



## Higher National Unit specification: general information

**Unit title:** Scottish Deaf History: 1750 to the Present

**Unit code:** H09G 35

**Superclass:** DB

**Publication date:** December 2011

**Source:** Scottish Qualifications Authority

**Version:** 01

### Unit purpose

This Unit is designed to develop detailed knowledge and understanding of the major influences of political and social change on Deaf people mainly, though not exclusively, in Scotland during the period from 1750 to the present day. In particular, the Unit will develop detailed knowledge and understanding of the evolution of Deaf people's signed languages and education systems in this period of history.

On completion of the Unit the candidate should be able to:

- 1 Evaluate key influences on Deaf people in Scotland from 1750 to the present day.
- 2 Evaluate cultural influences on Deaf people in Scotland from 1750 to the present day.
- 3 Evaluate social influences of Deaf people and organisations on society from 1750 to the present day.

### Recommended prior knowledge and skills

Whilst access to this Unit is at the discretion of the centre, it would be beneficial if the candidate had *Communication Skills* at SCQF level 5 and some knowledge of Deaf Issues.

### Credit points and level

1 Higher National Unit credit at SCQF level 8: (8 SCQF credit points at SCQF level 8\*)

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

## **General information (cont)**

### **Core Skills**

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes of this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

### **Context for delivery**

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

This Unit is a mandatory Unit within the PDA in British Sign Language Studies at SCQF level 8.

The Unit may, however, be taught as a stand-alone Unit.

## Higher National Unit specification: statement of standards

**Unit title:** Scottish Deaf History: 1750 to the Present

**Unit code:** H09G 35

The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

### Outcome 1

Evaluate key influences on Deaf people in Scotland from 1750 to the present day.

#### Knowledge and/or Skills

- ◆ Social and economic influences on Deaf people's lives in Scotland from 1750
- ◆ Evolution of Deaf Education in Scotland commencing from Braidwood's Academy
- ◆ Survival of sign language in Scotland, and the influence of legislation and research on sign language from 1750
- ◆ Influential Deaf people and the emergence of political and community organisations in Scotland from 1750
- ◆ The history of and the struggle against paternalism and oralism in Scotland from 1750

#### Evidence Requirements

The candidate will provide evidence to demonstrate his/her Knowledge and/or Skills by:

- ◆ providing evaluations for four of the five Knowledge and Skills items of approximately 200 words each or the oral/signed equivalent. The candidate will be required to produce a more detailed evaluation for the fifth item of Knowledge and Skills amounting to approximately 1,000 words.

The candidate's responses should demonstrate a good understanding of all aspects of the Knowledge and Skills, demonstrate a comprehensive awareness of issues, show critical judgement and some independence of thought and evidence of wide reading. In addition, the responses should be well-presented and well-structured and opinions should be supported by evidence, for example, facts, quotes, statistics. The responses should be concise and coherent and sit around the approximate word count suggested. The responses should also be accompanied by a bibliography and be accurately referenced.

This assessment will be undertaken in open-book conditions.

Evidence for this Outcome can be written, oral, BSL or a combination of these.

## Higher National Unit specification: statement of standards (cont)

**Unit title:** Scottish Deaf History: 1750 to the Present

### Outcome 2

Evaluate cultural influences on Deaf people in Scotland from 1750 to the present day.

#### Knowledge and/or Skills

- ◆ Contributions of Deaf people to the Scottish literary scene from 1750
- ◆ Cultural impact on Scottish education arising from the Braidwood Academy
- ◆ Impact of Deaf artists on Scottish art from 1750
- ◆ Impact of telecommunications and other technology in the everyday lives of Deaf people

#### Evidence Requirements

The candidate will provide evidence to demonstrate his/her Knowledge and/or Skills by:

- ◆ producing two evaluations, each covering one of the knowledge and skills items above. Each response should total approximately 500 words or 4 minutes if oral or signed.

The candidate's responses should demonstrate a good understanding of all aspects of the Knowledge and Skills, demonstrate a comprehensive awareness of issues, show critical judgement and some independence of thought and evidence of wide reading. In addition, the responses should be well-presented and well-structured and opinions should be supported by evidence, for example, facts, quotes, statistics. The responses should be concise and coherent and sit around the approximate word count suggested.

