

Unit Specification

Unit VFHO602 – Using Visual Frame and Hands On Signing

J/507/6063

Sept 2016 – Aug 2017

UNIT SPECIFICATION

Unit VFHO602 – Using Visual Frame and Hands on Signing (VFHO)

(RQF Unit Accreditation Number: J/507/6063)

Unit summary

This unit will provide learners with technical skills and strategies to be able to communicate and interpret effectively with users of Visual Frame and Hands On.

Guided learning hours (GLH)	Additional study hours	Total learning time	Credit value at Level 6
60	20	80	8

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 detailed requirements of the role	1.1 Describe the role of Deaf Relay, Visual Frame & Hands On Interpreters 1.2 Describe the domains, settings and contexts for Deaf Relay, Visual Frame & Hands On Interpreters
2. Know the principles, purposes and processes involved in using Visual Frame/Hands On when working from spoken and written English or signed BSL.	2.1 Describe the practical implications of using VF/HO 2.2 Demonstrate management of communication between a speaker or BSL signer and a VF/HO user and facilitating two way conversations. 2.3 Demonstrate the process of managing communication between written information and a VF/HO user. 2.4 Accurately convey the meaning of the two way

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:
	conversation with only minor omissions and inaccuracies.
3. Be able to use VF/HO appropriately for a Deafblind person.	<p>3.1 Convey flow of conversation between source and target language users</p> <p>3.2 Convey the speaker's register, attitude and tone through VF/HO language</p> <p>3.3 Convey the deafblind person's register, attitude and tone through signed or verbal language</p> <p>3.4 Understand the modifications needed to ensure effective communication using VFHO</p> <p>3.5 Support effective communication and take action if communication breaks down.</p>
4. Know how to deal with professional issues relating to the role: regulation, registration, ethical issues, relationships with other professionals	<p>4.1 Reflect on and evaluate ethical dilemmas, with reference to the relevant Code of Ethics/Practice for Deaf Relay, Visual Frame & Hands On Interpreters</p> <p>4.2 Evaluate the strengths and weaknesses of the Code of Ethics/Practice for Deaf Relay, Visual Frame & Hands On Interpreters</p> <p>4.3 Evaluate the strengths and weaknesses of the complaints and disciplinary procedure relating to Deaf Relay, Visual Frame & Hands On Interpreters</p> <p>4.4 Reflect on and evaluate dilemmas and issues relating to professional relationships</p>

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:
	4.5 Explain the need for regulation/registration of Deaf Relay, Visual Frame & Hands On Interpreters
5. Understand the legal and organisational constraints on carrying out the role in various settings	5.1 Analyse the implications of one piece of legislation for Deaf Relay, Visual Frame & Hands On Interpreters 5.2 Recognise the implications of working in different domains and settings as a Deaf Relay, Visual Frame & Hands On Interpreter 5.3 Analyse the advantages and disadvantages for the interpreter and client of (a) Working for an agency, (b) Working directly for the client.
6. Prepare for an assignment for the role	6.1 Identify the subject matter, purpose, type and complexity of the assignment 6.2 Identify the level of language and skills required 6.3 Identify domain-specific requirements 6.4 Identify likely cultural differences and language needs 6.5 Identify any special requirements, including the need for equipment and the positioning of the user(s) and themselves 6.6 Identify the likely requirements and expectations of the client and user

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:
	<p>6.7 Agree contract details, including location, equipment, timescales, insurance and payment;</p> <p>6.8 If appropriate, request a briefing session and sight of documents to be used in advance of the assignment</p> <p>6.9 Use relevant sources of information to prepare for the assignment;</p> <p>6.10 Compile a glossary of terminology.</p>
7. Deliver an assignment appropriately in a range of settings	<p>7.1 Sustain technical skills throughout the assignment to the appropriate technical standard.</p> <p>7.2 Make any necessary adaptations to the environment</p> <p>7.3 Adopt the appropriate position for interpreting</p> <p>7.4 Support effective communication throughout the assignment and take action if communication breaks down</p> <p>7.5 Use technology (equipment) effectively and safely where appropriate</p> <p>7.6 Work with more than one speaker on more than one occasion.</p>
8. Deal appropriately with technical and ethical dilemmas where these occur	<p>8.1 Apply ethical principles to situations and decisions while acting in a professional manner</p>

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:
	<p>8.2 Explain the principles of professional practice if unethical demands are made</p> <p>8.3 Deal appropriately with difficulties when working alone and with others</p> <p>Note: Technical and/or ethical dilemmas may not occur during the assignments submitted as evidence for this unit. In these circumstances, the candidate should include in their evaluation an analysis of dilemmas that could have occurred during the assignment(s), and discuss how they would have dealt with them.</p>
9. Evaluate own performance following an assignment and identify strategies for professional development	<p>9.1 Use commonly used concepts and criteria, including feedback from clients and peers, to review preparation for and delivery of assignments;</p> <p>9.2 Evaluate the language used in the assignment;</p> <p>9.3 Review accuracy and fluency of conveying the meaning and intention of participants;</p> <p>9.4 Evaluate own management of the assignment;</p> <p>9.5 Produce an accurate and justifiable analysis of the strengths and weaknesses of her/his performance;</p> <p>9.6 Identify ways in which preparation for and performance in assignments could be improved;</p>

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:
	9.7 Produce a personal development plan showing a link with the evaluation of the assignments.

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

Preparation for assignments

Code of Ethics

Code of Practice

Ethical and technical issues and dilemmas

Evaluation and Personal Development Plan

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.

Assessment

Assessment for this unit will take the form of a portfolio of evidence compiled by the candidate.

The assessment is not held under examination conditions.

The portfolio will be internally assessed. The portfolio will contain:

- a) Written evidence covering all of the knowledge criteria;
- b) Evidence from 3 assignments of 20 minutes each, covering all of the performance criteria and range (see CAR form):

Two assignments must be 'real' interpreted assignments involving at least one deafblind person. One assignment must be simulated – the simulated assignment should be realistic and unrehearsed.

Evidence must include:

- i. Written evidence of preparation for each assignment. This could include notes/comments written by the candidate in the course of preparing for the assignment, notes of telephone calls, briefing notes/materials/information provided by the client, copies of contracts, items for glossary, etc.
- ii. Written evidence of evaluation after each assignment. This could include notes/comments made by the candidate in the course of reflecting on the assignment, written feedback from client and/or peers, personal development plan, etc.

iii. EITHER

An observation by the teacher-assessor of each assignment, along with notes to identify how the criteria were met (required for Quality Assurance checks);

OR

A DVD of each assignment, recording interactions between the interpreter and other key participants, along with the reflective questions to cover performance criteria not met at least once (required for Quality Assurance checks).



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