101 Specification

T101	F/503/9805	Communication Tactics with Deaf and Deafblind People	Internal: assessment of practical skills	See Unit T101 Specification
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The recommended study hours are shown below:

Unit	Guided learning hours (GLH)	Additional study hours	Total learning time	Credit value at Level 1
K101	10	10	20	2
T101	10	10	20	2

GLH includes assessment time. Additional study hours include private study, homework, practice, etc.

Total Qualification Time

Guided Learning Hours (GLH)	Additional Study Hours	Total Qualification Time	Credit Value at Level 1
20	20	40	4

Essential requirements

No previous experience of British/Irish Sign Language or knowledge is needed.

Target group

Level 1 Award in Deaf Awareness and Communication is suitable for those who:

- wish to acquire basic knowledge of how deafness and deafblindness affect communication;
- wish to acquire basic skills to facilitate basic communication with deaf people.

Progression routes

On completion of Signature Level 1 Award in Deaf Awareness and Communication, a range of further qualifications are available, including:

- Signature Level 2 Award in Communicating with Deafblind People (DBC2).
- Signature Level 2 Award in Communicating and Guiding Skills with Deafblind People (DBG2).
- Signature Level 1 Award in British/Irish Sign Language (BSL1/ISL1).

UNIT SPECIFICATION

Unit K101 – Deaf and Deafblind Awareness

(RQF Unit Number: L/600/0516)

Guided learning hours (GLH)	Additional study hours	Total learning time	Credit value at Level 1
10	10	20	2

This unit is designed to give the learner introductory-level knowledge and understanding about deafness and deafblindness. It describes what it means to be deaf* and what assistance is available to improve communication between deaf and hearing people.

Basic communication skills for meeting or working with deaf and deafblind people are covered in Unit T101 - Communication Tactics with Deaf and Deafblind People.

* In this unit the term 'deaf' relates to all of the following: deaf, deafened, deafblind, hard of hearing, Deaf BSL users, Deaf visually impaired, blind hearing impaired and people with congenital deafblindness.

Unit summary

Learning outcomes At the end of this unit, the successful learner will:	Assessment criteria At the end of this unit, the successful learner can:
1. Know the language commonly used to describe deafness and deafblindness, and deaf and deafblind people	1.1 List terms to describe deafness and deafblindness, and deaf and deafblind people 1.2 Recognise appropriate and inappropriate language used to describe deaf and deafblind people
2. Know the numbers and types of deaf and deafblind people in the UK	2.1 Give accurate statistics on the number of deaf and deafblind people in the UK
3. Know how deaf and deafblind people communicate and understand the factors that affect successful communication	3.1 List a range of communication methods used by deaf and deafblind people 3.2 Recognise how communication can be enhanced and the barriers to communication
4. Know how a deaf or deafblind person's language and cultural background affects communication	4.1 Describe how cultural affiliation influences language choice 4.2 Describe a range of environmental factors that can affect communication 4.3 List the factors that affect the deaf or deafblind person's choice of language and communication

Learning outcomes	Assessment criteria
At the end of this unit, the successful learner will:	At the end of this unit, the successful learner can:
5. Understand how the 'hearing society' sets up barriers to communication for deaf and deafblind people, and how these barriers can be overcome	5.1 Define discrimination 5.2 State the difficulties that deaf and deafblind people encounter in accessing information and communication 5.3 State how these barriers may be overcome
6. Know a range of technological aids to communication available to deaf and deafblind people	6.1 List and describe a range of technological aids that can improve access to communication for deaf and deafblind people
7. Understand the work of communication professionals and other communication support roles	7.1 Identify and define the work undertaken by: a. communication professional b. other communication support roles
8. Know about the main national organisations that work with deaf and deafblind people	8.1 List the main national organisations 8.2 Describe their activities

Topic content

1. Terminology used to describe deafness

- Terms used to describe types of deafness, when the person became deaf or deafblind, or whether the deafness is temporary or permanent.
- Terms which indicate deafness.
- The 'medical model' implied by these terms and why deaf and deafblind people may reject this model.
- Terms which may be offensive to deaf and deafblind people.
- Terms which show the deaf or deafblind person's identity or language and cultural preference.

