

Qualification Specification

Level 3 NVQ Certificate in British Sign Language

500/9615/1

Sept 2011 – Aug 2012



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QUALIFICATION SPECIFICATION

Signature Level 3 NVQ Certificate in British Sign Language (QCF)

(QAN: 500/9615/1)

(Signature Qualification Reference: BSLQ3)

Qualification aim

Level 3 NVQ Certificate in British Sign Language (BSL) caters for the learning needs of those who already have competence in BSL at Level 2. Successful candidates must be able to demonstrate competence at Level 3 of the UK Occupational Language Standards (CILT, 2010).

This means that the learner will be able to understand and use varied BSL in a range of work and social situations.

The assessment criteria for this qualification are taken from the UK Occupational Language Standards at Level 3 ('Varied' language use) and are equivalent to those for Modern Foreign Languages at AS and A2 level. The qualification is at Level 3 on the Qualification & Credit Framework (QCF), Advanced Level on the Language Ladder, and Level B2 on the Common European Framework.

Successful completion of this qualification can be used as evidence of the language skills needed in order to be able to operate independently and at an advanced level in the target language. It is useful for those who work on a regular basis with Deaf people (for example social workers, teachers of the Deaf, communicators, voluntary workers, workers within Deaf organisations, schools, etc) or those who aspire to work in these contexts. **The unit titles refer to 'work situations' but the content and assessment criteria allow for evidence from a wide range of contexts.**



Unit type	Signature unit code	QCF unit number	Unit title	Guided learning hours (GLH)	Additional study/ practice time	Total learning time/credits
Mandatory	BSL311	M/601/9012	Understand varied British Sign Language in a range of work situations	75 hours	65 hours	140 hours 14 credits
Mandatory	BSL312	T/601/9013	Use varied British Sign Language in a range of work situations	75 hours	65 hours	140 hours 14 credits

Progression routes

On completion of this qualification, the candidate may wish to progress to Signature Level 6 NVQ Certificate in British Sign Language, and from there to Signature Level 6 NVQ Diploma in Sign Language Interpreting.



UNIT SPECIFICATION

Unit BSL311 – Understand varied British Sign Language in a range of work situations

(QCF Unit Number: M/601/9012)

GLH: 75

Credit: 14 credit points at Level 3

Receptive skills

Note:

The natural context for using British Sign Language (BSL) is in conversations, discussions, and presentations, i.e. in two-way communication. The best approach to teaching is therefore to work through both units at the same time, covering receptive and productive linguistic issues together.

Assessment evidence drawn from situations involving two-way communication can be used for both Receptive and Productive units, provided that the standard of BSL used meets the requirements for Level 3 in both areas.

Unit aim/purpose

The title of this unit refers to work situations but the aim of the unit is to enable candidates to understand varied BSL in the context of a range of work **and** social situations.

Overview

You can follow conversations and discussions delivered at normal speed on a range of topics in different work and social situations (including one to ones, group discussions and presentations). You can take part in straightforward social interaction as well as following uncomplicated negotiations, discussions and instructions within your area of work. You understand straightforward news items, interviews and documentaries. If appropriate, you can deal with straightforward telephone or video calls or web-based live communications.



Learning outcomes On completion of this unit, the learner will:	Assessment criteria On completion of this unit, the learner can:
1. Be able to understand social interaction	1.1 Recognise from conversations and discussions delivered clearly and at normal speed on a range of topics in different social and work situations: <ul style="list-style-type: none"> a. introductions b. greetings c. thanks d. apologies e. leave-taking 1.2 Recognise most common variations in signing style and articulation 1.3 Distinguish between signs used in formal and informal situations 1.4 Follow everyday signed and other non verbal polite conventions
2. Be able to understand signed communication in a range of familiar work and social situations	2.1 Follow, from sign language containing varied vocabulary and sentence structures: <ul style="list-style-type: none"> a. questions or enquiries b. requests c. needs d. feelings e. humour f. the general meaning of presentations or discussions g. specific details from everyday accounts h. instructions or advice – recognising their urgency or priority 2.2 Distinguish opinions from facts 2.3 Recognise the time-frame of signed accounts – whether past, present, future or conditional 2.4 Relay information from BSL into his/her own language



