LSIS
LEARNING AND SKILLS IMPROVEMENT SERVICE

British Sign Language and Improving Services for d/Deaf learners

Final report – April 2011

Skills Funding Agency

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Nothing in this report constitutes legal advice.

Explanation of d/Deaf

- deaf people (sometimes described with the lower case 'd' unless at the beginning of a sentence.) 'deaf people' can be used as a general term to include the whole range of deaf people. A deaf person may or may not belong to the Deaf Community/Culture.
- Deaf people (sometimes described with the upper case 'D') are those who see themselves as members of a cultural and linguistic group, who use British Sign Language (BSL) as their first/preferred language. Deaf people share a language and a sense of identity.

  The term 'd/Deaf' is used in this document, where relevant, to indicate both groups.

Executive Summary

Project aims

This project was developed to:

- motivate and support the learning and skills sector to develop their awareness of d/Deaf learners and their needs;
- improve the sector's capability and capacity to meet these needs and adjust the learning environment so that it becomes more inclusive;
- ensure that, just like other learners, d/Deaf learners have an equal chance to enjoy and achieve their full potential in education.

This is set within the context of a legal framework that supports d/Deaf learners to access equality of opportunity to their education[1], as well as the LSIS strategic commitment:

Contributing to greater equality and diversity – the key sector performance indicators will be learner achievement data and the representative nature of staff and learners and their relative achievements in the sector as compared to the general population.[2]

Project stakeholders

At the outset of the project a wide range of stakeholders, from different organisations and with relevant expertise, were brought together by LSIS to collaborate and design the activities that would deliver the outcomes as outlined above. A list of those collaborating can be found at the beginning of this report.

Four development strands

After the first stakeholder meeting the following four strands were consequently identified and established in July 2010.

Strand 1 Learner voice engagement: developing and delivering a learner voice conference

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Strand 2 Creating a hub of resources on the Excellence Gateway, to include case studies on effective practice

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Strand 3 Pilot BSL teachers networks and mentorship: developing a hub of web-based resources for BSL teachers

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Strand 4 Guidance on the provision of BSL and learning support for d/Deaf learners from experts across the sector

1 Equality Act 2010 http://www.equalities.gov.uk/equality_act_2010.aspx and The Convention on the Rights of Persons with Disabilities 2007 http://www.un.org/disabilities/convention/conventionfull.shtml.

2 LSIS Corporate aims 2010–2013,accessed at: http://www.lsis.org.uk/AboutLSIS/Documents/LSIS_corp_plan_ex_sum_2010-13.pdf

Three of the strands - Strands 1, 2 and 3 - have realised their aims and achieved the creation of the planned resources. In addition the work anticipated within the strand to support BSL teachers (Strand 3) has been expanded significantly and work is ongoing creating additional resources to support BSL teachers in their skill development and career progression, as explained later in this report. The resources planned by this project have been developed within the expected time frames and offer a sustainable and strategic foundation for the sector to continue to build its capability and capacity to meet the needs of d/Deaf learners.

As a result of these projects, relationships have been developed which will offer new opportunities for collaboration and potential for further development of this work, at both a strategic and service delivery level.

The strand that was most challenging to develop and complete was Strand 4 - guidance from experts who support d/Deaf learners. This strand initially sought to set out the standards that d/Deaf learners should be able to access with reference in particular to British Sign Language, communication support and interpretation. It was challenging to maintain a common view of the aim for this strand and to retain support and input during the development of the document. There are potentially many reasons for this. However, the result of this work, although not a separate document, has created relevant resources to inform this final report and the recommended actions.

There may be clear priorities within the recommended actions at the end of the report. These will best be established through engagement with the relevant stakeholders, during the development of a strategic and long-term approach to improving the sector's performance for d/Deaf learners.

The challenge and impact of the current situation

Qualitative information was gathered from d/Deaf learners during workshops at the learner voice conference. Within the learning and skills sector there is limited quantitative data and limited research on the current situation experienced by d/Deaf learners, particularly within mainstream providers. The following picture is therefore a snapshot offered by the nine learners who were present on the day of the conference, all of whom had experience of both mainstream and specialist providers.

Current challenge

Learning Provider

- Bullying and harassment
- Low standards of support
- Low expectations
- Lack of deaf awareness

Impact on learners

- Lack of confidence
- Lack of insight and belief in their own ability and capability
- Lack of knowledge of their rights to an appropriate standard of support
- Lack of knowledge and confidence on what to do about any of it
- Lack of achievement.

Solutions

These solutions were offered by learners at the workshops at the learner voice conference. The solutions reflect their own positive experiences when the provider has met their needs appropriately and become d/Deaf aware.

Learning Provider

- Inclusive culture, free of bullying and harassment
- High level of d/Deaf awareness in staff and learners
- Appropriate standards of communication and interpretation support
- Strong leadership offering a 'solutions- focused' approach to meeting needs of each learner
- High expectations of d/Deaf learners

- Belief in their own ability and capability
- Confident
- Knowledge on their right to an appropriate standard of communication and interpretation support
- Strong trust and relationships with those who support them because they deliver
- Achievement and progression in education towards employment.

Key achievements of this project

- The creation of a new hub of resources on the Excellence Gateway for mainstream providers in the learning and skills sector, entitled: "Working with d/Deaf learners". [3] It is designed to enable providers to improve their performance when identifying and meeting the needs of d/Deaf learners. The new hub offers case studies designed to encourage reflective practice and signposts users to extensive resources already developed by other organisations.
- The establishment of a network for BSL teachers across the country, with mentorship and other capacity development activities being planned. This is already having a positive impact on BSL teachers as reflected in their own evaluations.
- The development of a new and dedicated resource to develop teaching and learning skills for teachers of British Sign Language (BSL), where BSL is their first language. It is presented in BSL with English text available. This makes resources to develop these skills more accessible, and offers improved opportunities to access information and support for career progression.
- The first bilingual, BSL learner-led conference was held in London on 17 March 2011. The conference was full to capacity, with 133 in attendance. It was a varied audience, from across the learning and skills sector. The conference design used drama, question-time panel interviews and workshops to raise deaf awareness and highlight the need for specific knowledge and skill development within the sector. The feedback from the conference indicated it had high impact for those attending and had significantly raised their deaf awareness.
- LSIS has been invited to attend the Office of Disability Issues with the learners involved in this project, to consult directly on the recent Green Paper Support and aspiration: A new approach to special educational needs and disability.[4]
- The learners involved in the development and delivery of the conference have all acknowledged that they developed new knowledge and skills, including being able to think strategically with reference to the needs and rights of d/Deaf learners.
- LSIS demonstrated a depth of experience, quality of leadership and capacity to work as a team during this project. It required those working in LSIS to work across the different areas of the organisation as a team in order to deliver many of the outcomes highlighted above. There are many people in LSIS who have extensive experience and networks of contacts, all of which they shared to ensure the smooth delivery of all aspects of the project.
- Equality for d/Deaf people was actively mainstreamed into the thinking, planning and delivery of activities of the different departments in LSIS involved on this project. This was through the active engagement of various individuals, who met d/Deaf learners and worked directly with them on various stages of the project. This illustrated how increased personal and organisational capability can be built, through raising greater deaf awareness, knowledge and understanding of the needs of d/Deaf people and how this may be applied. This is in alignment with different themes of the Lifelong Learning UK Equality Framework[5], namely, Leadership and organisational commitment and Learner and stakeholder engagement.
- LSIS has now established a good working relationship with experts at the University of Central Lancashire (UCLAN).
- The project successfully highlighted areas for further development where the sector's performance can be further improved with interventions and actions at both a national strategic level and with individual providers.

3 http://www.excellencegateway.org.uk/page.aspx?o=315198
4 Access the Green Paper at: http://www.education.gov.uk/publications/standard/publicationDetail/Page1/CM%208027
5 LLUK Equality Framework available at: http://www.excellencegateway.org.uk/page.aspx.org.uk/page.aspx?o=317678

Key themes highlighting opportunities for development

Within each strand of the project there were elements which were challenging. In acknowledging these, there are different approaches that could be used which may avoid these challenges and promote improvements in the performance of future projects and their delivery.
Later in this report, there is information that highlights specific challenges and development opportunities within each strand. These have been summarised below into themes relevant for LSIS strategically. These may be equally applicable to other organisations providing services into the sector.

1) It was challenging to identify and then communicate with the full range of providers within the learning and skills sector.

