



National Unit Specification

General information

Unit title: British Sign Language (BSL) (SCQF level 4)

Unit code: H3PA 10

Superclass: HG

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Unit purpose

This Unit is designed for candidates to develop skills in British Sign Language (BSL) in a range of straightforward personal/social and transactional/vocational contexts. Learners will further develop their skills of understanding and producing straightforward language using BSL.

Candidates undertaking this Unit will already be able to use BSL for simple everyday communication.

Candidates completing this Unit may wish to progress to the BSL Unit at SCQF level 5.

Outcomes

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

- 1 Communicate using straightforward BSL.
- 2 Understand straightforward presentations in BSL.

Credit points and level

1 National Unit credit at SCQF level 4: (6 SCQF points at SCQF level 4)

Recommended entry to the Unit

While entry is at the discretion of the centre, candidates could normally be expected to have attained the following, or have equivalent relevant knowledge/skills:

British Sign Language (BSL): An Introduction (SCQF level 3)

National Unit Specification: General information (cont)

Unit title: British Sign Language (BSL) (SCQF level 4)

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.

The Assessment Support Pack (ASP) for this Unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website (<http://www.sqa.org.uk/sqa/46233.2769.html>).

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.

National Unit Specification: Statement of standards

Unit title: British Sign Language (BSL) (SCQF level 4)

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.

Outcome 1

Communicate using straightforward BSL.

Performance Criteria

- (a) Communicate sufficiently clearly and accurately to convey meaning.
- (b) Use straightforward structures and vocabulary as appropriate to purpose.
- (c) Communicate using the structure of BSL.
- (d) Maintain interaction as appropriate to purpose.

Outcome 2

Understand straightforward presentations in BSL.

Performance Criteria

- (a) Identify overall context and main points in the communication.
- (b) Identify aspects of detail in the communication.

National Unit Specification: Statement of standards (cont)

Unit title: British Sign Language (BSL) (SCQF level 4)

Evidence Requirements for this Unit

Evidence is required to demonstrate that learners have achieved all Outcomes and Performance Criteria.

Outcome 1

For Outcome 1 performance evidence of one interaction in a personal/social context and one interaction in a transactional/vocational context is required for each candidate.

The Evidence Requirements for this Outcome could be met either in two separate interactions or one interaction that combines personal/social and transactional/vocational language.

Candidates must demonstrate the following:

- ◆ Communication which is sufficiently clear and accurate to convey meaning.
- ◆ Structures and vocabulary which are appropriate to purpose.
- ◆ Communication which uses the structure of BSL.
- ◆ Interaction which is maintained as appropriate to purpose.

An assessment checklist will be used to record candidate evidence. Sample recorded performance evidence is required to demonstrate that candidates have met the national standard.

Outcome 2

For Outcome 2, completed candidate responses to questions on two presentations, each of between 1–2 minutes in straightforward personal/social and transactional/vocational contexts are required for each candidate. The presentations may be seen twice. Candidates may provide responses to questions by signing, orally, or in writing. Candidates should be given access to the questions before the presentation.

Candidate responses must demonstrate the following:

- ◆ Identification of overall context and main points in each communication.
- ◆ Identification of aspects of detail in each communication.

An assessment checklist will be used to record candidate evidence.

National Unit Support Notes

Unit title: British Sign Language (BSL) (SCQF level 4)

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 purpose of this Unit is to help candidates develop their skills of communicating in BSL in everyday situations. Candidates studying this Unit will already have the ability to communicate in simple BSL and will develop their ability to understand and communicate in a wider range of personal/social and transactional/vocational contexts. The Unit will develop productive and receptive skills in a way that reflects their use in real life.

In order to provide a focus for the development of these skills, the following are suggested topics:

- ◆ Personal identity
- ◆ Social and physical environment
- ◆ Goods and services
- ◆ Health
- ◆ Travel
- ◆ Free time and leisure
- ◆ Employment

Centres are not expected to cover all suggested topics in depth but to focus on those that are appropriate for a particular group of candidates. For example, candidates may be front line staff from organisations and want to develop vocational language to communicate more effectively. A range of topics would be covered but with a particular emphasis on language useful to that group of candidates.

Further information about areas which may be studied under each topic can be found in the Guidance on Learning and Teaching Approaches for this Unit.

This Unit can be delivered as an integral part of a school curriculum, in further education colleges, in community-based provision or by training providers.

Candidates will be assessed on their productive and receptive skills in topics selected from personal/social and transactional/vocational contexts.

