



## Higher National Unit specification: general information

**Unit title:** The Community and Culture of Deaf People

**Unit code:** FW69 35

**Superclass:** FB

**Publication date:** October 2011

**Source:** Scottish Qualifications Authority

**Version:** 01

### Unit purpose

This Unit is designed to develop detailed knowledge and understanding of the major influences of the identity, traditions, social and cultural lifestyles on Deaf people mainly, though not exclusively, in Scotland. In particular, the Unit will develop detailed and understanding of Deaf people's signed languages and how these signed languages, including present day BSL, influence lifestyle choices.

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

- 1 Analyse Deaf cultural concepts.
- 2 Analyse how cultural features affect Deaf lifestyles.

### 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 standalone Unit.

## Higher National Unit specification: statement of standards

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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

Analyse Deaf cultural concepts.

#### Knowledge and/or Skills

- ◆ Deaf etiquette and politeness, including customs and courtesies of conversation
- ◆ Deaf identity, including different concepts and communication styles (eg culturally deaf, bicultural individuals, culturally hearing/negative identities, 'think-hearing' identities) sense of belonging, lifestyle choices, use of D/d
- ◆ Deaf traditions, including events, festivals, lifestyles, rites and social rituals, role of deaf communities
- ◆ Deaf values, including definitions of key concepts, cultural differences, qualities that lead to maintaining a way of life, norms of the deaf community (rules and/or shared ideals)
- ◆ The concept of 'Deaf Culture'

#### Evidence Requirements

The candidate will provide evidence to demonstrate his/her Knowledge and/or Skills by producing an analysis for each of the first four items of Knowledge and Skills. Each analysis should amount to approximately 250 words or equivalent. In addition, he/she should synthesise these into a description of his/her own concept of 'Deaf Culture'.

The candidate's responses should demonstrate a good understanding 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.

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

This Outcome will be assessed in open-book conditions.

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

**Unit title:** The Community and Culture of Deaf People

### Outcome 2

Analyse how cultural features affect Deaf lifestyles.

#### Knowledge and/or Skills

- ◆ Deaf arts, including drama, the theatre, poetry and stagetext
- ◆ Deaf folklore, including traditional story-telling
- ◆ Deaf humour and jokes
- ◆ Deaf media, including television, films, newspapers, magazines, teletext pages, subtitling, internet blog pages
- ◆ Deaf social activities, including Deaf clubs, Deaf pubs, Deaf social events, Deaf funerals
- ◆ Deaf technology, including doorbell, fire and baby alert systems, telecommunications
- ◆ Deaf lifestyles, including Deaf families

#### Evidence Requirements

The candidate will provide evidence to demonstrate his/her Knowledge and/or Skills by producing analyses for six of the seven items of Knowledge and Skills in approximately 1,500-2,000 words in total. In addition, the candidate will produce a more detailed analysis for the remaining item of Knowledge and Skills in approximately 1,500 words.

The candidate's responses should demonstrate a good understanding 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.

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

This Outcome will be assessed in open-book conditions.

## **Higher National Unit specification: support notes**

**Unit title:** The Community and Culture of Deaf People

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 is designed to allow candidates the benefit of accessing a wide range of self-directed learning on topics which reflect the social and cultural lifestyles of Deaf people in Scotland. In addition to the Deaf aspect, the culture and traditions of Scotland should form a backdrop to many of the topics.

#### **Outcome 1**

This Outcome has five Knowledge and/or Skills areas. They cover the areas of Deaf etiquette, Deaf identity, Deaf traditions, Deaf values and the concept of Deaf Culture. The candidate will provide evidence to demonstrate his/her Knowledge and/or Skills by producing an analysis for each of the first four items of Knowledge and/or Skills. Each analysis should amount to approximately 250 words or equivalent. In addition, he/she should synthesise these into a description of his/her own concept of 'Deaf Culture'. The candidate will be expected to take account of these topics within a Scottish context.