- Targeting requests for information and ensuring the invitations were addressed to the most appropriate person within the organisation proved to be difficult, in particular identifying adult and community learning providers.
- It was difficult to ensure there was not mass duplication of requests being sent out to the same person.

Development opportunity

- Within the current practices consider how to ensure there is a systematic approach to connecting and communicating with the target audience for any project run with the Sector. This requires:
  - a strategic approach to the data collected, organised and presented which is agreed and implemented across LSIS on all programmes;
  - accurate databases of contacts that are regularly updated, to facilitate effective targeting.
- Consider different approaches using social media and marketing techniques, which do not require the same degree of establishing and maintaining databases.

2) Accessing the learner voice consistently across all aspects of the sector presented some challenges.

- It was relatively easy to identify and engage with learners from the specialist colleges however it was much more challenging to do this in mainstream providers of every type.

Development opportunity

- It may improve LSIS capacity to communicate and engage with learners if those responsible within the learning providers for learner engagement and involvement were to be listed on a database. It is anticipated that these people would be able to support the identification of and engagement with a broad range of learners who are genuinely representative and diverse.
- Consider the measurable outcomes of projects commissioned by LSIS so that they include meeting an expectation of learner voice engagement. This fits with the current theme of developing the 'expert' learner, the political and policy environment that constitutes the 'big society' and a focus on community cohesion and engagement.

3) Establishing and maintaining effective partnership working was challenging in some aspects of this project. Within the expert strand there was limited collaborative working and engagement with various national organisations.

- In the original stakeholder group meeting there were representatives from various national organisations attending, however it was a challenge to access a response from some partners on materials sent out for review, as was attendance at organised meetings.

Development opportunity

- At the outset of future projects, it would promote effective collaboration with external partners/ stakeholders if there were an initial contracting phase, which resulted in an express agreement of the roles and responsibilities signed up to by each participating stakeholder. Within this contracting phase, the national position of each partner needs to be taken into account, so that expectations of each stakeholder can be realistically set for the project.

4) There was a degree of frustration from some stakeholders that the potential and realised positive benefits would be negated by a lack of follow-through and ongoing support at completion of this project.

- This was an anxiety that was expressed but is difficult to evidence. The impact of the anxiety was a reluctance or potential hesitation to commit to engaging effectively with some aspects of the project. This feeling was expressed in response to previous projects in which these different stakeholders had been involved, where great time and effort had been employed only to see the project funding being stopped.

Development opportunity

- As part of the establishment of a project, an exit strategy should also be developed, setting in place a transparent review for ongoing progression, where possible with suggestions for future funding from the funders. This would support momentum and sustain improvement. Progression and positive impact would be facilitated if there were a system at a strategic level that expressly committed to building on project experience and expertise developed.

5) Within the context of designing accessible events, information and knowledge, most of the LSIS project team were generally not deaf aware and did not fully understand the implications and impact of a Deaf person using BSL as a first language.

- The majority of people working in almost every organisation are hearing and generally not deaf aware. This results in a form of institutional discrimination as all thinking, planning and actions assume that all people working or using the services of the organisation are also hearing and using English as a first language.

Development opportunity

- Deliver deaf awareness training and development to all staff.
- Reconsider the current approach and assessment to ensuring and supporting accessibility. For example, accessibility for d/Deaf people is about different formats being available to access information, so consider if BSL can be used as one of these formats. Within the context of accessibility when setting up any meetings or events, include a consideration of the type of lighting available. When working with interpreters, ensure they are fully qualified and registered, from a recognised agency, where possible brief them prior to a meeting or event about specialist language

or terminology that will be used, and where possible offer prior copy of any presentations to be used.

- Within the context of health and safety, there is also a specific consideration with reference to acknowledgement of a fire alarm and the evacuation of a building.
- It is also helpful to consider how the culture of the event or meeting will be developed to ensure it is inclusive of d/Deaf people. For example, consider the way in which those in the leadership role at the event take questions or how any informal networking opportunities will be made inclusive.
- Wherever possible, to encourage the participation of d/Deaf people in all aspects of events, consider how to make BSL and interpreters part of a standard offer, so it becomes predictable for d/Deaf people attending.

6) The full scale of this project was underestimated at the outset.

- The project involved a great number of people from different stakeholder groups and there was insufficient time at the outset to establish how the project was going to interact and engage with all on an ongoing basis, and in addition, understanding that English was not everyone's first language. There was insufficient preparatory work done to scope out what this project involved and the evidence base on which it was founded. No literature review was completed to consider the issues that inform a critical analysis framework for the project. This would have supported understanding and linked the challenges that have been identified to evidence and research from other areas of education, or experience in other countries.

Development opportunity

- The project successfully highlighted areas for further development where the sector's performance can be further improved with interventions and actions at both a national, strategic level and with individual providers.
- Ensure that future projects have been effectively scoped out at the start, including a literature review to inform a critical framework for analysis that will produce a focus on outcomes that can be shown to make a difference and demonstrate improvements.

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Introduction

There is very limited research about d/Deaf learners and their experience in further education in England, and most of the current evidence has been gathered on the experience of children. [6] This project had active involvement from a wide group of stakeholders, offering real collaboration, sharing their expertise in knowledge and approach. A key voice of influence has come from the d/Deaf learners and the tutors who work with them.

The aspirations, aims and outcomes set for this project were informed by the UN Convention on the Rights of Persons with Disabilities, which specifically sets out in Article 24[7] the rights to access equality of opportunity to education, and specifically in relation to d/Deaf learners that education:

"….is delivered in the most appropriate languages and modes and means of communication for the individual, and in environments which maximize academic and social development."

In addition the Equality Act 2010 sets out the public sector equality duties that are applicable for educational providers, requiring them to take steps not just to eliminate unlawful discrimination and harassment, but also actively to advance equality.[8]

Project aims and outcomes

The project aimed to enable improved access, retention and achievement of potential and current d/Deaf learners in the learning and skills sector.

Opportunities to achieve these outcomes were created by planning and designing four different but related strands of work. The outcomes of these strands, both in the final outputs they established and during the process of creating them, aimed to raise deaf awareness and build capability and capacity at a personal and organisational level, for all those working in the sector, so that they may be better equipped to anticipate and meet the specific needs of d/Deaf learners.

Four strands

Strand 1 Learner voice engagement: developing and delivering a learner voice conference

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Strand 2 Creating a hub of resources on the Excellence Gateway, to include case studies on effective practice

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Strand 3 Pilot BSL teachers networks and mentorship: developing a hub of web-based resources for BSL teachers

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Strand 4 Guidance on the provision of BSL and learning support for d/Deaf learners from experts across the sector

6 NDCS Campaign Report: Must do Better, Barriers to Achievement by deaf children www.ndcs.org.uk/document.rm?id=3393 Close the Gap Campaign: Educational underachievement by deaf children in England http://www.ndcs.org.uk/ndcs/campaigns_new/attainment_campaign/index.html

7 Article 24: Accessed at: http://www.un.org/disabilities/default.asp?id=284

8 See EHRC Guidance for Educational providers: http://www.equalityhumanrights.com/advice-and-guidance/guidance-for-education-providers-further-and-higher-education/

Below is a description of the specific aims and outcomes that strands 1 - 3 were designed to deliver, highlighting the activities, successes, challenges and learning which emerged and were realised. There are inter-relationships across all three strands, not just in the content that was created but through the people who contributed to the whole project, many of whom used their expertise and energy to inform and cross-reference at different times across the different strands.

Strand 4 - guidance from experts who support d/Deaf learners was more challenging to achieve. This strand initially sought to set out the standards that d/Deaf learners should be able to access with reference in particular to British Sign Language, communication support and interpretation. It was challenging to maintain a common view of the aim for this strand and to retain support and input during the development of the document. There are potentially many reasons for this. However, the result of this work, although not a separate document, has created relevant resources to inform this final report and the recommended actions.

Strand 1: the learner voice conference

Aims

- to attract people working in education who may be able to influence and effect real change and improvements for d/Deaf learners in the learning and skills sector;
- to enable the voice of d/Deaf learners from both mainstream and specialist organisations to be heard as expert learners, by those working and able to influence change and strategic development;
- to raise awareness of the challenges, experienced by d/Deaf learners and the impact this can have on their access to and achievement in education;
- to support learners offering and identifying potential solutions to these challenges;
- to motivate those attending to take action when they leave and improve the current offer to d/Deaf learners.

