XSQA

Arrangements for:

Professional Development Award in British Sign Language Studies

at SCQF level 8

Group Award Code: GE6Y 48

Validation date: March 2011

Date of original publication: August 2011

Version: 02 (February 2014)

Acknowledgement

History of changes

It is anticipated that changes will take place during the life of the qualification and this section will record these changes. This document is the latest version and incorporates the changes summarised below. Centres are advised to check SQA's APS Navigator to confirm they are using the up to date qualification structure.

NOTE: Where a Unit is revised by another Unit:

♦   No new centres may be approved to offer the Unit which has been revised.
♦   Centres should only enter candidates for the Unit which has been revised where they are expected to complete the Unit before its finish date.

Version number	Description	Date
02	General information for centres – Approval guidance.	14/02/14

Contents

1 Introduction

This is the Arrangements Document for the Professional Development Award (PDA) in British Sign Language Studies (BSL) at Scottish Credit and Qualifications Framework (SCQF) level 8. This is a new award within SQA's portfolio of qualifications. It has been designed to develop skills in BSL at SCQF level 8 as well as developing knowledge and skills in the Linguistics of British Sign Language at SCQF level 8, Scottish Deaf History: 1750 to the Present at SCQF level 8 and The Community and Culture of Deaf People at SCQF level 8. The award is aimed at a variety of individuals who may work or aspire to work in an environment that requires the use of BSL skills at an advanced level and therefore where an understanding of the linguistics of BSL and of the history and culture of the deaf communities would be beneficial. The award is also appropriate for those with an interest in developing knowledge and skills in these areas for social purposes. The award is appropriate for hearing and d/Deaf individuals.

This document includes: background information on the development of the Group Award, its aims, guidance on access, details of the Group Award structure, and guidance on delivery.

2 Rationale for the development of the Group Award

2.1 Background

The development of the proposed PDA in BSL Studies at SCQF level 8 was initiated as a result of the Government's establishment of a Linguistic Access Working Group in 2000. The primary aim of this group is to improve access for deaf people so that they can fully contribute to a prosperous and dynamic Scotland.

This group's remit is:

1 to develop a strategy for improving linguistic access for deaf people in Scotland.
2 to raise awareness of deaf issues among policy makers, professional, service providers, deaf people and the general public.
3 consider how best to support British Sign Language and Deaf awareness.
4 consider how best to support education and training provision in British Sign Language, Deaf studies and linguistic access.

Further details can be found on the Scottish Government's website on the following link:
http://www.scotland.gov.uk/Topics/People/Equality/disability/remit/Access-Working-Group

The development of this proposed PDA in BSL Studies at SCQF level 8 supports objectives 1, 3 and 4.

SQA's role in helping to improve access is that of providing a Scottish qualification's framework that provides for the development of knowledge and skills in the area of BSL and related areas from SCQF level 3 upwards, but not including degrees.

SQA's provision at present in this area is in the form of National Qualification Units from SCQF level 3 through to SCQF level 6.

Unit code and title		SCQF level	Credit value
EG2V 09	Deaf Awareness	3	1
F8Y0 09	British Sign Language: An Introduction	3	1
D13T 10	Language: British Sign Language	4	1
E7M3 10	Lip-reading Skills	4	2
D13T 11	Language: British Sign Language	5	2
D13T 12	Language: British Sign Language	6	2
EG2W 12	History and Development of BSL	6	1
EG2X 12	Linguistic Features of BSL	6	2
PDA Tutoring British Sign Language		Unlevelled	Lapsed — 31.7.2007

There are plans in SQA's 2011/2012 operational plans to develop Higher National Units in BSL at SCQF levels 6 and 7. In addition, consideration will be given to progression from this PDA in BSL Studies at SCQF level 8 into a teaching qualification at a higher SCQF level.

2.2   Market research

Independent consultant research

In 2005, SQA appointed an independent consultant to carry out a piece of research which led to the report *Learning Together: An Investigation into SQA's British Sign Language Provision in Scotland*). This piece of work was commissioned as a result of the publication of the Scottish Association of Sign Language Interpreters' (SASLI) report *Creating Linguistic Access for Deaf and Deafblind People: a Strategy for Scotland*, 2002. This report's recommendations included the expansion of SQA BSL provision for both hearing and deaf people, reviewing the PDA in Tutoring BSL, promoting SQA's qualifications more widely and improving communication channels, providing improved progression routes and ensuring that a revised SQA framework enhanced learner employability.

SQA Officer research

In 2006, SQA assigned an officer to map out SQA's existing provision in BSL and related fields, as well as to identify other qualifications for deaf people available throughout the UK**.**

This research mapped out SQA Units at SCQF levels 3–6, as well as a PDA in Tutoring British Sign Language which has now lapsed. It also mapped out provision from The Council for Advancement of Communication with Deaf People (CACDP) which seemed to be the main provider in this area.

This research concluded that the lack of a comprehensive SQA framework, similar to those available in other subject areas, was creating a barrier to progression within the SCQF, to further and higher education and professional development. The research recommended the review of the lapsed PDA in Tutoring British Sign Language and expansion in SQA's Higher National Catalogue.

Establishment of a Qualification Design Team and Scottish Consultation

Later in 2006, SQA established a Qualification Design Team (QDT) to assist in the review of this sectoral area. Invitations were extended to key organisations, schools and colleges. The group's remit was to review research work previously undertaken, identify gaps in provision and provide guidance to SQA regarding future developments, centre support and marketing materials. In July 2007, the Scottish Government funded the appointment of a Development Officer in SQA for one year to work with the QDT on the review and expansion of SQA's provision in the BSL sector.

Initial discussions suggested the development of a:

♦ PDA in BSL Studies
♦ PDA in BSL Studies with Introductory Teaching Skills
♦ PDA in Teaching in FE with BSL

After lengthy deliberation, it was proposed that SQA should first of all develop an award that would provide subject expertise which could provide the foundation for those wishing to progress to degree programmes, teacher training qualifications or interpreting qualifications. In this way, progression within the subject of BSL would be no different from progression within any other subject area.

