



National Unit Specification

General information

Unit title: British Sign Language (BSL) (SCQF level 5)

Unit code: H3PA 11

Superclass: HG

Publication date: April 2013

Source: Scottish Qualifications Authority

Version: 01

Unit purpose

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

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

Candidates completing this Unit may wish to progress to the BSL Unit at SCQF level 6.

Outcomes

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

- 1 Communicate using detailed BSL.
- 2 Understand detailed presentations in BSL.
- 3 Present information in BSL.

Credit points and level

2 National Unit credits at SCQF level 5 (12 SCQF points at SCQF level 5)

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 4)

General information (cont)

Unit title: British Sign Language (BSL) (SCQF level 5)

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 5)

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 detailed BSL.

Performance Criteria

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

Outcome 2

Understand detailed 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 clearly expressed opinions and attitudes.

Outcome 3

Present information in BSL.

Performance Criteria

- (a) Present information detail sufficiently clearly and accurately to convey meaning.
- (b) Use detailed structures and vocabulary as appropriate to purpose.
- (c) Communicate mainly 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 5)

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 3–8 minutes is required for each candidate.

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

Candidates must demonstrate the following:

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

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

Outcome 2

For Outcome 2 completed candidate responses to questions on two presentations each of between 2–3 minutes in familiar personal/social and vocational/transactional contexts. The presentations may be seen twice. Candidates may provide short answer responses to questions by signing, orally, or in writing. Candidates should have 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 clearly expressed 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 5)

Outcome 3

For Outcome 3 recorded performance evidence of one presentation of 3–5 minutes is required for each candidate.

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

Candidates must demonstrate the following:

- ◆ Communication which is sufficiently clear and accurate to convey information.
- ◆ Detailed structures and vocabulary which are appropriate to purpose.
- ◆ Communication which uses the structure of BSL mainly fluently.
- ◆ Interaction which is maintained as appropriate to purpose.

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.

National Unit Support Notes

Unit title: British Sign Language (BSL) (SCQF level 5)

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 skills of communicating effectively in BSL. Candidates studying this Unit will already have the ability to communicate in straightforward BSL and will develop their ability to understand and communicate in a wider range of personal/social and vocational/transactional 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 more 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 about areas which may be studied under each topic can be found in the Guidance on Learning and Teaching Approaches for this Unit

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

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

National Unit Support Notes (cont)

Unit title: British Sign Language (BSL) (SCQF level 5)

Guidance on approaches to delivery of this Unit

The approach to learning and teaching should be learner-centred, participative and practical. It should focus on developing candidates' understanding of both productive and receptive skills in familiar and some unfamiliar 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 develop fluency and accuracy.
- ◆ Increasing vocabulary to allow discussion and presentation on a range of familiar topics.
- ◆ Using 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 (eg single manual letter signs, abbreviations, acronyms, pattern etc.)
- ◆ 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
- ◆ Signs in context
- ◆ Syntax (sign order)
- ◆ Semantics
- ◆ Non-manual in BSL (Question types, eg yes/no questions, tag questions, 'wh'-questions, rhetorical questions)
- ◆ Signing 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.
- ◆ Number categories, eg counting, time, weight, height, measurement etc.
- ◆ Morphology & Morpheme (compounds, free/bound morphemes)
- ◆ Time zone (timeline)
- ◆ Temporal framework
- ◆ Aspect – (mood and manner).
- ◆ Mouthing/mouth gestures
- ◆ Cultural etiquette and language use (eg turn-taking, attracting attention, social acceptability, taboos)
- ◆ Register (formal/informal language use)

National Unit Support Notes (cont)

Unit title: British Sign Language (BSL) (SCQF level 5)

- ◆ 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 lecturer/teacher and 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)

Unit title: British Sign Language (BSL) (SCQF level 5)

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 personal information. ◆ Describe relevant current personal circumstances in some detail. ◆ Give 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 in some detail 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 a discussion about a particular work task one-to one.
Current affairs	<ul style="list-style-type: none"> ◆ Discuss current local, national and world events and express opinions in some detail. ◆ Discuss issues of interest to the candidate and others in the group in some detail.
Social environment	<ul style="list-style-type: none"> ◆ Express opinions on and discuss topical issues in some detail. ◆ 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)

Unit title: British Sign Language (BSL) (SCQF level 5)

Topics	Examples
Physical environment	<ul style="list-style-type: none">◆ Express opinions on and discuss environmental issues in some detail.◆ 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 to analyse and identify ways of improving their BSL skills.

Activities to help learners develop their productive 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.
- ◆ Using video technology for communication activities.

Receptive Skills Outcomes 1 and 2

Learners should be exposed to presentations and conversations on a 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 and attitudes 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.
- Extracts from live, recorded and on-line talks, presentations.
- Extracts from films and other available material.

National Unit Support Notes (cont)

Unit title: British Sign Language (BSL) (SCQF level 5)

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 assessor. 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 3–8 minutes is required for each candidate.

The interaction can be set in a personal/social and vocational/transactional 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 5.

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 conversation/discussion follows on from the presentation.

National Unit Support Notes (cont)

Unit title: British Sign Language (BSL) (SCQF level 5)

Outcome 2

For Outcome 2 completed candidate responses to questions on two presentations each of between 2–3 minutes in familiar personal/social and vocational/transactional 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 and also potential to integrate assessment of Outcomes 2 and 3 with the candidate's topic for the presentation linked to the topics selected for assessment of receptive skills.

Outcome 3

For Outcome 3 recorded performance evidence of one presentation of 3–5 minutes is required for each candidate.

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.

National Unit Support Notes (cont)

Unit title: British Sign Language (BSL) (SCQF level 5)

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 if the conversation/discussion follows on from the presentation.

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

© Scottish Qualifications Authority 2013

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this Unit specification can be purchased from the Scottish Qualifications Authority. Please contact the Business Development and Customer Support team, telephone 0303 333 0330.

General information for learners

Unit title: British Sign Language (BSL) (SCQF level 5)

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 (BSL) to a level which will allow you to communicate with some ease in a range of different situations including some key work tasks. The Unit will concentrate on the integration of these skills in a way that reflects their use in real life. Emphasis will be placed on the skills which develop your ability to organise and express ideas clearly.

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 develop fluency and accuracy.
- ◆ Increasing vocabulary to allow discussion and presentation on a range of familiar topics.
- ◆ Using appropriate register in a variety of contexts.

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