Outcomes achieved

a) The Learner voice conference 'Signpost to Learning: An equal chance for d/Deaf learners' . What would it take to give d/Deaf learners an equal chance in further education and skills' was held on 17 March 2011 in London. During the development phase of the conference a total of 12 learners were involved, with eight d/Deaf learners from both mainstream and specialist organisations actively involved in the delivery on the day. The conference was entirely bi-lingual, delivered in BSL and English, with 133 people attending the event and 92 per cent stating they were either satisfied or very satisfied. It attracted a wide variety of people from across the learning and skills sector.

b) Raised levels of deaf awareness. The feedback from the evaluations on the day indicated that those attending had indeed left with raised levels of deaf awareness and been informed so they could take action on their return to their organisations. A sample of the comments follows.

'Raised my awareness of issues. Very useful day'

'Gained lots of information and ideas to take back and help argue the case for improved support.'

'Very helpful to identify barriers. Have come away with some good ideas.'

In particular the drama raised many responses, sometimes emotional, due to the reality it portrayed. One delegate said:

"It brought back memories of my time at college, no support, everyone thought I was stupid, left college and missed the opportunity to gain qualifications. The drama was real life situation."

c) Learner involvement. The learners engaged in this project were offered an opportunity to develop their personal skills and capability to think strategically, individually and working as part of a team. Clearly from the comments from the learners, this has had a significant impact on their levels of confidence and capacity to present their views.

d) The voice of the learners as the experts: Learners had the opportunity and a safe space to express themselves, show their creativity, demonstrate their leadership skills and to work with the project team to draw out the changes needed to help improve educational and career opportunities for d/Deaf learners. Because learners were offered this opportunity, the conference was a major success.

The following are some of thecomments which were made in the evaluations and on the day to the organisers of the event:

'Excellent to hear from the learners and their points of view.'

'I think it is important to hear the views of d/Deaf learners – anyone who works with d/Deaf people should do so'

e) The legal and policy context for d/Deaf learners was presented with the key note speaker, Ali Westmoreland, Office of Disability Issues (ODI). She highlighted the rights of the learners, under the United Nations Charter for Persons with Disabilities 2007 and the Equality Act 2010, to access the support they require to enable them to enjoy and achieve within their experience of education. In doing so, she endorsed the importance of all educational providers engaging with their d/Deaf learners to understand and meet their needs.

f) Resources were developed specifically for the conference by the learners:

- A 20-minute drama called 'A cut too far'. The transcript is available on the conference resources on the Excellence Gateway. The play highlights many of the challenges faced by d/Deaf learners when trying to access everything from information about different courses at the outset, to appropriate support throughout their chosen courses. At the end of the transcript there are recommended solutions which offer a wealth of resources for those planning to provide services and approaches that engage and work with their d/Deaf learners.
- A DVD was made by some of the d/Deaf learners that highlight many of the day to day challenges which they face. One of the tutors facilitated the design and making of this resource, which is authentic and informative, coming as it does from learners as experts in their own education. The DVD was produced by AS Media Studies students as part of the community project. This DVD will be available through the Excellence Gateway.

Additional impacts from the conference

– **Benefits to the learners involved:** as a result of the conference, all the learners have commented on how their involvement and the workshop preparation have had a very positive impact on their lives; some described it as 'life-changing.'

"I am now more confident standing in front of many people and acting."

"Let's do it again!"

– **Government consultation with learners:** as a result of the conference and the engagement of the learners, Ali Westmoreland has invited LSIS to attend the Office of Disability Issues with the learners involved in this project, to consult directly on the recent Green Paper on the Government's plans to change the approach to supporting special educational needs (SEN) and disability.[9]

– **Conference organising and booking venues:** in investigating different venues, there was a raised awareness of the needs of d/Deaf people and how their experience of a conference could be enhanced. Considerations like ensuring there was natural light to facilitate working with interpreters, that health and safety was viewed through a more inclusive lens so that the type of fire alarms and support that were available to evacuate people in case of emergency were actively discussed, and not assumed.

9 Access the Green Paper at: http://www.education.gov.uk/publications/standard/publicationDetail/Page1/CM%208027

The reality of how to create an inclusive environment for d/Deaf people, with the support of appropriate technology, enabled the whole conference team to develop a raised level of understanding of how and why these issues were important.

Celebrating the success of the learner voice conference

This conference was very successful, meeting all the aims and outcomes that were set. This happened as a result of excellent teamwork across many different stakeholders and committed individuals, both inside and outside LSIS.

It was through the network of contacts that were held by different people within LSIS and other stakeholders within specialist organisations that the learners interested in working on this project emerged and came forward. It did not prove an easy or quick task to find the learners in the first instance. However, having established a strong cohort of learners, it was important to gain their teachers' engagement too, as they were central to sustaining the relationships throughout this project. These teachers created the time and space to engage with the learners as a group, encouraging them to think and work as a team, establishing how they envisaged getting their voice out into the sector, to be heard by those with influence to challenge and change things. The conference design with its various themes emerged during these four workshops.

The ethics of a learner voice conference were also discussed at the outset with the learners. It is relevant to consider how power works in such environments and how important it is for LSIS, as an organisation which holds equality and diversity at its heart, to ensure that it does not use others and their experience as the vehicle for other people's learning in any manner which may be deemed to be exploitative or damaging to individuals, in this case the d/Deaf learners. This theme was considered throughout the planning process and at different points on the journey, ensuring the learners were aware of the potential emotional implications for themselves.

The quality of the relationships between the teachers and learners contributed to the smooth running of all the arrangements and was an essential factor in the overall success of sustaining this strand of the project. The teachers were a vital link. So when through pressure of study or change in circumstance, learners were unable to attend one of the sessions, or in fact had to drop out, the teachers were committed to maintaining the contact with the learner or introducing new learners. They were also there as a sounding board for ideas and working in the smaller groups with the learners inside the workshops. With this established levels of trust, it made it much easier for the LSIS project team to make quick progress.

The learners were engaged in considering all the different steps to organising and planning the conference, facilitated by specialists from LSIS. The marketing team ran a session on who and how to target the audience and then developed a communication strategy, and Alison White, leading the events team, supported them in identifying the different options for venues and which were most suitable and why.

Throughout the process, interpreters were vital. No one in the LSIS conference project team can use British Sign Language so the BSL interpreters provided a vital communication link. To support optimal performance from the interpreters and make their role as easy as possible, for the day of the conference, transcripts of the play and all the event activities had been provided in advance, facilitating those voicing over the play to read through the script and become familiar with it. There was a practice event the night before in the venue, with the lead interpreter attending, so full information was available. This ensured all the interpreters were organised and placed to make their role as easy and effective as possible.

This approach demonstrated that designing and planning to be inclusive should not be dependent on who has stated individual or particular needs on an application or attending form, but can be delivered as a matter of course. This in itself will begin to support increased levels of participation from many different

people who have a disability, as they will begin to develop trust in the capacity of LSIS to have planned and considered them from the outset. It is relevant to highlight that there will be a cost associated with this approach which may need to be balanced with the benefits it may deliver.

Key learning from Strand 1

The learning that has been captured in this strand is set out under four themes:

1) It was difficult to find and connect with the d/Deaf learners' voice within mainstream providers. The project was over reliant on the contacts and networks which individuals held.
Action: a systematic approach needs to be developed to identify and connect with a broad and representative number of learners from across the sector when developing projects, programmes and conferences.
Action: consider how this can be discussed at a strategic level within LSIS.

2) The learner's voice and its power to influence. There is a need to create a consistent and predicable way for learners to influence the programmes offered from LSIS to the sector for performance improvement.

3) It was challenging at the beginning of the project to engage learners in considering issues beyond their own experience.
Action: develop and offer more programmes which actively build learner capacity to contribute. These programmes should seek to be inclusive and have a good representation of learners. This fits with the current theme of developing the 'expert' learner, the political and policy environment that constitutes the 'big society' and community development.

4) The physical space and set up of the workshops was not always conducive to effective working for the d/Deaf learners – the quality of the light and the set up of the room had a significant impact on them.
Action: Better inform those venues with which LSIS works about the requirements of the space and be more specific and particular about what this means.

Strand 2: establishing resources on the Excellence Gateway

Aims

- to provide resources for those working with d/Deaf learners, to inform and motivate improvements in service provision;
- to create a central portal of resources that facilitates raised deaf awareness and an increased understanding of the potential needs of d/Deaf learners;
- to gather evidence from the sector of effective practices which demonstrate improved outcomes for d/Deaf learners;
- to design and present resources which will be interesting, relevant, build knowledge, stimulate action and changes in attitudes and practices for those supporting d/Deaf learners;
- to set an example by making resources accessible by offering, where possible, alternative formats using BSL.