A questionnaire was issued in September 2007 and was available online through Survey Monkey and the SQA website as well as being produced as a DVD.

Questionnaires were issued to:

♦ forty-seven FE Colleges in Scotland
♦ the Diversity and Disability Managers in 32 Councils in Scotland
♦ eighty BSL Training and Service providers in, for example, education, community resources, health service, sensory services and Deaf organisations

Consultation workshops were also held in Inverness, Perth and Glasgow. The responses to questionnaires were also followed up with one-to-one visits with the Development Officer.

In October 2007, the results of the consultation were analysed. A total of 25 responses was received. Twenty-one of these respondents indicated the type of organisation in which they worked.

Type of organisation	Response to count
School	6
Further Education	4
Higher Education	0
Employer	1
Community	3
Agency	1
Approved Centre	3
Individual	3

Forty-four percent of respondents felt there was a lot of demand for the qualification and 48% respondents felt there was some demand for the qualification.

Sixty-eight percent of respondents felt that the proposed framework covered all essential knowledge and skills.

In terms of the importance of component Units, 85.7% of respondents felt that the *Linguistics of British Sign Language* was very important, 47.6% of respondents felt that the *Community and Culture of Deaf People* was very important, 42.9% of respondents felt that *Scottish Deaf History* was very important and 90.5% of respondents felt that *BSL Language* at an advanced level was very important.

Twenty-four respondents felt that the qualification would provide a good pathway to further professional development — 87% to degrees, 95.7% to teaching qualifications, 90.9% to interpreting qualifications and 77.8% to other qualifications. The 'other' category included:

♦ social workers
♦ communication support workers
♦ classroom assistants
♦ technicians
♦ reception and administration staff
♦ literacy tutors

Following this consultation exercise, it was agreed that the award structure should contain Units in:

♦ BSL language at an advanced level
♦ Linguistics of BSL
♦ Scottish history of BSL
♦ Community and culture of deaf people

Unit writers were appointed and work began on this process at the end of 2007.

2.3 Political backdrop

In addition to the research undertaken by SQA and the establishment of the Government's British Sign Language and Linguistic Access Working Group, a number of other factors influenced SQA's decision to expand its provision in this area.

In 1995, the Disability Discrimination Act (DDA) was published and, in 2006, the Disability Equality Duty on public sector services was published. Under the DDA, all public services are required to make '*reasonable adjustments'* to accommodate the needs of disabled people. This includes, for deaf people, the provision of appropriate language and communication access services to enable them to access public services. The DDA means that a failure to provide adequate and appropriate language and communication access services by any service provider could be viewed as discrimination.

On 18 March 2003, the UK Government officially recognised BSL as a language.

In 2005, the European Union officially recognised BSL as one of the minority languages of the European Union.

In February 2007, the Scottish Government published a consultation document, *A Strategy for Scotland's Languages*. This document offers a number of guiding principles to shape the development of language provision in Scotland. These guiding principles are largely derived from the language activity that is currently being promoted. These principles seek to ensure that:

♦   *as many people in Scotland as possible will be equipped with fluent English language skills*
♦   *that there will be fair and equal linguistic access to information and services*
♦   *that linguistic diversity will be celebrated and multilingualism will be valued*
♦   *that language learning and acquisition will be promoted*
♦   *that respect for the languages spoken in Scotland will be promoted*
♦   *that the Gaelic language will be protected and promoted*
♦   *that the Scots language will be treated with respect and pride*

In terms of BSL, it states:

BSL is also a real, full and living language and is an important element of our rich cultural heritage. It has its own vocabulary, structure and grammar, which is different from English, and like spoken languages in Scotland, has its own regional variations and dialects.

It goes on to state:

We intend to continue to focus on increasing the number of registered British Sign Language/English interpreters in Scotland. To help us to do this we have appointed a BSL and Linguistic Access Project Manager to work with our BSL and Linguistic Access Working Group to develop a detailed plan for improving linguistic access for Deaf, deafblind and hard of hearing people in Scotland and developing a work programme with our BSL and Linguistic Access Working Group to address priorities identified.

Further details can be found on the Scottish Government's website on the following link:
http://www.scotland.gov.uk/Publications/2007/01/24130746/0

2.4 Progression

The award provides progression from SQA's National Qualification Units at SCQF level 6. **It is planned to develop Higher National Units at SCQF level 6 and 7. These Higher National Units will also facilitate progression into the PDA in BSL Studies at SCQF level 8.**

SCQF level	SQA National Awards	SQA BSL Qualifications	SVQ
SCQF level 8	Higher National Diploma/PDA	PDA BSL Studies at SCQF level 8	*SVQ 4
SCQF level 7	Advanced Higher/Scottish Baccalaureate/Higher National Certificate/PDA	**BSL Language Skills at SCQF level 7	SVQ 3
SCQF level 6	Higher/PDA/NPA	BSL Language Skills at SCQF level 6 **BSL HN Language Skills at SCQF level 6	SVQ 3
SCQF level 5	Intermediate 2/NPA	BSL Language Skills at SCQF level 5	SVQ 2
SCQF level 4	Intermediate 1/NPA	BSL Language Skills at SCQF level 4	SVQ 1
SCQF level 3	Access 3/NPA	BSL Language Skills at SCQF level 3	

*SVQ 4 covers SCQF level 8–10
**To be developed 2011

The award ***may provide*** progression to, for example:

♦ employment as social workers, communication support workers, classroom assistants, technicians, reception and administration staff, literacy tutors
♦ Professional Development Awards in Teaching eg G85C 18 PDA Teaching in Further Education: An Introduction (Advanced Diploma)
♦ degree programmes in BSL and cultural studies
♦ study and training programmes for *BSL/English* interpreters and translators

NB: This list is not exhaustive.

