

-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION

GENERAL INFORMATION

-Module Number-	7340207	-Session-1997-98
-Superclass-	HG	
-Title-	LANGUAGE: BRITISH SIGN LANGUAGE (BSL) 3 (x 2)	

-DESCRIPTION-

GENERAL COMPETENCE FOR UNIT: Using British Sign Language to establish social relations, transact the business of everyday living, understand presentations for information, pleasure and vocational needs and to act as an intermediary only.

OUTCOMES

1. converse in some depth on matters of general and specialised interest with users of British Sign Language;
2. understand presentations for information, pleasure and vocational needs;
3. present and discuss specialised topics;
4. act as an intermediary in a conversation between a user of British Sign Language and a speaker of his/her own language.

CREDIT VALUE: 2 NC Credits

ACCESS STATEMENT: Access is at the discretion of the centre. However, it would be beneficial if the candidate had competence in British Sign Language. This may be evidenced by possession of National Certificate Module 7340197 Language: British Sign Language (BSL) 2 (x2) or similar qualifications or experience.

For further information contact: Committee and Administration Unit, SQA, Hanover House, 24 Douglas Street, Glasgow G2 7NQ.

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NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION**STATEMENT OF STANDARDS****UNIT NUMBER:** 7340207**UNIT TITLE:** LANGUAGE: BRITISH SIGN LANGUAGE (BSL) 3

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

Evidence of British Sign Language production in the evidence requirements sections refers to the evidence produced by the candidate for the tutor/trainer. The tutor/trainer should retain copies of tasks as set for internal and external verification purposes. Video recording is mandatory in Outcome 3 only.

OUTCOME

1. CONVERSE IN SOME DEPTH ON MATTERS OF GENERAL AND SPECIALISED INTEREST WITH USERS OF BRITISH SIGN LANGUAGE

PERFORMANCE CRITERIA

- (a) Signed conventions appropriate to the context are followed accurately.
- (b) Initiation of dialogue is demonstrated frequently.
- (c) Language is sufficiently clear and accurate to be understood by a sympathetic user of British Sign Language and any inaccuracies, faults in modulation or hesitation do not impede comprehension of points being made.
- (d) Vocabulary and sentence structure allow some flexibility of expression.
- (e) Contributions, responses and reactions are relevant and support the development of the conversation.
- (f) Requests for clarification and repetition are made and responded to relevantly, clearly and as required.

RANGE STATEMENT

Complexity of language to be demonstrated and understood: commonly used sentence structures, with some complex and unfamiliar language, delivered at normal speed. Conversations should vary in length but may be between 5-15 minutes in duration.

Topics of conversation:

- matters of general and personal interest;
- matters of vocational interest.

Types of information to be exchanged:

- factual information;
- likes, dislikes, preferences, justifications;
- opinions, hypotheses, predictions.

Contexts: social; vocational.

Mode of communication: face-to-face.

EVIDENCE REQUIREMENTS

Evidence of production in British Sign Language (live/video taped) which indicates that the candidate can fulfil all of the performance criteria.

Evidence must be provided that each of the 'topics of conversation' has been covered. Each item listed under 'type of information to be exchanged' must also be covered along with both contexts.

The number of actual conversations will be at the discretion of the tutor/trainer but two may suffice.

Evidence may be derived from simulation and role play exercises, conversation with the tutor/trainer/language assistant or naturally occurring situations.

OUTCOME

2. UNDERSTAND PRESENTATIONS FOR INFORMATION, PLEASURE AND VOCATIONAL NEEDS

PERFORMANCE CRITERIA

- (a) Identification of the main content and theme of the source is accurate.
- (b) Identification of key points and specific details in the source is accurate.
- (c) Inferences and conclusions are drawn logically and justified with reference to the source.

RANGE STATEMENT

Complexity of language to be understood:
commonly used sentence structures, delivered at normal speed, which may contain some complex and unfamiliar language in a variety of registers. Items should vary in length.

Types of presentation to be seen:

- presentations by others present, including short formal and informal addresses;
- video;
- pre-recorded television.

Type of information to be obtained: simple and some complex information.

Contexts: social; vocational.

EVIDENCE REQUIREMENTS

Evidence of production in British Sign Language and/or written work which indicates that the candidate can fulfil all of the performance criteria.

Evidence must be provided that each category listed under 'types of presentation to be seen' has been covered. Each context must be covered at least once.

