

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 & 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	HybridO	Work-based Learning
✓	✓	✓			

Face-To-Face

Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.

Blended

A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations

Fully Online

Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.

HybridC

Online with mandatory face-to-face learning on Campus

HybridO

Online with optional face-to-face learning on Campus

Work-based Learning

Learning activities where the main location for the learning experience is in the workplace.

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)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
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✓					✓	
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Term(s) for Module Delivery						
(Provided viable student numbers permit).						
Term 1	✓	Term 2	✓	Term 3	✓	

Learning Outcomes: (maximum of 5 statements)
<p>On successful completion of this module the student will be able to:</p> <p>L1. Demonstrate an elementary understanding of the basic grammatical structures of BSL at the upper band of CEFR A1 level</p> <p>L2. Communicate simply in BSL in a limited range of everyday situations using BSL at the upper band of CEFR A1 level</p> <p>L3. Demonstrate understanding of simple key information in basic BSL texts at the upper band of CEFR A1 level</p>

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.
Practice: Applied Knowledge and Understanding	SCQF Level 7. Use of language skills relevant to everyday situations Understanding of written and signed 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 signed 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:	Module Title:
	Other:	
Co-requisites	Module Code: LING07004	Module Title: Introduction to British Sign Language 1

* Indicates that module descriptor is not published.

Learning and Teaching	
<p>This module is a practical language class which offers the opportunity to students to develop their formal knowledge of BSL and of prescribed topics. Students engage in a variety of activities in class and in independent study to practice their language skills. The four skills are developed through class activities: listening to audio/video recordings; working in pairs or in small groups to work on speaking skills, engaging in a variety of reading exercises to develop skills in BSL. Grammatical work is consolidated through related speaking tasks and homework exercises. The module is supported by the use of Virtual Learning environments, which are integral to the student learning experience, enhancing the use of external links for guided and independent study.</p>	
<p>Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Lecture/Core Content Delivery	24
Asynchronous Class Activity	20
Independent Study	52
Personal Development Plan	4
	100 Hours Total

**Indicative Resources: (eg. Core text, journals, internet access)
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Authentic learning materials will be provided by the lecturer.</p>
<p>(**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)</p>

Engagement Requirements
<p>In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: Academic engagement procedure</p> <p>Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here: In line with the Academic Engagement and Attendance Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on Aula, and complete assessments and submit these on time. Please refer to the Academic Engagement and Attendance Procedure at the following link: https://www.uws.ac.uk/media/4153/academic-engagement-and-attendance-procedure.pdf</p> <p>For the purposes of this module, academic engagement equates to the following: All fulltime students (part-time and distant learning students should check with their programme leader for any queries) are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under the appropriate equality law. Please refer to UWS Regulations, Chapter 1, 1.64 – 1.67, available at the following link: http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/</p>

Supplemental Information

Programme Board	Education
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Assessment Results (Pass/Fail)	No
Subject Panel	Languages
Moderator	L Giraud-Johnstone
External Examiner	D O'Brien
Accreditation Details	
Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)
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 Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1					
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Class test (practical)	✓	✓	✓	65	2

Component 2					
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Portfolio of practical work	✓		✓	35	0
Combined Total For All Components				100%	2 hours

Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

Aligned with the overall commitment to equality and diversity stated in the Programme Specifications, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using Aula, learning materials will be presented electronically in formats that allow flexible access and manipulation of content (part-time and distant learning students should check with their programme leader for any queries). The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link: <http://www.uws.ac.uk/equality/>

Our partners are fully committed to the principles and practice of inclusiveness and our modules are designed to be accessible to all. Where this module is delivered overseas, local equivalent support for students and appropriate legislation applies.

<https://www.uws.ac.uk/about-uws/uws-commitments/equality-diversity-inclusion/>

UWS Equality and Diversity Policy

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)