

Signature



Qualification Specification

Level 3 Certificate in Working Effectively
With Visual Frame and
Hands on Signing

601/6453/0

Sept 2020 – Aug 2021

QUALIFICATION SPECIFICATION

Signature Level 3 Certificate in Working Effectively with Visual Frame and Hands on Signing (VFHO3)

(RQF Accreditation Number: 601/6453/0)

(Signature Qualification Reference: VFHO3)

Qualification aim

The aim of the qualification is to enable learners to use knowledge and skills already obtained in previous qualifications and to be able to work effectively with deafblind people who use VF/HO in a variety of everyday settings including: conversations, socialising, educational, personal, employment (Access to Work).

Qualification objectives

This qualification will provide learners with both the technical skills and strategies to be able to communicate effectively with users of VF/HO and the knowledge and skills involved with making language accessible to deafblind people. This will include concepts and structures for describing/analysing English and will develop understanding of ways to make information accessible while maintaining meaning and an awareness of the use of additional communication methods.

Qualification structure

The qualification is divided into two units each of which will be assessed separately. Although assessments can be taken straight after each unit has been taught, Signature suggests that **all** assessments are best taken at the end of the course when all teaching is complete

Delivery and Contact Hours

Guided Learning Hours

The certificate has a credit value of 14 and 140 hours of learning time in total. The recommended guided learning hours is 100 in total as show in the table below. The guided learning hours of 100 is the time the learner is timetabled for face to face contact with the centre and should include:

- Classroom based teaching
- Individual or group tutorials
- Feedback or observed practice

	Guided learning hours (GLH)	Additional study hours	Total learning time	Credit value at Level 3
VFHO301 Using Visual Frame and Hands On Signing	60	20	80	8 Credits at Level 3
MOD301 Modifying Language for Deaf and Deafblind People	40	20	60	6 Credits at Level 3

Total Qualification Time

Guided learning hours (GLH)	Additional study hours	Total Qualification Time	Credit value at Level 3
100	40	140	14 Credits at Level 3

Essential requirements

In order to be entered for this course leading to this qualification, learners must be able to demonstrate competence at DBG Level 2. It is the responsibility of the centre to ensure these requirements have been met before accepting a learner on the course. Learners should be assessed at their induction for the skills required.

Recommendations

It is recommended that learners have a qualification or equivalent skills showing sound knowledge and command of English.

Centre Resources

Centres wishing to offer this qualification should ensure there are sufficient resources and expertise to support delivery of the programme. Taught sessions should be delivered in an identified base room. A range of appropriate audio visual aids are likely to be required for the sessions. Centres must ensure that learners have access to resources that are appropriate for the Level 3 nature of this qualification. Centres may be visited by Signature at any time.

Centre Staffing

Centres should identify a suitably qualified programme manager and delivery team. The members of the delivery team who teach and assess on behalf of the centre should have appropriate qualifications and experience of this field. It is the responsibility of the centre to ensure the team have:

- Competence in the subject matter of the qualification they are delivering
- Qualifications and/or professional experience in the subject they are teaching
- A recognised or relevant teacher qualification

Support provided to learners during the course.

As part of the induction process, learners should be given information about the course content, advice on the assessment methods for this qualification and information on reasonable adjustments. Learners should also be given information on guided learning hours, ongoing support, information on tutorials and the range of teaching materials that will be available to support learning.

Progression routes

On completion of the qualification, the learners may wish to progress to the following qualifications:

Level 3 Certificate in Working Effectively with Deafblind Manual

Level 6 Certificate in Working Effectively with Deafblind Manual

Level 6 Certificate in Working Effectively with Visual Frame Hands On

Level 6 Certificate in Working Effectively with Deafblind Manual and Visual Frame Hands On Signers

UNIT SPECIFICATION

Unit VFHO301 – Using Visual Frame and Hands on Signing (VFHO)

(RQF Unit Accreditation Number: J/507/3311)

Unit summary

Learners will interact with Visual Frame & Hands On users in a variety of real life situations and are also expected to pursue a course of private study in addition to the above.