2. Statistics

Statistics on the number of people who:

- are deaf
- are deafblind
- are deafened
- are Deaf British Sign Language (BSL).

Many people are deaf or deafblind through the ageing process.

3. Communication

Communication methods with deaf and deafblind people:

- Lipreading and speech.
- Sign Language (British Sign Language, Irish Sign Language, Visual-Frame and Hands-On).
- Other signing (Manual) systems of communication.
- The Manual alphabet, Block alphabet and Deafblind Manual alphabet.
- Facial expression and gesture.
- Reading and writing down words.
- Mime and body language.
- Pictures.

Factors that affect successful communication:

- Background, lighting, and distance.
- Visual and vibrational distractions.
- Auditory factors including tinnitus.
- Acoustics.
- Personal attire, clothing and jewellery.
- Use of other senses.

4. Language and culture

- Age of onset of hearing loss/sight loss happened.
- Level/degree of sensory loss/deafness.
- Type of deafness/deafblindness.
- Educational experience.
- Deaf people (including Deaf visually impaired people) who identify with the 'Deaf World'.
- deaf people who identify with the 'Hearing World'.
- Deafblind people and their experience.

5. Society

- Definition of discrimination.
- Day-to-day difficulties that deaf and deafblind people encounter in accessing information and communication.
- Ways to avoid these difficulties.

6. Technology

- Alarms and alerting equipment (visual/vibrate/fans).
- Telephony and IT.
- Technical aids that make the most of residual hearing and sight.
- Television, cinema and the media.

7. Language and communication services

- BSL/English interpreters.
- Lipspeakers.
- Cued speech transliterators.
- Electronic and manual notetakers.
- Speech to text reporters.
- Communication professionals working with deafblind people.
- Communication support workers.
- Communicator-Guides for deafblind people.

8. Organisations

- Action on Hearing Loss (formerly known as RNID).
- British Deaf Association (BDA).
- Hearing LINK.
- National Deaf Children's Society (NDCS).
- National Association of Deafened People (NADP).
- Cued Speech Association UK.
- Sense (Sense Cymru; Sense Scotland; Sense England and Sense Northern Ireland).
- Deafblind UK and Deafblind Scotland.
- Hearing Dogs for Deaf People.
- Stagertext.
- DeafHear.ie.
- Irish Deaf Society.

ASSESSMENT SPECIFICATION

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

Assessment for this unit will take the form of a 20 minute multiple choice written assessment paper, containing 16 questions.

The pass mark is 12 out of 16 (75%).

The assessment will be externally marked by Signature.

Through reasonable adjustment requests, arrangements may be made for candidates to provide responses in British Sign Language.

UNIT SPECIFICATION

Unit T101 – Communication Tactics with Deaf and Deafblind People

(RQF Unit Number: F/503/9805)

This unit is designed to be deliverable in a one day training session. It aims to equip the learner with some simple skills for communicating with deaf* or deafblind people. It is suitable for 'front-line' workers and others who may occasionally meet a deaf or deafblind person, and who wish to develop some confidence in communicating during these first encounters.

*In this unit the term 'deaf' relates to all of the following: deaf, deafened, deafblind, hard of hearing, Deaf BSL/ISL users, Deaf visually impaired, blind hearing impaired and people with congenital deafblindness.

Learners will benefit from having the opportunity to meet with a deaf or deafblind person during the course, and this is strongly advised if it can be arranged.

Pre-course study booklet

Prior to attending the course of training set out in this unit, learners should study the pre-course booklet included with the unit specification.

This booklet covers:

- background information about deafness/deafblindness, to help learners understand how being deaf affects a person's ability to communicate, and why it is helpful for hearing people to have a range of communication tactics at their disposal
- terminology used to describe different types of deafness/deafblindness
- statistics on deafness/deafblindness how the environment affects communication with deaf/deafblind people
- charts for:
 - Manual Alphabet (fingerspelling)
 - Deafblind Manual Alphabet
 - Block Alphabet.

(These manual methods of communication will be included in the course, but it would be helpful for learners to have practised them beforehand).

