



January 2017

We are a broad group of people working to improve the services in educational settings for deaf people at all ages. Our committee includes a wide range of people involved in d/Deaf education.

Upcoming events

further details inside!

Our **annual conference** will be in Edinburgh this year.
Mark your diaries and reserve your places!

Scottish Sensory Centre / Adept National Conference

Saturday 24th June 2017

10 am – 4 pm

Paterson's Land, School of Education, University of Edinburgh

Training day for Communication Support Workers (Educational Interpreters)

Saturday 4 February

10 am - 4 pm

Charteris Land, Moray House

Discussion will be led by two volunteer trainers with experience in the field of interpreting and education.

We welcome new committee members, who must be Adept members. The committee meets three times a year at different college venues.

In this issue you will find:

What's new with us

Upcoming events

Day in my life: Electronic Notetaker Shona Glass

News:

Changes to education funding

Policy change: BSL allowed as alternative to English in apprenticeships

Advanced interpreter training at Queen Margaret University

Commentary: Barriers to apprenticeships (and recommendations!)

How should education be organised in Scotland?

Government organisation affects teaching and learning. Find out what this means for you.

The government has just come to the end of a review about how schools should be organised. The current arrangement for local authorities to run everything in schools is being questioned. The government is looking at regional organisation for education or devolving a lot more power and funds to individual schools or clusters of schools.

What could this review mean for deaf pupils?

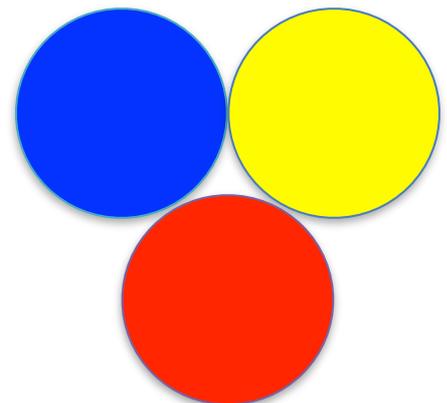
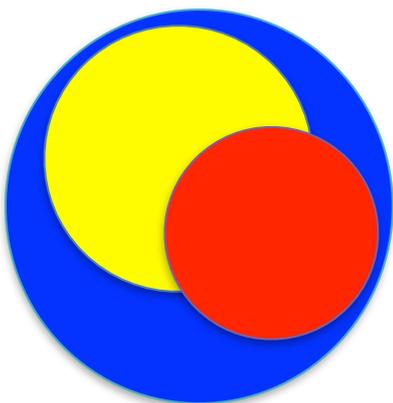
- If schools have to buy in support for low incidence issues such as support for deaf children they may not, or they may not give places to these children in the first place.
- Regions may work well - for example at the moment some small and rural local authorities don't provide the same range of services as are available in larger ones. Larger authorities more often have staff who can use BSL fluently.
- A national centre for deaf education could also even out the inconsistencies between regions and local council areas. This could ensure equal standards across Scotland, e.g. the same expectations for providing education audiology support, and the same expectations for providing BSL/English interpreting and notetaking.

Adept is keen to see a much fairer distribution of resources for deaf children in Scotland. We support proposals sent in by the British Deaf Association, National Deaf Children's Society, Scottish Sensory Centre and Deaf Education team at University of Edinburgh. The governance review is not about deaf education, but it's important these voices are heard. Children with low incidence issues such as deafness could lose out if budgets are devolved to school level.

Regional organisation with national oversight would ensure equal linguistic access rights for deaf children across Scotland, whether that is in speech or sign. It is also an opportunity to highlight the role of linguistic access professionals who currently do not feature much in local authority support services for deaf children: notetakers, BSL/English interpreters & early years specialist staff with expertise in spoken and sign language acquisition.

Keep a look out at what the Government is going to do next with these responses. Check the website and/or follow them on Twitter: [@engageford](https://twitter.com/engageford) and the website link below.

<http://www.gov.scot/Topics/Education/thegovernancereview>





BSL accepted as alternative to English in apprenticeships

The government is breaking down barriers to ensure that people who use British Sign Language gain the skills they need.

For the first time, British Sign Language (BSL) will be accepted as an alternative qualification to

functional skills in English for apprentices where BSL is their first language.

Functional skills are qualifications that help people gain the essential, practical skills in maths and English they need and enable them to be confident in life and work.

This change will mean that apprentices will be able to take BSL as an alternative to functional skills in English - removing the unnecessary barrier that has been preventing them from getting on.

