

-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION

GENERAL INFORMATION

-Module Number-	7340217	-Session-1997-98
-Superclass-	HG	
-Title-	DEAF AWARENESS	

-DESCRIPTION-

GENERAL COMPETENCE FOR UNIT: Developing an understanding of Deaf culture and communication modes, of technical and human resources available to promote communication and of groups relating to deaf people.

NB: The term 'deaf' means all degrees and types of deafness. The term 'Deaf Culture' refers to the group within 'deaf' who constitute a linguistic minority.

OUTCOMES

1. explore communication methods and Deaf Culture;
2. identify and describe a range of technical aids and human resources for communication available to deaf people;
3. produce a summary table of groups relating to deaf people.

CREDIT VALUE: 0.5 NC Credit

ACCESS STATEMENT: There are no formal entry requirements for this module.

For further information contact: Committee and Administration Unit, SQA, Hanover House, 24 Douglas Street, Glasgow G2 7NQ.

Additional copies of this unit may be purchased from SQA (Sales and Despatch section). At the time of publication, the cost is £1.50 (minimum order £5.00).

NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION**STATEMENT OF STANDARDS****UNIT NUMBER:** 7340217**UNIT TITLE:** DEAF AWARENESS

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

OUTCOME**1. EXPLORE COMMUNICATION METHODS AND DEAF CULTURE****PERFORMANCE CRITERIA**

- (a) The terminology used pertaining to deaf people is explained correctly.
- (b) A range of direct communication methods used by deaf people is identified correctly.
- (c) Conditions which facilitate direct communication with deaf people are identified correctly.
- (d) Common communication features of Deaf Culture are demonstrated accurately.

RANGE STATEMENT

Direct communication methods: BSL; English based signed systems; deaf blind communication modes; lip reading/speaking; amplified speech; writing.

Conditions which facilitate direct communication: clear speech; rephrasing; clear view of lips and face; lip pattern; acknowledgement; positioning/seating; environment.

Common communication features of Deaf Culture: eye contact; attracting attention; interrupting; applauding; facial expression; physical contact; seating; personal space; acknowledgement.

EVIDENCE REQUIREMENTS

PC (a) - Written, oral or signed evidence of six of the following terms:

deaf; profoundly deaf; deafened; Deaf; hard of hearing; hearing impaired; partially hearing; pre-lingually deafened; post-lingually deafened; acquired deafness.

PC (b) - Written, oral or signed evidence for each item in the direct communication methods category.

PC (c) - Written, oral or signed evidence for each item relating to conditions which facilitate direct communication, including actual demonstration if applicable.

PC (d) - Evidence of actual performance of each item in the common communication features of Deaf Culture

Further guidance is given in the content/context section of the support notes.

OUTCOME

- 2. IDENTIFY AND DESCRIBE A RANGE OF TECHNICAL AIDS AND HUMAN RESOURCES FOR COMMUNICATION AVAILABLE TO DEAF PEOPLE**

PERFORMANCE CRITERIA

- (a) The range of technical aids available to deaf people is clearly identified.
- (b) Human resources for communication available to deaf people are correctly identified.
- (c) The use of human resources for communication is correctly described.
- (d) Conditions which facilitate the use of human resources for communication are accurately described.
- (e) Local/nearest sources of human resources for communication are correctly identified.

RANGE STATEMENT

Technical aids: alerting devices; telecommunications; hearing aids; television aids.

EVIDENCE REQUIREMENTS

PC (a) - Written, oral or signed evidence covering a minimum of two examples for each item in the range statement.

PCs (b), (c), (d) and (e) - Concise written, oral or signed evidence examining two different human resources for communication from the following list:

Human resources: interpreter; communicator/communication support worker; note taker; speech-to-text reporter/palantypist; deaf/blind guide/communicator; lip speaker.

Further guidance is given in the content/context section of the support notes.

OUTCOME

- 3. PRODUCE A SUMMARY TABLE OF GROUPS RELATING TO DEAF PEOPLE**

PERFORMANCE CRITERIA

- (a) Groups relating to deaf people are accurately identified.
- (b) Contact addresses of groups relating to deaf people are accurately recorded.
- (c) The function of groups relating to deaf people is clearly summarised.

RANGE STATEMENT

Groups relating to deaf people: organisations; providers of courses and services.

EVIDENCE REQUIREMENTS

A summary table examining four different groups as required in the performance criteria.

Further guidance is given in the content/context section of the support notes.

ASSESSMENT

In order to achieve this unit, candidates are required to present sufficient evidence that they have met all the performance criteria for each outcome within the range specified. Details of these requirements are given for each outcome. The assessment instruments used should follow the general guidance offered by the SQA assessment model and an integrative approach to assessment is encouraged. (See references at the end of support notes).

Accurate records should be made of the assessment instruments used showing how evidence is generated for each outcome and giving marking schemes and/or checklists, etc. Records of candidates' achievements should be kept. These records will be available for external verification.

SPECIAL NEEDS

In certain cases, modified outcomes and range statements can be proposed for certification. See references at end of support notes.

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NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION**SUPPORT NOTES**

UNIT NUMBER: 7340217

UNIT TITLE: DEAF AWARENESS

SUPPORT NOTES: This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

NOTIONAL DESIGN LENGTH: SQA allocates a notional design length to a unit on the basis of time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 20 hours. The use of notional design length for programme design and timetabling is advisory only.

PURPOSE This module may be of interest to anyone who comes into contact with deaf people. It also forms part of a suite of modules designed for candidates who are preparing for involvement in the tutoring and assessing of British Sign Language.

SQA publishes summaries of NC units for easy reference, publicity purposes, centre handbooks, etc. The summary statement for this unit is as follows:

You will be introduced to various aspects relating to deaf people, this includes communication methods; Deaf Culture; technical aids; human resources for communication and relevant groups.