Learning outcomes On completion of this unit, the learner will:	Assessment criteria On completion of this unit, the learner can:
3. Be able to understand a broad range of vocabulary	3.1 Recognise: <ul style="list-style-type: none"> a. a broad general vocabulary b. key work-related terms c. connectors (signs, enumerators, pauses, changes in facial expression) d. terms for discussing numerical data (e.g. fractions, statistics, all numbers)
4. Be able to understand a range of grammatical forms	4.1 Recognise: <ul style="list-style-type: none"> a. major verb forms (and ways of expressing present, past, future, conditional) b. negatives c. formal and informal ways of expressing permission and obligation d. standard question forms
5. Be able to use reference sources	5.1 Use language reference sources effectively to clarify and confirm meaning of signs in varied usage



Content

BSL Receptive Skills (Level 3)

The table starting on page 6 indicates the amount and level of BSL required at Level 3.

It is expected that while studying for this unit, learners will demonstrate their knowledge and understanding of the required elements of BSL Sign Linguistics in a range of practice settings, by responding to communications presented in BSL, to show their understanding of the meaning and content of the message.

When they are ready for assessment, learners will provide recorded evidence of their knowledge and understanding through demonstrating their receptive skills (ie their understanding of communication presented in BSL) in a variety of settings (see Assessment Criteria on page 2-3).

Vocabulary

The learner should be able to demonstrate his/her understanding of the communications of others on a wide range of issues. A broad general vocabulary will be expected, appropriate for a qualification at Level 3, and so learners will be expected to produce evidence from more than one context or vocabulary area.

Some examples of what is meant by 'vocabulary area' or 'context' are provided in the Signature Handbook for Level 3 NVQ Certificate in BSL which supports this qualification, but teachers and learners may choose any relevant context, provided that a sufficient range of vocabulary is demonstrated.

Knowledge and understanding

Knowledge and understanding is not assessed separately, but through achievement of the assessment criteria on pages 2-3.

At Level 3, the learner will be able to demonstrate 1 – 11 shown on the next page:

- using varied vocabulary and sentence structures
- when the language is signed clearly at normal speed
- in a range of work and social situations.



- K1** Understand a range of introductions, greetings, thanks, apologies and leave taking.
- K2** Understand a range of signed and other non-verbal cultural conventions.
- K3** Distinguish between formal and informal language.
- K4** Understand enquiries or requests.
- K5** Identify some relevant details and the general meaning of presentations, discussions and conversations.
- K6** Accurately identify whether events mentioned are in the past, present, future, or could happen in certain circumstances.
- K7** Understand opinions and distinguish them from fact.
- K8** Follow instructions and advice, understanding their priority and urgency.
- K9** Understand different ways to express feelings, needs, preferences and humour.
- K10** Recognise most common variations in articulation/regional forms.
- K11** If appropriate, relay information informally from BSL into your own language for another person. (This can be done using BSL, written English or spoken English.)



Explanation of assessment criteria

Learning outcome 1: Be able to understand social interaction.

1.1	Recognise from conversations and discussions delivered clearly and at normal speed on a range of topics in different social and work situations
a. introductions	<p>Examples</p> <p>Welcome. My name is Jacqueline. This is Mark and his wife Susan. Introduce a subject, agenda, minutes of meeting, etc.</p>
b. greetings	<p>Hello. How are you? Hi, how have you been? Haven't seen you for a long time.</p>
c. thanks	<p>Thank you for coming. Thank you for agreeing to help me. This has been very interesting, thanks.</p>
d. apologies	<p>I'm sorry to hear that. I regret that has happened. How can I make it better? Sorry we need to finish now.</p>
e. leave-taking	<p>Ending a conversation - I have finished. I must go, bye! Thanks for having me, see you tomorrow/next week.</p>
1.2	Recognise most common variations in signing style and articulation
	<p>Examples</p> <ul style="list-style-type: none"> • Signing common everyday Level 3 signs/vocabulary. • Style – speed, big, small, NMF. • Articulation – clear handshapes, fluency, flow, pace, (clear speech with no mispronunciation).
1.3	Distinguish between signs used in formal and informal situations
	<p>Examples</p> <p>Distinguish – to tell the difference between signs used in formal and informal situations.</p> <ul style="list-style-type: none"> • Formal situations – meetings, conferences, tests, exams, interviews, projects, presentations. • Informal situations – discussions, conversations.
1.4	Follow everyday signs and other non-verbal polite conventions
	<p>Examples</p> <ul style="list-style-type: none"> • Everyday signs using Level 3 vocabulary. • Standards, norms, social norms or criteria often taking the forms of a custom, i.e. deaf touching, waving, eye gaze to attract attention or 'my turn'.