Evidence for this Outcome can be written, oral, BSL or a combination of these.

This assessment will be undertaken in closed-book, supervised conditions. The assessment should be undertaken in one sitting within a period of 1.5 hours.

## Higher National Unit specification: statement of standards (cont)

**Unit title:** Scottish Deaf History: 1750 to the Present

### Outcome 3

Evaluate social influences of Deaf people and organisations on society from 1750 to the present day.

#### Knowledge and/or Skills

- ◆ The influences on the social landscape of Scotland and beyond by former pupils of Braidwood's Academy 1760–1793
- ◆ The influences on the social landscape of Scotland and beyond by former pupils of the Edinburgh Institution for the Deaf and Dumb 1810–1900
- ◆ The influences on the social landscape of Scotland and beyond by Deaf people from 1750 — present day
- ◆ The contribution that the Deaf church, Deaf Sport and Deaf Community organisations have made to the social development of Deaf people from 1750 to the present day

#### Evidence Requirements

The candidate will need to provide evidence to demonstrate his/her Knowledge and/or Skills by:

- ◆ producing an evaluative response of approximately 2,000 words or a signed/oral response of approximately 10–15 minutes.

The candidate will be allowed to narrow down the lists of people named within each specific Knowledge and Skills area to a minimum of two.

The candidate's response should demonstrate a good understanding of all aspects of the Knowledge and Skills, demonstrate a comprehensive awareness of issues, show critical judgement and some independence of thought and evidence of wide reading. In addition, the response should be well-presented and well-structured and opinions should be supported by evidence, for example, facts, quotes, statistics. The response should be concise and coherent and sit around the approximate word count suggested. The response should also be accompanied by a bibliography and be accurately referenced.

This assessment will be undertaken in open-book conditions.

Evidence for this Outcome can be written, oral or in BSL or a combination of these.

## Higher National Unit specification: support notes

### Unit title: Scottish Deaf History: 1750 to the Present

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

### Guidance on the content and context for this Unit

The Unit and its specified periods are designed to allow lecturers enough scope, while giving the candidates interesting and stimulating topics, which reflect the importance of Deaf history in Scotland. In addition to the Deaf aspect, the culture and traditions of Scotland should form a backdrop to many of the topics.

Lecturers should ensure that the candidates are able to provide appropriate evidence by demonstrating their knowledge and skills in each Outcome to meet the Evidence Requirements in each of the three assessments.

#### Outcome 1

This Outcome has five Knowledge and/or Skills areas. They cover the areas of the social and economic influences on Deaf people; the evolution of Deaf education for Deaf children and adults; the survival of sign language in Scotland and the influence of legislation and research; identifying influential Deaf people working in politics and the emergence of political and community organisations; the history and the struggle against paternalism and oralism, looking in particular at a range of selected individuals who contributed to the struggle. The period covered is from 1750 onwards and candidates will be expected to take account of these topics within a Scottish context.

#### Outcome 2

This Outcome covers four specific areas — the contributions of Deaf people to Scottish literature; the cultural impact on Scottish education arising from the Braidwood Academy; Scottish Deaf art; the impact of telecommunications and other technology on the everyday lives of Deaf people.

The contributions of Deaf people to the Scottish literary scene should include people like Alexander McGregor, Alexander Strathern, and John T MacLean, all producers of magazines such as *The Deaf Mute* or contributors to weekly Deaf News articles in the *Glasgow Evening Times*. Another significant contributor could be John Philp Wood. A good source for research would be *Deaf Lives*, published by the British Deaf History Society.

The cultural impact arising from the Braidwood Academy could include people like Francis Humberstone MacKenzie and educators/educational establishments that followed the Braidwood Academy such as the Edinburgh Institution for the Deaf and Dumb and people like Joseph Turner, George Tait and Matthew Robert Burns.