2.5 National Occupational Standards (NOS)

The award comprises four mandatory Units:

1 *British Sign Language: Complex*
2 *Linguistics of British Sign Language*
3 *Scottish Deaf History: 1750 to the Present*
4 *The Community and Culture of Deaf People*

The Unit, *British Sign Language: Complex*, embeds and further develops the Language NOS at level 4. The following table illustrates the mapping between the NOS and the SQA *British Sign Language: Complex* Unit.

NOS Level 4	NOS Level 4 Performance Criteria	SQA Unit Outcome	SQA Knowledge and/or Skills
Understand complex spoken or signed language in a wide range of work situations	1 Handle complex social interactions, understanding all spoken/signed and non-verbal cultural conventions. 2 Understand complex information. 3 Extract all relevant details and the general meaning of presentations, reports and discussions. 4 Understand complex enquiries, questions, comments and responses. 5 Follow complex arguments and lines of reasoning. 6 Understand complex instructions, advice and requests and their priority. 7 Understand humour, sarcasm and ambiguity. 8 Identify opinions and values and distinguish them from other information. 9 Identify complex feelings, needs and preferences. 10 Understand different regional variations and most colloquialisms, and identify the style and register of language used. 11 If appropriate, informally relay information from this language into your own.	Understand complex signed language in a wide range of situations.	♦ Handle complex social interactions, understanding spoken/signed and non-verbal cultural conventions. ♦ Understand complex information. ♦ Extract all relevant details and the general meaning of presentations, reports and discussions. ♦ Understand complex enquiries, questions, comments and responses. ♦ Follow complex arguments and lines of reasoning. ♦ Understand complex instructions, advice and requests and their priority. ♦ Understand humour, sarcasm and ambiguity. ♦ Identify opinions and values and distinguish them from other information. ♦ Identify a range of complex feelings, needs and preferences. ♦ Understand different regional variations, and most colloquialisms, and identify the style and register of language used. ♦ Understand rules and conventions of turn-taking.

NOS Level 4	NOS Level 4 Performance Criteria	SQA Unit Outcome	SQA Knowledge and/or Skills
Speak in or sign using complex language in a wide range of work situations	1 Take an active role in social situations, setting people at ease and including newcomers. 2 Use the right spoken/signed and non-verbal cultural conventions. 3 Contribute spontaneously to meetings and discussions, leading if appropriate. 4 Develop or challenge other people's comments and arguments. 5 Make complex presentations using factual information to support theories and ideas. 6 Make complex proposals or suggestions and give instructions and advice. 7 Make complex requests and enquiries. 8 Express complex beliefs, feelings and opinions. 9 Use register, technical language and idiom as appropriate to the subject matter, context and your relationship with others. 10 Find alternative ways to express unfamiliar terms.	Sign using complex language in a wide range of situations.	♦ Take a leading role in social situations, setting people at ease and including newcomers. ♦ Use the correct signed and non-verbal polite conventions (greeting facial expression and gestures, spatial distance, touch, eye contact). ♦ Contribute spontaneously to meetings and discussions, leading if appropriate. ♦ Interact with ease, developing or challenging others' comments and arguments. ♦ Make complex presentations containing facts, ideas and opinions and setting out supporting arguments. ♦ Make complex proposals or suggestions and give instructions and advice. ♦ Make complex requests and enquiries. ♦ Express complex beliefs, feelings and opinions.

NOS Level 4	NOS Level 4 Performance Criteria	SQA Unit Outcome	SQA Knowledge and/or Skills
	11 Maintain fluency in extended contributions, and accuracy when operating within your area of expertise. 12 Use accurate intonation, pronunciation/articulation and stress which put no strain on other people's understanding. 13 If appropriate, relay information informally across languages.		♦ Use register, technical language and idiom as appropriate to the subject matter, context and your relationship with others, finding alternative ways to express unfamiliar terms. ♦ Maintain fluency in extended contributions, and accuracy when operating within your area of expertise. ♦ Use accurate intonation and pronunciation/articulation which puts no strain on the other person. ♦ Understand rules and conventions of turn taking.

2.6   SCQF levels

The award comprises four mandatory Units:

1   *British Sign Language: Complex*
2   *Linguistics of British Sign Language*
3   *Scottish Deaf History: 1750 to the Present*
4   *The Community and Culture of Deaf People*

Each Unit is levelled at SCQF level 8. Thus, the overall level of the Group Award is at SCQF level 8.

3 Aims of the Group Award

3.1 General aims of the Group Award

1 Further develop Core Skills, including, *Communication* and Presentation Techniques (Working with Complex Ideas and Information), *Working with Others, Problem Solving, Information and Communication Technology (ICT)* and *Numeracy.*

2 Develop transferable skills and employment skills such as project and task management skills, self-management, self/peer review and evaluation, research and study skills/scholarly and academic processes.

3 Provide progression within the SCQF.

3.2 Specific aims of the Group Award

1 Develop a broad and detailed knowledge and understanding of the scope, defining features and main areas of the BSL sector.

2 Develop advanced level skills in signing using BSL at National Occupational Standard level 4 (SCQF level 8), Complex; develop professional skills, techniques and practices associated with communication in BSL.

3. Develop a detailed knowledge and understanding of the features of BSL, including principles, sociolinguistics, pragmatics and how ideas are conveyed in BSL; develop skills to critically analyse language, concepts and issues relating to BSL.

4 Develop a detailed knowledge and understanding of the major influences of political and social change on Deaf people mainly, though not exclusively, in Scotland during the period from 1750 to the present day; develop detailed knowledge and understanding of the evolution of Deaf people's signed languages and education systems in this period of history; develop the use of a range of approaches to formulate evidence based responses.

5 Develop a detailed knowledge and understanding of the major influences on the identity, traditions, social and cultural lifestyles of Deaf people mainly, though not exclusively in Scotland; develop a detailed knowledge and understanding of Deaf people's signed languages and how these signed languages, including present day BSL, influence lifestyle choices; develop the use of a range of approaches to formulate evidence based responses.