OUTCOME

3. PRESENT AND DISCUSS SPECIALISED TOPICS

PERFORMANCE CRITERIA

- (a) Signed conventions appropriate to the context and audience are followed accurately.
- (b) Points made are relevant to the topic, presented clearly and are substantiated with evidence.
- (c) Language is sufficiently clear and accurate to be understood by a sympathetic user of British Sign Language and any inaccuracies, faults in modulation or hesitation, do not impede comprehension of points being made.
- (d) Vocabulary and sentence structure allow some flexibility of expression.
- (e) Contributions, responses and reactions are relevant and support the development of discussion.
- (f) Requests for clarification and repetition are made and responded to relevantly, clearly and as required.

RANGE STATEMENT

Complexity of language to be demonstrated and understood: commonly used sentence structures, with some complex language. Presentations and follow-up discussions may vary in length. Presentations may, however, be between 8-10 minutes in duration.

Topics of discussion:

- matters of general interest;
- matters of vocational interest;
- Deaf-related issues.

Type of activity:

- to make a prepared presentation and to field questions and participate in follow-up discussion.

Contexts: formal situations.

Mode of communication: face-to-face in a group situation.

EVIDENCE REQUIREMENTS

Video evidence of production in British Sign Language which indicates that the candidate can fulfil all of the performance criteria.

The candidate must make three presentations and take a leading role in the follow-up discussions. Each of the 'topics of discussion' must be covered. One of the presentations must include giving advice, guidance or instruction.

OUTCOME

4. ACT AS AN INTERMEDIARY IN A CONVERSATION BETWEEN A USER OF BRITISH SIGN LANGUAGE AND A SPEAKER OF HIS/HER OWN LANGUAGE

PERFORMANCE CRITERIA

- (a) Signed and spoken conventions appropriate to the context are followed accurately.
- (b) The overall meaning of what the user of British Sign Language says is conveyed accurately to the non-user of British Sign Language.
- (c) The response of the non-user of British Sign Language is conveyed accurately to the user of British Sign Language.
- (d) Language is sufficiently clear and accurate to be understood by a sympathetic user of British Sign Language and any inaccuracies, faults in modulation or hesitation do not impede comprehension of points being made.
- (e) Vocabulary and sentence structure allow some flexibility of expression.
- (f) Requests for clarification and repetition are made and responded to relevantly, clearly and as required.

RANGE STATEMENT

Complexity of language to be demonstrated and understood: commonly used sentence structures, with some complex and unfamiliar language, delivered at normal speed. Statements may vary in length.

Topics of conversation: matters of general or specialised interest.

Type of information to be conveyed: factual information.

Contexts: informal or formal situations.

Mode of communication: face-to-face.

EVIDENCE REQUIREMENTS

Evidence of production work which indicates that the candidate can fulfil all of the performance criteria.

One intermediary exercise only is needed which should contain no less than six exchanges.

The length of the exchange will be determined by the nature of the task.

ASSESSMENT

In order to achieve this unit, candidates are required to present sufficient evidence that they have met all the performance criteria for each outcome within the range specified. Details of these requirements are given for each outcome. The assessment instruments used should follow the general guidance offered by the SQA assessment model and an integrative approach to assessment is encouraged. (See references at the end of support notes).

Accurate records should be made of assessment instruments used showing how evidence is generated for each outcome and giving marking schemes and/or checklists, etc. Records of candidate's achievements should be kept. these records will be available for external verification.

Evidence of British Sign Language production in the evidence requirements sections refers to the evidence produced by the candidate for the tutor/trainer. The tutor/trainer should retain copies of tasks as set for internal and external verification purposes. Video recording is mandatory in Outcome 3 only.

SPECIAL NEEDS

In certain cases, modified outcomes and range statements can be proposed for certification. See references at end of Support Notes.

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NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION**SUPPORT NOTES****UNIT NUMBER** 7340207**UNIT TITLE** LANGUAGE: BRITISH SIGN LANGUAGE (BSL) 3

SUPPORT NOTES: This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

NOTIONAL DESIGN LENGTH: SQA allocates a notional design length to a unit on the basis of time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 80 hours. The use of notional design length for programme design and timetabling is advisory only.

PURPOSE This module is an 80-hour module. It is the fourth of a graded series designed to develop the candidate's ability to use British Sign Language to communicate with other users of that language. The module will help the candidate to establish social relations, to transact the business of everyday living and to understand presentations for information, pleasure and vocational needs.

The module will concentrate on the integration of production and receptive skills in a way that reflects their use in real life. Particular emphasis will be placed on the development of skills which enable the candidate to organise and express ideas in a coherent way.