Learning outcome 2: Be able to understand signed communication in a range of familiar work and social situations.

2.1	Follow, from sign language containing varied vocabulary and sentence structures	
	a. questions or enquiries	<p>Examples</p> <p>Would you like a cup of tea? Can you explain about cochlear implants? How do you feel about that? Have you seen the news recently?</p>
	b. requests	<p>Can you email that to me? Can you give me more information? Can you tell me about the agenda for the meeting?</p>
	c. needs	<p>I need to know more about the qualification, the college needs more CSWs. I don't understand, I need more information.</p>
	d. feelings	<p>Different feelings or emotion – appreciation, happy, sad, disagree, disappointment, content, stressed, angry.</p>
	e. humour	<p>Need to identify humour – teasing comments, funny statements, tell a joke.</p>
	f. the general meaning of presentations or discussions	<p>Watch or observe a short presentation or discussion, be able to relate or write a short summary.</p> <p>Note: It is possible to cover learning outcome 2.4 with this also.</p>
	g. specific details from everyday accounts	<p>The candidate will watch a discussion, conversation or a debate in BSL. The candidate will show they have understood by:</p> <ol style="list-style-type: none"> 1. Writing or signing specific details or facts from the discussion OR 2. The teacher can ask questions about the discussion and the candidate answers.
	h. instructions or advice - recognising their urgency or priority	<p>A set of items to achieve something or some advice about a subject, i.e. health, food and diets.</p> <p>I suggest you contact the NHS about improving their services.</p> <p>Giving specific details of the findings of results of the fire drill activity.</p> <p>Giving health and safety instructions.</p>



2.2	Distinguish opinions from facts
	<p>Example</p> <p>Tell the difference between someone’s opinion and a fact.</p> <p>The candidate can understand other’s views by agreeing or disagreeing.</p> <p>The candidate can also show they understand when something is a fact by confirming – that’s right.</p>
2.3	Recognise the time-frame of signed accounts – whether past, present, future or conditional
	<p>Examples</p> <p>Timelines:</p> <p>Past – last year, last week, ages ago.</p> <p>Present – now, today, this week.</p> <p>Future – next year, next week, tomorrow.</p> <p>Conditional – firstly, secondly, thirdly, next, finally, after, meanwhile.</p>
2.4	Relay information from BSL into his/her own language
	<p>If the candidate’s first language is BSL, they receive in BSL and present the information in BSL.</p> <p>If the candidate’s first language is English, they receive in BSL and then write (relay) the information in English.</p> <p>Examples</p> <ul style="list-style-type: none"> • The candidate can watch a video clip or broadcast in BSL. If the candidate’s first language is English they can write a summary of the clip. If the candidate’s first language is BSL they can give a summary signed in BSL. <p>Note: From the ITN website there may be opportunities to do this evidence and using government, public bodies leaflets from NHS and County Councils. ITV Signpost.</p>



Learning outcome 3: Be able to understand a broad range of vocabulary.

3.1	Recognise:	
	a. a broad general vocabulary	Examples Everyday signs using Level 3 vocabulary.
	b. key work-related terms	Varied Level 3 NVQ vocabulary, i.e. not used everyday, only specific areas such as health vocabulary (injections, MRI scan, telescope, scalpel/knife, operating theatre, consultant, anaesthetic, etc). Work related vocabulary such as Qualification Specification, assessment, handbook, learning outcomes, assessment criteria.
	c. connectors (signs, enumerators, pauses, changes in facial expression)	Enumerators – 1 st , 2 nd , 3 rd , etc. Appropriate pauses instead of “and”, “but”, “because”, “if”, etc. Good connectors – “example”, “like” (Viv is like her mother), “similar”, “yet” (not yet).
d. terms for discussing numerical data (e.g. fractions, statistics, all numbers)	Plurals – went three times to the shops. Fractions – one third, quarter, half. Statistics – number of people or items. All numbers – calendar, time, dates, money, weight, measures, size, ages. Metric and imperial weight, i.e. kilo/pound; gram/ounce; litre/pint, Unit BSL311, Unit BSL312, etc.	



Learning outcome 4: Be able to understand a range of grammatical forms.

