

# QUALIFICATION SPECIFICATION

## Signature Level 3 Award in Evaluating the needs of Deafblind

### Adults

(QCF Accreditation Number: 603/0754/7)

(Signature Qualification Reference EDB3)

### Qualification aim

This qualification is designed to give learners the knowledge and skills necessary to work effectively with all groups of deafblind\* people. It meets the Care Act, 2014 Deafblind requirements which includes the “Care and Support Policy Guidance for Deafblind Children and Adults, 2014” under the Care Act, 2014, issued under Section 7, Department of Health, previously known as (LAC(DH)(2009)6).

\*In this specification, the term ‘deafblind’ relates to all of the following: people with acquired deafblindness, Deaf visually-impaired people, blind hearing-impaired people, and people with congenital deafblindness.

**This qualification is not designed to give candidates the required skills to assess children who are deafblind or someone whose acquired deafblindness is of a complex nature.**

### Qualification structure

To achieve the full Level 3 Award in Evaluating the needs of Deafblind Adults, learners are required to achieve two units: DK301 and DK302. Units can be achieved separately.

Signature Unit Code	RQF Unit Code	Unit Title
DK301	A/615/3442	Understanding Congenital Deafblindness using a Person Centred Approach
DK302	J/615/3444	Insights into Mobility and Implications for Communication with Deafblind Individuals.

The recommended length of study is detailed below:

Unit	Guided Learning Hours (GLH)	Additional Study Hours	Study Hours	Credit value at Level
DK301	20	10	30	3
DK302	20	10	30	3

## Total Qualification Time

Guided Learning Hours (GLH)	Additional Study Hours	Total Qualification Time	Credit value at Level
40	20	60	6

## Essential requirements

Learners must be able to demonstrate competence in Signature Level 2 Award in Communicating and Guiding DBG2 before they start this qualification. It is the responsibility of the Centre to ensure the candidate meets this requirement before enrolling a candidate for this qualification.

## Qualification objectives

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

- Understand the affects and facilitate communication for all deafblind adults
- Understand how deafblind adults access information and the environment around them
- Understand movement, orientation and mobility and facilitate guiding a deafblind person within a building and to a place of safety using mobility aids
- Understand the difficulties faced by deafblind wheelchair users
- Understand and ensure effective interaction facilitated with an enablement focus
- Understand the opportunities and challenges faced by deafblind adults
- Apply all of the knowledge and understanding to be able to assess the needs of a deafblind person

## Target group

Level 3 Award in Evaluating the needs of Deafblind Adults is suitable for those who:

- wish to gain knowledge and skills to work as a Specialist Assessor for Deafblind people in connection with their paid work;
- wish to improve their skills as they work on a regular basis with people with sensory loss, multi-sensory loss or deafblind people (e.g. Social Workers, Communication Support Workers, Communicator-Guides, PA support workers, Intervenors, workers in Deaf, Blind and Deafblind organisations).

## Progression routes

There is a range of further Signature qualifications available, including:

- Level 3 Award in Insights into Communication with Congenitally Deafblind People
- Level 3 Certificate in Working Effectively with Deafblind Manual
- Level 3 Certificate in Working Effectively with Visual Frame Hands On
- 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 and Hands on

A range of professional qualifications and a range of other qualifications at Levels 2 and 3 are also available.

# UNIT SPECIFICATION

## **Unit DK301 – Understanding Congenital Deafblindness using a Person-Centred Approach**

**(QCF Unit Number: A/615/3442)**

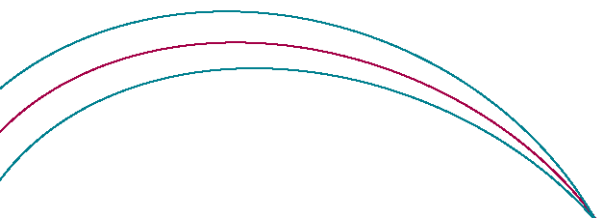
### **Unit summary**

This unit provides learners with knowledge and understanding in relation to supporting 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 DK301 covers the causes of congenital deafblindness, and factors influencing the congenitally deafblind person's communication, accessing information and movement/mobility and the opportunities and challenges these present.

Unit DK302 looks at the insights into mobility and communication for all groups of deafblind adults, including wheelchair users, mobility aids and the opportunities and challenges this presents.

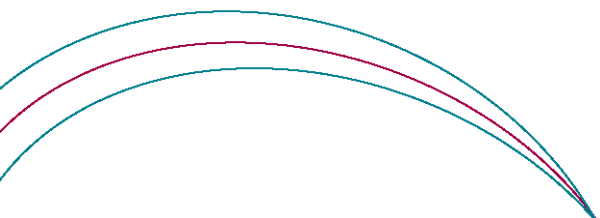


<b>Guided learning hours</b>	<b>Additional study hours</b>	<b>Total learning time</b>	<b>Credit values at Level 3</b>
20	10	30	3

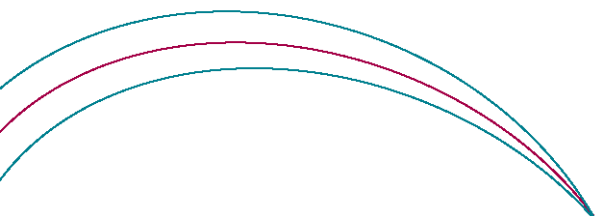
Guided learning hours include assessment time.

