University of the West of Scotland

Module Descriptor

Session: 2024-25

Title of Module: Introduction to British Sign Language 2			
Code: LING07005	**SCQF Level: 7 (Scottish Credit and Qualifications Framework)**	**Credit Points: 10**	**ECTS: 5 (European Credit Transfer Scheme)**
School:	School of Education and Social Sciences		
Module Co-ordinator:	F Leon Solis		

Summary of Module

This module is for students who successfully completed Introduction to British Sign Language 1 or have equivalent knowledge. At the end of this module students should be able to understand and engage in simple signed dialogues in everyday conversations which would include description of their home and different places such as cities and towns, buying/selling in shops or online, travelling and holidays, life at work/at university, and social media.

Grammar will be practiced through presentations; role plays; pair-work exercises; and other interactive activities.

The students will also be introduced to important features of 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 of our on-line environment.

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					
Face-To-Face	**Blended**	**Fully Online**	**HybridC**	**Hybrid 0**	**Work-Based Learning**
☐	☒	☒	☐	☐	☐
See Guidance Note for details.					

Campus(es) for Module Delivery
The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
☒	☒	☐	☒	☐	☐	Add name

Term(s) for Module Delivery
(Provided viable student numbers permit).

Term 1	☒	Term 2	☒	Term 3	☒

Learning Outcomes: (maximum of 5 statements) **These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.** At the end of this module the student will be able to:	
L1	Demonstrate an elementary understanding of the basic grammatical structures of BSL at the upper 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 upper band of CEFR A1 level

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 Level **7** Understanding grammatical and syntactic concepts and elements of British Sign Language.
Practice: Applied Knowledge and Understanding	SCQF Level **7** Use of language skills relevant to everyday situations Understanding of written and audiovisual texts based on everyday situations
Generic Cognitive skills	SCQF Level **7** Giving and asking for personal information Getting by in everyday situations
Communication, ICT and Numeracy Skills	SCQF Level **7** Communicating effectively in routine situations and in everyday problem situations Interpreting uncomplicated written and audiovisual texts Understanding dates, time, prices

Autonomy, Accountability and Working with others	SCQF Level **7**	
	Working effectively individually or in teams	
	Managing limited resources and being able to address own learning needs	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code: LING07004	**Module Title:** Introduction to British Sign Language 1 (or equivalent)
	Other:	
Co-requisites	**Module Code:**	**Module Title:**

Learning and Teaching	
This module is a practical language class which offers the opportunity to students to develop their formal knowledge of British sign language and of prescribed topics. Students engage in a variety of activities in class and in independent study to practice their language skills. Language skills are developed through class activities through working in pairs or in small groups to work on communicative skills. Grammatical work is consolidated through related speaking tasks and homework exercises. The module is supported by the use of virtual 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** (Normally totalling 100 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	18
Asynchronous Class Activity	20
Independent Study	58
Personal Development Plan	4
	Hours Total 100
**Indicative Resources: (eg. Core text, journals, internet access)	

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.

Click or tap here to enter text.

Click or tap here to enter text.

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(**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.

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.]()

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(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	Education
Assessment Results (Pass/Fail)	Yes ☐ No ☒
School Assessment Board	Languages

4

Moderator	L Giraud
External Examiner	TBC
Accreditation Details	N/A
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)
This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark). Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment). **NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.** Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than "essay" / presentation, etc) and keep the detail for the module handbook. Click or tap here to enter text.
CLASS TEST (65%)
COURSEWORK (35%)
(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.)

Assessment Outcome Grids (See Guidance Note)

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
CLASS TEST	✓	✓	✓	65	2

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
COURSE WORK	✓	✓		35	0

Combined Total for All Components	**100%**	**2 hours**

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections. .	12/12/23	D Taylor

Version Number: MD Template 1 (2023-24)