4.1	Recognise:	
	a. major verb forms (and ways of expressing present, past, future, conditional)	<p>Examples</p> <p>Walked, walking, will walk.</p> <p>Been write, writing, will write.</p> <p>Been shop, shopping, will shop.</p> <p>Conditional – go to seaside if lovely weather. If rain, I will go to cinema. (do not sign or fingerspell “if”)</p>
	b. negatives	No, cannot do it, impossible, won't.
	c. formal and informal ways of expressing permission and obligation	<p>Informal – can I have a copy of the written notes of the meeting yesterday?</p> <p>Formal – please e-mail me the attachments; may I have your confirmation so that I can cancel the flights and car parking to Glasgow?</p>
	d. standard question forms	<p>Open – where a longer answer is needed.</p> <p>Closed – where a shorter answer is needed.</p> <p>Probing/WH questions – e.g. What do you mean? Where did you learn that? When did you do that? Where were you born?</p> <p>Follow up questions – questions to follow up on points made during a discussion.</p> <p>Rhetorical (RH) questions – e.g. my name what? Sarah.</p>



Learning outcome 5: Be able to use reference sources.

5.1	Use language reference sources effectively to clarify and confirm meaning of signs in varied usage
	<p>Examples</p> <p>If a candidate is watching a video clip/discussion in BSL and does not understand a sign, they should find out what this sign means. They could do this by:</p> <ul style="list-style-type: none">• using various websites• using reference books for example Dictionary of British Sign Language• using DVDs, video tapes• asking role models – Deaf people, Deaf presenters on TV, Teachers, Assessors, Internal Verifiers• asking other people who have Level 3 or above – peers, communicators, interpreters. <p>The candidate should show the reference source they have used in their portfolio and include it on the assessment and feedback record sheet or in a personal statement.</p>



ASSESSMENT SPECIFICATION

Candidates' evidence will be collected in a portfolio which must meet the evidence requirements listed below.

The evidence will be:

- a. internally assessed, and
- b. internally quality assured

by appropriately qualified staff from the centre.

External quality assurance will be provided by a Signature External Verifier. CILT's assessment strategy (March 2010) will be followed, adopting most elements of the 'NVQ Code of Practice 2007'.

Candidates' results will not be confirmed until all of the above processes have been completed.

Evidence requirements

Evidence can be collected by candidates in the workplace or other contexts (e.g. social).

Alternatively, assessment opportunities can be created in the classroom. Classroom-based assessments may simulate external environments, or can focus on an exchange of learners' views and opinions on a range of topics, but the use of language must be spontaneous, i.e. not rehearsed.

It is likely that assessment evidence, whatever its origin, will show understanding of the following, when expressed in BSL:

- Information and personal opinion.
- Debate with others whose views may differ.
- Arguments in support of own views.
- Reason with others when persuasion is required.
- Response to enquiries, advice and instruction.



During the initial assessment-planning discussion, the candidate and their assessor should identify opportunities for collecting evidence, and learning gaps that need to be filled.

Candidates must show the assessor that they have understood **all** of the assessment criteria on page 2-3, and can understand BSL/ISL to the required standard:

- using a broad range of vocabulary and sentence structures
- when the language is signed clearly at normal speed
- in a range of work and social situations (including one to ones, group discussions, presentations).

The candidate must therefore cover each assessment criterion **at least twice** across the whole portfolio. This must be recorded on the Candidate Assessment Record (CAR) form on page 14.

Assessment summary

1.	Total evidence required for this unit	A total of at least 35 minutes of BSL receptive skills, this can include live observations also. It is recommended that evidence clips are around 6-7 minutes each but can be more/less than this as long as the 35 minutes is covered.
2.	Total number of pieces of evidence required for this unit	At least six pieces of receptive evidence - this must include at least one live observation. At least four of the six pieces of receptive evidence should be recorded on video/DVD. (NB. evidence for receptive skills can also be used for productive skills where relevant).
3.	Breadth of vocabulary shown across evidence	At least two distinct vocabulary areas or contexts.
4.	Coverage of assessment criteria	Evidence must show that each assessment criterion has been achieved on at least two occasions – (i.e. at least two ticks in each column on the CAR Form).



UNIT BSL311 – Understand varied British Sign Language in a range of work situations (receptive skills)

CANDIDATE ASSESSMENT RECORD

Candidate name:..... Teacher-Assessor name:.....