BSL isn't simply English with hand signs, it is a different language with its own grammar and sentence construction. It is also totally different to other sign languages such as American Sign Language or Japanese Sign Language.

Skills and Apprenticeships Minister Robert Halfon said:

I am committed to breaking down barriers to ensure people of all ages and all backgrounds get on the ladder of opportunity through an apprenticeship.

For those whose first language is British Sign Language, this simple change will allow them to achieve their full potential. I look forward to implementing more changes like this to make sure apprenticeships can work for as many people as possible, whatever their background.

More people with disabilities have been taking advantage of high-quality apprenticeships.

Figures show that in 2015 to 2016, 50,640 of those starting an apprenticeship declared a disability or learning disability (LDD). This is 9.9% of total starts and an increase of 14.8% on 2014 to 2015.

High-quality apprenticeships are essential to support our employers and address skills shortages facing industry so that everyone, regardless of background, gets the chance they deserve to succeed. English and maths are a key element of this.

Engineering apprentice Max Buxton (pictured) said:

Being deaf and dyslexic, I find English tests really hard. It's very difficult to translate BSL into English and for it all to make sense. My employer has said how well I'm doing and doesn't think my language skills are an issue, but I still can't complete the apprenticeship without passing that test. It's an unfair, unnecessary rule that has created a lot of stress, so I'm very pleased things are changing now.

Although more disabled people than ever before are doing apprenticeships, there is still work to be done to make opportunities more accessible to disabled people. A [taskforce, led by Paul Maynard](#), has focused on issues faced by people with disabilities and made a range of recommendations which are now being implemented.

Adept Training day for CSWs & Educational Interpreters

4 February 2017

10 am - 4 pm

Charteris Land, Moray House
Holyrood Road, Edinburgh, EH8 8AQ

<https://www.eventbrite.com/e/adept-scotland-4-feb-2017-registration-30955321199>

We have two speakers lined up for our next event, from the fields of education and interpreting. We aim to have a mix of expert input, peer support, discussion, and networking.

The language of the day will be English.

Rachel O'Neill will lead a discussion about how ethical dilemmas and issues which arise in school and college interpreting can be used to make a code of practice. We will discuss how deaf students and subject teachers can contribute to this process too, and how the code of practice is a working document which can improve working relationships in educational settings. This means the institution as a whole gains a clearer understanding of the role of the interpreter, and how it links with other roles to support deaf students.

Rachel is a lecturer in inclusive education at the University of Edinburgh. She previously worked in schools and colleges in Greater Manchester with a wide range of deaf students, and been particularly keen to improve access to the curriculum. She has been an active NATED/Adept member since 1987.

Linda Duncan will lead a discussion on the value of ongoing support and supervision for those working in what is a predominantly lone-working setting. Particular attention will be given to the shift in theory that we are not simply conduits but are active participants in interpreted interactions and as such should regularly reflect on the potential consequences of the decisions and actions we make. Engaging in ongoing support and supervision is a particularly good way of doing this as, in Dennis Cokely's words, it enable us to "constantly re-examine those values, principals and beliefs that underscore and shape the decisions we make and the actions we undertake."

Linda is a Registered Interpreter (RSLI) with the National Registers of Communication Professionals working with Deaf and Deafblind People (NRCPPD), and a Fellow of the Association of Sign Language Interpreters in the United Kingdom (ASLI). She has worked as an interpreter for almost 20 years and has experience of working in a wide range of settings including the field of education.



Day in my life

Adept Scotland News interviews Shona Glass, an Electronic Notetaker (ENT) who works in educational settings with deaf students.

Q. What is a typical day for you Shona?

As an ENT I use specialist software to record, not verbatim, the content of lectures, meetings and other presentations, to help students fully access their learning environment. A

typical day can be reading the prep material beforehand, meeting the student, taking the notes and communicating with the student during a session, taking time out to edit notes and then emailing them to the student usually at the end of that day.

Some weeks there is no such thing as a typical day! Hours can vary so much but a good day would consist of 4 – 6 hours' work, usually in a two-hour block with a 5 – 10-minute break after the first hour. Having an hour between sessions is a good way to re-energise. You would meet your student first, for example outside the lecture hall and then talk over arrangements for how the student will use your notes. Sometimes they can sit next to you at the front so they can lip read the lecturer and read your notes 'live'; sometimes a student will want to sit near their friends and read the notes on a second screen. If you are working with sign language interpreters, then the student usually prefers the notes emailed to them later to use for studying.

