



Unit Specification

T202 – Deafblind Manual
Communication and Guiding
D/601/8633

Sept 2016 – Aug 2017

UNIT SPECIFICATION

Unit T202 – Deafblind Manual Communicating and Guiding

(RQF Unit Number: D/601/8633)

This practical unit focuses on the use of verbatim Deafblind Manual Alphabet (DMA), both productive and receptive, in a one-to-one conversation with a Deafblind Manual user. This unit also includes the use of the DMA to initiate guiding, where the learner will be able to guide a deafblind person to where communication will take place. The guiding is restricted to an indoor scenario, and includes knowing how to alert a deafblind person to danger and being able to guide them to a place of safety.

Unit summary

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

| 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 how to communicate with a deafblind person by using and receiving the Deafblind Manual Alphabet. | 1.1 Use the Deafblind Manual Alphabet to communicate directly during a five minute conversation with a deafblind person. 1.1.1 Productive: 60 characters per minute. 1.1.2 Receptive: 30 characters per minute. 1.2 Use techniques for delivery of the Deafblind Manual Alphabet that are comfortable for the deafblind recipient. 1.3 Communicate information about the environment to a deafblind person using the Deafblind Manual Alphabet. |
| 2. Know how to guide a deafblind person within a building and to a place of safety. | 2.1 Safely guide a deafblind person within a building. 2.2 Use appropriate method to alert a deafblind person to danger. |

Topic content

A. Using the Deafblind Manual Alphabet (DMA)

N.B. Communication must be done without assistance from a third party.

Use the DMA to communicate directly with a deafblind person.

- Positioning and hold
- Productive skills: 60 characters per minute
- Receptive skills: 30 characters per minute.

Check that the deafblind person is following the conversation using the DMA.

Communicate information about the environment to a deafblind person using the DMA.

Alert a deafblind person to visual/auditory signals they may not be aware of.

Communicate information from printed materials to a deafblind person using the DMA.

B. Guiding a deafblind person

N.B. Guiding must be done without assistance from a third party.

Safely guide a deafblind person within a building, to the location at which communication will take place:

- along a corridor
- up or down a step, or around an obstacle
- through a doorway
- to a chair, including seating the deafblind person safely.

Communicate orientation while guiding.

Alert a deafblind person to danger, and safely guide them to a place of safety.

ASSESSMENT SPECIFICATION

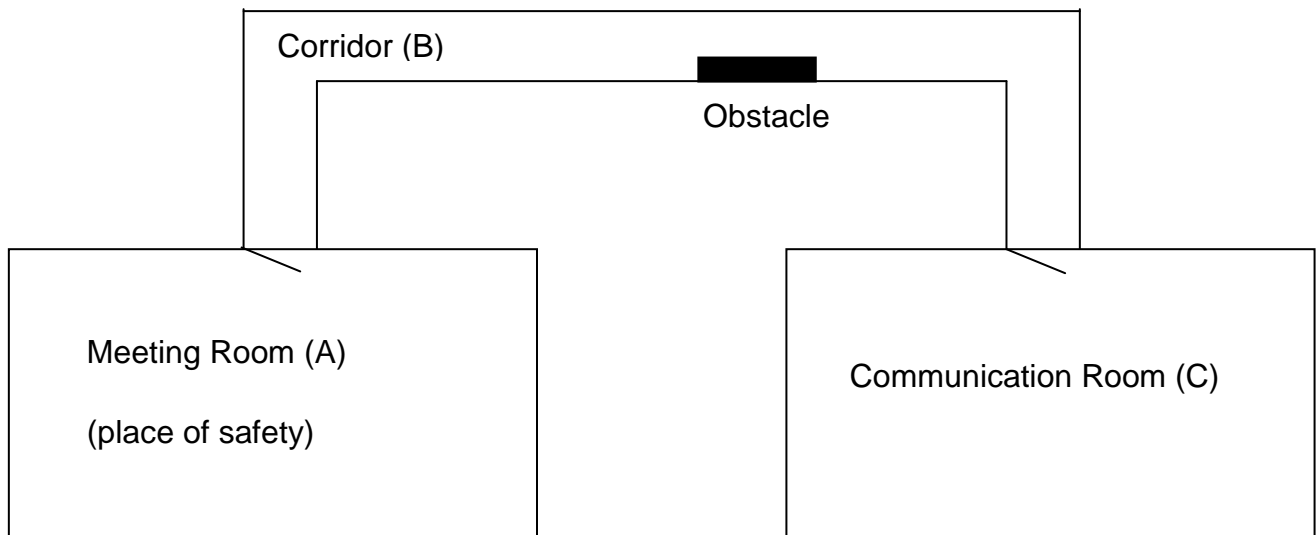
This unit is internally assessed by the teacher. If the teacher-assessor is not deafblind, simulation equipment will be worn during the guiding phase of the assessment.

The assessment has two elements:

- The candidate guides the assessor safely to and from the place where the conversation will take place
- A conversation takes place between the candidate and the assessor.

The assessment will last approximately 15 minutes for each candidate.

ASSESSMENT PROCEDURE



Preparation

A meeting room, (A), with a minimum of two chairs.

Note: chairs must be upright to allow comfortable delivery of the Deafblind Manual Alphabet.

A door to a corridor, (B), which has an obstacle or step up/down.

A communication room, (C), with a minimum of two chairs.