## Higher National Unit specification: support notes (cont)

### Unit title: Scottish Deaf History: 1750 to the Present

The impact of Deaf artists should include not only famous artists like Walter Geikie but also lesser known artists such as Robert Menzies Scott and the Edinburgh School of Art that flourished in the 1890's and led to the Grand Bazaar of 1891 where a major exhibition of works of art were displayed.

Developments in Deaf telecommunications should look at the major changes to deaf people's lives that were made possible through new technologies.

### Outcome 3

This Outcome explores the influences of Deaf people and organisations on society from 1750 to the present day, both in Scotland and beyond.

Examples of possible lists of people and organisations within a specific Knowledge and/or Skills area are:

- ◆ Influences on the social landscape of Scotland and beyond by former pupils of the Braidwood Academy 1760–1793, eg Charles Sherriff, Francis Humberstone MacKenzie, John Philp Wood, John Goodricke
- ◆ Influences on the social landscape of Scotland and beyond by former pupils of the Edinburgh Institution for the Deaf and Dumb in the period 1810–1900, eg Alexander Blackwood, Walter Geikie, James Herriot, Alexander Drysdale, William Gray, Thomas Pattison, George Tait, Joseph Turner, to mention a few
- ◆ Influences on the social landscape of Scotland and beyond by deaf people in general from 1750 — present day, eg William Agnew, Matthew Robert Burns, Sir James Graham the Sixth Duke of Montrose, William McDougall, Alexander Muirhead, James Paul, John Macdonald Young, and missionaries such as Robert Armour, James and Edwin Docharty, David Fyfe, William McDougall, James Paul
- ◆ Influences on the social landscape of Scotland and beyond by Deaf church organisations, ie Edinburgh Congregational Church, Scottish Deaf sports organisations and those involved with Scottish Deaf sport, and Deaf Community organisations, whether national, such as the Scottish Council on Deafness or NDCS Scotland, or regional/local, such as Deaf Action, Deaf Connections.

### Guidance on the delivery of this Unit

The delivery of this Unit should be candidate-centred and the approach may be varied to suit the needs of the group. The lecturer should use his/her discretion regarding the most effective teaching methods.

### Guidance on the assessment of this Unit

The evidence presented for assessment by each candidate, particularly for Outcomes 1 and 3, should show that s/he has developed the skills/knowledge necessary to undertake systematic research of sources relating to the topics and to gather, analyse, evaluate, summarise and present evidence. In addition, the candidate should develop skills in producing bibliographies and referencing accurately.

## Higher National Unit specification: support notes (cont)

**Unit title:** Scottish Deaf History: 1750 to the Present

### Assessment Guidelines

There is a wide variety of methods of assessment that would allow candidates to meet the Evidence Requirements. The following are suggestions and there may be other methods that would be suitable. Centres are reminded that Prior Verification of assessment instruments would help to ensure that the national standard is being met.

**NB:** It is important that the language used in the assessment instrument reflects SCQF level 8.

#### Outcome 1

The assessment could take the form of essays, an individual oral/signed presentation or poster exhibition with presentation or an individual blog.

Tutors should ensure that candidates are aware of the importance of the judicious selection of appropriate academic sources.

#### Outcome 2

The assessment could take the form of essays, or a set of unseen structured questions, or oral/signed responses to a set of questions requiring the candidate to respond in sustained detail. Candidates will not know the questions in advance. However, the broad topic area should be handed out at an appropriate point in the delivery of the Unit.

The use of notes, textbooks, handouts and other materials (including hand-held electronic devices) will not be permitted. Also, as this is a closed-book assessment, it would not be appropriate for candidates to use visual aids (such as PowerPoint presentations or posters) in an oral/signed presentation, rather it would be a sustained presentation without the aid of notes.

Candidates should be prepared to be questioned on all items on Knowledge and Skills, although they will only be assessed on two.

#### Outcome 3

The assessment could take the form of an essay, an individual oral/signed presentation or poster exhibition with presentation or an individual blog.

Candidates may research appropriate information from differing sources such as books, magazine articles, television or internet. Candidates should be able to show evidence of their research and the connection to the subject of their choice. This should be in the form of a bibliography.

Tutors should ensure that candidates are aware of the importance of the judicious selection of appropriate academic sources.