However, sitting in a lecture hall typing notes is not all that simple – you must think about where you are sitting, what type of chair and desk you have, can these be placed in the hall beforehand for you to use, what style does the person have who is lecturing, etc. The list can be endless!

You must take care of your posture and so getting an appropriate chair and desk is essential. Frequent room changes can mess up plans and you have to manage as best as you can – which usually means sitting with the laptop on your knees. I have sat on many floors, many different chairs, balancing the laptop as best as I can and have even sat on a high stool in a laboratory (very awkward and not at all comfortable) wearing a white lab coat.

Getting the lecture information beforehand can also be painful! Sometimes the student does not pass on information, you cannot get access to the university or college intranet systems and even the lecturers can be reluctant to include you in an emailing list. Most of the time though the lecturers are very helpful and curious as to how we work and they will go out of their way to accommodate you.

Trying to present information to a student in a room where there is a lot of challenging factors can be really difficult. Everyone needs to be aware of noisy backgrounds, people talking at once, turning away and not using microphones which all aid better communication and understanding. And that means no roaming up and down the hall! Every change in personnel and environment creates a challenge for myself and the student.

continued on next page

Day in my life: Shona Glass (continued)

Q. How did you get into this work, Shona?

Through many different routes – my two eldest children are deaf and so my husband and I learned basic sign language, then I did Deaf Awareness Training and offered training courses for a few years. After years of admin type jobs, I did not enjoy I decided that my skill in typing could come in handy when I saw a course advertised to become an ENT.

Q. What advice would you have to a person interested in going into this sort of support work?

Always try to be flexible! You need this as an ENT because of the many different types of people, jobs, and situations you will be asked to work with are as varied from a desk in a university to a hospital bedside, from sitting on the floor in a room of sculptures to watching a snake being dissected. I would encourage people to do this job as it is much needed but very rewarding.

Thank you to Shona for taking the time out of a busy life to let us know about ENT work.

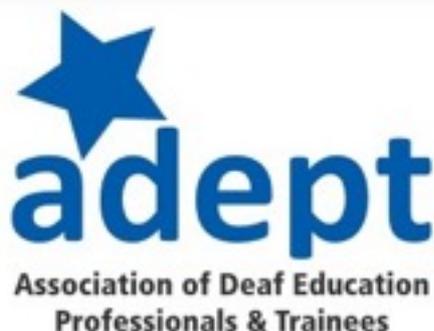
If you are interested in training as an Electronic Notetaker unfortunately there is no course currently available in Scotland, though the Scottish Sensory Centre is still trying to find funds for establishing an online course. If you are interested, let Ruth Simpson know at the SSC and she will send you more details when they become available: Ruth.simpson@ed.ac.uk .

If you would like to feature in a future issue of Adept Scotland News about a day in your working life, please contact us: adeptscotland@hotmail.com .

As far as Adept Scotland knows, no one is training dogs for note-taking.

Yet.





Scottish Sensory Centre / Adept National Conference

Saturday 24th June 2017

10 am – 4 pm

Paterson's Land, School of Education, University of Edinburgh

Adept Scotland is collaborating with the Scottish Sensory Centre (SSC) to organise a fabulous one-day conference in June this year. The fee is likely to be £50 per person and the day will be packed with papers and workshops useful to anyone who works with deaf students in educational settings.

Professor Greg Leigh from the Renwick Centre, University of Newcastle, Australia will be a key-note speaker. Greg is one of the best researchers in deaf education internationally with experience particularly on achievement and curriculum access. You can read more about his work here:

<http://bit.ly/2i7LyGt>

Dr. Audrey Cameron from the SSC will be the second key-note speaker, presenting about her life and work for the past decade on the BSL Glossary project. You can read more about Audrey's work here: <http://bit.ly/2iS4oCj>

A call for papers will shortly be up on the SSC website and at Adept Scotland we are particularly keen to encourage submissions from practitioners and organisations based in Scotland. There is advice about how to submit a paper or a poster proposal. Keep an eye on the SSC website: <http://www.ssc.education.ed.ac.uk/>

Deadline for proposals will be end of March and the full conference programme will be up by the end of April. This is a wonderful training opportunity so please apply.

You can follow news of the conference hashtag on Twitter: **#adeptssc2017**

We hope to see Adept Scotland members and supporters there!