6 Apply knowledge and understanding gained within one's own (professional) context; develop, under guidance, awareness of ethical and professional issues in accordance with current professional/ethical codes of practice.

3.3　Target groups

As indicated in the Introduction, this award is aimed at a variety of individuals who may work or aspire to work in an environment that requires the use of BSL skills. It may also be of interest to those who need skills in BSL for social purposes. It is intended for hearing and d/Deaf people. It could be taken by people who use BSL as their first language or by those who have acquired BSL as an additional language. It could be that these individuals already operate in BSL to a high level but have no formal qualifications in this area. The award will be particularly relevant to:

♦ BSL tutors/teachers
♦ communication support workers
♦ interpreters/translators
♦ social workers
♦ health workers
♦ others in the public, private or voluntary sectors

4　Access to Group Award

Access to the award is at the discretion of individual centres and will form part of their submission for approval to offer the award.

To gain access to the PDA in BSL Studies at SCQF level 8, candidates should have:

♦ qualifications at SCQF level 7 or equivalent experience
♦ qualifications or equivalent competence at SCQF level 7 in BSL
♦ communication skills at SCQF level 5 or equivalent

In the absence of certificated learning, the knowledge and skills required to undertake the award must be demonstrated through the process of application and interview. Candidates should be interviewed to:

♦ assess the current level of their BSL skills
♦ assess their communication skills in English
♦ gauge how other experience or competence gained would provide a basis for successful achievement of the PDA in BSL Studies at SCQF level 8

Candidates entering the award with a BSL qualification achieved at SCQF level 7 or equivalent or demonstrating the equivalent level of competence, should achieve the Unit *British Sign Language: Complex* in the average time indicated for completion of this Unit, ie 80 hours input from the centre and 80 hours self-study time.

Candidates entering the award with a BSL qualification achieved at SCQF level 6 or equivalent or demonstrating the equivalent level of competence may require additional support from the centre to bridge the gap in SCQF levels. For example, the centre may need to increase the number of taught hours, provide additional resources to help candidates with self-study, provide one-to-one tutorials, facilitate guided peer group activity, etc. Candidates should be prepared to increase the amount of self-study required to allow them to exit at SCQF level 8 within the same delivery period. Alternatively, the Unit could be delivered over a longer period of time.

Recommended Core Skills entry profile

Core Skill	SCQF level
Communication	5
Numeracy	4
Information and Communication Technology (ICT)	4
Problem Solving	4
Working with Others	4

5 Group Award structure

The PDA in BSL Studies at SCQF level 8 comprises four mandatory Units.

The award is achieved on the successful attainment of all four Units.
The Units are all levelled at SCQF level 8 and so the Group Award is levelled at SCQF level 8. Given that this award is at SCQF level 8, it may provide opportunities for articulation into undergraduate degree programmes.

5.1 Framework

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
British Sign Language: Complex	FT5N 35	16	8	2
Linguistics of British Sign Language	FT5P 35	16	8	2
Scottish Deaf History: 1750 to the Present	H09G 35	8	8	1
The Community and Culture of Deaf People	FW69 35	8	8	1
Total credits				

5.2 Mapping information

Mapping of aims to Units

Relationship between aims and Units	Scottish Deaf History	Community and Culture of Deaf People	Linguistics of BSL	Language: Complex
General aims				
1 Further develop Core Skills, including *Communication* and presentation techniques (working with complex ideas and information), *Working with Others Problem Solving, ICT* and *Numeracy*	✓	✓	✓	✓
2 Develop transferable skills and employment skills such as project and task management skills, self-management, self/peer review and evaluation, research and study skills/scholarly and academic processes	✓	✓	✓	✓
3 Provide progression within the SCQF	✓	✓	✓	✓
Specific aims				
1 Develop a broad and detailed knowledge and understanding of the scope, defining features and main areas of the BSL sector	✓	✓	✓	✓
2 Develop advanced level skills in signing using BSL at NOS level 4 (SCQF level 8), Complex; develop professional skills and practices associated with communication in BSL			✓	✓

Relationship between aims and Units	Scottish Deaf History	Community and Culture of Deaf People	Linguistics of BSL	Language: Complex
Specific aims (cont)				
3 Develop a detailed knowledge and understanding of the features of BSL, including principles, sociolinguistics, pragmatics and how ideas are conveyed in BSL; develop skills to critically analyse language, concepts and issues relating to BSL			✓	✓
4 Develop a detailed knowledge and understanding of the major influences of political and social change on Deaf people mainly, though not exclusively, in Scotland during the period from 1750 to the present day; develop detailed knowledge and understanding of the evolution of Deaf people's signed languages and education systems in this period of history; develop the use of a range of approaches to formulate evidence based responses	✓	✓		
5 Develop a detailed knowledge and understanding of the major influences on the identity, traditions, social and cultural lifestyles of Deaf people mainly, though not exclusively, in Scotland; develop a detailed knowledge and understanding of Deaf people's signed languages and how these signed languages, including present day BSL, influence lifestyle choices; develop the use of a range of approaches to formulate evidence based responses	✓	✓		

Relationship between aims and Units	Scottish Deaf History	Community and Culture of Deaf People	Linguistics of BSL	Language: Complex
Specific aims (cont)				
6 Apply knowledge and understanding gained within one's own (professional) context; develop, under guidance, awareness of ethical and professional issues in accordance with current professional/ethical codes of practice	✓	✓	✓	✓

6 Approaches to delivery and assessment

6.1 Coherence of the Group Award and sequence of delivery

The PDA in BSL Studies at SCQF level 8 encompasses the knowledge and skills aimed at developing an individual's language ability and enhancing linguistic, cultural and historical understanding of d/Deaf communities and culture. The Unit *Linguistics of British Sign Language* provides broad knowledge and understanding of BSL as a language, whilst the Unit *British Sign Language: Complex* focuses on developing applied language skills. As a language is rooted in its cultural heritage, the Unit *Scottish Deaf History: 1750 to the Present* and the Unit *The Community and Culture of Deaf People* complete and complement language awareness by increasing understanding of the people and their heritage, thus enhancing the ability to fully comprehend and communicate successfully in BSL.