## Higher National Unit specification: support notes (cont)

**Unit title:** Scottish Deaf History: 1750 to the Present

### Online and Distance Learning

It is possible for this Unit to be delivered by open or distance learning provided that good planning takes place to ensure sufficiency and authenticity of candidate evidence. Arrangements would also have to be in place to ensure that the Outcomes were assessed in the assessment conditions stated.

### Opportunities for developing Core Skills

There are opportunities to develop components of the Core Skills of *Communication* at SCQF level 6, *Information and Communication Technology (ICT)* at SCQF level 5 and *Problem Solving* at SCQF level 5 in this Unit, although there is no automatic certification of Core Skills or Core Skill components.

The extent of the development will depend on the learning opportunities chosen by the candidate or the delivery and assessment methods selected by the tutor.

**Written Communication (Writing)** — the delivery and assessment of this Unit may contribute towards the component Written Communication at SCQF level 6 if the assessment is an essay, the general skill being '*Produce well-structured written communication on complex topics*'.

**Written Communication (Reading)** — the reading component may be developed through the analysis and evaluation of sources, the general skill being '*Read, understand and evaluate complex written communication*'.

**Oral Communication** — the oral component '*Produce and respond to oral communication on a complex topic*' could be developed through presentations, whether presented orally or in British Sign Language.

In both formative and summative assessment, the candidate should be encouraged to present all essential ideas/information and supporting detail in a logical and effective order, whether written, oral, or in sign, using structures that take into account all purposes, target audiences and conventions.

**Information and Communication Technology (ICT)** — opportunities to develop the component of '*Accessing Information*' at SCQF level 5 can be incorporated into the delivery of this Unit through the use of efficient and effective search strategies, which will contribute towards the general skill of '*Use ICT independently, effectively and responsibly to access information within a range of tasks*'.

**Information and Communication Technology (ICT)** — opportunities to develop the component of '*Providing/Creating Information*' at SCQF level 5 could arise through selecting and launching appropriate software, keeping data secure and presenting information in appropriate modes. Presentations could be supported by PowerPoint or other ICT presentation tools. All of this will contribute to the general skill of '*Use ICT independently, effectively and responsibly to carry out a range of processing tasks*'.

## Higher National Unit specification: support notes (cont)

**Unit title:** Scottish Deaf History: 1750 to the Present

Centres should take every opportunity to use modern technologies for communication purposes.

**Problem Solving** — Critical Thinking at SCQF level 5 — this component could be developed where a situation or issue has arisen in the course of the candidate's study. The candidate would need to analyse and evaluate the situation or issue and devise a strategy to deal with the situation. The candidate should reflect on and evaluate the success of the strategy.

**Problem Solving** — Planning and Organising at SCQF level 5 — this component could be developed through planning, organising and completing a task. This could be related to any tasks being undertaken as part of the Unit. The candidate would need to develop a plan, identify and obtain resources to carry out the plan and then carry out the task. Resources could include, for example, time available, source of information, set procedures, people, equipment and physical resources. The candidate must decide on how the task will be managed, this could include allocation of tasks in a group context.

### Other skills developed

In addition to the development of components of the Core Skills of *Communication*, *Problem Solving* and *ICT*, you should be given opportunities to develop other transferable skills, including employability skills. For example:

- ◆ **Self-management skills** — this should include working autonomously and taking initiative, taking responsibility, setting goals and milestones, time management, the importance of punctuality, meeting deadlines, managing and prioritising information, flexibility, readiness to improve own performance based on feedback/reflective learning, peer evaluation.
- ◆ **Team working** — respecting others, co-operating, negotiating/persuading, contributing to discussions, and awareness of interdependence with others, opportunity to manage or be managed, taking account of own and others' roles, responsibilities and contributions in carrying out and evaluating tasks.
- ◆ **Research Skills** — research and study skills, academic processes, critically analysing, evaluating and interpreting information.
- ◆ **Specialist Skills** — skills, techniques and practices associated with communication in BSL, an understanding of major current issues in the BSL sector, observing ethical codes of practice.

All of these skills and techniques will contribute to employability and improve professional practice.

