



Australian Government

Assessment Requirements for PSPLAN003 Source information on Deaf culture, and communicate according to Deaf protocol

Release: 1

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Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, and:

- create a portfolio of information on the Deaf community and various cultural values to include details of:
 - the main and generally accepted criteria for membership
 - two issues and two generally accepted cultural values
 - the basic characteristics and roles of two community and two advocacy organisations that exist within or interact with the Deaf community
 - an overview of the history of Auslan and how it has been preserved
 - an overview of value of Auslan in the Deaf community
 - customary definitions of:
 - Deaf
 - deaf
 - Deafblind
 - hearing-impaired
 - hard-of-hearing
 - hearing
 - child of a deaf adult (CODA)
 - people with deaf parents
- participate in two prepared Auslan exchanges, each lasting for a maximum of three minutes, within a group of three signers and cumulatively use appropriate Deaf protocols for:
 - getting attention
 - interrupting an ongoing conversation
 - turn taking
 - asking for clarification and repetition
 - eye contact
 - active listening.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- the main and generally accepted criteria for membership in a Deaf community including:
 - Deafness
 - Deafblindness
 - shared experience with Deafness
 - using Auslan or other sign languages
 - participating in social networks
 - commitment to shared goals
- a range of issues and generally accepted cultural values of the Deaf community:
 - value of education programs including bilingual programs and how Deaf people and their families might choose these
 - value of community and social events
 - attitudes towards cochlear implants
 - attitudes about use of spoken English and choice to use or not use
 - notion of hearing privilege and different manifestations
 - notion of Deaf allies and value of positive interactions to Deaf people
- the basic characteristics and roles of community and advocacy organisations that exist within or interact with the Deaf community:
 - regional and rural social and sporting groups
 - special interest groups including those for women, youth and senior citizens
 - religious groups
 - Australian Sign Language Interpreters' Association (ASLIA)
 - state and territory Deaf societies
 - educators and other professionals
 - Deaf community organisations
- key points about the history of Auslan and how it has been preserved
- value of Auslan in the Deaf community
- key features of manual systems of communication
- the existence of and basic overview of Deafblind communication modes including tactile Auslan, tactile fingerspelling and visual framing
- terms and labels related to Deafness, their general meaning and customary use in the community:
 - Deaf or deaf
 - Deafblind
 - hearing-impaired
 - hard-of-hearing
 - hearing
 - child of a deaf adult (CODA)

- people with deaf parents
- protocol when first meeting another person (Deaf or hearing); questions to expect and how to introduce them to others
- a range of attention-getting techniques and associated Deaf protocols for:
 - touching
 - use of lights
 - use of vibration
 - use of movement
- appropriate Deaf protocols for discussions with Deaf people including those for:
 - participating in group discussions
 - interrupting an ongoing conversation
 - turn taking
 - asking for clarification and repetition
 - eye contact
 - active listening
 - using sign names in a culturally appropriate and sensitive way
- how protocols would vary according to different communication circumstances to include:
 - personal discussions with family and friends
 - social and community discussions with familiar and unfamiliar people
 - discussions in the learning environment with teaching staff and learners
 - workplace discussions with co-workers and clients.

Assessment Conditions

Auslan skills can be demonstrated:

- face-to face or via electronic media
- via filmed media.

Rooms used for assessment must be sufficiently quiet and have appropriate lighting and seating configuration to allow optimum visual and aural access for Auslan exchanges.

Assessment must ensure use of:

- computers and the Internet to search for information
- proficient Deaf signers who participate in Auslan exchanges.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and hold a qualification or Statement of Attainment which includes the unit PSPLAN012 Converse in Auslan at a proficient user level or demonstrate competency equivalent to that unit, and provide evidence of at least five years' experience in interacting with the Deaf community.

Links

Companion Volume Implementation Guide -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623>