Outcomes achieved

a) A new section on the Excellence Gateway has now been created for resources to support improvement in deaf awareness and service provision for d/Deaf learners. It is hosted within the section on equality and diversity, with a separate tab on the menu.[10] For the first time this establishes a central resource or hub for the sector to access knowledge and guidance on how to support d/Deaf learners most effectively.

b) There are 12 case studies of effective practice that have been gathered from the sector which demonstrate improved outcomes for d/Deaf learners.[11] The format of the case studies has been designed to create interaction with the reader, offering reflective questions at the end of each case study. This style was used in order to encourage the raising of self-awareness, supporting the identification of opportunities to develop services and motivate those responsible to take action to effect the changes required.

This hub provides both practical case studies of effective practice from the sector and a library of available and existing resources available in other places, supplied by the multitude of different organisations engaged with d/Deaf people. The resources in this library have been organised into themes, and a very short summary is offered. The summary includes a signpost to the location of the complete resource.

c) Four of the case studies are presented with an alternative format available using British Sign Language. This sets an example for effective practice for web based resources with reference to accessibility.

This hub now offers LSIS an opportunity to continue to grow a resource that is valued and effective for the sector, offering knowledge to develop the capacity to continue to improve their performance in relation to d/Deaf learners. As more research and evidence emerges from the activities begun by this project, it is hoped that it will be a dynamic resource, one that is characterised by consistent updating, informing new development and progression in the sector.

10 http://www.excellencegateway.org.uk/page.aspx?o=315198
11 http://www.excellencegateway.org.uk/page.aspx?o=317743

Impact of the Excellence Gateway resource

At this point it is not possible to measure the actual impact of the resource on individuals accessing and using it and the resultant change in performance by the sector. This will require additional enquiry and research over the coming months to establish how mainstream organisations become aware of the resources and how they apply them.

This forms part of the recommendations to take this work forward.

The Key learning from Strand 2

The following learning has arisen out of the development of this strand of the project. It is illustrated under four themes, summarised here, with more detailed information following:

1) Factors identified which affect the number and quality of case studies received

- timing of requests
- accurate databases of contacts which facilitate targeting
- use of universal templates to promote relevance and brevity in response
- avoidance of duplication of requests.

Action: at the outset of a project, consider how information requests and the timing of the project fit within the natural cycle of the academic year and its activities.

2) At the outset there needed to be clarity on the criteria set to assess the suitability of materials offered from the sector

The important factor in determining suitability was that there should be evidence of a positive impact for the learner as a result of the services offered to support them. This could have been clearer within the instruction and guidance of the request to the sector.

Action: at the outset of the project consider the need to establish the criteria which will define the relevance and appropriate inclusion of a case study within a resource, aimed to improve performance in a particular area.

3) The design of case studies and their presentation may make a difference

Case studies need to be designed to create interaction with the reader and action from the reader as a result. The encouragement of reflection and creating motivation of the reader were two outcomes set when the design of the presentation of the case studies for the resource was created.

Action: at the outset consider the design of materials and their purpose. When developing learning and development resources to be presented on the web, consider how they interact with the user and how the tools for reflection can be used to encourage changes in behaviour and thinking.

4) Accessibility, web-based resources and the Excellence Gateway

There are currently very few resources that have the option to be viewed in BSL on the Gateway.

Action: when planning resources to be presented on the Excellence Gateway consider how equality is mainstreamed and how accessibility across all aspects of needs is taken into account in the final design.

Key learning in more detail

Gathering the case studies

To gather resources for the Excellence Gateway, emails were sent out to the many contacts across the learning and skills sector held by LSIS and the project staff. This has not been possible to quantify as the lists are extensive, including for example the LSIS equality and diversity network, which contains over two thousand, five hundred contacts. Respondents were requested to complete a standard form. This included their written permission to use the information and publish it, if it was seen as relevant and appropriate to the resources being developed.

The timings of these requests to the sector impacted on the level of response received.
The first request was issued just at the end of the summer term and into the holiday. This was then repeated towards the end of September when people had returned to work and settled into a new term. This second request elicited a much greater response. Following these two targeted emails and specific requests sent to established relationships and networks, case studies and resources were received over a three-month period. These were then reviewed to ensure they were appropriate for this resource.

The key criterion for a case study to be considered to be 'effective' practice was that there were positive, demonstrable outcomes for d/Deaf learners. The team consciously avoided the term 'good'practice, which has subjective connotations.

The case studies received from the call for evidence were wide-ranging and varied in their information and practice. d/Deaf learners are individual in their needs and therefore it is to be expected that there is not a universal approach to assessing, designing and delivering services to support them. It was therefore important that the case studies accepted for the Excellence Gateway were able to evidence and demonstrate effective practice as measured by positive outcomes for learners.

From the information submitted it was sometimes difficult to assess the quality standards to which the services were being delivered and how their effectiveness could be demonstrated. The assessment process included expert views from a specialist organisation and from within LSIS, people with extensive experience of establishing effective case studies which centre on learners' specific needs being met and the consequential positive outcomes.

The quality of the services offered to the d/Deaf learner is currently an area where there is a great deal of debate and challenge across the mainstream sector.

Creating action to change from the case studies

One of the aims of this project was to motivate individuals and organisations to take action to change and improve services. A key question therefore was how this call to action might be incorporated into the presentation of the case studies. It is hoped that by using reflective questions at the end of each case study that these questions will have this impact. Further investigation will gather information to inform the evaluation of this technique. This approach reflects the move towards a coaching style within learning and personal development, encouraging a greater degree of self-awareness about knowledge and understanding of working with d/Deaf learners. This prevents the case studies becoming merely an object of interest and promotes them as a tool for learning.

Accessibility, web-based resources and the Excellence Gateway

It became clear during the process of thinking about the development of these resources that the majority of the Excellence Gateway is not currently accessible to those who use British Sign Language as a first language. As a result of acknowledging this, there was a commitment to present at least four in an alternative format using BSL. It is apparent that in order to offer equality of opportunity to those using BSL the following points need to be considered:

- an increase in materials which are signed or where there is a signed option available;
- greater use of plain English within web resources which are text-based;
- greater use of more visual formats to give information and signpost resources.

Strand 3: BSL teachers – resources for professional progression, teaching and learning

Aim

- This strand's main aim was to improve standards of BSL teaching, in order to develop the skills of the d/Deaf learners' workforce.

This was done through developing the provision of information, resources and support for BSL teachers, raising awareness of professional and career development opportunities.

Outcomes achieved

a) The development of BSL Networks, workshops and mentoring initiatives in Yorkshire, East Midlands, London and the North West.

The target group was BSL teachers. Initial interest was great, with 64 people getting in touch about the first workshop, demonstrating that BSL teachers were interested. By the end of the project, 87 BSL teachers, or prospective BSL teachers, were direct beneficiaries of the workshops.

Area	Numbers attending first meeting	Working as BSL teachers
North West	15	11
Yorkshire	18	10 plus one working as a sign assistant
Midlands	29	24
London	25	15

b) Information regarding the barriers affecting BSL teachers has been gathered from the network events. This information can be used to inform and influence sector providers and other employers of BSL teachers.

c) A dedicated space has been created on the Excellence Gateway for BSL teachers, offering resources that are designed and created specifically for them, within the topic of 'Teaching and Learning Resources.' These resources are delivered in BSL as a first language with English text available as an option. This sets an example of inclusive practice and is evidence of LSIS meeting its public sector equality duty, advancing equality of opportunity for teachers using BSL as a first language.

The content for this resource has been developed, and currently the web team at LSIS are working directly with the resource development team based at the University of Central Lancashire (UCLAN) to resolve compatibility and band width challenges. It is anticipated that the resource will begin to become available from May 2011.

d) The project team at UCLAN have created an outline map for all the resources that are envisaged as being relevant and supportive to BSL teachers developing and progressing their skills and careers. The future work on this strand will use this map to inform the planning for delivery of these resources.
e) A dozen people attended the session at the learner-led conference. This included sector providers, OFSTED, awarding bodies, in addition to BSL teachers.

Impact of this strand

The immediate impact has been verified by the feedback/evaluation questionnaires received from attendees of the network meetings.