Additional study hours include private study, homework, practice, etc.

<b>Learning outcomes</b>	<b>Assessment criteria</b>
On completion of this unit learners will:	On completion of this unit learners can:
1. Understand the range, causes and implications of congenital deafblindness	1.1 Statistics of congenital deafblind children in the UK 1.2 Explain the causes of congenital deafblindness 1.3 Describe the effects of congenital deafblindness 1.4 Describe the direct and additional needs arising from congenital dual sensory impairment
2.1 Describe the roles and responsibilities of key individuals who are involved with supporting congenitally deafblind people	2. Know the roles of people who can help promote and develop communication, access to Information and movement, orientation and mobility with congenitally deafblind people
3. Understand and apply knowledge of 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



<b>Learning outcomes</b> On completion of this unit learners will:	<b>Assessment criteria</b> On completion of this unit learners can:
4. Know how to develop opportunities for maximising independence and communication for the congenitally deafblind person	4.1 Explain the importance of effective strategies to enable congenitally deafblind people to participate in all aspects of daily life 4.2 Discuss the limitations and boundaries of community activities for the congenitally deafblind person 4.3 Describe how 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 teacher notes on the Signature website.)

### A. Statistics of congenital deafblind children in the UK:

- How many children in the UK have a severe degree of combined visual and auditory impairment resulting in problems of communication, information and mobility
- How many congenital rubella births and effect of MMR vaccination.

### B. Causes and effects of congenital deafblindness

Causes of congenital dual sensory impairment/deafblindness:

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

Effects of congenital deafblindness:

- The importance of promoting residual vision and/or hearing.
- Definition of Deafblindness – lack of Communication, Access to Information and Mobility
- Effect of congenital deafblindness on their whole life experiences.
- Interaction with a deafblind child/adult
- Effects and implications of working with family members/carers

### C. Provision and roles

Professionals who may be involved in supporting congenital adults/children:

- Qualified teacher of deafblind/dual sensory impaired children.
- Intervenor.
- Communicator-Guide.
- Other roles (Specialist Assessors, Habilitation/Rehabilitation Officer, Equipment Officers, Speech and Language Therapist, Teacher of the Deaf, etc).

#### **D. The experience of congenitally deafblind people**

- Individual factors.
- Communication methods / tactics and preferences.
- Access to Information (including environmental information - external and internal).
- Movement, Orientation and Mobility (internal and external environments)
- Requirements for congenitally deafblind adults : Care Act, 2014 and “Care and Support Policy Guidance for Deafblind Children and Adults, 2014”, issued under Section 7, Department of Health, previously known as (LAC(DH))(2009)6).

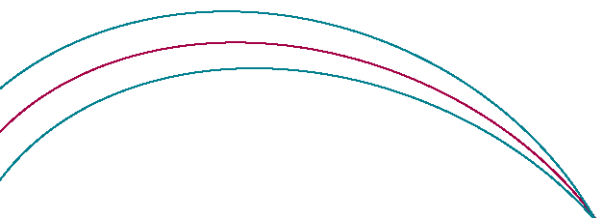
#### **E. Independence and community**

Inclusion in the community:

- Communicating with the wider public.
- Social Interaction, activities and involvement.
- Specialist support: communication, guiding and intervention
- Enablement focus
- Accessibility

#### **F. Learning and communication needs of congenitally deafblind people**

- Educational provision and learning.
- Communication passports/records/books.
- Becoming an effective professional.
- Importance of undertaking specific training





## Unit DK301 – Understanding Congenital Deafblindness using a Person-Centred Approach

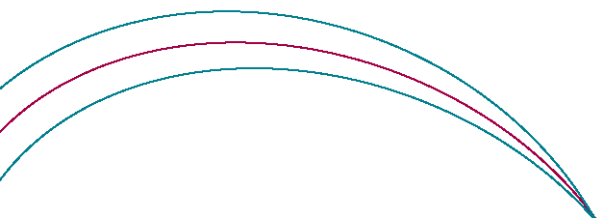
# ASSESSMENT SPECIFICATION

**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 70%.

The assessment will be externally marked by Signature assessors.



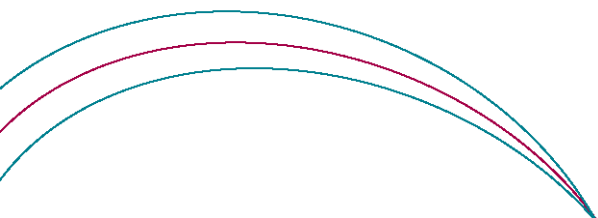
# UNIT SPECIFICATION

## **Unit DK302 – Insights into Mobility and Implications for Communication with Deafblind Individuals**

**(QCF Unit Number: J/615/3444 )**

### **Unit summary**

This unit provides learners with knowledge and understanding in relation to supporting all groups of deafblind adults (i.e. those born with dual sensory impairments) who use a wheelchair or mobility aids. It will focus on the impact, effective communication, accessing information, safe mobility, identifying mobility needs and the opportunities and challenges faced on a regular basis.