#### **Outcome 2**

This Outcome covers seven specific areas which encompass the features of Deaf culture — Deaf arts; Deaf folklore; Deaf humour and jokes; Deaf media; Deaf social activities; Deaf technology; Deaf lifestyles and Deaf families. Each area contributes different features to Deaf Culture. The candidate will provide evidence to demonstrate his/her Knowledge and/or Skills by producing analyses for six of the seven items of Knowledge and Skills in approximately 1,500-2,000 words in total. In addition, the candidate will produce a more detailed analysis for the remaining item of Knowledge and Skills in approximately 1,500 words. The candidates will be expected to take account of these topics within a Scottish context.

### **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 tutor should use his/her discretion regarding the most effective teaching methods.

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

**Unit title:** The Community and Culture of Deaf People

### **Guidance on the assessment of this Unit**

The Unit has two Outcomes. Each Outcome is assessed separately. Candidates must achieve all of the minimum evidence required for each Outcome in order to pass the Unit.

The evidence presented for assessment by each candidate should show that s/he has developed the skills/knowledge necessary to undertake a 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.

Outcome 1 — The candidate will provide evidence to demonstrate his/her Knowledge and/or Skills by producing an analysis for each of the first four items of Knowledge and Skills. Each analysis should amount to approximately 250 words or equivalent. In addition, he/she should synthesise these into a description of his/her own concept of 'Deaf Culture'. This is an open-book assessment.

Outcome 2 — The candidate will provide evidence to demonstrate his/her Knowledge and/or Skills by producing analyses for six of the seven items of Knowledge and Skills in approximately 1,500-2,000 words in total. In addition, the candidate will produce a more detailed analysis for the remaining item of Knowledge and Skills in approximately 1,500 words. This is an open-book assessment.

### **Assessment Guidelines**

#### **Outcome 1 and 2**

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.

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.

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

### **Online and Distance Learning**

It is possible for this Unit to be delivered by 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.

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

**Unit title:** The Community and Culture of Deaf People

### 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** — 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** — 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.*

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.

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

**Unit title:** The Community and Culture of Deaf People

**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, ICT and Problem Solving*, opportunities should be taken 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.

### 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:** The Community and Culture of Deaf People

### Unit Purpose

This Unit is designed to develop your knowledge and understanding of the major influences on the identity, traditions, social and cultural lifestyles of Deaf people mainly, though not exclusively, in Scotland. In particular, the Unit will develop your knowledge and understanding of Deaf people's signed languages and how these signed languages, including present day BSL, influence lifestyle choices.

### Outcomes

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

- 1 Analyse Deaf cultural concepts
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#### Outcome 1

This Outcome has five Knowledge and/or Skills areas. They cover the areas of Deaf etiquette, Deaf identity, Deaf traditions, Deaf values and the concept of Deaf Culture. You will be expected to take account of these topics within a Scottish context.

#### Outcome 2

This Outcome covers seven specific areas which encompass the features of Deaf culture — Deaf arts; Deaf folklore; Deaf humour and jokes; Deaf media; Deaf social activities; Deaf technology; Deaf lifestyles and Deaf families. Each area contributes different features to Deaf Culture. You will be expected to take account of these topics within a Scottish context.

### 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.

### Assessment

**In Outcome 1** you will provide evidence to demonstrate your Knowledge and/or Skills by producing an analysis for each of the first four items of Knowledge and Skills. Each analysis should amount to approximately 250 words or equivalent. In addition, you will synthesise these into a description of your own concept of 'Deaf Culture'. This is an open-book assessment.

**In Outcome 2** you will provide evidence to demonstrate your Knowledge and/or Skills by producing analyses for six of the seven items of Knowledge and Skills in approximately 1,500-2000 words in total. In addition, you will produce a more detailed analysis for the remaining item of Knowledge and Skills in approximately 1,500 words. This is an open-book assessment.

## General information for candidates (cont)

**Unit title:** The Community and Culture of Deaf People

### 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*, *ICT* *Problem Solving* and, 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.
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All of these skills and techniques will contribute to your employability and improve your professional practice.