The feedback in the evaluations had the following repeated comments:[12]

- It should have been all day
- Should have meetings more often
- Looking forward to the next development
- Many thanks for everything
- Very useful
- Lots of learning and sharing of ideas/experience
- Excellent network; valuable to share information in BSL
- Urgent need for this to be ACTIVE
- Need to have a good network
- Desperate need for registration, management and qualifications for BSL tutors.

All evaluation responses were rated at 3 (satisfied) or 4 (very satisfied).

Overall [13] it was stated that:

- A regional network is very much needed for this often-neglected professional group of teachers. 'Deaf-led and in BSL (SAFE)' was a common thread during feedback sessions.
- A website designed for BSL teachers in BSL was incredibly important. That BSL teachers are keen to see the website live is a positive outcome.

Indicators of long-term impact

The following indicators will measure the longer-term impact of this project.

- The number of teachers who access the website for information on career progression. Increased numbers of qualified BSL teachers is the aim. This will be possible to measure through a combination of running questionnaires at future network meetings, gaining information on the website traffic from the LSIS IT team and using any training events to request the information.
- The longevity of the BSL networks is another indicator. The regions need to continue to meet, and the model needs to be taken up by other regions. Only then can the real impact of this development

12 LSIS Project Report Strand: BSL Teachers: Resources for professional progression, teaching and learning from Lynne Barnes, Clark Denmark and Alison Spear, on the BSL Strand
13 ibid.

be evaluated. There is capacity-building work that will need to be delivered to those within the BSL networks in order to support them in developing and maintaining this network. This forms part of the recommendations for the ongoing work from this project. Creating a long-term strategic plan for the professional progression, teaching and learning of BSL teachers will enable a schedule of network meetings to be created. This can then be monitored by its delivery frequency, outcomes and impacts.

- Research in the Deaf Community Workforce needs to investigate if there has been increased access to information about qualifications, standards, CPD.
- Research in the Deaf Community Workforce needs to investigate if there has been increased sharing of knowledge, resources and mentoring opportunities provided by the networks.
- Research needs to investigate any impact on the standard of training for Communication Support Workers and interpreters.

Key Learning from Strand 3

- There needed to be more time to plan the initial workshop.
- There needs to be consideration on how we reach those BSL teachers who are so isolated that they don't belong to a network where they can receive information about workshops and other relevant topics.
- Learning and skills providers need to receive this information. How can we do this?
- Half-day workshops are too short for a whole group of BSL users who have a lot to contribute.

Explaining why one of the strands focused on BSL teachers

To improve and develop the access, retention and attainment of d/Deaf learners who use BSL as a first or preferred language, it must be possible for them to have the highest standard of knowledge and skills in BSL, in the same way as any hearing learner's standard in English, as this will impact on their capacity to learn.

This means having ongoing access to develop their BSL knowledge and skills. The majority of d/Deaf learners experience their education within the mainstream, so there needs to be the capacity in the learning and skill sector to continue to study BSL.

There are many challenges that face BSL teachers, particularly those working in the mainstream. Like any other teacher, they are expected and want to continue to develop their professional skills and teaching practices and of course their careers. To do this, they need access to materials that are recognised as offering CPD.

It is difficult to know exactly how many people this may affect, as currently BSL teachers do not have to register with any professional body. This makes it difficult to fully establish how many practitioners are out there, and how many of them use BSL as a first language. It is important to remember when considering how to ensure that equality of opportunity is offered to all teachers, irrespective of being d/Deaf or using BSL as a first language, that it is their needs and not their numbers that are relevant and should be considered in light of the Equality Act 2010 and within the context of their human rights.

There is currently limited information on career development or professional development opportunities provided in BSL as an alternative format, for BSL teachers. For many who use BSL as a first language,

providing information only in English text can prove a real barrier and impact on their capacity to realise[14]

- career progression,
- professional development, and
- social and professional well-being, as often they may be the only BSL teacher in the college.

It is also true to say that there is a low awareness amongst BSL teachers of the current support available within the mainstream for career and leadership development opportunities, which they would be able to request through their employer.[15]

As was recently presented by the team from the University of Central Lancashire, in the workshop at the learner voice conference in March 2011, the following are long-term goals for the professional progression of BSL teachers:

- networks to enable the sharing of good practice;
- dissemination of learning and skills;
- provision of mentoring opportunities;
- an information gateway targeting BSL teachers to enable them to demonstrate:
  - an improvement in the quality of BSL teaching;
  - improvement in teaching practices which will lead to better outcomes for the d/Deaf people's workforce;
  - that d/Deaf learners will get better support in the classroom, in particular within mainstream institutions; and
  - that d/Deaf learners will have more equality of access to opportunities within the learning environment as their BSL skills will have been improved.

At their regional workshops, BSL teachers as a majority within their focus groups stated that an online resource which acted as a hub of information would be very useful as one solution to the challenges they face. The following information was presented recently as part of the presentation from those organising this strand slide summarises the findings from the research completed with the networks.

What do BSL Teachers want from the national website?

- information in very clear BSL
- information about BSL Teaching as a career, the qualifications needed, access to the qualifications
- regional support groups
- discussion-based forums
- updates, BSL events and news
- help with teaching resources
- information about events, training, workshops
- downloadable materials and handouts
- advice, 'agony-aunt', access to counselling.

This research has informed the design of the content which will be placed on the Excellence Gateway, on the dedicated site for BSL teachers.

14 Barnes, L. Eichmann, H. No Time? No Support? No Idea? The future of BSL Teaching. May 2010. Research commissioned by Signature and funded by the Learning and Skills Council (LSC).

15 Ibid.

Summary

Through the large number of people who have engaged in this project, with its four strands, there has been a significant raising of the levels of d/Deaf awareness. It can be seen from the evaluations of the conference, that with raised deaf awareness and a greater understanding of the potential impact that a lack of support for d/Deaf learners has on their life, people are more motivated to take action that will change the existing pattern. Increased deaf awareness is essential for mainstream providers to take action to improve access, attainment and retention for d/Deaf people.

An essential building block for improving the provision of services for d/Deaf learners is to ensure there are sufficient number of appropriately trained BSL teachers, communication support workers and interpreters. Without this resource the needs of d/Deaf learners cannot be met. There is currently no national strategy to co-ordinate and support this happening. This project has taken steps towards creating the foundations and infrastructure for the development and support of BSL teachers, through the networks and the web resources on the Excellence Gateway, specifically for BSL teachers. This work now needs to be developed to create a sustainable and integrated approach to developing capability across the sector.

The success of the learner voice conference has demonstrated the potential power and influence of learners when actively engaged in the review of services they receive. The Equality Framework, developed by LLUK and now found on the LSIS website[16], offers a succinct and clear set of standards indicating why this is important as part of any provider's strategy when mainstreaming equality and diversity, and how it can be done effectively.

From anecdotal evidence offered at the learner voice conference and from within the BSL network meetings, the current financial environment in the learning and skills sector is not conducive to the prioritisation of meeting the needs of d/Deaf learners. However the legal and policy context quite clearly demands and supports organisations to take action and address any lack of access, achievement and retention for d/Deaf learners.[17] This highlights the tension that exists between what providers should be doing and what they are actually doing. It would be helpful to develop clear evidence on what is in fact happening.

The key agencies working with learning and skills providers, in particular Ofsted, are essential partners in the raising of standards for d/Deaf learners. This project did not successfully maintain the dialogue with Ofsted. The common inspection framework is a very powerful tool when supporting and encouraging providers to improve their performance. This has been demonstrated in the increased activities across the sector with reference to equality and diversity, since the common inspection framework highlighted it as a potentially limiting grade. Ofsted are therefore a key stakeholder whose engagement and involvement in future activities to build on this project and deliver real improvement will be essential.

Recommendations

The following recommendations are made within the context of the learning from this project. The outcomes established to date by this project offer a foundation which can enable the sector to realise and meet its responsibilities to d/Deaf learners, and in doing so improve the services and learning environments offered to all learners.

16 http://www.excellencegateway.org.uk/page.aspx?o=317678
17 S.149. (1),(3), (4),(6). Equality Act 2010.

Strategic development

1) Consultation should take place with key strategic partners from across the learning and skills sector to consider how to create a coherent and sustainable long-term strategy that will build the resources available to d/Deaf learners and those who provide or support their learning: communication support workers, British Sign Language teachers and interpreters. The partners involved in the consultation should be informed by the stakeholder group listed as part of this project, however in light of the engagement and interest of the Office of Disability Issues (ODI) it is recommended that that they are also included in this group. The consultation would clearly seek to work with the professional associations that support CSWs, BSL teachers and interpreters.