Post-course 'pocket guide'

At the end of the course of training and assessment, learners will be given the follow-up booklet included with the unit specification. The 'Pocket Guide' contains key information drawn from the course. Learners should spend an hour, shortly after completing the course, consolidating their learning through study of this booklet. It can then be kept to hand as an aide-memoire for use whenever the owner meets a deaf or deafblind person and wishes to be reminded of the communication tactics learned in this unit.

Unit summary

Guided learning hours (GLH)	Additional study hours	Total learning time	Credit value at Level
10	10	20	1

At the end of this unit the successful learner will:	At the end of this unit the successful learner can:
1. Be able to select appropriate communication tactics for use with a deaf or deafblind person	1.1 Choose and ask an appropriate question for one of the following: <ul style="list-style-type: none"> a. A British Sign Language (BSL)/Irish Sign language (ISL) user b. A deafened person c. A hard of hearing person d. A deafblind BSL/ISL user e. A deafblind English user
2. Know the best environmental conditions for communicating with a deaf or deafblind person	2.1 Identify the best conditions for deaf and deafblind people in relation to the environment
3. Know a range of tactics for communicating with deaf and deafblind people	3.1 Demonstrate clear speech applying a range of tactics: <ul style="list-style-type: none"> a. Maintaining eye contact b. Supporting speech with appropriate facial expression and rhythm c. Keeping mouth free from obstruction and moving top lip d. Keeping head still while talking e. Clear lip patterns 3.2 Use the Manual Alphabet (fingerspelling) to spell a given word 3.3 Use the Deafblind Manual Alphabet to spell a given word 3.4 Use the Block Alphabet to spell a given word
4. Be able to repair a breakdown in communication with a deaf or deafblind person	4.1 Demonstrate an appropriate alternative communication tactic for a deaf or deafblind person when communication has broken down

Topic content

(See also the Teacher Notes on our website)

A. Identifying appropriate communication tactics to use

Ways of checking the communication preferences of:

- British Sign Language (BSL)/Irish Sign Language (ISL) users
- Deafened people
- Hard of hearing people
- Deafblind BSL/ISL users
- Deafblind English users.

Ways of finding out from a deaf or deafblind person:

- their communication preference
- whether technology can help.

B. Creating the best environment for communication

Environmental factors include:

- Lighting.
- Backgrounds, including flooring.
- Visual distractions.
- Vibrational distractions.
- Acoustics – background noise; echo.
- Seating/positioning.
- Clothing and jewellery.
- Sense of smell as an aid to personal identification by deafblind people.

C. Using communication tactics

Tactics include:

- Getting the attention of a deaf person.
- Using skills in taking turns to speak.
- Speaking clearly.
- Using facial expression and gesture.
- Writing down.
- Writing in the air.
- Using the Manual Alphabet (fingerspelling).
- Using the Deafblind Manual Alphabet.
- Using the Block Alphabet.

Repairs could include:

- Repeating.□

Rephrasing.□

Writing down.

- Writing in the air.
- Mime, gesture and facial expression.
- Manual Alphabet (fingerspelling), Block Alphabet or Deafblind Manual Alphabet.

ASSESSMENT SPECIFICATION

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

This unit is internally assessed.

During the course of training the teacher will require each candidate to demonstrate all of the skills covered in the learning outcomes, using the tasks set out below. Each candidate must have an opportunity to demonstrate the required skills without assistance from the teacher or others in the group. It is not necessary to carry out the tasks under examination conditions.

The teacher will mark the achievement of the tasks on the Candidate Assessment Record (CAR) form provided. See Teacher-Assessor Guidance on page 7, and 'Step-by Step Guide' on page 8 for details of how to conduct the assessment and complete the CAR Form.

Tasks

1. Manual Alphabet (fingerspelling), Deafblind Manual and Block Alphabet

The teacher will ask each candidate to demonstrate her/his ability to spell a word (of a minimum of six letters), using **each** of:

- Manual Alphabet (fingerspelling)
- Deafblind Manual Alphabet
- Block Alphabet.

Words are to be chosen from the list provided in Task Sheets 1A, 1B, and 1C.

Candidates will demonstrate all three alphabets.

2. Asking appropriate questions

The teacher will give all candidates the list of appropriate questions provided in Task Sheet 2A.

