Higher National Unit specification

General information

Unit title: British Sign Language: Varied (SCQF level 6)

Unit code: H4Y5 33

Superclass: HG

Publication date: September 2013

Source: Scottish Qualifications Authority

Version: 01

Unit purpose

This Unit is designed to develop skills in British Sign Language (BSL) at SCQF level 6.

The Unit is aimed at those who wish to develop their skills in BSL for social or work purposes or for progression to further study.

The Unit provides progression from NQ Unit H3PA 11 *British Sign Language (BSL)* (SCQF level 5).

The Unit provides progression to Unit H4Y6 34 *British Sign Language: Extended* (SCQF level 7).

The Unit embodies the National Occupational Standards (NOS) in Languages at (NOS) level 4 (QCF Level 3/SCQF level 6/Scottish Higher).

In terms of receptive skills, the Unit will develop the ability to follow conversations and discussion at normal speed on a range of topics in different situations, social or vocational. Learners will take part in straightforward social interaction as well as follow, for example, uncomplicated negotiations, discussions and instructions. Learners will understand, for example, straightforward news items, interviews and documentaries and deal with straightforward video calls, if appropriate.

In terms of productive skills, the Unit will develop the ability to sign using varied language in a range of situations. Learners will develop a good vocabulary which can be adapted to get straightforward messages across, usually by finding alternative ways to explain what is needed. Learners will keep the conversation going fairly smoothly within familiar areas, although may have difficulty expressing complex or abstract ideas. Learners will, for example, make new contacts, manage uncomplicated negotiations and handle straightforward video calls, if appropriate.

Higher National Unit specification: General information (cont)

Unit title: British Sign Language: Varied (SCQF level 6)

Outcomes

On successful completion of the Unit the learner will be able to:

1 Demonstrate an understanding of varied signed language.
2 Sign using varied sign language.

Credit points and level

1 Higher National Unit credit at SCQF level 6: (8 SCQF credit points at SCQF level 6)

Recommended entry to the Unit

Access to this Unit is at the discretion of the centre. However, it is recommended that learners should have some competence in BSL before undertaking this Unit.

This competence could be demonstrated through attained formal qualifications in BSL at SCQF level 5/QCF Level 2 or equivalent. Alternatively, competence could be measured by interviewing the learner and using an assessment toolkit to test the learner's level of competence in BSL.

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for 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 can be delivered as a stand-alone Unit.

Equality and inclusion

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website **www.sqa.org.uk/assessmentarrangements**.

Higher National Unit specification: Statement of standards

Unit title: British Sign Language: Varied (SCQF level 6)

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

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. Learners 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

Demonstrate an understanding of varied signed language.

Knowledge and/or Skills

Vocabulary

♦ A broad general vocabulary and key terms
♦ A range of ways to link ideas and help clarity and fluency such as: connectors (conjunctions, eg although, as long as; adverbs, eg however, and enumerators, eg firstly)
♦ Pronouns
♦ A range of different forms of address, greeting, leave-taking and other polite conventions to suit different occasions and degrees of formality
♦ Ways to express feeling (eg wishes, gratitude, regret, apology, annoyance)
♦ Numerical terms (eg all numbers, fractions, statistics) and ways to talk about them
♦ Some less commonly used terms

Grammatical forms

♦ Present, past, future, conditional and pluperfect tenses
♦ How 'can, must, could, should and would' are expressed in this language
♦ Regular, common irregular and less common irregular verbs
♦ Mood/Modality — expressing beliefs, opinions, feelings, hope, etc
♦ Negatives, question forms and a range of commonly used grammatical structures
♦ How to ask permission and give instructions with varying formality and politeness
♦ Common relative pronouns, in different cases as relevant
♦ Adjectives and adverbs — less common comparatives and superlatives
♦ A range of complex sentence combinations, of which some may be learned as set phrases
♦ Commonly used sentence structures in their positive, negative, imperative and interrogative forms
♦ A range of structures using the infinitive (or other basic verb root) form, where appropriate to the language
♦ alternative terms and structures which modify register for different audiences and contexts
♦ Prepositions — less common prepositional effects

Higher National Unit specification: Statement of standards (cont)

Unit title: British Sign Language: Varied (SCQF level 6)

Cultural conventions

♦ Most common signed and non-verbal cultural conventions (gestures, spatial distance, touch, eye contact)

Reference sources

♦ How to make effective use of relevant language reference sources (eg dictionaries, thesauruses, grammar books, online resources)

Evidence Requirements

Evidence for the Knowledge and/or Skills in this Outcome will be provided by assessments that sample across the Knowledge and/or Skills. Centres should ensure that at least two thirds of the Knowledge and Skills items are covered between the assessments.

