



National Unit Specification

General information

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

Unit code: H3PA 12

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 familiar and unfamiliar personal/social and transactional/vocational contexts. Learners will further develop competence and the skills of understanding and producing detailed and complex language using BSL.

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

Candidates completing this Unit may wish to progress to the HN Units at SCQF levels 6 and 7.

Outcomes

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

- 1 Communicate using complex BSL.
- 2 Understand complex presentations in BSL.
- 3 Make a presentation and participate in a discussion in BSL.

Credit points and level

2 National Unit credits at SCQF level 6 (12 SCQF points at SCQF level 6)

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 equivalent knowledge/skills:

British Sign Language (BSL) (SCQF level 5).

National Unit Specification: General information (cont)

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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 6)

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

Outcome 1

Communicate using complex BSL.

Performance Criteria

- (a) Communicate effectively in language that is clear and accurate.
- (b) Use a range of structures and vocabulary as appropriate to purpose and audience.
- (c) Communicate fluently using the structure of BSL.
- (d) Maintain interaction as appropriate to purpose and audience.

Outcome 2

Understand complex presentations in BSL.

Performance Criteria

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

Outcome 3

Make a presentation and participate in a discussion in BSL.

Performance Criteria

- (a) Present main points and supporting detail to convey meaning effectively.
- (b) Use a range of structures and vocabulary as appropriate to purpose and audience.
- (c) Communicate fluently using the structure of BSL.
- (d) Maintain communication as appropriate to purpose and audience.

National Unit Specification: Statement of standards (cont)

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

Evidence Requirements for this Unit

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

Outcome 1

For Outcome 1 evidence of one interaction of between 5–10 minutes is required for each candidate.

The interaction can be set in a personal/social and/or a transactional/vocational context or be an interaction that combines language used in both these contexts.

Candidates must demonstrate the following:

- ◆ Communication which is sufficiently clear and accurate to be effective.
- ◆ A range of structures and vocabulary which are appropriate to purpose and audience.
- ◆ Communication which uses the structure of BSL fluently.
- ◆ Interaction which is maintained as appropriate to purpose and audience.

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 3–4 minutes in personal/social and transactional/vocational contexts. The presentations may be seen twice. Candidates may provide short answer 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 for both recordings:

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

Candidate responses must also demonstrate the following for one recording

- ◆ Identification of opinions and attitudes.

An assessment checklist will be used to record candidate evidence.

National Unit Specification: Statement of standards (cont)

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

Outcome 3

For Outcome 3 recorded performance evidence of one presentation and discussion is required for each candidate. Presentations should be between 6–8 minutes and a follow up discussion of 5–10 minutes.

The presentation can be set in a personal/social and/or a transactional/vocational context.

Candidates must demonstrate the following:

- ◆ Communication which is sufficiently clear and accurate to be effective.
- ◆ A range of structures and vocabulary which are appropriate to purpose and audience.
- ◆ Communication which uses the structure of BSL fluently.
- ◆ Interaction which is maintained as appropriate to purpose and audience.

An assessment checklist will be used to record candidate evidence. Recorded performance evidence is required for each candidate to demonstrate that they have met the national standard.

There is the potential to integrate assessment of Outcomes 1 and 3.



National Unit: Support Notes

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

Unit Support Notes are offered as guidance and are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 80 hours.

Guidance on the content and context for this Unit

The purpose of this Unit is to help candidates develop their level of competence in the skills of communicating effectively in BSL. Candidates studying this Unit will already have a functional command of BSL and will develop their ability to understand and communicate fluently in range of personal/social and transactional/vocational contexts. The Unit will concentrate on the integration of productive 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 candidates to organise and express ideas in a coherent way.

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

- ◆ Personal identity
- ◆ Employment
- ◆ Current affairs
- ◆ Social environment
- ◆ Physical environment

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 on 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 6)

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 a wide variety of contexts and topics.

Learners should be encouraged to take personal responsibility for developing their awareness of the language and their ability to use it in these contexts.

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

- ◆ BSL grammar and structure to continue to improve fluency and accuracy.
- ◆ Increasing vocabulary to allow in depth discussion and presentation on a range of topics.
- ◆ Use of appropriate register in a variety of contexts.

Learners will be expected to continue to develop the following BSL skills at an appropriate level:

- ◆ BSL grammar/structure (constructing sign sentences)
- ◆ Finger(manual)-spelling (acronyms, pattern and shape)
- ◆ Phonology (HOLME) - how a sign is formed – handshape, orientation, location, movement and non-manual features, eg facial expressions, eye gaze, head movement, mouth pattern)
- ◆ Established and productive lexicons
- ◆ Indexical signs (pronouns, determiners, etc.)
- ◆ Space types and verb types
- ◆ Syntax (sign order)
- ◆ Semantics
- ◆ Non-manual in BSL (Question types, eg yes/no questions, tag questions, 'wh'-questions, rhetorical questions)
- ◆ Sign space and sign fluency
- ◆ Non-manual features/markers – eg eye gaze, aperture, affirmation and negation, neck/shoulder movement
- ◆ Classifiers, eg SASSes, Tracing, semantic or whole entity classifiers, body-part classifiers (proforms) etc.
- ◆ Morpheme (compounds, free/bound morphemes)
- ◆ Number categories (weight, height, measurement etc.)
- ◆ Time zone (timeline)
- ◆ Temporal aspects
- ◆ Aspect – (mood and manner)
- ◆ Mouthing/mouth gestures
- ◆ Cultural etiquette (eg turn-taking, attracting attention, social acceptability)
- ◆ Register (formal/informal language use)

National Unit: Support Notes (cont)

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

- ◆ Reference (*role*)-shift
- ◆ Multi-channel signs
- ◆ BSL metaphors
- ◆ Pragmatics

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 a wide range of media and technology to develop receptive skills, stimulate live communication and provide a basis for project work and presentations. Live or video presentations should be authentic and relate to areas of interest identified by the candidates.