Each candidate will then be given some information about a deaf or deafblind person whom they are about to meet (the teacher will select one from the list in Task Sheet 2B, preferably a different one each time). The candidate must select two of the questions from the list in Task Sheet 2A, and use clear speech to ask the questions. One question must be taken from the 'Environment' list, and one from the 'Communication' list.

The teacher will assess:

- a) the appropriateness of the two questions chosen for the deaf or deafblind person concerned; and
- b) clear speech.

Each candidate will ask their questions as if they were addressing the deaf or deafblind person they have been given.

3. Using communication tactics

- a) Each candidate will be told to imagine they are meeting one of the deaf or deafblind people listed in Task Sheet 3. The candidate will use clear speech (as if to this deaf/deafblind person) to talk briefly about their work, family, or interests. A few short sentences will be enough, but the candidate should choose a topic that allows them to use facial expression to support their words. The teacher completes the assessment of the candidate's clear speech during this task.
- b) The teacher will interrupt the candidate to ask what they (the candidate) would do if the deaf/deafblind person was not understanding/following what the candidate was saying.

The candidate will then adopt a new communication tactic. The teacher will assess the appropriateness of the new tactic as a way of repairing a communication breakdown.

Candidates who do not succeed in completing the tasks at the first attempt may be given **one** further opportunity at the end of the course. After this, any candidate who has not successfully completed all the tasks on the mark sheet will be deemed to have failed.

It is permissible for candidates to be told the outcome of the assessment at the end of the course. This will be subject to confirmation of results by Signature, after quality assurance checks have been carried out.

Candidates should be given a copy of the follow-up booklet (Pocket Guide) to enable them to carry out further practice after the course.

TEACHER-ASSESSOR GUIDANCE

Please read this section in conjunction with Parts 1 and 3 of the Assessment Regulations.

1. Assessment is **not** under examination conditions. It is acceptable for all the candidates in the group to be together during the assessment, but each individual candidate will have to demonstrate their ability to meet the assessment criteria on page 5.
2. The assessment is divided into three parts (tasks). It is recommended that each task is given immediately after a period of learning:
 - **Task 1** – Assessment of **Manual Alphabet (fingerspelling), Deafblind Manual Alphabet and Block Alphabet** can be carried out after a period of time spent learning and practising these three alphabets.
 - **Task 2** – Assessment of **Appropriate Questions** can be carried out after time spent discussing how to recognise that a person is deaf or deafblind, and what questions it would be appropriate to ask to optimise communication with that person.
 - **Task 3** – Assessment of **Communication Tactics** can be carried out after time spent discussing what tactics there are, why they are useful, and when to use them.
3. The teacher-assessor should complete the CAR form (see page 18) after each task. Candidates **must not** be given any feedback as they complete each task, as this would assist other candidates in the group when their turn comes.
4. At the end of the course, candidates should be given ONE further attempt to achieve any of the assessment criteria in which they were originally unsuccessful (i.e. one attempt for each assessment criterion).
5. See 'Step-by-Step Guide' on page 8 for how to conduct the assessment and complete the CAR form.

STEP-BY-STEP GUIDE TO CONDUCTING THE ASSESSMENT

Before starting the assessment, the teacher-assessor should complete Columns 1 and 2 of the CAR form (page 18), for each candidate.

Task 1	After training/practice on the Manual Alphabet (fingerspelling), Deafblind Manual Alphabet and Block Alphabet , teacher-assessor asks candidate to sit in a circle.	
Step 1	<ul style="list-style-type: none"> Teacher-assessor gives the first candidate a word from Task Sheet 1A. Candidate fingerspells this word to teacher-assessor. Teacher-assessor assesses this skill. Teacher-assessor does not give feedback on whether this was correct or not. 	For each candidate, teacher-assessor records decision (<input type="checkbox"/> / x) on CAR Form.
Step 2	Repeat Step 1 for all candidates using Task Sheet 1A (fingerspelling).	Column 2.
Step 3	Repeat Steps 1 and 2 for all candidates using Task Sheet 1B (candidates demonstrate the Deafblind Manual).	Column 3.
Step 4	Repeat Steps 1 and 2 for all candidates using Task Sheet 1C (candidates demonstrate the Block Alphabet).	Column 4.