The learner must provide evidence of his/her ability to understand British Sign Language. Centres should devise Instruments of Assessment that will allow the learner to meet the Evidence Requirements for the Outcome to the required standard. It is recommended that centre devised Instruments of Assessment are prior verified by SQA.

The maximum time allocated to the assessment of this Outcome is two hours.

The learner will undertake three assessment tasks in total, viewing different sign language users in different situations and contexts. Assessments will include:

♦ Viewing recorded items of BSL

   AND

♦ Viewing at least one 'live' sign language item, ie not viewing a recording but viewing a live event where people are interacting with one another

The assessment tasks should provide varied vocabulary and sentence structures. Language should be delivered clearly and at normal speed. At least one situation should be in a formal context and one in an informal context. Register should be appropriate to context.

Each assessment task will last between 2–3 minutes. Recorded items may be viewed three times.

The learner will provide evidence of his/her understanding by:

♦ summarising correctly the overall meaning and content of the communication and providing essential, relevant details.

Understanding may be demonstrated in any suitable form, BSL or English (written or oral).

Assessments must be carried out in timed and supervised conditions. Assessment tasks should be unseen.

Higher National Unit specification: Statement of standards (cont)

Unit title: British Sign Language: Varied (SCQF level 6)

As this is a closed-book assessment, the use of reference sources is not allowed.

All evidence in BSL or oral English must be recorded on DV/DVD/digital files for external verification purposes. Written evidence must also be available for external verification purposes.

Re-assessments must be based on completely different tasks. Learners should be allowed one re-assessment opportunity or, in the case of exceptional circumstances, two.

Outcome 2

Sign using varied sign language.

Knowledge and/or Skills

Vocabulary

- A broad general vocabulary and key terms
- A range of ways to link ideas and help clarity and fluency such as: connectors (conjunctions: eg 'although', 'as long as', adverbs: eg 'however', and enumerators: eg 'firstly')
- Pronouns
- A range of different forms of address, greeting, leave-taking and other polite conventions to suit different occasions and degrees of formality
- Ways to express feeling (eg wishes gratitude, regret, apology, annoyance)
- Numerical terms (eg all numbers, fractions, statistics) and ways to talk about them
- Some less commonly used terms
- Appropriate intonation and emphasis

Grammatical forms

- Present, past, future, conditional and pluperfect tenses
- Regular, common irregular and less common irregular verbs
- Mood/Modality – expressing beliefs, opinions, feelings, hope, etc
- How 'can, must, could, should and would' are expressed
- Negatives, question forms and a range of commonly used grammatical structures
- How to ask permission and give instructions with varying formality and politeness
- Common relative pronouns, in different cases as relevant
- Adjectives and adverbs — less common comparatives and superlatives
- A range of complex sentence combinations, of which some may be learned as set phrases
- Commonly used sentence structures in their positive, negative, imperative and interrogative forms
- a range of structures using the infinitive (or other basic verb root) form, where appropriate to the language
- Alternative terms and structures which modify register for different audiences and contexts
- Prepositions — less common prepositional effects

Higher National Unit specification: Statement of standards (cont)

Unit title: British Sign Language: Varied (SCQF level 6)

Cultural conventions

♦ Most common signed and non-verbal cultural conventions (gestures, spatial distance, touch, eye contact)

Reference sources

♦ How to make effective use of relevant language reference sources (eg dictionaries, thesauruses, grammar books, online resources)

Evidence Requirements

Evidence for the Knowledge and/or Skills in this Outcome will be provided by assessments that sample across the Knowledge and/or Skills. Centres should ensure that at least two thirds of the Knowledge and Skills items are covered between the assessments.

