Module Descriptor

Title	Introduction To British Sign Language 1		
Session	2025/26	**Status**	
Code	LING07004	**SCQF Level**	7
Credit Points	10	**ECTS (European Credit Transfer Scheme)**	5
School	**Education and Social Sciences**		
Module Co-ordinator	F LEON SOLIS		

Summary of Module

This module is for complete beginners. Students will be introduced to the basics in British Sign Language (BSL) including: fingerspelling the alphabet; numbers, dates, time, colours; how to give your name and say where you are from; give and ask for directions; talk about your family and friends; describe your environment (house, town, objects); travel and transport; talk about your daily routine your hobbies, and the weather.

Grammar will be practiced through presentations; role plays; pair-work exercises; and other interactive activities. The students will also be introduced to the culture of British Deaf community. Students will be expected to practice outside class time by means of assignments and other pieces of homework. Learning will also be supported by the use on-line learning environments. The student's level of success will be evaluated by means of written and signed presentations and conversations.

The mode of delivery will be over 12 weeks, 2-hour sessions per week.

Module Delivery Method	**On-Campus**[1] ☒	**Hybrid**[2] ☐	**Online**[3] ☒	**Work -Based Learning**[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☒ Paisley	☒ Online / Distance Learning ☐ Other (specify)	

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Terms for Module Delivery	Term 1	☒	Term 2	☒	Term 3	☒
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Demonstrate an elementary understanding of the basic grammatical structures of BSL at the lower band of CEFR A1 level
L2	Communicate simply in BSL in a limited range of everyday situations using BSL at the lower band of CEFR A1 level
L3	Demonstrate understanding of simple key information in basic BSL texts at the lower band of CEFR A1 level
L4	
L5	

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 7** Understanding grammatical and syntactic concepts and elements of British Sign language Demonstrating understanding of social conventions of the British deaf community
Practice: Applied Knowledge and Understanding	**SCQF 7** Use of language skills relevant to everyday situations; Understanding of written and signed texts based on everyday situations
Generic Cognitive skills	**SCQF 7** Giving and asking for personal information, getting by in everyday situations in British Sign Language
Communication, ICT and Numeracy Skills	**SCQF 7** Communicating effectively in routine situations and in everyday problem situations ; Interpreting uncomplicated written and signed texts; Understanding dates, time, prices
Autonomy, Accountability and Working with Others	**SCQF 7** Working effectively individually or in teams; managing limited resources and being able to address own learning needs

Prerequisites	**Module Code**	**Module Title** N/A
	Other	
Co-requisites	**Module Code**	**Module Title** N/A

Learning and Teaching

In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.

This is a 10-credit module including 100 learning hours (please see breakdown below). This practical module offers students the opportunity to be introduced to the fundamentals of the British Sign Language by way of some simple topics. Students will be strongly encouraged to be active participants in class and will have plenty of opportunities to work either in pairs and/or groups to practise their signing and written skills. Independent learning is also an integral part of this course and students will be given suggestions of written and oral tasks to be completed outside class. Learning will be supported by the use of on-line learning environments

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	24
Asynchronous Class Activity	20
Independent Study	56
Please select	
Please select	
Please select	
TOTAL	100

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

All teaching materials will be made available by the lecturer. Extra material, homework and extra tasks and extra sources will be provided in class or via VLE.

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

The university is committed to providing a supportive learning environment that actively facilitates student success. In this module, there is a high degree of student-led flexibility. You are academically engaged if you are regularly engaged with scheduled live sessions on-campus and online, including engaging with online learning activities in your own time, course-related learning resources, and with timely completion and submission of assessments.

Whilst we understand that there may be times when conflicting priorities make participation challenging, for you to gain the most from this module it is recommended that you participate in all scheduled live classes and complete your self-directed learning activities in a timely manner. It may be difficult to pass the assessment associated with this module if you are not regularly engaging with the module work and live classes. We may reach out to check how things are going and offer support if we observe that you have not been attending sessions or completing online activities.

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code. In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Where modules require practical and/or laboratory based learning or assessment required to meet accrediting body requirements the University will make reasonable adjustment such as adjustable height benches or assistance of a 'buddy' or helper.
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Please select**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☒ **Yes** ☐ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	LANGUAGES
Moderator	L GIRAUD
External Examiner	TBC
Accreditation Details	
Module Appears in CPD catalogue	☒ **Yes** ☐ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
COURSEWORK 35%
Assessment 2
CLASS TEST 65%

Assessment 3
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
COURSEWORK	☒	☒	☐	☐	☐	35	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
CLASS TEST	☒	☒	☒	☐	☐	65	2

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	hours

Change Control

What	**When**	**Who**
New template no changes for 25/26	Mar 25	F Leon Solis