It is recommended that the Units are delivered concurrently, so that the three strands of activity (understanding of the language, application of the language skills and cultural background) develop at the same time and support each other. As the Unit *Scottish Deaf History: 1750 to the Present* and the Unit *The Community and Culture of Deaf People* are single Units, they could either be stretched out and delivered simultaneously alongside the other two double credit Units or the Unit *Scottish Deaf History: 1750 to the Present* could be delivered first, followed by the Unit *The Community and Culture of Deaf People*.

If a candidate were to opt to complete Units one at a time over a longer period of time (subject to centre agreement), the following might be considered as the recommended order of completion:

1   *Linguistics of British Sign Language*
2   *British Sign Language: Complex*
3   *The Community and Culture of Deaf People*
4   *Scottish Deaf History: 1750 to the Present*

The order of delivery should be discussed with the candidate and should be relevant to their needs. Ultimately, however, the delivery of the Units will be dependent on the availability of time and resources within the centre.

6.2 How learning and teaching approaches might use existing experiences or the workplace to embed learning

In the Unit *British Sign Language: Complex*, the candidate is required to:

1   observe two presentations (one formal and one less formal) and one discussion.
2   give a presentation of 5–8 minutes duration; participate in a group discussion with an individual contribution of 3–4 minutes; participate in a one-to-one dialogue of between 10–12 minutes.

A candidate who uses BSL for work purposes could observe presentations and discussions which he/she witnesses or is involved in as part of his/her job. The candidate would need to demonstrate his/her understanding of the presentations and discussions by meeting the Evidence Requirements as set out in the Unit specification. If the candidate is being assessed in his/her actual workplace, then the assessor will need to record the assessments and complete checklists to attest to the candidate meeting the required standards of performance. The recordings and checklists will then need to be passed to the presenting centre for internal and external verification purposes. It is essential that all assessments are recorded so that centre staff and external verifiers can check that the correct assessment decisions have been made.

Similar approaches could be made for those using BSL within a social context. Again, in such cases, all assessment exercises should be recorded and checklists completed for submission to centre staff for assessment, internal and external verification purposes.

Such approaches to assessment may also provide opportunities for the development of Core Skills, particularly *Communication, Working with Others, ICT* and *Problem Solving*.

In addition, experiences in the workplace or a social environment may provide opportunities for observation or collection of data which could contribute to formative and summative assessment for the Units *Linguistics of British Sign Language, Scottish Deaf History 1750 to the Present* and *The Community and Culture of Deaf People*.

Arrangements would have to be made to ensure that the assessments for each Outcome are generated under the assessment conditions specified for the Outcome.

6.3 Unit content and integrating learning and assessment

The award contains four mandatory Units. The award carries a notional 240 hours teaching time and 240 hours of candidate led input. The Units have been designed to provide a holistic approach to understanding British Sign Language, BSL Linguistics and the culture and history of the deaf communities.

British Sign Language: Complex — this Unit embodies and develops the National Occupational Standards for Languages at level 4, Complex. It is intended that on completion of the Unit candidates will:

communicate fluently over extended periods with only occasional inaccuracy — which can usually be corrected; discuss all topics, even when abstract or complex and keep the conversation going smoothly; use language to develop relationships with individuals and groups, and also, if required, to negotiate in formal meetings to reach decisions or solve problems; use a video phone confidently and effectively extract complex information from a wide range of sources, even when the language is delivered at speed; be comfortable with a range of regional variations, formal and informal language, relevant technical vocabulary and colloquialisms; take part in negotiations and deal with complaints, problems or disputes; make video calls effectively.

The Unit can be contextualised for both work and social purposes.

The use of new technologies is to be encouraged at all times, for example, the use of video conferencing facilities, video phones, online and mobile technologies.

Linguistics of BSL — this Unit is designed to develop skills in analysing British Sign Language in terms of the principles, sociolinguistics and pragmatics of BSL and also shows how ideas and concepts are conveyed.

Scottish Deaf History 1750 to the Present — this Unit enables candidates to acquire underpinning knowledge of the effect of political and social change on d/Deaf people in Scotland. This Unit also covers the evolution of d/Deaf people's signed languages and education systems in this period of history. The Unit contains a research element to further develop transferable skills.

Community and Culture of Deaf People — this Unit covers d/Deaf cultural concepts and how cultural features affect d/Deaf lifestyles. It looks at etiquette, identity, traditions and values. It also includes d/Deaf arts, folklore, humour and jokes, media, social activities, technology, lifestyles and families.

Although the Units can be assessed discretely, it is recommended that opportunities are taken to combine assessments across Units where these opportunities arise naturally.

For example, a signed presentation for the Unit *The Community and Culture of Deaf People* could be used as evidence for a presentation within the Unit British Sign Language: Complex. Likewise, a presentation for an assessment in the Unit *Scottish Deaf History 1750 to the Present* could also provide evidence for an assessment within the Unit *British Sign Language: Complex.*

6.4   Assessment

The design principles for Higher National Units encourage a holistic approach to assessment and, where appropriate for assessment purposes, a wide variety of methods of gathering evidence has been made available. These involve open and closed-book assessments and experience of a variety of assessment instruments that help candidates develop a range of skills that are transferable to both the workplace, social environments or to further and higher education. Over the entirety of the Group Award, it would be beneficial to provide each candidate with a variety of instruments of assessment so that skills and experiences can be developed in a number of areas. At all times, assessors should assure themselves of the authenticity of each candidate's work. Candidate evidence and assessment decisions should be retained for internal and external verification purposes. Presentations and discussions must be recorded.

Assessment of *British Sign Language: Complex*

The candidate will view two presentations (one formal and one less formal) and one discussion. Two assessments will be undertaken in controlled conditions and one will be undertaken in non-controlled conditions. Live or recorded communication can be used.