The learner must provide evidence of his/her ability to sign using British Sign Language. Centres should devise Instruments of Assessment that will allow the learner to meet the Evidence Requirements for the Outcome to the required standard. It is recommended that centre devised Instruments of Assessment are prior verified by SQA.

The maximum time allocated to the assessment of this Outcome is two hours.

The learner will undertake three assessment tasks, producing sign language in a range of situations and contexts. At least one situation should be in a formal context and one in an informal context. Register should be modified according to context.

The learner should:

1   Prepare and deliver a presentation of 6–8 minutes duration and should be prepared to answer questions in BSL in follow-up discussion with the audience. The learner may use prompts of different kinds.
2   Participate in a discussion of approximately 10 minutes with a minimum of two other people.
3   Participate in a dialogue with one other person for approximately 6–8 minutes.

The learner will sign clearly in the different situations and contexts and show evidence of using and adapting a range of expressions and grammatical structures. Signing should be maintained throughout the assessment tasks so that dialogue or presentation runs smoothly. Register should be appropriate to context.

Language should occur naturally even though the environment may be simulated. Simulations should be as authentic as possible.

Higher National Unit specification: Statement of standards (cont)

Unit title: British Sign Language: Varied (SCQF level 6)

Assessments must be carried out in timed and supervised conditions. Assessment tasks should be unseen, except in the case of a presentation where the task is prepared in advance.

As this is a closed-book assessment, the use of reference sources is not allowed**.**

In the case of a presentation, the use of prompts is permissible.

All evidence must be recorded on DV/DVD/digital files for External Verification purposes.

Re-assessments must be based on completely different tasks. Learners should be allowed one re-assessment opportunity or, in the case of exceptional circumstances, two.

Higher National Unit Support Notes

Unit title: British Sign Language: Varied (SCQF level 6)

Unit Support Notes are offered as guidance and 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 embodies the National Occupational Standards (NOS) in Languages at (NOS) level 4 (QCF Level 3/SCQF level 6/Scottish Higher).

The Unit provides progression from NQ Unit H3PA 11 *British Sign Language (BSL)* (SCQF level 5).

The Unit provides progression to Unit H4Y6 34 *British Sign Language: Extended* (SCQF level 7).

Account should be taken of the particular needs and interests of learners and vocabulary, grammar and cultural conventions should be developed around these needs. Learners should be given the opportunity to negotiate contexts and topics for learning. This could be for social and/or vocational purposes or for purposes related to further study.

Receptive skills

In terms of receptive skills, the Unit will develop the ability to follow conversations and discussion at normal speed on a range of topics in different situations, social or vocational. Learners will take part in straightforward social interaction as well as follow, for example, uncomplicated negotiations, discussions and instructions. Learners will understand, for example, straightforward news items, interviews and documentaries and deal with straightforward video calls, if appropriate.

Productive skills

In terms of productive skills, the Unit will develop the ability to sign in a range of situations. Learners will develop a good vocabulary which can be adapted to get straightforward messages across, usually by finding alternative ways to explain what is needed. Learners will keep the conversation going fairly smoothly within familiar areas, although may have difficulty expressing complex or abstract ideas. Learners will, for example, make new contacts, manage uncomplicated negotiations and handle straightforward video calls, if appropriate.

Higher National Unit Support Notes (cont)

Unit title: British Sign Language: Varied (SCQF level 6)

Learners could develop both receptive and productive skills in combined tasks such as:

- Contributing to conversations
- Participating in a dialogue, eg a mock interview or a transactional task
- Participating in a group discussion, eg a meeting of a social group or a formal meeting situation
- Delivering a presentation on a topic of interest and participating in follow-up discussion or a question and answer session

Where involved in a group activity, it is important that the learner is made aware of the importance of making a significant individual contribution within the activity.

Topics and themes used in one Outcome can be carried through and used in the other Outcome.

Guidance on approaches to delivery of this Unit

This Unit can be delivered as a free-standing Unit or as part of a Group Award. If it is taught as part of a Group Award, it is recommended that is should be delivered in the context of the Group Award to which it contributes.

A variety of delivery approaches could be adopted. Practitioners should use their professional judgement in designing and delivering the Unit so that it is appropriate, relevant and motivating for individual learners. Approaches should be learner-centred, participative and practical, for example, group activities, one-to-one tutorials, differentiated learning materials, use of visitor, visits to events, and so on.