Guided learning hours (GLH)	Additional study hours	Total learning time	Credit value at Level 3
60	20	80	8 Credits at Level 3

Learning outcomes	Assessment criteria
At the end of this unit of learning, the successful learner will:	At the end of this unit of learning, the successful learner can:
1. Know the principles, purposes and processes involved in using Visual Frame when working from spoken and written English or signed BSL.	1.1 Describe the practical implications of using VF 1.2 Demonstrate management of communication between a speaker or BSL signer and a VF user and facilitating two way conversation. 1.3 Demonstrate the processes of managing communication between written information and a VF user. 1.4 Accurately convey the meaning of the two way conversation with only minor omissions and inaccuracies.
2. Know the principles, purposes and processes involved in using Hands On BSL when working from spoken and written English or signed BSL.	2.1 Demonstrate the practical implications of using HO, i.e. one handed; two handed 2.2 Demonstrate management of communication between a speaker or BSL signer and a HO user and facilitating two way conversation.

Learning outcomes At the end of this unit of learning, the successful learner will:	Assessment criteria At the end of this unit of learning, the successful learner can:
	2.3 Demonstrate the processes of managing communication between written information and a HO user. 2.4 Accurately convey the meaning of the two way conversation with only minor omissions and inaccuracies.
3. Be able to use VF appropriately for a deafblind person.	3.1 Convey flow of conversation between source and target language users 3.2 Convey the speaker's register, attitude and tone through VF language 3.3 Convey the deafblind person's register, attitude and tone through signed or verbal language 3.4 Understand the modifications needed to ensure effective communication using VF 3.5 Support effective communication and take action if communication breaks down
4. Be able to use HO appropriately for a deafblind person.	4.1 Convey flow of conversation between source and target language users 4.2 Convey the speaker's register, attitude and tone through HO language 4.3 Convey the deafblind person's register, attitude and tone through signed or verbal language 4.4 Understand the modifications needed to ensure effective communication using HO 4.5 Support effective communication and take action if communication breaks down

Learning outcomes At the end of this unit of learning, the successful learner will:	Assessment criteria At the end of this unit of learning, the successful learner can:
5. Interact with Visual Frame and Hands On users in a variety of settings	5.1 Identify where you could go to meet people, i.e. clubs. 5.2 Log your experience meeting with visual frame and hands on users, comparing and contrasting to identify the differences 5.3 Using their experience of meeting a deafblind person make a plan of supporting them in various settings, i.e. meetings, social, activities

Topic content

A. Professionalism

Confidentiality – respect any information gained, disclosure, i.e. prosecution; protect the welfare of an individual, client agreement

Competency – work within the limits of your competency; only undertake assignments for which you are qualified; ensure that effective communication takes place; keep to the spirit of what is being said; seating; breaks etc. To be able to offer voice over if communication is impaired.

Integrity – you must maintain the highest standards of professionalism / integrity and reflect credit on your profession.

Impartiality – you must avoid discrimination against parties involved in an assignment, either directly or indirectly, on any grounds.

You must disclose any information, including conflicts of interest, which may make you unsuitable for an assignment or call into question your impartiality, and decline or withdraw from the assignment if this cannot be satisfactorily resolved.

Professional Development - You must keep your professional knowledge and skills up to date.

B. Personal Discretion

- Dress code
- Hygiene
- Scent
- Hand gel
- Personal space
- Jewellery
- Agreement of timings and breaks, as laid down in NRCDP

Communication breakdown techniques: stop the speaker, change the signs or vocabulary, repeat, clarify, and if appropriate use an alternative communication method such as Deafblind Manual.

C. Knowledge Skills and Competencies

Preparation for individual situations, such as dress code, jewellery, travel, arriving early to enable best practise, position and size of VF, seating arrangements, speech-to-text, advocate for co-workers if required

Knowledge of the additional vocabulary needed for Hands On, i.e. to replace non manual features such as 'not allowed', directional signing.

Knowledge of the additional adaptation of finger spelling and hand shapes needed for visual frame

Demonstrate use of hands on in a variety of ways:

One handed (Left or right)

Holding wrists

Holding on top of fingers / holding between fingers

Two full hands

Finger spelling, ie Deafblind Manual, Block, on their hand,

Awareness of other tactile communication methods: such as Haptic, body signing, Tadoma, hand-on-hand / hand-under-hand, Block, White Board / Black Pen.

Pace and fluency interaction

Communicating without body language, eye contact or facial expressions

Understand the difference between visual language and tactile language, i.e. brain processors

ASSESSMENT SPECIFICATION

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

This unit is externally and internally assessed.