2) A consultation should take place with a group of stakeholders from this project and Ofsted on how meeting the needs of d/Deaf learners could be specifically incorporated into their practice and processes. Ofsted and the common inspection framework may offer a real opportunity to support action and improvement for services for d/Deaf learners within the learning and skills sector. The following questions are relevant to consider in light of this project:

- How is deaf awareness built in to the training and development of the inspection teams?
- How are the provisions for d/Deaf learners quality-controlled?
- In the inspection framework when considering the success of a provider at narrowing the inequalities of different groups, are d/Deaf learners specifically one of those groups?

3) In alignment with consultation with Ofsted and involving other relevant agencies, consideration should be given to how to communicate effectively with learning and skills providers about their specific responsibilities to provide high-quality language support within the context of their legal obligation. Within this consultation, it should be considered whether it would be appropriate to establish specific statutory guidance on the requirement to provide adequate language support in the learning and skills sector in order to achieve the outcome of all d/Deaf learners being given access to the appropriate level of support to meet their needs within their educational journey. This may be achieved through either revision of existing legislation or the creation of new regulations flowing from the Green Paper reforms.

4) It is recommended that there is a consultation with commissioning bodies in the learning and skills sector on how their service level agreements should include specific standards in relation to meeting the needs of d/Deaf learners, and how this is evidenced.

5) It is recommended that providers undertake an equality impact assessment / equality analysis to establish how the financial cuts and funding constraints are impacting on d/Deaf learners and the services which they access.

BSL teachers' network and hub development of resources on the Excellence Gateway

6) The resources currently being developed by the University of Central Lancashire (UCLAN) to develop a hub of information for BSL teachers should continue to be supported, so that the ongoing development of BSL teachers and their professionalisation can continue and the site be kept up to date.

7) The mapped out resources from the UCLAN team should be used as a template to discuss future development of the hub for BSL teachers and inform the consultation on developing a strategy that looks at the long-term development of capacity building to meet needs of d/Deaf learners. See Appendix C.

Learner voice engagement

8) LSIS should continue to maintain contact with this group of learners and develop resources with them to deliver d/Deaf awareness across the sector, using the materials from the conference.

Excellence Gateway hub for mainstream providers

9) It is recommended that there is an appointment or the identification of a named individual or organisation to be accountable for managing and maintaining the Excellence Gateway resources on a regular basis, so that they are kept up to date in relation to legislation, Ofsted inspection and funding opportunities, and to add new case studies as they emerge.

Ongoing evaluation of impact of this project

10) A follow-up evaluation on a sample of those who have engaged in this project should be completed in three to six months. The impact that this project has had on their action and influence within their organisation in relation to d/Deaf learners should be captured.

11) Web services at LSIS should collect data on the visits to the specific resources developed by this project so that they can also inform the recommended evaluation.

Appendix A

Signpost to learning. An equal chance for d/Deaf learners 17 March 2011

Analysis of conference data

Analysis of the evaluations from the conference indicated:

- 92% of those who attended said the event met all their expectations, 6% were neither met nor unmet and 2% not met

Comments and feedback from delegates:

- Good awareness for all disabilities.
- Would like a follow-up event to look at the impact of the Green Paper – when consultation finished and everything is in place.
- Amazing how confident everyone was. The learners have really gelled as a group.
- I'm very glad I came along; I just have concerns over the impact of budget cuts on provision.
- The message from the Government around support of learners seems mismatched with the capped ALS budgets and funding cuts. Extremely annoying.
- Raised my awareness of issues. Very useful day.
- Gained lots of information and ideas to take back and help argue the case for improved support.
- Too many interesting workshops to choose from!
- Fantastic event, I learnt so much! Thank you.
- I think it is important to hear the views of d/Deaf learners – anyone who works with d/Deaf people should do so.
- Would be good for more staff that have little awareness of d/Deaf students.
- Some things not so easy to apply to our learners who have additional learning difficulties.
- Less for some but for FE college involvement highly important.
- Excellent opportunity to share ideas.
- I would love to attend more like this!

What we could do better or differently next time

- Need for more substance.
- Lot of opinions, not enough questions!
- Found the day frustrating. However the learners/chairs were very good and worked hard.
- Difficult to see people on stage from back of room, but fabulous event!
- Frustrated with idealistic ideas of the panel.

- Want people to look at best practice and that wasn't displayed today.
- Would have liked feedback from workshops. Focus was on BSL users. Would have also liked another day to be included as I feel that they may be more at risk of reduced support as their hearing is more hidden.

Feedback from delegates on the Plenary session

Ethan Spence and Dipti Patel, learners	61% Excellent 30% Good 9% Satisfactory 0% Poor
'A Cut Too Far'	53% Excellent 36% Good 11% Satisfactory 0% Poor
Ali Westmoreland, Office of Disability Issues (ODI)	19% Excellent 45% Good 30% Satisfactory 6% Poor
John Stewart and Izabela Adamus, learners	49% Excellent 36% Good 15% Satisfactory 0% Poor
Question Time	13% Excellent 51% Good 34% Satisfactory 2% Poor

Workshop feedback

Workshop satisfaction	Morning workshops: 18% Very satisfied 68% Satisfied 11% Neither satisfied nor dissatisfied 3% Dissatisfied Afternoon workshops: 36% Very satisfied 43% Satisfied 17% Neither satisfied nor dissatisfied 4% Dissatisfied

Comments about the workshops	- Excellent to hear from the learners and their points of view. - Good opportunity to hear from the employer's side. - The leader had poor presentation skills. - Lots of discussions, but need more guidance from d/Deaf people themselves and advice from funding bodies to match. - Not enough time to discuss how to overcome the barriers. - It was clear and to the point – a valuable workshop! - Excellent discussions, really informative. - Great, but would have preferred more time to discuss issues further and feedback. - Very informative! - Not enough time for activities. Patronising for hearing professionals attending. - Some repetition of morning event, however good awareness-raising. - Lack of deaf knowledge. Good but very short due to delays. - Disorganised and workshop leader giving out incorrect information – not knowledgeable enough. - Great to share experience, discuss working practices in different organisations and highlight difficulties. - It was not the content I expected. - This workshop illustrated the ignorance (through no fault of the speaker) that is prevalent in employment for deaf people. It was a shame that the employee in question could not have given her perspective. Huge lack of awareness unfortunately. - The employer could not offer anything new and was not very deaf aware! - Very helpful to identify barriers. Have come away with some good ideas.

Conference administration and organisation

Venue	70 % Excellent 24 % Good 6 % Satisfactory 0 % Poor
Geographical location	51 % Excellent 45 % Good 4 % Satisfactory 0 % Poor
Event administration	57 % Excellent 34 % Good 9 % Satisfactory 0 % Poor
Quality and service of food and refreshments	72 % Excellent 21 % Good 7 % Satisfactory 0 % Poor
Overall rating of the conference	51 % Excellent 32 % Good 15 % Satisfactory 2 % Poor

How likely are you to apply anything from the event in your day to day role?	45 % Very likely 35 % Quite likely 18 % Neither likely or unlikely 2 % Quite unlikely 2 % Very unlikely

Appendix B

Top tips for good communication at the conference

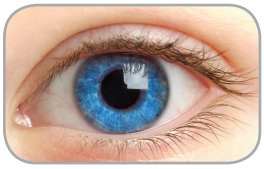
These general tips provide a framework for successful communication and apply to all of us, both hearing and d/Deaf.

- **British Sign Language (BSL) is a visual language.**
- **BSL and English are two different languages.**
- **The goal is clear communication, which takes time.**

Today we have several interpreters available to help us communicate with each other.

Interpreters will be available through the main sessions and in all the workshops. Interpreters will also be available at break times. All interpreters will be wearing identification badges, which will clearly state their role for the day.

Palentypists are also on hand. As you will notice, all speeches will become available off the screen to the front on the left.



Talk to and maintain eye contact with the person you are talking to – **NOT** the interpreter. The Deaf person will need to look at both people.

When you hand out reading materials, allow silent time for reading. Because deaf people cannot both read and "listen" (with their eyes), save your comments and participant questions until after they have read the material.

Wait a few seconds before calling on the person you are talking to/ participants to respond to your questions.

- Ask your question, then pause.
- Giving time allows deaf participants to finish watching the interpretation of what you just said. They can then have an equal chance to respond .

Check understanding and do not assume that you have been fully understood just because an interpreter is being used.