National Unit Support Notes (cont)

Unit title: British Sign Language (BSL) (SCQF level 4)

Guidance on approaches to delivery of this Unit

The approach to learning and teaching should be learner-centred, participative and practical. It should focus on developing candidates' understanding of both productive and receptive skills in familiar contexts and topics. Topics should be selected according to learners interests and priorities.

Learners should be encouraged to take personal responsibility for developing their language skills and their ability to use them in these contexts.

In this Unit, there should be a particular focus on:

- ◆ Developing essential BSL skills and creating opportunities to practise these.
- ◆ Increasing vocabulary and knowledge of the grammar and structure of BSL.
- ◆ Using appropriate register in a variety of contexts.
- ◆ Integrating productive and receptive skills.

Learners will be expected to develop the following BSL skills:

- ◆ BSL grammar/structure
- ◆ Fingerspelling
- ◆ Signing space
- ◆ Placement
- ◆ Signing pace and flow
- ◆ Non-manual features
- ◆ Multi channel signs
- ◆ Directional verbs
- ◆ Timelines
- ◆ Handshape and movement
- ◆ Turn-taking

The learning and teaching materials used should reflect the contexts in which learners are communicating. The teacher/lecturer and the learner should have access to range of media and technology to develop receptive skills and stimulate conversation. Live or video presentations should be authentic and relate to areas of interest identified by the lecturer/teacher and learners.

Learners should be encouraged from the earliest stages of the course to make active use of recording to improve their use of signing.

National Unit Support Notes (cont)

Unit title: British Sign Language (BSL) (SCQF level 4)

Listed below in column 2, under each topic, are some examples of what learners could be expected to do in that topic area; other examples can be identified by the teacher/lecturer.

Deaf culture and deaf issues should be introduced into the topics.

Topics	Examples
Personal identity	<ul style="list-style-type: none"> ◆ Produce personal information. ◆ Describe current personal circumstances. ◆ Produce some detail about family. ◆ Produce some information about past habits and experiences. ◆ Produce some information about plans/hopes. ◆ Obtain similar information from others.
Social and physical environment	<ul style="list-style-type: none"> ◆ Socialise casually and in more formal situations, by taking part in conversations. ◆ Describe social events/occasions. ◆ Produce information about their daily life. ◆ Make social arrangements. ◆ Describe their local area and their own accommodation. ◆ Compare and contrast living in different places. ◆ Compare different kinds of accommodation and communicate preferences. ◆ Obtain similar information from others.
Goods and services	<ul style="list-style-type: none"> ◆ Request straightforward information about services. ◆ Make and confirm straightforward arrangements. ◆ Understand straightforward instructions and explanations. ◆ Order purchases and arrange for delivery. ◆ Exchange and return goods. ◆ Make a straightforward complaint.
Health	<ul style="list-style-type: none"> ◆ Request straightforward information. ◆ Make and confirm straightforward arrangements. ◆ Understand straightforward instructions and explanations ◆ Interact with health care professional in straightforward situations. ◆ Produce information about accidents and emergencies. ◆ Communicate about health and well being.
Travel	<ul style="list-style-type: none"> ◆ Request straightforward travel information. ◆ Make and confirm straightforward travel arrangements. ◆ Understand straightforward instructions and explanations. ◆ Make straightforward bookings and arrangements. ◆ Produce and understand straightforward directions. ◆ Express preferences.

National Unit Support Notes (cont)

Unit title: British Sign Language (BSL) (SCQF level 4)

Topics	Examples
Free time and leisure	<ul style="list-style-type: none">◆ Produce information about what they like to do in their free time.◆ Describe benefits of and compare different activities.◆ Organise straightforward events and activities relating to free time.◆ Describe local places of interest.◆ Describe holidays/places of interest.◆ Produce information about TV programmes and own preferences.◆ Obtain similar information from others.
Employment	<ul style="list-style-type: none">◆ Describe what work they have done, are currently doing or would like to do and obtain similar information from others.◆ Understand straightforward instructions relating to a particular job.◆ Ask questions of a fact-finding nature and understand straightforward replies.◆ Deal with predictable requests from a client/customer.◆ Understand/pass on/leave straightforward messages.◆ Follow a straightforward demonstration/presentation.◆ Compare different jobs or courses and state preferences.

Productive Skills Outcome 1

Opportunities for practice of language should be maximised through paired and group work in the classroom, and learners should be encouraged to interact as much as possible with the lecturer/teacher and each other.