Evidence item: Ref No & Title	Video/DVD Ref	Assessment criteria – must tick at least twice in each column.																															
		1.1					1.2	1.3	1.4	2.1								2.2	2.3	2.4	3.1				4.1				5.1				
		a	b	c	d	e				a	b	c	d	e	f	g	h				a	b	c	d	a	b	c	d					
1																																	
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Candidate's signature: Date completed:

I confirm that the evidence is authentic work of the candidate. Teacher-Assessor's signature



UNIT SPECIFICATION

Unit BSL312 – Use varied British Sign Language in a range of work situations

(QCF Unit Number: T/601/9013)

GLH: 75

Credit: 14 credit points at Level 3

Productive skills

Note:

The natural context for using BSL is in conversations, discussions, and presentations, i.e. in two-way communication. The best approach to teaching is therefore to work through both units at the same time, covering receptive and productive linguistic issues together.

Assessment evidence drawn from situations involving two-way communication can be used for both Receptive and Productive units, provided that the standard of BSL used meets the requirements for Level 3 in both areas.

Unit aim/purpose

The title of this unit refers to work situations but the aim of the unit is to enable candidates to use varied BSL in the context of a range of work **and** social situations.

Overview

You can contribute in a range of work-related and social situations (including one to ones, group discussions and presentations), and you have a good vocabulary which you can adapt to get straightforward messages across. You can keep the conversation going fairly smoothly within familiar areas, but you may have difficulty expressing complex or abstract ideas. When you do not have the vocabulary, or the other person does not understand, you can generally find alternative ways to explain. You can make new contacts, manage uncomplicated negotiations and handle straightforward telephone/video/webcam communications.



Learning outcomes On completion of this unit, the learner will:	Assessment criteria On completion of this unit, the learner can:
1. Be able to maintain social contact with a BSL user	1.1 Use appropriate phrases for: <ol style="list-style-type: none"> a. initiating a conversation b. thanking c. apologising d. leave taking 1.2 Adapt signing style for formal and informal situations 1.3 Use a range of signed and other non verbal cultural conventions 1.4 Use strategies to keep a conversation going: <ol style="list-style-type: none"> a. show whether he/she is following a conversation b. ask for repetition or clarification if necessary c. ask for time to think if necessary
2. Use varied BSL to communicate in a range of social and work-related situations	2.1 Adapt a range of expressions and grammatical structures to express: <ol style="list-style-type: none"> a. information about events <ul style="list-style-type: none"> • in the past • in the present • in the future b. advice or suggestions c. instructions d. requests e. enquiries f. a range of feelings g. opinions or beliefs 2.2 Relay information from his/her own language into BSL 2.3 Maintain accuracy and fluency in familiar situations 2.4 Use accurate articulation and stress



Learning outcomes On completion of this unit, the learner will:	Assessment criteria On completion of this unit, the learner can:
3. Be able to use a broad range of vocabulary	3.1 Use: <ul style="list-style-type: none"> a. a broad general vocabulary b. key work-related terms c. connectors (signs, enumerators, pauses, changes in facial expression) d. pronouns e. expressions to identify or discuss numerical data (fractions, statistics, all numbers)
4. Be able to use a range of grammatical forms	4.1 Use varied grammatical forms, positive and negative, to express: <ul style="list-style-type: none"> a. present b. past c. future d. conditional 4.2 Express modal verbs (can, must, want, should) 4.3 Use standard question forms
5. Be able to use reference sources	5.1 Use language reference sources effectively to clarify and confirm meaning of signs in varied usage



Content

BSL Productive Skills (Level 3)

The table starting on page 6 indicates the amount and level of BSL required at Level 3.

It is expected that while studying for this unit learners will demonstrate their knowledge and understanding of the required elements of BSL Sign Linguistics in a range of practice settings, by communicating with others in BSL, to show their ability to convey a message appropriately.

When they are ready for assessment, learners will provide recorded evidence of their knowledge and understanding through demonstrating their productive skills (i.e. their ability to communicate in BSL) in a variety of settings (see Assessment Criteria on page 2-3).

Vocabulary

The learner should be able to demonstrate his/her ability to communicate with others on a wide range of issues. A broad general vocabulary will be expected, appropriate for a qualification at Level 3, and so learners will be expected to produce evidence from more than one context or vocabulary area.