## **Higher National Unit specification: support notes (cont)**

**Unit title:** Scottish Deaf History: 1750 to the Present

### **Disabled candidates and/or those with additional support needs**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements)

## History of changes to Unit

Version	Description of change	Date

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## General information for candidates

### Unit title: Scottish Deaf History: 1750 to the Present

This Unit is designed to develop your knowledge and understanding of the major influences of political and social change on Deaf people mainly, though not exclusively, in Scotland during the period from 1750 to the present day. In particular, the Unit will develop your knowledge and understanding of the evolution of Deaf people's signed languages and education systems in this period of history.

#### Outcomes

##### On completion of the Unit you will be able to:

- 1 Evaluate key influences on Deaf people in Scotland from 1750 to the present day.
- 2 Evaluate cultural influences on Deaf people in Scotland from 1750 to the present day.
- 3 Evaluate social influences of Deaf people and organisations on society from 1750 to the present day.

#### Outcome 1

This Outcome has five Knowledge and/or Skills areas. They cover the areas of the social and economic influences on Deaf people; the evolution of Deaf education for Deaf children and adults; the survival of sign language in Scotland and the influence of legislation and research; identifying influential Deaf people working in politics and the emergence of political and community organisations; the history and the struggle against paternalism and oralism, looking in particular at a range of selected individuals who contributed to the struggle.

#### Outcome 2

This Outcome covers four specific areas — the contributions of Deaf people to Scottish literature; the cultural impact on Scottish education arising from the Braidwood Academy; Scottish Deaf art; the impact of telecommunications and other technology on the everyday lives of Deaf people.

#### Outcome 3

This Outcome explores the influences of Deaf people and organisations on society from 1750 to the present day, both in Scotland and beyond. It covers the influences of former pupils of Braidwood's Academy 1760–1793, the influences of former pupils of the Edinburgh Institution for the Deaf and Dumb 1810–1900, the influences of Deaf people from 1750 to the present and the contribution that the Deaf Church, Deaf Sport and Deaf Community organisations.

#### Entry requirements

There are no formal entry requirements for this Unit but it would be beneficial if you had Communication Skills at SCQF level 5 and some knowledge of Deaf issues.

## General information for candidates (cont)

**Unit title:** Scottish Deaf History: 1750 to the Present

### Assessment

In Outcome 1 you will produce evaluative responses for all topics, four of approximately 200 words and one of approximately 1,000 words or oral/signed equivalent. The assessment will be undertaken in open-book conditions.

In Outcome 2 you will produce two evaluations, each covering one item of the Knowledge and Skills. The evaluations should total approximately 500 words or approximately 4 minutes if oral or signed. The assessment will be undertaken in closed-book conditions.

In Outcome 3 you will produce an evaluative response of approximately 2,000 words or oral/signed presentation of approximately 10–15 minutes. The assessment will be undertaken in open-book conditions.

### Core Skills

While you are collecting evidence for this Unit, there may be opportunities to develop your Core Skills in *Communication* at SCQF level 6, *Information and Communication Technology (ICT)* at SCQF level 5 and *Problem Solving* at SCQF level 5.

### Other skills developed

In addition to the development of components of the Core Skills of *Communication*, *Problem Solving* and *ICT*, opportunities should arise to develop other transferable skills, including employability skills. For example:

- ◆ **Self-management skills** — this should include working autonomously and taking initiative, taking responsibility, setting goals and milestones, time management, the importance of punctuality, meeting deadlines, managing and prioritising information, flexibility, readiness to improve own performance based on feedback/reflective learning, peer evaluation.
- ◆ **Team working** — respecting others, co-operating, negotiating/persuading, contributing to discussions, and awareness of interdependence with others, opportunity to manage or be managed, taking account of own and others' roles, responsibilities and contributions in carrying out and evaluating tasks.
- ◆ **Research Skills** — research and study skills, academic processes, critically analysing, evaluating and interpreting information.
- ◆ **Specialist Skills** — skills, techniques and practices associated with communication in BSL, an understanding of major current issues in the BSL sector, observing ethical codes of practice.

All of these skills and techniques will contribute to your employability and improve your professional practice.