Learners should also be encouraged to seek opportunities to use BSL outside the classroom in appropriate face to face and on-line situations. A focus on BSL grammar and structure will contribute to the development of appropriate skills at this level.

Where possible, learners should become accustomed to being recorded and recording themselves to analyse and identify ways of improving their BSL skills.

Activities to help learners develop their productive BSL skills would be:

- ◆ One-to-one conversations.
- ◆ Role-play of conversations.
- ◆ Paired discussions
- ◆ Using video technology for communication activities.

National Unit Support Notes (cont)

Unit title: British Sign Language (BSL) (SCQF level 4)

Receptive Skills Outcome 2

Learners should be exposed to a variety of straightforward presentations and conversations using live, recorded and online material delivered at an appropriate pace. They should be encouraged to identify overall context, key points and some aspects of detail.

Activities to help candidates develop their receptive skills would be:

- ◆ One-to-one conversations.
- ◆ Short live talks.
- ◆ Extracts from recorded and on-line material.

Guidance on approaches to assessment of this Unit

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

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

Candidates should be given a clear understanding of the timing, conditions and nature of the Unit assessment. Time should be made available for them to familiarise themselves with this and to clarify aspects with the teacher/lecturer. Assessment checklists should be familiar to candidates as a result of their use in learning and teaching and formative assessment.

Outcome 1

For Outcome 1 performance evidence of one interaction in a personal/social context and one interaction in a transactional/vocational context is required for each candidate.

The Evidence Requirements for this Outcome could be met either in two separate interactions or one interaction that combines personal/social and transactional/vocational language.

An assessment checklist will be used to record candidate evidence. Sample recorded performance evidence is required to demonstrate that candidates have met the national standard.

Candidates should produce evidence for Outcome 1 with another BSL user at or above SCQF level 4.

The topic for the conversation/discussion should take into account interests of candidates. An assessment from the Assessment Support Pack or a centre-devised assessment can be used. Centre-devised assessments can be prior verified by SQA to ensure national standards are met.

National Unit Support Notes (cont)

Unit title: British Sign Language (BSL) (SCQF level 4)

Candidates should be accustomed to and comfortable with being recorded prior to the assessment taking place. Recording should be an integrated part of the learning, teaching and formative assessment process.

There is the potential to link assessment of Outcomes 1 and 2 thematically.

Outcome 2

For Outcome 2 completed candidate responses to questions on two presentations, each of between 1–2 minutes in familiar personal/social and transactional/vocational contexts are required for each candidate. The presentations may be seen twice. Candidates may provide short answer responses to questions by signing, orally, or in writing.

An assessment checklist along with completed responses will be used to record candidate evidence.

Candidates should be given the questions before the presentation is seen.

At this level, candidates can have input into the topics of the presentations to be watched so that they relate to real life personal/social and transactional/vocational interests, providing the assessment standards are met.

The assessor and candidate can agree whether the responses will be provided by signing, orally or in writing. Appropriate types of short answer question would be:

- ◆ Multiple choice
- ◆ Sentence completion
- ◆ Classification
- ◆ Open/closed
- ◆ Summarising
- ◆ Note taking
- ◆ Completion of diagrams, tables and charts

There is the potential to link assessment of Outcomes 1 and 2 thematically.

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.

National Unit Support Notes (cont)

Unit title: British Sign Language (BSL) (SCQF level 4)

Opportunities for developing Core and other essential skills

In this Unit candidates will be developing aspects of *communication* by using skills and techniques to accurately convey meaning through sequencing and linking main points and using appropriate vocabulary.

History of changes to Unit

Version	Description of change	Date

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General information for learners

Unit title: British Sign Language (BSL) (SCQF level 4)

This section will explain 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 will develop your skills in British Sign Language (BSL) so that you can communicate with other users of BSL. You will be able to understand and use BSL in a range of straightforward situations in personal/social and transactional/vocational contexts.

The following topics may be covered:

- ◆ Personal information
- ◆ Social and physical environment
- ◆ Shopping and services
- ◆ Health
- ◆ Travel
- ◆ Free time and leisure
- ◆ Employment

There will be a particular focus on:

- ◆ Developing essential BSL skills and creating opportunities to practise these.
- ◆ Increasing vocabulary and knowledge of the grammar and structure of BSL.
- ◆ Communicating in different informal and more formal situations.

To pass this Unit you will be assessed communicating with another user of BSL and understanding information provided in BSL.