Some examples of what is meant by 'vocabulary area' or 'context' are provided in the Signature Handbook for Level 3 NVQ Certificate in BSL which supports this qualification, but teachers and learners may choose any relevant context, provided that a sufficient range of vocabulary is demonstrated.

Knowledge and understanding

Knowledge and understanding is not assessed separately, but through achievement of the assessment criteria on pages 2-3.

At Level 3, the learner will be able to demonstrate 1 – 14 shown on the next page:

- clearly
- in a range of work and social situations (one to ones; groups and presenting information)
- using and adapting a range of expressions and grammatical structures.



- K1** Initiate and maintain social contact.
- K2** Adapt your choice and style of language for formal and informal situations, using suitable signed and other non verbal conventions.
- K3** Respond appropriately to questions and comments.
- K4** Contribute to discussions on familiar subjects.
- K5** Provide detailed information or explanations about past, present and future events.
- K6** Make suggestions and give instructions or advice.
- K7** Make requests or enquiries.
- K8** Express feelings, opinions and beliefs.
- K9** Find alternative ways to explain when needed.
- K10** Show whether you are following a conversation, and check you are being understood.
- K11** Ask for repetition or explanation, and time to think when needed.
- K12** Maintain accuracy and fluency in familiar situations.
- K13** Use accurate articulation and stress.
- K14** If appropriate: relay information informally from your language into BSL for another person.



Explanation of assessment criteria

Learning outcome 1: Be able to maintain social contact with a BSL user.

1.1	Use appropriate phrases for:	
		Examples
	a. initiating a conversation	How to start a conversation, introducing topic or presenting information to talk about, introduce one another. Hello, my name is Sarah, the topic today is health services.
	b. thanking	Give thanks and appreciation – thanks for your time, thanks for helping me, thanks for the information.
	c. apologising	Show regret, apology and sadness – sorry I am late, sorry for the interruption, sorry I need to finish now.
	d. leave taking	Show how to end a conversation politely – I must go, bye. Thanks for having me, see you tomorrow/next week.
1.2	Adapt signing style for formal and informal situations	
	Examples Formal situations – meetings, conferences, interviews, tests, exams, projects, presentations. Informal situations – discussions, conversations.	
1.3	Use a range of signed and other non-verbal cultural conventions	
	Examples Deaf touching, waving, eye gaze to attract attention or ‘my turn’, head nodding/shake.	
1.4	Use strategies to keep a conversation going:	
		Examples
	a. show whether he/she is following a conversation	Follow up, add information to conversation or discussion, change subject, off subject and back again.
	b. ask for repetition or clarification if necessary	Know how to ask again. Please say this bit. Can you clarify? I don’t understand, please explain. What do you mean? If the candidate does not feel it necessary to ask for repetition or clarification then this criteria can be covered in the professional discussion, tutorial or question and answer during assessment planning meetings.



	c. ask for time to think if necessary	<p>Wait, oh yes, hang on, I remember now.</p> <p>If the candidate does not feel it necessary to ask for time to think then this criteria can be covered in the professional discussion, tutorial or question and answer during assessment planning meetings.</p>
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Learning outcome 2: Use varied BSL to communicate in a range of social and work-related situations.

2.1	Adapt a range of expressions and grammatical structures to express	
	<p>a. information about events</p> <ul style="list-style-type: none"> • in the past • in the present • in the future 	<p>Examples</p> <p>Before today's date – last week, last year.</p> <p>Now – today, this week, this year.</p> <p>Later, next week, next month, next year.</p>
	b. advice or suggestions	Suggest/advice to improve things, to make it work – e.g. doctors' surgeries could have display boards to make it more accessible for Deaf people.
	c. instructions	Give step by step of what needs to be done – e.g. fire evacuation procedures.
	d. requests	Need something – e.g. could you close the window please, can you email me your suggestions, I need more information.
	e. enquiries	Ask several questions to find out something.
	f. a range of feelings	Able to express different range of feelings: happy, sad, worried, concerned, delighted, funny, etc.
	g. opinions or beliefs	Give your opinion or belief – e.g. children should not start school until they are five, all children should be given free nursery places, gym membership should be free.
2.2	Relay information from his/her own language into BSL	
	<p>If the candidate's first language is BSL, they receive information in BSL or read in English, and pass the information on in BSL.</p> <p>If the candidate's first language is English, they receive information in English (spoken or written) and then sign (relay) the information in BSL.</p>	