ASSESSMENT PROCEDURE

| Step | Procedure | What is being assessed (CAR Column Number) | Comments and advice |
|------|--|---|--|
| 1 | <p>Teacher-assessor meets candidate in meeting room (A).</p> <p>Candidate asks teacher-assessor for their communication and guiding preferences using the DMA.</p> <p>Teacher-assessor responds using voice.</p> | <p>Candidate delivers DMA at a minimum speed of 60 characters per minute (9) without any undue pressure (2) and supporting the teacher-assessor’s hand comfortably (3).</p> <p>Receptive DMA is NOT assessed in this section.</p> | <p>Teacher-assessor can be deafblind, deaf or hearing-sighted.</p> <p>Hearing-sighted or deaf teacher-assessors read DMA by sight.</p> <p>Deafblind teacher-assessors read DMA on the hand.</p> <p>If deafblind or deaf teacher-assessor’s voice is not understood, the teacher-assessor can use 30 characters per minute DMA on own hand for candidate to follow.</p> |

| Step | Procedure | What is being assessed (CAR Column Number) | Comments and advice |
|------|--|---|---|
| 2 | <p>Candidate guides teacher-assessor, through the doorway, through the corridor (B) past the obstacle (or step) through another doorway into the communication room (C) and to a chair. At each point, the candidate will stop to use DMA on the teacher-assessor's hand to describe where they are.</p> | <p>Using DMA* appropriately throughout the guiding phase to communicate environmental information (5), the candidate guides to teacher-assessor's preferences (1):</p> <ul style="list-style-type: none"> • through doorway (4) • along the corridor (6) • around obstacle (or step) (7) • through doorway into the communication room (C) (4). <p>Candidate guides to chair and gives the teacher-assessor information to enable them to sit down safely (8).</p> <p><i>* DMA is NOT assessed in this section.</i></p> | <p>If hearing-sighted or deaf teacher-assessor, simulation equipment (blindfold or simulation glasses and ear plugs or headphones) must be worn.</p> <p>During the guiding the Centre Co-ordinator must be present in the corridor to assure the safety of the teacher-assessor and to stop the assessment if necessary.</p> <p>The Centre Co-ordinator will wait outside the room for five minutes once the teacher-assessor is seated.</p> <p>Once seated, hearing-sighted or deaf teacher-assessors can remove the simulation equipment.</p> |

| | | | |
|---|--|---|---|
| 3 | Candidate agrees emergency signal with teacher-assessor. | Candidate negotiates a suitable emergency signal with the teacher-assessor using DMA at a minimum speed of 60 characters per minute (9). Candidate delivers DMA without any undue pressure (2) supporting the teacher-assessor's hand comfortably (3). | Emergency signal could be drawing a cross on the back of the teacher-assessor or on the arm. |
| 4 | Candidate starts a conversation with teacher-assessor on topic of their choice using DMA. | Candidate holds a conversation using DMA at a minimum speed of 60 characters per minute (9). | Hearing-sighted or deaf teacher-assessors read DMA by sight. Deafblind teacher-assessors read DMA on the hand. |
| 5 | Teacher-assessor uses DMA to give candidate a short sentence which the candidate repeats to show understanding of receptive DMA. | Candidate can receive DMA at 30 characters per minute (10). | Teacher-assessor must deliver this sentence in DMA at a speed of 30 characters per minute. Candidate can repeat back sentence in voice, by writing or on the teacher-assessor's hand in DMA. |
| 6 | Centre Co-ordinator enters room after five minutes to instruct the candidate to close the conversation, and give the emergency signal. Candidate gives the emergency signal to the teacher-assessor. | Candidate gives the agreed emergency signal (11). | |

| Step | Procedure | What is being assessed (CAR Column Number) | Comments and advice |
|------|---|--|--|
| 7 | <p>Candidate guides the teacher-assessor, as before, to a place of safety (meeting room A).</p> <p>On arrival at place of safety (meeting room A), candidate takes leave of assessor.</p> | <p>Using DMA* appropriately throughout the guiding phase to communicate environmental information (5), the candidate guides to teacher-assessor's preferences (1):</p> <ul style="list-style-type: none"> • through doorway (4) • along the corridor (6) • around obstacle (or step) (7) • through doorway (4) into the place of safety (meeting room A) (11). <p>Candidate guides to chair and gives the teacher-assessor information to enable them to sit down safely (8).</p> <p><i>* DMA is NOT assessed in this section.</i></p> | <p>If hearing-sighted or deaf teacher-assessor, simulation equipment (blindfold or simulation glasses and ear plugs or headphones) must be worn. During the guiding, the Centre Co-ordinator must be present in the corridor to assure the safety of the teacher-assessor and to stop the assessment if necessary.</p> |
| 8 | <p>Assessment completed.</p> <p>Teacher-assessor fills in Candidate Assessment Record form.</p> | | |

CANDIDATE ASSESSMENT RECORD FORM

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | |
|-----------------------|----------------------------|------------------------|-----------------------|-----------------------|---------------------------|----------------------|-----------------------------|----------------|-------------------------|-------------------------|------------------|---------------------|
| Candidate name | Guiding preference applied | Without undue pressure | Hold hand comfortably | Guide through doorway | Comm during guiding phase | Guide along corridor | Guide past obstacle or step | Guide to chair | Productive DMA @ 60 cpm | Receptive DMA @ 30 cpm* | Emergency signal | Pass or Fail |
| | ✓or X | ✓or X | ✓or X | ✓or X | ✓or X | ✓or X | ✓or X | ✓or X | ✓or X | ✓or X | ✓or X | |
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*Characters per minute

Teacher-assessor signature Date of assessment Assessment ID

Candidates must achieve all of items 1-11 on the Candidate Assessment Record to pass this assessment.



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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