The candidate will demonstrate their skills using VFHO by:

- A. DVD presentation of a meeting setting: Using VFHO the candidate will relay points of the meeting including names of speakers, summary of the content, etc. Candidates will use paraphrasing techniques and produce VFHO with accuracy and meaning. A summary will be given at the start of the assessment.
- B. Relaying written information using VFHO: The candidate will be given a copy of a hand-out containing written text, numbers and a picture/diagram. The candidate will use VFHO to relay verbatim some of the text and describe the diagram/picture content.
- C. Environmental information using a DVD: The candidate will watch a DVD of a scenario. A conversation will take place using VFHO with the assessor relaying guiding information. An internal assessor will mark a checklist of 10 points that need to be relayed.

The candidate's use of VFHO will be filmed throughout each of the above assessments. The camera must therefore focus on the hands used to present VFHO. The recording will be sent to Signature for marking.

A feedback form covering the Learning Outcomes will need to be completed for each candidate by the teacher/assessor or VFHO user in order to confirm the candidate's technical skills of produce VFHO. This feedback form will be submitted with the video-recording to Signature

UNIT SPECIFICATION

Unit MOD301 – Modifying Language for Deafblind People

(RQF Unit Accreditation Number: F/507/3288)

This unit aims to develop the learner’s knowledge of issues around access to language for deafblind people, including the knowledge of concepts and structures for describing/analysing English, enabling access to spoken language and ways of making it accessible. It will develop understanding of ways to make written information accessible while maintaining meaning and an awareness of the use of other communication methods to convey meaning

Unit summary

Guided learning hours (GLH)	Additional study hours	Total learning time	Credit value at Level 3
40	20	60	6 Credits at Level 3

Learning outcomes	Assessment criteria
At the end of this unit of learning, the successful learner will:	At the end of this unit of learning, the successful learner can:
1. Know the key concepts and structures used in English	1.1 Identify different structures and grammatical features of spoken and written English 1.2 Understand the factors that affect access to language 1.3 Distinguish language variation in terms of register, style, regional variation and influence of other languages

Learning outcomes At the end of this unit of learning, the successful learner will:	Assessment criteria At the end of this unit of learning, the successful learner can:
2. Know reasons and techniques for making spoken English accessible for deafblind people	2.1 Understand the factors that affect the deafblind person's access to spoken English 2.2 Explain and evaluate ways of producing spoken language in an accessible form for deafblind people 2.3 Hear the message and ensuring it is conveyed in the way intended whilst making it accessible for a deafblind person
3. Know reasons and techniques for making written English accessible for deafblind people	3.1 Analyse the factors that affect the deafblind person's access to written English 3.2 Convey the message and meaning in written information using accessible language for deafblind People
4. Know reasons and techniques for using a range of communication methods according to the preferences of the deafblind person to ensure that the language and meaning of the message is convey in an accessible way	4.1 Ascertain the preferences of a deafblind person in relation to other methods of communication for parts of the message 4.2 Use a mix of communication methods fluently and smoothly to ensure the language is conveyed in an accessible way for the deafblind person 4.3 Demonstrate knowledge of how Social Haptics and tactile sign can be used to convey information to deafblind people

ASSESSMENT SPECIFICATION

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

This unit is externally and internally assessed.

The assessment for this unit will consist of two parts.

Part one will consist of a one hour written assessment paper, containing a number of questions eliciting knowledge and understanding of topics covered in the unit.

Part two will consist of a practical assessment, which will be internally marked by the centre and externally verified by Signature. The assessment will consist of a short message containing spoken and written information and the candidate will need to demonstrate their skills of making the language within this message accessible to the Deafblind Manual user and/or Visual Frame and Hands On user.

They will also need to demonstrate their understanding of aspects of the information that may be inaccessible for deafblind people. Candidates will also be required to demonstrate their knowledge and awareness of using a range of different communication preferences and methods and explain how various communication methods including Social Haptics and tactile sign can be used to ensure information is accessible for deafblind people. All topics on the CAR form will need to be met by the candidate taking this assessment.

The pass mark is 50%.

The papers will be externally marked by Signature assessors.



Signature

Mersey House
Mandale Business Park
Belmont
Durham DH1 1TH

Telephone: 0191 383 1155

Textphone: 07974 121594

Fax: 0191 383 7914

Email: customersupport@signature.org.uk

Website: www.signature.org.uk

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