The candidate will deliver one presentation, participate in a group discussion and participate in a one-to-one dialogue. Two assessments will be undertaken in controlled conditions and one will be undertaken in non-controlled conditions.

Assessment of the *Linguistics of British Sign Language*

The candidate will view two recorded clips of BSL under controlled and closed-book conditions. Evidence of understanding can be expressed in a range of ways — in BSL, written English, oral English or any other appropriate means.

The candidate will produce a report in open-book conditions on two sociolinguistic groups. This could be evidenced through a BSL presentation or a report or oral presentation in English. The candidate will produce a report in open-book conditions analysing aspects of the pragmatics of BSL. This could be evidenced through a BSL presentation or a report or oral presentation in English.

Assessment of *Scottish Deaf History: 1750 to the Present*

The candidate will look at the major influences on d/Deaf people from 1750 to the present in Scotland and will look at cultural influences and social influences.

There will be one closed and two open-book assessments. Any appropriate methods of assessment can be used as long as they allow the candidate to satisfy the Evidence Requirements.

Assessment of *The Community and Culture of Deaf People*

The candidate will analyse d/Deaf cultural concepts and explain how cultural features affect d/Deaf lifestyles. Assessment for the Unit will be undertaken in open-book conditions. Any appropriate methods of assessment can be used as long as they allow the candidate to satisfy the Evidence Requirements.

6.5 Possible modes of delivery

The structure of the qualification allows for a degree of flexibility in its delivery. Whilst it is not practicable to deliver the Unit *Linguistics of BSL* and the Unit *British Sign Language:Complex* wholly via distance or open learning, it would be feasible to use that method of delivery for the Unit *Scottish Deaf History 1750 to the Present* and the Unit *The Community and Culture of Deaf People*. Arrangements would have to be made to ensure that the assessment for each Outcome is generated under the assessment conditions specified for the Outcome.

It is intended that delivery of this award be based on practice with a suitable and sufficiently wide range of exercises to support this approach. A blended learning approach which includes the use of recorded and online resources, peer group activities in and outside the classroom and the use of VLE is recommended.

The award can be offered on a full-time or part-time basis in a Further Education College or with an SQA approved training provider. Part-time delivery will be beneficial for candidates who are in employment and will also be of benefit to employers who can meet training and development needs with minimal disruption to services.

Centres should at all times take every opportunity to motivate and encourage candidates to reflect on and evaluate their own performance and take responsibility for their own learning.

7 Core Skills

This award provides a range of opportunities for the development of Core Skills. These are signposted within the individual Units. The extent of development will depend on the learning opportunities chosen by the candidate or the delivery and assessment methods selected by the tutor.

7.1 Development of Core Skills

The table below indicates where development of Core Skills is possible within the Units.

	Communication	ICT	Working with Others	Numeracy	Problem Solving
British Sign Language: Complex	✓	✓	✓	✓	✓
Linguistics of British Sign Language	✓	✓	✓		✓
Scottish Deaf History: 1750 to the Present	✓	✓	✓		✓
The Community and Culture of Deaf People	✓	✓	✓		✓

Communication **at SCQF level 6** — the opportunity exists within this award for the development of the component Oral Communication. Tasks involving group activities and joint feedback sessions will offer the candidate opportunities to make a substantial contribution to a discussion on a complex topic. Candidates are also required to give presentations and be involved in meetings.

The component Written Communication (Reading and Writing) can be developed through research activities and the production of reports, essays or other forms of written communication.

Working with Others **at SCQF level 5** — The component Working Co-operatively with Others could be developed if the candidate takes part in group activities and joint information and feedback sessions. For example, information for a task could be gathered as part of a group activity and a group presentation used to provide information on a topic or area of research. If a candidate is using evidence from the workplace for the BSL Language Unit, then it may be that the evidence generated will also contribute to this skill.

There may also be opportunities to develop the component Review Co-operative Contribution. It would be appropriate to encourage candidates to reflect on their own contribution to any group activity in which they have been involved.

Information and Communication Technology **at SCQF level 5** — The component of Accessing Information could be achieved by carrying out searches for and accessing information for the research tasks involved in the award. This could involve some searching on a complex web site for unfamiliar information.

The component Providing/Creating Information 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 **at SCQF level 5** — The component Critical Thinking could be developed where a situation or issue has arisen in the course of the candidate's study or at work. The candidate would need to evaluate the situation or issue and devise a strategy to deal with the situation.

Where a situation, issue or goal emerges in the course of study or work, the candidate should analyse and evaluate the situation, issue or goal and devise a strategy to resolve it. This might include, for example, the design of a research methodology or tool to satisfy the requirements of a submission. The candidate should reflect on and evaluate the success of the strategy.

The component of Planning and Organising could be developed through planning, organising and completing a task. This could be related to any tasks being undertaken as part of the award. 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, sources 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.

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 candidate 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 Core Skills of *Communication, Problem Solving, Working with Others, ICT* and *Numeracy*, opportunities should be taken to develop other transferable skills, including employability skills.

Candidates should be provided with opportunities 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.

7.2 Recommended Core Skills Exit Profile

Core Skill	SCQF level
Communication	6
Numeracy	4
ICT	5
Problem Solving	5
Working with Others	5

8   General information for centres

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**.

Approval

This is a non-devolved award due to the specialised nature of the qualification. All SQA approved centres wishing to deliver the award must apply for specific approval to do so. Initial contact should be made with SQA's Business Development and Customer Support Team on 0303 333 0330 or email mycentre@sqa.org.uk.

In recognition of the need for BSL subject specialists to deliver, assess and internally verify the award, centres must follow this guidance when appointing appropriate staff. Qualifications and experience of staff will be checked at Approval and Verification stages. Centres should notify SQA where any significant staff changes occur.

All centres will be verified on an annual basis.