Learners should be encouraged to set their own learning targets and make plans for their language learning.

Learners should be provided with regular feedback and given advice on action required to improve performance and further progress.

During the delivery of the Unit, opportunities should also be provided to enhance knowledge of the history and culture of BSL. Opportunities should also be provided, where possible, to develop Core Skills and other employability skills.

Where resources permit, centres should use technology as much as possible to support learning, teaching and assessment. This could include, for example:

- Compiling and maintaining e-portfolios
- Web-based research
- Interactive language tasks
- Viewing and responding to and/or creating podcasts
- Games-based learning
- Using visual chat rooms for discussion
- Using virtual learning environments
- Video conferencing

Higher National Unit Support Notes (cont)

Unit title: British Sign Language: Varied (SCQF level 6)

♦ Use of language-based websites to develop vocabulary and language skills
♦ Submission of assessed work through VLE, e-mail

Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Formative and summative assessments should be set in a context that is appropriate to the needs and interests (social or vocational) of the learner, or to the Group Award within which the Unit sits.

All summative assessments in this Unit are closed-book tasks.

Centres should creative formative assessments that are both appropriate to the individual's needs and which also prepare the learner for summative assessment. Summative assessment should only take place when the learner has developed the knowledge and skills at the required level for the Unit.

Centres are reminded that prior verification of centre devised summative assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, within both formative and summative assessment, this helps them to develop different skills that could be transferable to work or further and higher education.

All summative assessments must be carried out in timed and supervised conditions. Assessment tasks should be unseen, except in the case of a presentation where the task is prepared in advance.

The use of reference materials is not permitted within summative assessments.

It is not possible in this Unit to integrate the summative assessments for Outcome 1 with the summative assessments for Outcome 2.

Tasks must be constructed that will allow the learner to produce evidence for the required sample of Knowledge and Skills, ie two thirds, and also to allow the appropriate standard at SCQF level 6 to be achieved.

All signed/oral evidence must be recorded on DV/DVD/digital files and be available for External Verification purposes. Written evidence must also be retained for External Verification purposes and signed by the tutor to vouch for the authenticity of the learner's work.

Unit title: British Sign Language: Varied (SCQF level 6)

Examples of assessment tasks might include:

Receptive skills

Viewing a recording of, for example:

♦ A news item, an extract from a documentary, an interview, an extract from a political debate
♦ An extract from a lecture or presentation, eg at a conference or in college
♦ An extract of a film
♦ A meeting
♦ Instructions
♦ A summary of a course

Productive skills

The learner could, for example:

♦ Deliver a presentation on a subject of his/her choice
♦ Participate in a formal meeting
♦ Participate in a discussion of at least two people
♦ Negotiate services and transacting business
♦ Make a video call
♦ Take part in a role play related to an area of work
♦ Make travel arrangements

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at **www.sqa.org.uk/e-assessment**.

Opportunities for developing Core and other essential skills

There are opportunities to develop the Core Skill Components of *Communication* at SCQF level 6, *Working with Others* at SCQF level 5, *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 learner or the delivery and assessment methods selected by the tutor.

Higher National Unit Support Notes (cont)

Unit title: British Sign Language: Varied (SCQF level 6)

Communication

Oral *Communication* at SCQF level 6 — learners can fulfil this component through participating in discussions, one-to-one dialogues and delivering presentations for both formative and summative assessment purposes. Tasks involving group activities and joint feedback sessions will offer the learner opportunities to make a substantial contribution to a discussion on a complex topic.

Written Communication (Reading and Writing) at SCQF level 6 — learners can develop this component through research activities and the production of reports, essays or other forms of written communication produced for the Unit.

Working with Others

Working Co–operatively with Others at SCQF level 5 — this component can be developed by gathering evidence from the workplace or by taking part in group activities in the centre, for example, joint information and feedback sessions or group research activities.

Review Co-operative Contribution at SCQF level 5 — this component can be developed by reviewing one's own contribution to group activities either in the workplace or in the centre. It would be appropriate to encourage learners to reflect on their own contribution to any group activity in which they have been involved.

Information and Communication Technology (ICT)

Accessing Information at SCQF level 5 — this component could be developed by carrying out searches for and accessing information for tasks in the Unit. This could involve some searching on a complex website for unfamiliar information.