SQA publishes summaries of NC units for easy reference, publicity purposes, centre handbooks, etc. The summary statement for this unit is as follows:

This module will develop your production and receptive skills in British Sign Language to a level which will allow you to communicate comfortably and undertake key work tasks.

To achieve the module you will undertake a range of production/receptive exercises which will test your language skills.

CONTENT/CONTEXT Corresponding to Outcomes 1-4:

The 'content' of language learning in the course of this module is defined in the following way: a list of language purposes; examples of language areas; a list of stimuli which exemplify the aim and register of the language; a list of activities which indicates the ways in which the candidate will be expected to use the language.

Live or video presentations should wherever possible be authentic i.e. produced by native users for real purposes. Care should be taken to ensure that the candidate encounters and uses language relating to the various language purposes listed in as many different contexts and activities as possible. Due account should be taken, in so doing, of the needs and interests of individual learners.

The following lists are for illustrative purposes only and have been chosen as examples of typical needs of individual learners at this stage. The tutor/trainer should therefore exercise discretion, especially in selecting the language areas, and should use only those considered appropriate to the particular candidate group.

Although grammar is not explicitly listed in this content/context section, successful completion of the outcomes will demand ever-increasing knowledge and use of grammar.

The language purposes and language areas defined for the introduction module and modules 1 and 2 are assumed as the basis for learning in module 3. They are therefore not listed again here. However, stimuli relating to them should not be excluded from selection as suitable for learning and tutoring/training purposes.

WITH REFERENCE TO OUTCOME 1: CONVERSE IN SOME DEPTH ON MATTERS OF GENERAL AND SPECIALISED INTEREST WITH USERS OF BRITISH SIGN LANGUAGE

Language Purposes

As in the introduction module and modules 1 and 2.

Language Areas

As in the introduction module and modules 1 and 2, and, in addition:

Deaf culture;
Deaf issues;
vocational requirements.

Stimuli

Extended conversation on any of the language areas specified in any of the outcomes in this module.

Activities

Open-ended dialogues with a partner/tutor/trainer/language assistant and/or within a small group;
video phone;
video conferencing.

WITH REFERENCE TO OUTCOME 2: UNDERSTAND PRESENTATIONS FOR INFORMATION, PLEASURE AND VOCATIONAL NEEDS

Language Purposes

As in module 2.

Language Areas

As in module 2, and, in addition:

Deaf culture;
Deaf issues;
vocational requirements.

Stimuli

As in module 2 and presentations by others present, including formal and informal addresses, extracts from television including topics such as politics, the arts, current affairs; specialist interest materials both personal and vocational; films (extracts) including video recordings.

Activities

Receiving items for information, pleasure and vocational purposes; showing that presentations have been understood through a variety of assignments or activities as listed in BSL 2.

WITH REFERENCE TO OUTCOME 3: PRESENT AND DISCUSS SPECIALISED TOPICS

Language Purposes

Present information or give advice/guidance/instruction and/or explanation using prepared materials. Lead and participate actively in group discussion in order to interest, inform, stimulate, persuade and/or convince as part of a process of decision making.

Language Areas

Those relevant to the candidate's general interests and vocational needs.

Stimuli

Presentations and structured small group discussions which develop ideas relating to particular topics, issues or problems of personal or specialist vocational interest.

Activities

Active participation as both presenter and participant in structured discussion; presenting information; answering questions; taking account of the inputs of co-participants, participating in the discussion.

WITH REFERENCE TO OUTCOME 4: ACT AS AN INTERMEDIARY IN A CONVERSATION BETWEEN A USER OF BRITISH SIGN LANGUAGE AND A SPEAKER OF HIS/HER OWN LANGUAGE

Language Purposes

Relaying messages, questions and answers;
negotiating;
sorting out any mismatches of information.

Language Areas

Everyday talk;
common transactions;
commercial negotiations (where relevant to candidate);
technical discussions (where relevant to candidate).

Stimuli

Signed communication either face-to-face or using video link, originating from the user of British Sign Language.

Activities

Relaying the intentions of a user of British Sign Language to a third party who does not understand British Sign Language; conveying the comments/reactions/requirements of the third party to the user of British Sign Language.

APPROACHES TO GENERATING EVIDENCE

It is a major aim of this module to extend and deepen the candidate's exposure to British Sign Language, and to do so while encouraging skills of independent study. The learning and tutoring/training approach should therefore be broadly in line with that adopted for earlier modules. However, candidates should be given every opportunity to select materials of their own choice, covering a range of topics and stimuli. At least part of the group work should be a negotiation in British Sign Language between the tutor/trainer and the candidate group on the topics and aspects of specific topics which are to be covered. This need not be a lengthy activity, but should demonstrate to the candidates that they have a major role in determining what it is that they will learn.