As well as subject specific knowledge and skills, each member of staff will have, as a minimum, ONE of the following qualifications

- ♦ GA29 23 Learning and Development
- ♦ G85C 18 Teaching in Further Education: An Introduction – Advanced Diploma
- ♦ G85D 18 Teaching in Further Education – Advanced Diploma
- ♦ GA2E 48 Workplace Assessment Using Direct and Indirect Methods – Professional Development Award
- ♦ GA2F 48 Internal Verification of Workplace Assessment – Professional Development Award
- ♦ Post Graduate Certificate in Education (PGCE)
- ♦ Teaching Qualification in Further Education (TQFE)
- ♦ Graduate Diploma in Teaching BSL Tutors
- ♦ Post Graduate Certificate in Academic Practices
- ♦ Or, an alternative appropriate qualification validated by a reputable examination/awarding body

Staff who are working towards any of the listed qualifications must agree a suitable completion date.

In addition, tutors, assessors and internal verifiers must be able to demonstrate specialist knowledge at a level and depth above the qualification ie SCQF level 9 or equivalent. The following guidance must be considered.

FT5N 35 British Sign Language: Complex
♦ A degree in BSL or Deaf Studies **OR** a recognised qualification in BSL or Deaf Studies which includes a language component at SCQF level 9 or equivalent as a minimum

Where a member of staff is unable to evidence competence in BSL at SCQF level 9 or equivalent through the attainment of formal qualifications, the centre must ensure that each member of staff who will be involved in teaching, assessing and internally verifying can evidence the specialist knowledge and skills required at the appropriate level.

FT5P 35 Linguistics of British Sign Language
♦ An undergraduate degree in British Sign Language **OR** a recognised qualification/study in the linguistics of BSL at SCQF level 9 or equivalent

Where a member of staff is unable to evidence competence in Linguistics of BSL at SCQF level 9 or equivalent through the attainment of formal qualifications, they must be able to demonstrate competence, experience and expertise from their working life eg published research at SCQF level 9.

HO9G 35 Scottish Deaf History: 1750 to the Present
♦ An undergraduate degree programme in History **OR** a recognised qualification/study in Deaf History at SCQF level 9 or equivalent **PLUS** an in-depth knowledge and understanding of Scottish Deaf History

Where a member of staff is unable to evidence competence in Deaf History/Scottish Deaf History at SCQF level 9 or equivalent through the attainment of formal qualifications, they must be able to demonstrate competence, experience and expertise from their working life eg published research at SCQF level 9.

FW69 35 The Community and Culture of Deaf People
♦ An undergraduate degree programme in British Sign Language at SCQF level 9 or equivalent containing modules in the Community and Culture of Deaf People **OR** a recognised qualification/study in the Community and Culture of Deaf People at SCQF level 9 or equivalent

Where a member of staff is unable to evidence competence in the Community and Culture of Deaf People at SCQF level 9 or equivalent through the attainment of formal qualifications, they must be able to demonstrate competence, experience and expertise from their working life eg published research at SCQF level 9.

<u>Learning and Teaching resources may include:</u>
♦ materials of relevant content and complexity and at SCQF level 8
♦ audio/visual material
♦ appropriate websites
♦ appropriate magazines, journals, e-books or other relevant publications
♦ appropriate reading lists
♦ self-study materials
♦ handouts
♦ formative assessment materials
♦ summative assessment materials

<u>Equipment may include:</u>
♦ computer or laptop
♦ digital camera/computer recording facilities
♦ screen and projector/SMART board/whiteboard/flipchart
♦ viewing and recording facilities including digital equipment
♦ Drop box, Vimeo, Virtual Learning Environment (VLE) or methods other than VLE
♦ Skype, Oovoo, FaceTime

<u>Teaching environment may include:</u>
♦ suitable room
♦ appropriate lighting
♦ seating spaced and positioned to allow signing and viewing of others
♦ minimal visual distractions on walls
♦ plain clothing to be worn (tutor)
♦ access to study areas

This list is not exhaustive and is for recommendation and guidance purposes.

<u>Possible modes of delivery</u>
The structure of the qualification allows for a degree of flexibility in its delivery. Whilst it is not practicable to deliver the Units FT5N 35 British Sign Language: Complex and FT5P 35 Linguistics of British Sign Language wholly via distance or open learning, it would be feasible to use that method of delivery for the Units H09G 35 Scottish Deaf History: 1750 to the Present and FW69 35 The Community and Culture of Deaf People. Arrangements would have to be made to ensure that the assessment for each Outcome is generated under the assessment conditions specified for the Outcome.

It is intended that delivery of this award be based on practice with a suitable and sufficiently wide range of exercises to support this approach. A blended learning approach which includes the use of recorded and online resources, peer group activities in and outside the classroom and the use of Virtual Learning Environment (VLE) or other methods is recommended.

Internal and external verification

All instruments of assessment used within this/these Group Award(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* **(www.sqa.org.uk)**.

9 General information for candidates

The Professional Development Award (PDA) in British Sign Language Studies (BSL) at Scottish Credit and Qualifications Framework (SCQF) level 8 comprises four mandatory Units.

Structure of award

Code	Mandatory Units	HN credit value	SCQF points	SCQF level
FT5N 35	British Sign Language: Complex	2	16	8
FT5P 35	Linguistics of British Sign Language	2	16	8
H09G 35	Scottish Deaf History: 1750 to the Present	1	8	8
FW69 35	The Community and Culture of Deaf People	1	8	8
Total credits		**6**	**48**	

You must achieve all four Units in order to successfully attain the Group Award. If you do not want to undertake the full Group Award, it may be possible to take Units on a free-standing basis.

Entry requirements

To gain access to the PDA in BSL Studies at SCQF level 8, you should have:

♦ qualifications at SCQF level 7 or equivalent experience
♦ qualifications or equivalent competence at SCQF level 7 in BSL
♦ communication skills at SCQF level 5 or equivalent

In the absence of certificated learning, you will demonstrate the knowledge and skills required to undertake the award through the process of application and an interview.