Providing/Creating Information at SCQF level 5 — this component could be achieved through selecting and launching appropriate software, keeping data secure and presenting information in appropriate modes. Presentation could be supported by PowerPoint or other ICT presentation tools. Use could be made of a Virtual Learning Environment to enhance these skills.

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 learner's work or study. The learner would need to analyse and evaluate the situation or issue and devise a strategy to deal with the situation. The learner should reflect on and evaluate the success of the strategy.

Higher National Unit Support Notes (cont)

Unit title: British Sign Language: Varied (SCQF level 6)

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 learner 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, sources of information, set procedures, people, equipment and physical resources. The learner must decide on how the task will be managed, this could include allocation of tasks in a group context.

Numeracy

Numeracy at SCQF level 4 — it may be difficult to gather evidence for the components of this Core Skill — *Apply a Range of Straightforward Numerical Skills in Everyday Contexts* and *Interpret and Communicate Straightforward Graphical Information in Everyday Contexts*. However, if a learner has the opportunity to gather or handle numerical information related to his/her work role as part of a research project or in producing a report, this may contribute towards the development of this Core Skill.

Other skills developed

In addition to the development of components of the five Core Skills of *Communication, Working with Others, Problem Solving, ICT* and *Numeracy*, opportunities should be taken to develop other transferable skills, including employability skills.

Learners may have the opportunity to develop:

♦ **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.

History of changes to Unit

Version	Description of change	Date

Additional copies of this Unit specification can be purchased from the Scottish Qualifications Authority. Please contact the Business Development and Customer Support team, telephone 0303 333 0330.

General information for learners

Unit title: British Sign Language: Varied (SCQF level 6)

This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

This Unit is designed to develop skills in British Sign Language (BSL) at SCQF level 6.

The Unit is aimed at those who wish to develop their skills in BSL for social or work purposes or for progression to further study.

The Unit provide progression from Unit H3PA 11 *British Sign Language (BSL)* (SCQF level 5).

The Unit provides progression to Unit H4Y6 34 *British Sign Language: Extended* (SCQF level 7).

The Unit embodies the National Occupational Standards (NOS) in Languages at (NOS) level 4 (QCF Level 3/SCQF level 6/Scottish Higher).

In terms of receptive skills, the Unit will develop your ability to follow conversations and discussion at normal speed on a range of topics in different situations, social or vocational. You will take part in straightforward social interaction as well as follow, for example, uncomplicated negotiations, discussions and instructions. You will understand, for example, straightforward news items, interviews and documentaries and deal with straightforward video calls, if appropriate.

In terms of productive skills, the Unit will develop your ability to sign using varied language in a range of situations. You will develop a good vocabulary which can be adapted to get straightforward messages across, usually by finding alternative ways to explain what is needed. You will keep the conversation going fairly smoothly within familiar areas, although may have difficulty expressing complex or abstract ideas. You will, for example, make new contacts, manage uncomplicated negotiations and handle straightforward video calls, if appropriate.

On completion of the Unit you will be able to:

1 Demonstrate an understanding of varied signed language.
2 Sign using varied sign language.

Assessment of Outcome 1

The maximum time allocated to the assessment of Outcome 1 is two hours.

For Outcome 1 you will undertake three assessment tasks in total, viewing different sign language users in different situations and contexts. Assessments will include:

♦ Viewing recorded items of BSL
   AND
♦ Viewing at least one 'live' sign language item, ie not viewing a recording but viewing a live event where people are interacting with one another

General information for learners (cont)

Unit title: British Sign Language: Varied (SCQF level 6)

The assessment tasks will provide varied vocabulary and sentence structures. Language will be delivered clearly and at normal speed. At least one situation will be in a formal context and one in an informal context. Register will be appropriate to context.

Each assessment task will last between 2–3 minutes. Recorded items may be viewed three times.

You will provide evidence of your understanding by:

♦   summarising correctly the overall meaning and content of the communication and providing essential, relevant details.

Understanding may be demonstrated in any suitable form, BSL or English (written or oral).

Assessments will be carried out in timed and supervised conditions. Assessment tasks will be unseen.