	<p>Examples</p> <ul style="list-style-type: none"> • The candidate could read an article on a website and relay this into BSL for a Deaf friend/colleague. • The candidate could watch a TV programme and relay message into BSL to a Deaf friend/colleague. • There could be a discussion between two hearing colleagues and the candidate could relay the information into BSL for a Deaf friend/colleague.
2.3	Maintain accuracy and fluency in familiar situations
	<p>Examples</p> <p>Signs to show clear handshape, movement, flow, appropriate speed, clarity to others.</p>
2.4	Use accurate articulation and stress
	<p>Examples</p> <p>Delivery of BSL has to be clear, with clarity in handshapes, with little errors, and in the right emphasis with mood, movement and grammar.</p>

Learning outcome 3: Be able to use a broad range of vocabulary.

3.1	Use:	
	a. a broad general vocabulary	<p>Examples</p> <p>Everyday signs using Level 3 vocabulary.</p>
	b. key work-related terms	<p>Varied Level 3 NVQ vocabulary, i.e. not used everyday, only specific areas such health vocabulary (injections, MRI scan, telescope, scalpel/knife, operating theatre, consultant, anaesthetic, etc). Work related vocabulary such as Qualification Specification, assessment, handbook, learning outcomes, assessment criteria.</p>
	c. connectors (signs, enumerators, pauses, changes in facial expression)	<p>Enumerators – 1st, 2nd, 3rd, etc.</p> <p>Appropriate pauses instead of “and”, “but”, “because”, “if”, etc.</p> <p>Good connectors – “example”, “like” (Viv is like her mother), “similar”, “yet” (not yet).</p>
d. pronouns	<p>Pronouns – he, she, its, this, using referents (pointing in space), and possessive pronouns mine, hers, ours, his, theirs.</p>	



e. expressions to identify or discuss numerical data (fractions, statistics, all numbers)	<p>Plurals – went three times to the shops.</p> <p>Fractions – one third, quarter, half.</p> <p>Statistics – number of people or items.</p> <p>All numbers – calendar, time, dates, money, weight, measures, size, ages.</p>
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Learning outcome 4: Be able to use a range of grammatical forms.

4.1	Use varied grammatical forms, positive and negative, to express:
	Examples
a. present	<p>Now – today, this week.</p> <p>I drove here today (express positive by nodding head).</p>
b. past	<p>Yesterday, last week, two days ago, last year, not last week.</p> <p>I didn't go to the Deaf Club last week (express negative by shaking head).</p>
c. future	Next week, tomorrow, next month, later on.
d. conditional	Expresses the relationship between two sentences – if I am late for work tomorrow then I can't leave early.
4.2	Express modal verbs (can, must, want, should)
	Examples
	Use with NMF, with stress and emphasis.
4.3	Use standard questions forms
	Examples
	<p>Open – where a longer answer is needed.</p> <p>Closed – where a shorter answer is needed.</p> <p>Probing/WH questions – e.g. What do you mean? Where did you learn that? When did you do that? Where were you born?</p> <p>Follow up questions – questions to follow up on points made during a discussion.</p> <p>Rhetorical (RH) questions – e.g. my name what? Sarah.</p>



Learning outcome 5: Be able to use reference sources.

5.1	Use language reference sources effectively to clarify and confirm meaning of signs in varied usage
	<p>Examples</p> <p>If the candidate is planning a conversation on health procedures and needs to learn a new sign to present information they could:</p> <ul style="list-style-type: none">• use various websites• use reference books for example Dictionary of British Sign Language• use DVDs, video tapes (there are old ones about)• ask role models – Deaf people, Deaf presenters on TV, Teachers, Assessors, Internal Verifiers• ask other people who have Level 3 or above – peers, communicators, interpreters. <p>The candidate should show the reference source they have used in their portfolio and include it on the assessment and feedback record sheet or in a personal statement.</p>



ASSESSMENT SPECIFICATION

Candidates' evidence will be collected in a portfolio which must meet the evidence requirements listed below.

The evidence will be:

- a. internally assessed and
- b. internally quality assured

by appropriately qualified staff from the centre.

External quality assurance will be provided by a Signature External Verifier. CILT's assessment strategy (March 2010) will be followed, adopting most elements of the 'NVQ Code of Practice 2007'.

Candidates' results will be not confirmed until all of the above processes have been completed.