Task 2	<p>After training/practice on appropriate questions (which must include criteria for clear speech – see page 5), teacher-assessor asks candidates to sit in a circle.</p> <p>It would be preferable if the candidate order was not the same as in Task 1.</p>	
Step 5	<ul style="list-style-type: none"> • Teacher-assessor gives all candidates the list of appropriate questions provided in Task Sheet 2A. • Teacher-assessor tells the first candidate to imagine they are about to meet a particular deaf or deafblind person (the teacher will select one from the list in Task Sheet 2B). • Teacher-assessor asks the first candidate to select two of the questions from the list in Task Sheet 2A, and use clear speech to ask the questions. One question must be taken from the 'Environment' list, and one from the 'Communication' list. The questions can be asked in any order. There can be more than one right answer. • Candidate chooses and asks two questions, as if they were addressing the deaf or deafblind person they have been given. • Teacher-assessor assesses: <ul style="list-style-type: none"> a) the appropriateness of the two questions chosen for the deaf or deafblind person concerned (see Task Sheet 2B); and b) clear speech (decision is not recorded until Task 3). • Teacher-assessor does not give feedback on whether the candidate's questions were correct or not. 	<p>For each candidate, teacher-assessor records on CAR Form the code number of deaf/deafblind person selected from Task Sheet 2B (Column 5).</p> <p>For each candidate, teacher-assessor records on CAR Form:</p> <p>(Columns 6 and 7) - question numbers chosen and assessment decision for (a) only (<input type="checkbox"/> / x).</p>
Step 6	<p>Repeat Step 5 for all candidates.</p>	

Task 3	<p>After training/practice on using communication tactics, the teacher-assessor asks candidates to sit in a circle* (it would be preferable if the candidate order was not the same as in Tasks 1 and 2).</p> <p>[*This part of the assessment may take a few minutes for each candidate. Teacher-assessors may prefer to work with small groups of candidates at a time, leaving others in the group to continue to practise or prepare a topic to talk about.]</p> <p>Candidates are informed that the topic they choose to talk about in this task (their work, family, or interests) must allow them to use facial expression to support their words, as this is one of the clear speech criteria being assessed.</p>	
Step 7	<ul style="list-style-type: none"> • Teacher-assessor tells the first candidate to imagine they are meeting a particular deaf or deafblind person (the teacher will select one from the list in Task Sheet 3). • Candidate uses clear speech (as if to this deaf/deafblind person) to talk briefly about their work, family, or interests. • The teacher-assessor completes the assessment of the candidate's clear speech during this task. 	<p>Record deaf person code number (Column 8).</p> <p>For each candidate, teacher-assessor records decision on CAR Form:(Column 9).</p>
Step 8	<ul style="list-style-type: none"> • After a few sentences, the teacher-assessor interrupts the candidate to ask what they (the candidate) would do if the deaf/deafblind person was not understanding what the candidate was saying. • The candidate adopts a new communication tactic and continues. The teacher assesses the appropriateness of the new tactic as a way of repairing a communication breakdown. 	<p>For each candidate, teacher-assessor records on CAR Form: (Column 10)</p> <p>– repair tactic chosen (number from Task Sheet 3) and assessment decision (✓ / x).</p>

Step 9	Repeat Steps 7 and 8 for all candidates.	
Step 10	<p>At the end of the course, if time allows, candidates who have not successfully achieved each of the assessment criteria on the CAR form can be given one further opportunity to repeat the relevant task(s).</p>	<p>For each candidate, teacher-assessor records decisions in the relevant column on CAR Form.</p>

Step 11	<ul style="list-style-type: none">• Teacher ensures that CAR Form is complete.• For every candidate, there must be an identifying number in Columns 5, 6, 7, 8 and 10.• There must be a ✓ or x in Columns 2, 3, 4, 6, 7, 9, and 10.• Candidates must have ✓ in Columns 2, 3, 4, 6, 7, 9, and 10 to Pass.• Teacher inserts P (Pass) or F (Fail) in Column 11.• Teacher-assessor signs CAR Form and returns it to Signature (see regulations). <p>Blank CAR forms can be copied for large groups.</p>
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Unit T101 – Communication Tactics with Deaf and Deafblind People