As this is a closed-book assessment, the use of reference sources is not allowed.

All evidence in BSL or oral English will be recorded on DV/DVD/digital files for SQA external verification purposes. Written evidence will also be available for SQA external verification purposes.

Any re-assessments will be based on completely different tasks. You will be allowed one re-assessment opportunity or, in the case of exceptional circumstances, two.

Assessment of Outcome 2

The maximum time allocated to the assessment of this Outcome is two hours.

You will undertake three assessment tasks, producing sign language in a range of situations and contexts. At least one situation will be in a formal context and one in an informal context. Register should be modified according to context.

You will:

1   Prepare and deliver a presentation of 6–8 minutes duration and you should be prepared to answer questions in BSL in follow-up discussion with the audience. You may use prompts of different kinds.

2   Participate in a discussion of approximately 10 minutes with a minimum of two other people.

3   Participate in a dialogue with one other person for approximately 6–8 minutes.

General information for learners (cont)

Unit title: British Sign Language: Varied (SCQF level 6)

You will sign clearly in the different situations and contexts and show evidence of using and adapting a range of expressions and grammatical structures. Signing should be maintained throughout the assessment tasks so that dialogue or presentation runs smoothly. Register should be appropriate to context.

The language you produce should occur naturally even though the environment may be simulated.

Assessments will be carried out in timed and supervised conditions. Assessment tasks will be unseen, except in the case of a presentation where the task is prepared in advance.

As this is a closed-book assessment, the use of reference sources is not allowed.

In the case of a presentation, the use of prompts is permissible.

All evidence will be recorded on DV/DVD/digital files for SQA External Verification purposes.

Re-assessments will be based on completely different tasks. You will be allowed one re-assessment opportunity or, in the case of exceptional circumstances, two.

In addition to developing skills in British Sign Language you will also be provided with opportunities to develop Core Skills and other transferrable skills as follows:

Communication

Oral Communication at SCQF level 6 — you can fulfil this component through participating in discussions, one-to-one dialogues and delivering presentations for both formative and summative assessment purposes. Tasks involving group activities and joint feedback sessions will offer you opportunities to make a substantial contribution to a discussion on a complex topic.

Written Communication (Reading and Writing) at SCQF level 6 — you can develop this component through research activities and the production of reports, essays or other forms of written communication produced for the Unit.

Working with Others

Working Co–operatively with Others at SCQF level 5 — this component can be developed by gathering evidence from the workplace or by taking part in group activities in the centre, for example, joint information and feedback sessions or group research activities.

Review Co-operative Contribution at SCQF level 5 — this component can be developed by reviewing your own contribution to group activities either in the workplace or in the centre. It would be appropriate for you to reflect on your own contribution to any group activity in which you have been involved.

General information for learners (cont)

Unit title: British Sign Language: Varied (SCQF level 6)

Information and Communication Technology (ICT)

Accessing Information at SCQF level 5 — this component could be developed by carrying out searches for and accessing information for tasks in the Unit. This could involve some searching on a complex website for unfamiliar information.

Providing/Creating Information at SCQF level 5 — this component could be achieved through selecting and launching appropriate software, keeping data secure and presenting information in appropriate modes. Presentation could be supported by PowerPoint or other ICT presentation tools. Use could be made of a Virtual Learning Environment to enhance these skills.

Problem Solving

Critical Thinking at SCQF level 5 — this component could be developed where a situation or issue has arisen in the course of your work or study. You would need to analyse and evaluate the situation or issue and devise a strategy to deal with the situation. You should reflect on and evaluate the success of the strategy.

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. You 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, sources of information, set procedures, people, equipment and physical resources. You must decide on how the task will be managed, this could include allocation of tasks in a group context.

Numeracy

Numeracy at SCQF level 4 — it may be difficult to gather evidence for the components of this Core Skill — *Apply a Range of Straightforward Numerical Skills in Everyday Contexts* and *Interpret and Communicate Straightforward Graphical Information in Everyday Contexts*. However, if you have the opportunity to gather or handle numerical information related to your work role as part of a research project or in producing a report, this may contribute towards the development of this Core Skill.

Other transferrable skills

♦ **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.

General information for learners (cont)

Unit title: British Sign Language: Varied (SCQF level 6)

♦ **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.