The tutor/trainer may take an active role in proposing options which might be pursued in the early stages of the module but, by the end, major decisions on what is discussed should be left to individual learners.

Organising the programme of work

Based on a preliminary discussion on the specific interests of all members of the group, the tutor/trainer should select a number of themes which will be explored as the basis of an overall scheme of work. About one third of these should relate directly to Deaf culture and Deaf issues in which British Sign Language is used. The balance can relate either to issues of general or international concern or of direct relevance to the vocational needs/personal interests of the candidate.

The tutor/trainer should make decisions as to how much time is to be allocated to each theme and select stimuli activities accordingly.

Each theme should relate to the outcomes. All topics should lead quite naturally to discussions as well as providing a wealth of opportunities for obtaining information. Because the outcomes are integrated into each theme, assessment can take place at any appropriate stage.

The tutor/trainer will be able to use all topics to illustrate specific grammar points which need to be revised or explored in depth.

Outcome 1

The candidate should now become involved in longer and more complex conversations on an increasingly wider range of topics. Many of the stimuli used will inevitably stimulate and promote discussion and candidates should be encouraged to express their views, not just to the tutor/trainer but within groups or with a partner.

NB: assessments for Outcomes 1 and 3 may be integrated.

Outcome 2

In general presentation passages should not exceed 2 minutes in length although longer presentations can be used with support at the discretion of the tutor/trainer.

Candidates should have considerable control over what they choose to watch, provided that all the requirements of the assessment scheme are met when an outcome is being evaluated.

NB: assessments for Outcomes 2 and 3 may be integrated.

Outcome 3

In the early stages of the module candidates should have a considerable amount of time to study topics and prepare items required for participation in these presentations and discussions, but with practice they should become more accustomed to starting off a discussion without prepared materials to hand, or becoming involved in one spontaneously, with very little warning.

The candidate will have practice in watching and evaluating the contributions of his/her fellow candidates. The aim is to build confidence in dealing with situations where there may be differing and sometimes unpredictable opinions expressed. There is no need for the tutor/trainer to be involved in all such discussions.

Tutors should attempt to integrate assessments where possible.

Outcome 4

This is a skill which needs to be carefully fostered. It is assumed at this level that the user/non-user of British Sign Language will normally adapt his/her language to the situation where a third party is involved e.g. by restricting what is signed/said to approximately 20 signs/words in a grammatical context at a time. The intention is not that the candidate should provide a literal translation, but should convey all the essential information.

Situations should be devised where the two parties for whom the candidate is mediating have different bits of information. Obviously translating what the third party says back into British Sign Language will make quite considerable demands on the candidate, so due tolerance in assessing this aspect of the transaction should be exercised.

There will inevitably be wide variations within a candidate group as regards the rate at which activities associated with outcomes might be achieved. Some candidates may require several attempts before the performance criteria appropriate to the outcomes are completed. It should be noted however that different stimuli should be used for further attempts to achieve the outcomes. These stimuli may relate to the same topic area or could come at a later stage and relate to another topic area in the course of study.

It is recommended that candidates are made aware of the following points in relation to qualified interpreters:

- (i) their roles;
- (ii) their qualifications;
- (iii) that the Scottish Association of Sign Language Interpreters (SASLI) is the Professional Association in Scotland for Sign Language Interpreters and holds the register.

ASSESSMENT PROCEDURES Corresponding to Outcomes 1-4:

1. The candidate should participate in production/receptive exercises which should allow evidence to be generated for all the performance criteria.
2. The candidate should produce signed or written extended responses which should generate evidence for all the performance criteria.
3. The candidate should participate in production/receptive exercises which should allow evidence to be generated for all the performance criteria.
4. The candidate should participate in production/receptive exercises which should allow evidence to be generated for all the performance criteria.

RECOGNITION Many SQA NC units are recognised for entry/recruitment purposes. For up-to-date information see the SQA guide 'Recognised Groupings' of National Certificate Modules.

REFERENCES

1. Guide to unit writing. (A018).
2. For a fuller discussion on assessment issues, please refer to SQA's Guide to Assessment. (B005).
3. Procedures for special needs statements are set out in SQA's guide 'Candidates with Special Needs'. (B006).
4. Information for centres on SQA's operating procedures is contained in SQA's Guide to Procedures. (F009).
5. For details of other SQA publications, please consult SQA's publications list. (X037).

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