You will be interviewed to:

♦ assess the current level of your BSL skills
♦ assess your communication skills in English
♦ gauge how your other experience or competence gained would provide a basis for successful achievement of the PDA in BSL Studies at SCQF level 8

Knowledge and Skills developed and assessment

Within the Unit *British Sign Language: Complex* you will:

♦   develop skills in understanding complex signed language
♦   sign using complex language
♦   be assessed on your understanding of BSL in two presentations and one discussion
♦   be assessed on your BSL production skills on three occasions; this will include a presentation, participation in a group discussion and participation in a one-to-one dialogue

Within the *Unit Linguistics of British Sign Language* you will:

♦   develop knowledge and understanding of the principles of BSL, how concepts are conveyed in BSL, the sociolinguistic characteristics of BSL and the pragmatics of BSL
♦   be assessed on four occasions; this will include viewing two recorded clips of BSL, producing a report on two distinct sociolinguistic groups and producing an analysis on aspects of pragmatics in BSL

Within the Unit *Scottish Deaf History: 1750 to the Present* you will:

♦   develop your knowledge and understanding of major, social and cultural influences on d/Deaf people from 1750 to the present
♦   be assessed on three occasions; the method of assessment will be determined by the centre

Within the Unit *The Community and Culture of Deaf People* you will:

♦   develop your knowledge and understanding of d/Deaf cultural concepts and how cultural features affect d/Deaf lifestyles
♦   be assessed on two occasions; the method of assessment will be determined by the centre

Core Skills and transferable skills developed

Within the award there are also opportunities to develop Core Skills and other transferable skills which will be of benefit to you in employment or further study. For example, you will have the opportunity to develop the following across the duration of the award:

Core Skill	SCQF level
Communication	6
Information and Communication Technology (ICT)	5
Problem Solving	5
Working with Others	5
Numeracy	4

Other skills developed

In addition to the development of components of the Core Skills of *Communication, Problem Solving, ICT, Working with Others* and *Numeracy*, there will be opportunities to develop other transferable skills, including employability skills. For example:

♦ Self-management skills — This should include working autonomously and taking initiative, taking responsibility, setting goals and milestones, time management, the importance of punctuality, meeting deadlines, managing and prioritising information, flexibility, readiness to improve own performance based on feedback/reflective learning, peer evaluation.

♦ Team working — respecting others, co-operating, negotiating/persuading, contributing to discussions, and awareness of interdependence with others, opportunity to manage or be managed, taking account of own and others' roles, responsibilities and contributions in carrying out and evaluating tasks.

♦ Research skills — research and study skills, academic processes, critically analysing, evaluating and interpreting information.

♦ Specialist skills — skills, techniques and practices associated with communication in BSL, an understanding of major current issues in the BSL sector, observing ethical codes of practice.

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

Progression

The award currently provides progression from SQA's National Qualification Units at SCQF level 6. *It is planned to develop Higher National Units at SCQF level 6 and 7. These Higher National Units will also facilitate progression into the PDA in BSL Studies at SCQF level 8.*

SCQF level	SQA National Awards	SQA BSL Qualifications	SVQ
SCQF level 8	Higher National Diploma/PDA	PDA BSL Studies at SCQF level 8	*SVQ 4
SCQF level 7	Advanced Higher/Scottish Baccalaureate/Higher National Certificate/PDA	**BSL Language Skills at SCQF level 7	SVQ 3
SCQF level 6	Higher/PDA/NPA	BSL Language Skills at SCQF level 6 **BSL HN Language Skills at SCQF level 6	SVQ 3
SCQF level 5	Intermediate 2/NPA	BSL Language Skills at SCQF level 5	SVQ 2
SCQF level 4	Intermediate 1/NPA	BSL Language Skills at SCQF level 4	SVQ 1
SCQF level 3	Access 3/NPA	BSL Language Skills at SCQF level 3	

* SVQ 4 covers SCQF levels 8–10
**To be developed 2011

The award *may provide* progression to, for example:

♦ employment as social workers, communication support workers, classroom assistants, technicians, reception and administration staff, literacy tutors
♦ Professional Development Awards in Teaching, eg G85C 18 PDA Teaching in Further Education: An Introduction (Advanced Diploma)
♦ degree programmes in BSL and cultural studies
♦ study and training programmes for BSL/English interpreters and translators.

NB: This list is not exhaustive.

10   Glossary of terms

SCQF: This stands for the Scottish Credit and Qualification Framework, which is a new way of speaking about qualifications and how they inter-relate. We use SCQF terminology throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at **www.scqf.org.uk**

SCQF credit points: One HN credit is equivalent to 8 SCQF credit points. This applies to all HN Units, irrespective of their level.

SCQF levels: The SCQF covers 12 levels of learning. HN Units will normally be at levels 6–9. Graded Units will be at level 7 and 8.

Subject Unit: Subject Units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

Graded Unit: Graded Units assess candidates' ability to integrate what they have learned while working towards the Units of the Group Award. Their purpose is to add value to the Group Award, making it more than the sum of its parts, and to encourage candidates to retain and adapt their skills and knowledge.

Dedicated Unit to cover Core Skills: This is a non-subject Unit that is written to cover one or more particular Core Skills.

Embedded Core Skills: This is where the development of a Core Skill is incorporated into the Unit and where the Unit assessment also covers the requirements of Core Skill assessment at a particular level.

Signposted Core Skills: This refers to the opportunities to develop a particular Core Skill at a specified level that lie outwith automatic certification.

Qualification Design Team: The QDT works in conjunction with a Qualification Manager/Development Manager to steer the development of the HNC/HND from its inception/revision through to validation. The group is made up of key stakeholders representing the interests of centres, employers, universities and other relevant organisations.

Consortium-devised HNCs and HNDs are those developments or revisions undertaken by a group of centres in partnership with SQA.

Specialist single centre and specialist collaborative devised HNCs and HNDs are those developments or revisions led by a single centre or small group of centres who provide knowledge and skills in a specialist area. Like consortium-devised HNCs and HNDs, these developments or revisions will also be supported by SQA.