TASK SHEET 1A (for teacher-assessor use only)

Candidates will use the Manual Alphabet (fingerspelling) to spell one of these words:

Athens
Absent
Canter
Dental
Editor
Forest
Goblet
Hoarse
Lavish
Relate
Resign
Sailor
Scream
Spoken
Sprout
Stench
Storey
Strive
Talcum
Upside

TASK SHEET 1B (for teacher-assessor use only)

Candidates will use the Deafblind Manual Alphabet to spell one of these words:

Antler
Blanch
Biceps
Charge
Cherub
Clause
Cougar
Couple
Direct
Drowsy
Escape
Exodus
Hyphen
Impact
Lichen
Meadow
Orchid
Pencil
Rector
Shrewd

TASK SHEET 1C (for teacher-assessor use only)

Candidates will use the Block Alphabet to spell one of these words:

Burden
Camden
Dancer
Encore
Equine
Famous
Island
Impale
Mantel
Menace
Patron
Peanut
Poland
Rental
Reason
Silent
Sloane
Somali
Sunlit
Trendy

TASK SHEET 2A (for candidates)

Environmental questions:

Question number	Question
1	Can you see me clearly?
2	Is the light too bright behind me?
3	Shall we move to a quieter place?
4	Shall I move so the light is on my face?
5	Shall I put the light on?
6	Do you want me to close the door?
7	Do you use the loop?
8	Shall I close the window?
9	Shall I close the curtains/blind?
10	Is that picture/mirror/poster/traffic distracting you?

Communication questions:

Question number	Question
11	Can you lipread me?
12	Shall I speak a little louder?
13	Do you use fingerspelling?
14	Do you use Deafblind Manual?
15	Do you use Block?
16	Shall I write it down?
17	Would you like me to repeat that?
18	Would you like me to rephrase that?
19	Do you understand me?
20	Shall I speak a little more slowly?

TASK SHEET 2B (for teacher-assessor use during assessment)

Deaf/deafblind person code number	Information given to candidate by teacher-assessor
31	Person approaching you in the street is with a friend. They are using sign language together. It is a dull winter's day.
32	You have seen a person talking to friends in the lounge. This person did not react when you first tried to attract their attention by speaking to them. The sun is shining through the window and there are lots of pictures on the walls.
33	Person approaching you in a noisy hospital waiting room is wearing a hearing aid.
34	Person approaching you in the street is using a red and white cane. There is a lot of traffic about. He has a baseball cap on. He does not wear a hearing aid. It is a sunny day.
35	Person is sitting down in the pub lounge and chatting under the light of a lamp to another person. The music is loud and the light is dim.
36	Person approaching you is being guided towards the reception desk by another person. She is chatting in voice and is wearing a hearing aid.

TASK SHEET 3 (for teacher-assessor use during assessment)

Deaf/deafblind person code number	Type of deaf/deafblind person
50	Deaf BSL/ISL user
51	Deafened
52	Hard of hearing
53	Deaf visually impaired BSL/ISL user
54	Deaf visually impaired English user
55	Blind hard of hearing
56	Hard of hearing partially sighted
57	Deafblind

Repair tactic code number	Repair tactics
60	Repeat
61	Rephrase
62	Fingerspelling
63	Gesture
64	Mime
65	Writing down
66	Writing in the air
67	Facial expression
68	Deafblind Manual
69	Block

CANDIDATE ASSESSMENT RECORD FORM

1		2	3	4	5	6		7		8	9	10		11
		Manual Alphabet (finger-spelling)	Deafblind Manual Alphabet	Block Alphabet	Task 2 Deaf/Deafblind Person (number)	Appropriate Question 1 (Environment)		Appropriate Question 2 (Communication)		Task 3 Deaf/Deafblind Person (number)	Clear Speech	Appropriate Repair Tactic		Pass/Fail
Candidate Name	ID	✓ / x	✓ / x	✓ / x		Question Chosen (number)	✓ / x	Question Chosen (number)	✓ / x		✓ / x	Repair Tactic Used (number)	Appropriate ✓ / x	P / F

Teacher-Assessor name:

Date of assessment:

Teacher-Assessor signature:.....

Assessment ID:



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