- If in doubt, ask for feedback and confirmation more often.
- Try to keep the communication more like a dialogue and, if possible, help clarify what is or isn't getting across. This is a natural process when bridging two languages.

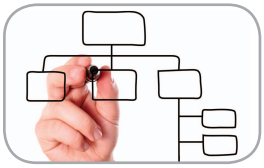
Be aware that a lot of technical jargon and proper names must be literally spelled out on the fingers. This can be quite a challenge when lists of names or vocabulary without signs are present.

Remember there is a time lag in receiving information through an interpreter. Both parties should keep an eye on the interpreter to see when his or her hands or lips stop moving. Only from that point is the receiving party able to digest your message and be ready to respond.

In group situations, especially where either the hearing or d/Deaf group dominate, extra sensitivity needs to be exercised.

In the typical Deaf minority situation, Deaf people often find that questions, answers or comments are made and responded to and discussions are even closed before they even get the message. This environment fosters a great deal of frustration and reluctance to participate at all.

In group situations, take turns in speaking and visually identify the speaker before he or she begins. This is usually best done by simply raising one's hand and being recognised by the moderator and group.



Use visual aids in presentations and workshops whenever and wherever possible. Charts, drawings, overheads or even writing out difficult terms, definitions and concepts help. Keep in mind that a person watching an interpreter cannot also watch and follow a chart or map as it is being described.

Appendix C

Resources for learning and skills providers

1) General and context

2) Institutional values, vision and leadership

3) Resources and management

4) Provision and assessment

5) Staffing

6) Monitoring and evaluation

7) Wider community involvement

8_ Benchmarks for organisational performance

1) General and context

For many d/Deaf learners the transition to FE college from school is a daunting experience. The two case studies available on this link: http://www.jisctechdis.ac.uk/techdis/pages/detail/floating_pages/Transition_without_Tears look at a composite of many of the things that can go wrong for a d/Deaf student going through the transition to a college course. Part 1 examines the problems whilst Part 2 shows how effective procedures and appropriate use of technology could have made a significant difference. Foster, Susan B & Walter, Gerard F (Eds)

Deaf students in post secondary education
Routledge, 1992, ISBN: 0415071283 Hunter, Jana Novotny

Read my lips
Walker, 2002, ISBN: 0744590531
Teen fiction about a d/Deaf girl attending a residential school. Features issues about communication choices and transition from school into the 'hearing world'.

Family functioning, early intervention support, and spoken language and placement outcomes for children with profound hearing loss
Deafness and Education International 2006, Vol 8 (4), p207-226
Brown, P Margaret; Bakar, Zaharah Abu; Rickards, Field W; Griffin, P

Looks at how the family copes with having a d/Deaf child and how they see the transition from early years support into primary education. Looks at language, outcomes and placement decisions.

Approaches to studying and perceptions of academic quality in deaf and hearing students in higher education
Deafness and Education International 2004, Vol 6 (2), p100-122
Richardson, John T E; Barnes, Lynne; Fleming, Joan
Compares the experiences and perceptions of hearing and d/Deaf students in higher education.

Students with an undisclosed hearing loss: a challenge for academic access, progress and success?
Journal of Deaf Studies and Deaf Education, Fall 2004, Vol 9 (4), p427-441
Richardson, John T E; Long, Gary L; Woodley, Alan

Looks at the problem of hidden disabilities in further and higher education and examines the implications of disability discrimination legislation in the UK and US.

Journal of Deaf Studies and Deaf Education
http://jdsde.oxfordjournals.org/

Equality and Human Rights Commission
http://www.equalityhumanrights.com/advice-and-guidance/guidance-for-education-providers-further-and-higher-education

2) Institutional values, vision and leadership

Deaf students in further education
education guidelines project, Jambor, Edina & Elliott, Marta, Royal National Institute for Deaf People (RNID), 2001, ISBN: 0900634898
Guidelines for teachers of the d/Deaf and learning support assistants on working with d/Deaf children in the classroom. Series: Education guidelines project

Self-esteem and coping strategies among deaf students
Journal of Deaf Studies and Deaf Education, Winter 2005, Vol 10 (1), p63-81
Looks at factors which contribute to good self esteem in deaf students at California State University
http://jdsde.oxfordjournals.org/

New Rights to Learn
http://www.niace.org.uk/research/HDE/Documents/NRTL.pdf

Access for All
http://publications.education.gov.uk/eOrderingDownload/EAFA_Part_1.pdf (Part 1 only); http://rwp.excellencegateway.org.uk/Access%20for%20All/ (all sections)

Staff Development to embed inclusive learning for profoundly deaf learners in further education,
R Rodgers (2007) – e theses.nottingham.ac.uk
Staff Development to embed inclusive learning for profoundly deaf learners in further education: [PDF] from nottingham.ac.uk

3) Resources and management

New Rights to Learn
A tutor guide to teaching adults after the Disability Discrimination Act Part 4 – this publication contains a section on working with d/Deaf and hearing impaired learners http://www.niace.org.uk/research/HDE/Documents/NRTL.pdf-

Access for All
This guidance manual is based on the national standards for adult literacy developed by the Qualifications and Curriculum Authority (QCA) in 2000 and on the national core curricula for adult literacy and numeracy published by the Basic Skills Agency (BSA) in 2001 http://rwp.excellencegateway.org.uk/Access%20for%20All/

Access to Postsecondary Education through Sign Language Interpreting
Marschark, M., Sapere, P., Convertino, C., Seewagen, R., Journal of Deaf Studies and Deaf Education 10:1 Winter 2005, Oxford University Press

www.brite.ac.uk/resources/deaf.html : This provides a wide range of resources for inclusiveness in technology and education

www.skillsforaccess.org.uk : The Comprehensive Guide for Creating Accessible Multimedia for e-learning

4) Provision and assessment

After secondary school, what? The transition of deaf young people from school to independent living,
Polat, Filiz; Kalambouka, Afroditi; Boyle, Bill,Deafness and Education International 2004, Vol 6 (1), p1-19
Presents the findings of a national study on the transition of young d/Deaf people from school to adult

www.facefordeafstudents.org.uk This is about furthering access to college education for d/Deaf students

http://shop.niace.org.uk/media/catalog/product/H/e/Hearingloss.pdf
There is also a publication on the NIACE bookshop entitled: e-Guidelines 10: Using e-Learning with Deaf Learners (£10.95)

Getting a result! – a guide to participate in the transition planning process
http://www.sense.org.uk/publicationslibrary/allpubs/family/transitions
British Sign Language and Linguistic Access

Working Group Scoping Study: Linguistic Access to Education for Deaf Pupils and Students in Scotland
www.scotland.gov.uk/Publications/2009/02/11155449/17
Tips for supporting deaf and hard of hearing learners
www.salford-col.ac.uk/.../ TipsforteachingandsupportingDeafandhardofhearingleaners.pdf

5) Staffing

Watch Words Resource: Deaf Awareness for Teachers
http://www.jisctechdis.ac.uk/techdis/pages/detail/online_resources/Watchwords_Deaf_Awareness_Teachers

Contents of Watch Words resource
The guidance on the CD contains information on the following topics:

- **Deaf Awareness** – Containing information as to why it is important to have awareness of deaf and hard of hearing issues.
- **Try It Yourself** – This section contains a simulation of a learning situation which places you in shoes of a d/Deaf learner. As the simulation and situation progresses a more inclusive learning environment is made available.

- **Meeting Deaf People** – This section aims to give hints and tips as to how people should act and interact when meeting a d/Deaf or hard of hearing person for the first time.
- **In the Classroom** – This section provides realistic video footage illustrating good and bad practice when interacting with d/Deaf students in a teaching and learning environment.
- **Communication Without Words** – Facial expression, visual clues and natural gestures are important in everyday conversation, this section contains tips as to how to communicate non-verbally.
- **Simple Signs** – Contained within this section is an A to Z list of simple signs relating to teaching and learning activities which may be useful when interacting with a d/Deaf learner.
  It also includes Strategies for Teaching Students with Hearing Impairments

The Association of Communication Support Workers
(http://www.acsw.org.uk/) Communication support workers (CSWs) are professionals who support the communication of d/Deaf students in education at all ages, and d/Deaf people in many areas of work, using a variety of methods including British Sign Language. ACSW is a national association that aims to support and represent the interests and views of CSWs and their users. The association seeks to encourage good practice in communication support and to improve the training standards and opportunities for current and future CSWs.