Evidence requirements

Evidence can be collected by candidates in the workplace or other contexts (e.g. social). Alternatively, assessment opportunities can be created in the classroom. Classroom-based assessments may simulate external environments, or can focus on an exchange of learners' views and opinions on a range of topics, but the use of language must be spontaneous, i.e. not rehearsed.

It is likely that assessment evidence, whatever its origin, will show understanding of the following, when expressed in BSL:

- Information and personal opinion.
- Debate with others whose views may differ.
- Arguments in support of own views.
- Reason with others when persuasion is required.
- Response to enquiries, advice and instruction.



During the initial assessment-planning discussion, the candidate and their assessor should identify opportunities for collecting evidence, and learning gaps that need to be filled.

Candidates must satisfy the assessor that they have understood **all** of the assessment criteria on page 2-3, and can use BSL to the required standard:

- using a broad range of vocabulary and sentence structures
- when the language is signed clearly at normal speed
- in a range of work and social situations (one to one; groups and presenting information).

The candidate must therefore cover each assessment criterion **at least twice** across the whole portfolio. This must be recorded on the Candidate Assessment Record (CAR) form on page 13.

Assessment evidence summary

1.	Total evidence required for this unit	A total of at least 35 minutes of BSL productive skills, this can include live observations also. It is recommended that evidence clips are around 6-7 minutes each but can be more/less than this as long as the 35 minutes is covered.
2.	Total number of pieces of evidence required for this unit	At least six pieces of productive evidence - this must include at least one live observation. At least four of the six pieces of productive evidence must be recorded on video/DVD. (NB. evidence for productive skills can also be used for receptive skills where relevant).
3.	Breadth of vocabulary shown across evidence	At least two distinct subject areas or contexts.
4.	Coverage of assessment criteria	Evidence must show that each assessment criterion has been achieved on at least two occasions – (i.e. at least two ticks in each column on the CAR Form)



Unit BSL312 – Use varied British Sign Language in a range of work situations (productive skills)

CANDIDATE ASSESSMENT RECORD

Candidate name:.....

Teacher-Assessor name:.....

Evidence item: Ref No & Title	Video/DVD Ref	Assessment criteria – must tick at least twice in each column.																														
		1.1				1.2	1.3	1.4			2.1							2.2	2.3	2.4	3.1					4.1				4.2	4.3	5.1
		a	b	c	d			a	b	c	a	b	c	d	e	f	g				a	b	c	d	e	a	b	c	d			
1																																
2																																
3																																
4																																
5																																
6																																

Candidate's signature:

Date completed:

I confirm that the evidence is authentic work of the candidate.

Teacher-Assessor's signature



Units BSL311 and BSL312

Summary of portfolio requirements for Level 3 NVQ Certificate in British Sign Language

Candidates' portfolios must have the following (see sample portfolio in Signature Handbook for examples):

1.	Candidate profile	A summary of the candidate's background and reasons for gaining the qualification.
2.	Initial assessment plan	Record of initial discussion between candidate and assessor: <ul style="list-style-type: none"> • Aspects of learning needed to cover gaps. • Candidate's access to assessment opportunities. • Reasonable adjustments. • Agreed action plan.
3.	Assessment plans	Above initial assessment plan reviewed and updated at regular intervals, and cross-referenced across the portfolio.
4.	CAR BSL311 and CAR BSL312	CAR forms for each unit show the candidate's progress and the record of evidence collected. Each assessment criteria has to be covered at least twice.
5.	Evidence covering the assessment criteria for each unit (see summaries in each unit specification for details)	To be cross-referenced to CAR form (i.e. at least two ticks in each column on the CAR form): <ul style="list-style-type: none"> • Video evidence to be logged to identify location of relevant clip(s).
6.	Assessment record sheets	Assessor to give feedback on candidate's progress and achievements for each evidence seen and assessed. <p>NB – Candidates can evaluate their own performance but it is the responsibility of the teacher-assessor to agree and mark all evidences.</p>



7.	Live observation record sheet	The candidate must have at least one live observation for each unit. Candidates can cover both receptive and productive skills in one live observation.
8.	Professional discussion (if appropriate)	If the candidate has been unable to cover all assessment criteria twice, the assessor may arrange a professional discussion with the candidate to cover minor gaps in assessment criteria, to complete candidate's claim to competence.
9.	Signing off of the portfolio	See documents in the Signature Handbook for Level 3 NVQ Certificate in BSL.