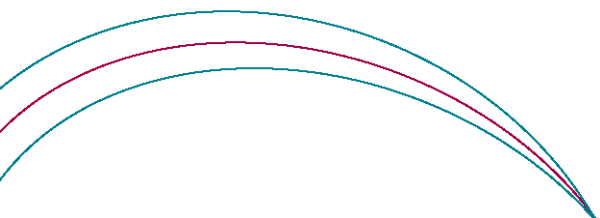
Guided learning hours	Additional study hours	Total learning time	Credit values at Level 3
20	10	30	3

Guided learning hours include assessment time.

Additional study hours include private study, homework, practice, etc.

Learning outcomes	Assessment criteria
On completion of this unit, learners will:	On completion of this unit learners can:
1. Understand a range of communication difficulties faced by deafblind adults when they are using a wheelchair or mobility aid.	1.1 Explain a variety of difficulties encountered in different situations by the four groups of deafblind people  1.2 Describe how these may be overcome
2. Be able to manage factors to optimise successful communication and guiding when working with a deafblind wheelchair user, in any environment.	2.1 Discuss the limitations and boundaries faced 2.2 Describe the impact on the deafblind individual 2.3 Understand the perceptions of others and how socialisation and activities can be a challenge 2.4 Understand and apply techniques and good practice to ensure confidence, trust and respect to both parties

<b>Learning outcomes</b> On completion of this unit, learners will:	<b>Assessment criteria</b> On completion of this unit learners can:
3. Understand the different mobility aids available	3.1 Discuss the different wheelchairs and mobility aids available and professionals involved.  3.2 Discuss the implications of communication and access to information
4. Understand how risk assessments can present challenges/opportunities	4.1 Detail assessment questions and risks involved with deafblind wheelchair users and discuss how these can be met.



## Topic content

(See teacher notes on the Signature website.)

### **A: Difficulties with communication when working with a deafblind person who uses a wheelchair or mobility aid:**

- Awareness of the issues for professionals
- Limitations and barriers relating to each of the four groups of deafblindness
- Importance of promoting good communication in variety of situations, including seating arrangements, using residual vision and/or hearing and enabling full participation.
- Effects and implications of working with family members/carers

### **B: The experience of deafblind adults:**

- Individual factors including vulnerability/emotions
- Communication methods / tactics and preferences.
- Importance of access to Information (including environmental information - external and internal).
- Movement, Orientation and Mobility (internal and external environments) using a wheelchair or other mobility aids. Includes mental mapping, route planning, tactile sensory information, kinesthetic learning and guiding a deafblind person into/out of a wheelchair safely, use of seatbelts, etc.

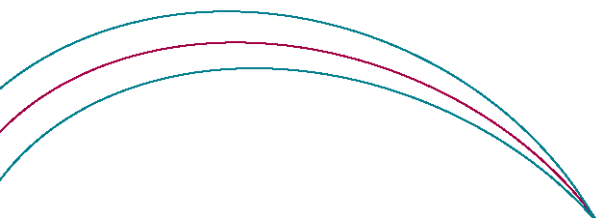
### **C: Understanding mobility aids:**

- Advantages / disadvantages of using a long cane, guide cane, walking stick or symbol cane, Guide Dogs/Dual trained dogs and implications of communication and access to information
- Red and White means deafblind – importance of the factors associated with this

### **D: Inclusion in the community:**

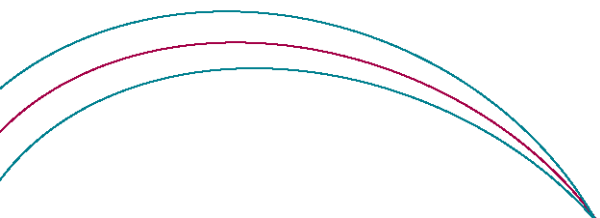
- Environmental issues – external and internal.
- Social Interaction, activities and involvement
- Accessibility and the barriers

Perceptions of others



## E. Promoting good practice

- Planning time, non-verbal directions, positioning, speed, stopping, kerbs, breaks, spatial awareness, muscle memory, permanent and temporary furniture, safety at all times, independent and enablement focused wheelchair users, emergency signal, luggage management, etc.
- Wheelchair and mobility aid management, specialists involved and risk assessments
- Importance of confidence, trust and respect when working with a deafblind wheelchair user or person using a mobility aid.
- Simulation experiences to demonstrate findings and recommendations.



## Unit DK302 – Insights into Mobility and Implications for Communication with Deafblind Individuals

# ASSESSMENT SPECIFICATION

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

Assessment for this unit takes the form of a one hour written paper. The assessment paper will consist of structured questions on topics in the specification. All questions must be attempted.

The pass mark is 70%.

The assessment will be externally marked by Signature assessors.