To achieve the module you will undertake a number of tasks including written, practical and discussion activities. This is a very flexible module which can be easily adapted to meet your needs.

CONTENT/CONTEXT Based on this flexible module the evidence requirements give choices which means that the emphasis can be placed on either 'Deaf' or 'deaf' people or balanced between the two to meet the needs of the particular candidate group.

This module should be candidate centred. Candidates should have as many opportunities as possible to use (hands-on experience) machines and technical aids, suitable for deaf people, to gain experience of their purpose, limitations and the requirements of each. Centres should therefore ensure access to as many of the technical aids as possible prior to presenting candidates in this module. It is possible to use only leaflets etc to help to explain and discuss technical aids, however the preferred option would be for tutors/trainers to provide candidates with access to the actual technical aids/machines under discussion and only use such leaflets by themselves when necessary. Tutors/trainers should provide all technical aids/machines or leaflets themselves and should actively discourage candidates from contacting the manufacturers whilst taking part in this module. Tutors/trainers should make candidates aware that it is not practical or appropriate

to make contact with the manufacturers or service providers whilst taking part in this module.

Some activities require practical demonstration or evidence of actual performance and candidate groups should be small enough to allow practical activities of this kind to be undertaken.

In Outcomes 1 and 2 candidates should be made aware of the implications of written/spoken English having to be **taught** to deaf people rather than being **acquired** naturally. When using English the grammar of British Sign Language may dominate. The importance of using plain, unambiguous, written English should be emphasised. These factors are relevant to written and text phone communications.

Tutors may also wish to make reference to the effects of 'Tinnitus'.

In the range statement for Outcome 1 a common communication feature of Deaf Culture is listed as 'acknowledgement'. This means the participation in conversation by demonstrating feelings and attitudes visually through the use of appropriate body language, facial expressions and/or signs e.g. nodding; open mouth - as in shock; signing 'really?'; raised eyebrows or moving the upper body forwards etc.

In Outcome 2 the tutor should select from the following list of technical aids those which reflect the needs of the candidate group.

Technical aids

Alerting devices: alarm clock; doorbell; telephone; personal pager; smoke detector; hearing dog for the Deaf; fire alarm; baby alarm TAM (Tactile Acoustic Monitor); burglar alarm; car alarm.

Telecommunications: text phone; video phone; fax machine; telephone relay service (Typetalk); E mail; Internet; video recorder.

Hearing Aids: body worn; post aural; in the ear; in the canal; radio aid; cochlear implant; bone conductor; trumpet; bone anchored; transpositional.

Television Aids: loop; infra-red; subtitles; caption decoder; interpreter; teletext; teletext video recorder.

The list is not exhaustive and tutors may wish to use others not mentioned here.

In Outcome 2 two human resources for communication should be selected from the list given under 'Evidence Requirements'. Their training, role and qualifications should be examined.

In Outcome 3 the tutor should provide appropriate information for the candidates to research. Whilst undertaking this module candidates should be discouraged from making direct communications with these groups. Groups relating to deaf people could be selected from the following list and should be chosen to reflect the needs of the candidate group.

Groups relating to deaf people:

Organisations:

national: The Scottish Association for the Deaf (SAD); The National Deaf Children's Society (NDCS); Hearing Concern etc.;

local: Highland Society for the Deaf (HSD), Ayrshire Mission for the Deaf, battery exchanges etc.

For national organisations additional relevant information, e.g. publications may be included. For local organisations additional relevant information, e.g. opening times may be included.

Providers of courses: sign language; lip reading; Deaf Awareness; BSL tutor, deaf/blind guide/communicator, educational providers for deaf children and adults.

Providers of services: Social Services; National Health Service.

The list is not exhaustive and tutors/trainers may wish to choose others not shown here.

APPROACHES TO GENERATING EVIDENCE Opportunities should be provided by the tutor/trainer for the candidate to rework, review, revise and evaluate his/her own work. The tutor/trainer should see this as an essential part of all formative activities and their routine tutoring/training approach. The tutor/trainer may have some input to all formative activities. However those activities used for summative purposes (to be retained as evidence for internal and external verification) should be the candidate's own work.

Candidates should be encouraged to provide evidence through a variety of methods eg. simulations, demonstrations, written tables, discussion. Centres may use the methods of assessment which they consider most appropriate. All methods used must be valid and reliable and must be designed to provide evidence which can be retained for internal and external verification purposes.

ASSESSMENT PROCEDURES In the outcomes various approaches are possible except for Outcome 1 PC (d) which states evidence must be of actual performance. Centres must ensure that assessment methods chosen are valid and reliable and should be negotiated with candidates whenever possible.

Corresponding to Outcomes 1-3:

1. The candidate should produce written, oral or signed evidence which should allow evidence to be generated for all of the performance criteria. Performance criterion (d) requires that the candidate should produce evidence of actual performance.
2. The candidate should produce written, oral or signed evidence which should allow evidence to be generated for all of the performance criteria.

3. The candidate should produce a summary table which should allow evidence to be generated for all of the performance criteria.

RECOGNITION Many SQA NC units are recognised for entry/recruitment purposes. For up-to-date information see the SQA guide 'Recognised Groupings of National Certificate Modules'.

REFERENCES

1. Guide to unit writing. (A018).
2. For a fuller discussion on assessment issues, please refer to SQA's Guide to Assessment. (B005).
3. Procedures for special needs statements are set out in SQA's guide 'Candidates with Special Needs'. (B006).
4. Information for centres on SQA's operating procedures is contained in SQA's Guide to Procedures. (F009).
5. For details of other SQA publications, please consult SQA's publications list. (X037).

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