The British Association of Teachers of the Deaf (BATOD)
(www.batod.org.uk) BATOD deals with all professional aspects of the education of d/Deaf children and their teachers.

NATED – National Association for Tertiary Education for Deaf People
(www.nated.org.uk) NATED exists to promote and develop opportunities for d/Deaf learners in further, higher and continuing education and training. It aims to enable d/Deaf learners to access quality support provision in their chosen courses and in their preferred communication mode, with appropriately qualified staff and fair assessment procedures. NATED also exists to provide advice, guidance and training opportunities to professionals working with these learners.
PowerPoint presentations and information can be used to train teachers on working with d/Deaf young people.

CD-ROMs
Deaf students at college
Royal National Institute for Deaf People (RNID), 2005
ISBN: 1904296157

Developed for professionals working with d/Deaf students in college settings. It will be of interest to staff working with d/Deaf learners for the first time and will also be a useful resource for school-based staff involved with transition planning. An update to "Deaf students in further education" (PDFs on CD-ROM)
Series: Education guidelines project.

6) Monitoring and evaluation

Access to postsecondary education through sign language interpreting
Marschark, Marc ... [et al], Journal of Deaf Studies and Deaf Education, Winter 2005 , Vol 10 (1), p38-50
Reviews previous literature and describes a study looking at the effectiveness of sign language interpreting in tertiary education.
http://jdsde.oxfordjournals.org/

Young disabled people moving into adulthood in Scotland (Foundations N42)

Stalker, Kirsten, Joseph Rowntree Foundation, 2002
A review of the transition planning and support of young disabled people in Scotland. Follows on from a report by Jenny Morris (Ref 512) on the situation in England.
http://www.jrf.org.uk/knowledge/findings/foundations/n42.asp

7) Wider community involvement

Resources for parents

These are the pages associated with education on the NDCS website. Some of the work is applicable for the older age ranges but most is focused on primary and secondary ages.
http://www.ndcs.org.uk/family_support/education_m/index.rma
http://www.ndcs.org.uk/family_support/secondary_school/index.html

Moving through

stages of the educational journey for d/Deaf children and young people in North Ayrshire: a parent/carer guide, Grimes, Marian, Scottish Sensory Centre, 2005,ISBN: 0954603613
A guide for parents on the various stages their d/Deaf child will encounter during their time at school and directly after. Based on the experience at North Ayrshire but may be generally applicable in Scotland.
http://www.ssc.education.ed.ac.uk/resources/deaf/moving.html

Starting secondary school

a guide for parents, National Deaf Children's Society (NDCS) 2008
This booklet provides some ideas about how parents can help their child prepare for the move to secondary school.

Resources for d/Deaf young people:

http://youngpeople.ndcsbuzz.org.uk/ - NDCS website for d/Deaf 13 to 18 year olds with information on a range of topics including education

http://www.excellencegateway.org.uk/page.aspx?o=160355 - Users who have difficulty hearing things

http://www.excellencegateway.org.uk/page.aspx?o=160356 - Policy issues

http://www.brite.ac.uk/resources/face/index.html - Furthering access to college education for deaf students

Rise of the communicator

a perspective on post-16 education and training for d/Deaf people, Green, Chris & Nickerson, Warren, Moonshine Books, 1992.ISBN: 0951749005

Journal of Deaf Studies and Deaf Education

Spring 2006, Vol 11 (2), p224-237
Looks at the perception of d/Deaf students in mainstream schools of their career prospects and barriers to gaining employment.
http://jdsde.oxfordjournals.org/

8) Benchmarks for organisational performance

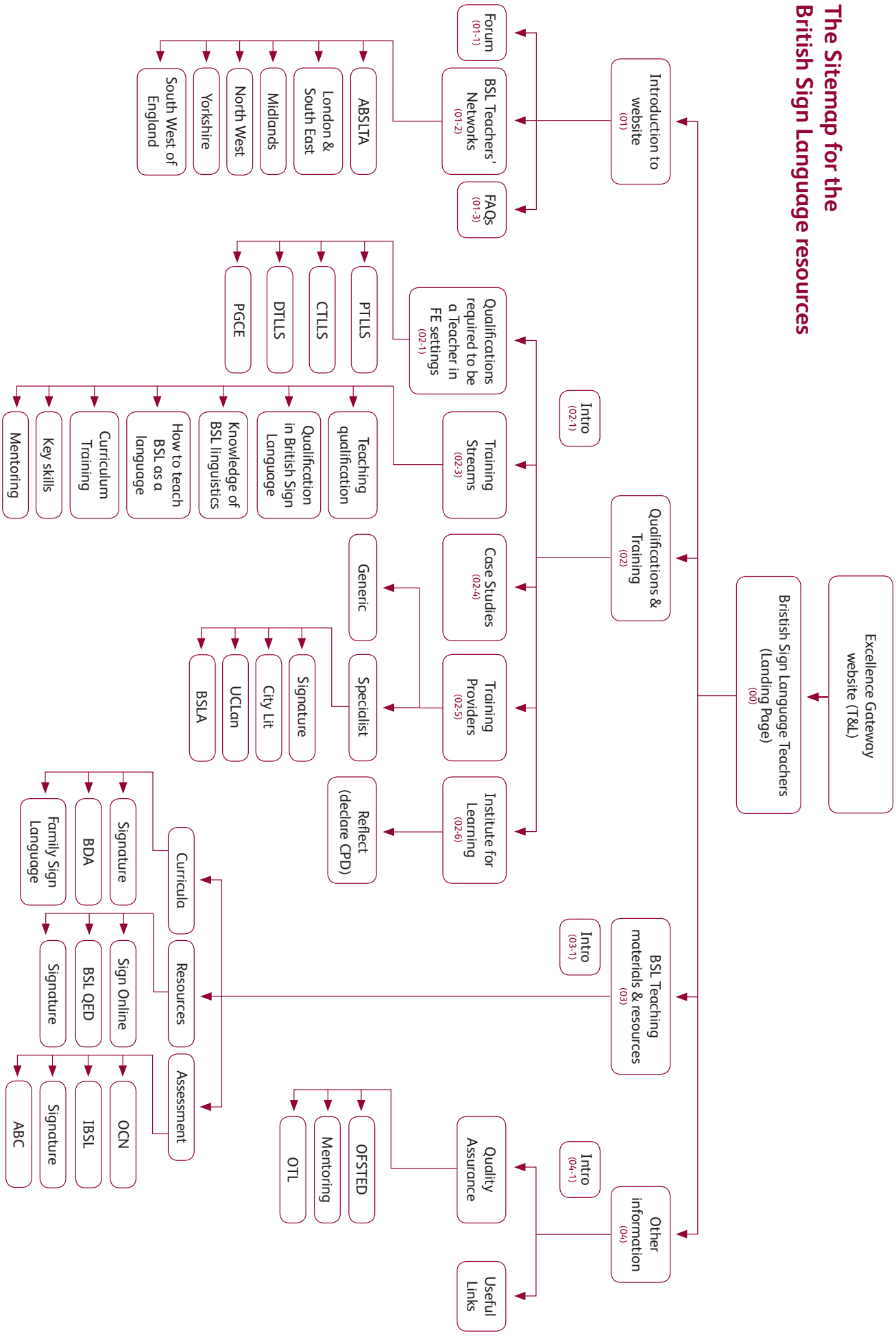
Deaf college students' perceptions of their socio-emotional adjustment
Lukomski, Jennifer, Journal of Deaf Studies and Deaf Education, Fall 2007, Vol 12 (4), p486-494
Comparison of d/Deaf and hearing students' self-assessment of their social and emotional wellbeing during transition from school to college.
http://jdsde.oxfordjournals.org/

Deaf students and their support in further education in the United Kingdom: Results from the National Association for Tertiary Education for Deaf People (NATED) Survey 2000
O'Neill, Rachel ... [et al], Deafness and Education International 2002, Vol 4 (2), p99-114
Presents the findings of a national study on the transition of young d/Deaf people from school to adult life.

Websites
Equality and diversity in adult and community learning – a guide for managers, EHRC 2002
www.as.wvu.edu/~scidis/hearing.html

www.deafsign.com has a range of resources and materials on sign language in education and health.

The Excellence Gateway:
Working with d/Deaf learners: A section has been specifically developed to support learning skills providers develop their performance and better meet the needs of d/Deaf learners.
http://www.excellencegateway.org.uk/page.aspx?o=315198

Appendix D

The Sitemap for the British Sign Language resources