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

National Unit: Support Notes (cont)

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Listed below, 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"> ◆ Give detailed personal information. ◆ Describe relevant current personal circumstances. ◆ Give detailed information about interests. ◆ Understand and respond to information from others about the above.
Employment	<ul style="list-style-type: none"> ◆ Describe what work they have done, are doing or would like to do. ◆ Describe skills and abilities relevant to particular jobs. ◆ Make enquiries face-to-face about the availability and conditions of employment. ◆ Understand information from others about the above. ◆ Be able to respond and ask questions in an interview. ◆ Understand and respond to instructions for particular tasks. ◆ Take part in discussions about a particular work task, one-to one or in a meeting.
Current affairs	<ul style="list-style-type: none"> ◆ Discuss current local, national and world events and express opinions. ◆ Discuss a range of issues of interest to the candidate and others in the group.
Social environment	<ul style="list-style-type: none"> ◆ Express opinions on and discuss topical issues. ◆ Express opinions on and discuss issues relating to citizenship. ◆ Contribute to the planning and organisation events and visits to places of interest.

National Unit: Support Notes (cont)

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Topics	Examples
Physical environment	<ul style="list-style-type: none">◆ Express opinions on and discuss environmental issues.◆ Compare and contrast different places of interest and living environments.◆ Contribute to the planning and organisation events and visits to places of interest.
Health and Well-being	<ul style="list-style-type: none">◆ Express opinions on and discuss health issues.◆ Contribute to the planning and organisation of health-related events.

Productive Skills Outcomes 1 and 3

Opportunities for practice of language should be maximised through paired and group work in the classroom, and candidates should be encouraged to have conversations, take part in discussions and make presentations to individuals and small groups.

Learners should also be encouraged to widen their use of BSL outside the classroom in appropriate face to face and on-line situations. Analysing the grammar and structure of BSL with an increasing focus on accuracy and features of the language, will contribute to the development of appropriate skills at this level.

Where possible, learners should become accustomed to being recorded and recording themselves for the purposes of assessment and 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 which might take place in a variety of contexts.
- ◆ Paired or group discussions.
- ◆ Preparing and giving presentations.
- ◆ Use video technology for communication activities.

National Unit: Support Notes (cont)

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

Receptive Skills Outcomes 1, 2 and 3

Learners should be exposed to presentations and conversations on a wide range of topics in formal and informal register using live, recorded and online material. They should be encouraged to identify overall context, key points and detail and to recognise expression of opinions, attitudes and inferences demonstrating understanding through a variety of activities and assignments.

Activities to help candidates develop their receptive skills would be:

- ◆ One-to-one conversations.
- ◆ Paired or group discussions.
- ◆ Live, recorded and on-line talks and presentations.
- ◆ Extracts from films and other available 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 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, evidence of one interaction of between 5–10 minutes is required for each candidate.

The interaction can be set in a personal/social and/or a transactional/vocational context or be an interaction that combines language used in these contexts.

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 6.

National Unit: Support Notes (cont)

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Candidates can select the topic for the conversation/discussion in consultation with the assessor but there must be a clear brief for the candidate in terms of what is expected. Alternatively, 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.

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, 2 and 3 thematically and also potential to integrate assessment of Outcomes 1 and 3 if the discussion following the presentation is extended to meet the Evidence Requirements for Outcome 1.

Outcome 2

For Outcome 2 completed candidate responses to questions on two presentations of between 3–4 minutes in familiar personal/social and transactional/vocational contexts. 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 vocational or personal 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, 2 and 3 thematically.

There is also potential to integrate assessment of Outcomes 1 and 3 with the candidates topic for the presentation linked to the topics selected assessment of receptive skills.

National Unit: Support Notes (cont)

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

Outcome 3

For Outcome 3 recorded performance evidence of one presentation and discussion is required for each candidate. Presentations should be between 6–8 minutes and a follow up discussion of 5–10 minutes.

The presentation can be set in a personal/social and/or a vocational/transactional context.

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

Candidates can select the topic for the presentation in consultation with the assessor but there must be a clear brief for the candidate in terms of what is expected. Alternatively, 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.

Candidates should be accustomed to and comfortable with being recorded making a presentation 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, 2 and 3 thematically and also potential to integrate assessment of Outcomes 1 and 3 with the candidates topic for the presentation linked to the topics selected assessment of receptive skills.

Opportunities for e-assessment

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

Opportunities for developing Core and other essential skills

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 6)

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

This Unit will develop your productive and receptive skills in British Sign Language to a level which will allow you to communicate fluently and undertake key work tasks. The Unit will concentrate on the integration of these skills in a way that reflects their use in real life. Particular emphasis will be placed on the skills which develop your ability to organise and express ideas in a coherent and fluent way.

The following topics may be covered:

- ◆ Personal identity
- ◆ Employment
- ◆ Current affairs
- ◆ Social environment
- ◆ Physical environment
- ◆ Health and well-being

There will be a particular focus on:

- ◆ BSL grammar and structure to continue to improve fluency and accuracy.
- ◆ Increasing vocabulary to allow in depth discussion and presentation on a range of topics.
- ◆ Using appropriate register in a variety of contexts.

To pass this Unit you will be assessed communicating with other users of BSL, understanding information provided in BSL and making a presentation and taking part in a follow-up discussion in BSL.