Queen Margaret University
EDINBURGH



Master's level BSL/English interpreting course at Queen Margaret University, Edinburgh

At Queen Margaret University new online modules are currently be developed for BSL/English interpreters. These modules are designed to build towards an Advanced BSL/English Interpreting qualification at Masters level (subject to validation). These modules will be suitable for experienced practitioners who have been through academic training in the past, as well as those who may have joined the profession via vocational routes. All modules will aim to engage interpreters to reflect more critically about their work and relate professional practice to evidence-based research.

The first modules are planned to come online in September 2017, with further modules (some on specialist areas of interpreting) introduced over the next few years. Students will be able to take as many modules as they wish, but the intention is that those achieving 120 credits (within 5 years) will be awarded a Post-Graduate Diploma while those achieving 180 credits, including a dissertation (within 7 years) will qualify for the full MSc. These modules will be appropriate for CPD purposes, with each module equating to approximately 150 hours of study, comprising formal lectures, group discussions, self-study, and the completion of an assignment.

More information is available by contacting
Dr Rachel Mapson or Dr Ben Matthews via interpreting@qmu.ac.uk

adept Scotland meetings: what's new?

The adept Scotland committee gets together around 3 or 4 times a year to plan new work and projects. We update one another with news from the diverse areas in which we work and discuss the implications of developments in education for d/Deaf learners.

Meetings take place in different parts of Scotland (we welcome offers to host!) and at different times of the day – we recently tried out having an evening meeting for people who find it difficult to get released from work. Recent topics and informal presentations have included:

- New electronic note taking software in development
- Assistive technology for use in group discussion
- Ideas for collaborative working with schools
- Improving access to Modern Apprenticeships
- Organising professional development events

We have started opening up meetings to all adept members, to people who are interested in our work and those who have something interesting to share. If you would like to come along to a future meeting, please email kellie.mote@gmail.com

Barriers to apprenticeships for deaf young people in Scotland

Sean is 16, Deaf and a BSL user. He left school with SCQF level 3 and 4 qualifications. He would like to become a joiner, but for that level of apprenticeship he would need N4 in English and Maths which he doesn't have.

The English government has recently announced that apprentices who use BSL can show their communication skills with a BSL qualification rather than an English certificate. (<http://bit.ly/2iLbFUX>)

There has been no news from the Scottish Government yet about whether Scottish apprentices can also do this. If so, it would allow young people like Sean to train for the job he wants.

Apprentices face other hurdles. Employers run the scheme and are often reluctant to take on deaf apprentices for spurious 'health and safety' reasons which Skills Development Scotland often leaves unchallenged. In addition, deaf young people on an Apprenticeship are employed so could be using Access to Work (ATW) to book interpreters or notetakers to know what is happening in training meetings. Yet most deaf young people don't know about ATW (<http://bit.ly/1HsLEjG> p. 77), and employers don't either. Even if the young person does know, it's very difficult for a new employee to explain the complexities of the ATW system to their new employer.

The ATW budget remains one of the Government's best kept secrets, as the Sayce review outlined back in 2011 (<http://bit.ly/1ktuDL0>).

There is information for employers about ATW from the UK government, but it is not getting through. Videos and examples would help employers understand the scheme better (<http://bit.ly/2ikHSPk>).

Similarly there is information for employers about the Equality Act (2010) and employers' responsibilities (<http://bit.ly/2jcNdZe>). But it is dense and legalistic. There are no video clips to help employers understand the issues with real life examples.



...we comment further on the next page

Adept Scotland would like to see some progress for deaf young people moving into apprenticeships:

- Clear accessible information on the web, including in BSL, about the requirements of each apprenticeship and the English, Maths and BSL skill level needed.
- Apprenticeships awarded on evidence of skill and commitment in the job area, not qualifications in English and Maths
- Clear accessible information on the web, including in BSL, about Access to Work for young people.
- Clearer guidance to employers from the UK Government about their responsibilities under the Equality Act (2010) to make reasonable adjustments for disabled employees, e.g. using video clips to help employers find out more.
- Clearer Scottish guidance for employers on the web about ATW and how they can help their deaf or disabled employee gain it, including case studies and video examples.
- Colleges could do more to put knowledge about ATW on the curriculum for the college-based parts of apprenticeships.
- More BSL courses for deaf youngsters. They have probably not been taught the language at school. SQA could do more to work with colleges and employers to recommend suitable units in BSL.

We have the BSL (Scotland) Act 2015. There is no need to wait for a National Plan before organisations such as Skills Development Scotland make some moves!



That's all for this Adept Scotland newsletter.
Hope to see you at a meeting or training event soon!