



Signature
*excellence in communication
with deaf people*



Signature Handbook

For Level 6 Certificates and Diplomas
(QCF)

Level 6 NVQ Certificate in British/Irish Sign Language (QCF)

QCF Accreditation Number:

500/9581/X (BSL6)

500/9794/5 (ISL6)

Signature Qualification Reference: BSL6/ISL6

Signature Level 6 NVQ Diploma Sign Language Interpreting (QCF)

QCF Accreditation Number:

501/0076/2

Signature Qualification Reference: INT6

Signature Level 6 Diploma in Sign Language Translation (QCF)

QCF Accreditation Number:

600/2941/9

Signature Qualification Reference: TRA6

Signature

Mersey House
Mandale Business Park
Belmont
Durham DH1 1TH

Telephone: 0191 383 1155

Textphone: 0191 383 7915

Fax: 0191 383 7914

Email: durham@signature.org.uk

Website: www.signature.org.uk

© Signature July 2011

Contents

General introduction

Section 1 – Guidance notes for Teacher-Assessors

1.1 Candidate portfolio

1.2 Induction

1.3 Candidate profile

1.4 Initial assessment plan

1.5 Assessment planning and review

1.6 Assessment of candidates' work

1.7 Giving feedback

1.8 Recording guidelines (DVD/USB)

Section 2 – Examples of forms for Teacher-Assessors

Section 3 – BSL / ISL: Suggested vocabulary and discussion topics

Section 4 – Examples of ways of collecting evidence

Section 5 – Guidance notes for internal verifiers

5.1 Role of the IV

5.2 Role of the EV

Section 6 – Forms for IV use

Level 6 NVQ Certificate in British/Irish Sign Language (BSL6/ISL6)

The qualification contains two units, each of which can be achieved separately:

Level 6 NVQ Certificate in British Sign Language						
Unit type	Signature unit code	QCF unit number	Unit title	Guided learning hours (GLH)	Additional study/ practice time	Total learning time/ credits
Mandatory	BSL601	J/601/9016	Understand complex British Sign Language in a wide range of work situations	90 hours	90 hours	180 hours 18 credits
Mandatory	BSL602	R/601/9018	Use complex British Sign Language in a wide range of work situations	90 hours	90 hours	180 hours 18 credits

Level 6 NVQ Certificate in Irish Sign Language						
Unit type	Signature unit code	QCF unit number	Unit title	Guided learning hours (GLH)	Additional study/ practice time	Total learning time/ credits
Mandatory	ISL601	A601/9272	Understand complex Irish Sign Language in a wide range of work situations	90 hours	90 hours	180 hours 18 credits
Mandatory	ISL602	H/601/9279	Use complex Irish Sign Language in a wide range of work situations	90 hours	90 hours	180 hours 18 credits

Level 6 NVQ Diploma in Sign Language Interpreting consists of five units. Four are mandatory: candidates choose one of the two optional units:

Level 6 NVQ Diploma in Sign Language Interpreting						
Unit type	Signature unit code	QCF unit number	Unit title	Guided learning hours (GLH)	Additional study/ practice time	Total learning time/ credits
Mandatory	INT6A1	K/602/0479	Prepare for sign language interpreting assignments	130 hours	70 hours	200 hours 20 credits
Mandatory	INT6B1	L/602/0488	Interpret one-way as a professional sign language interpreter	200 hours	100 hours	300 hours 30 credits
Mandatory	INT6C1	R/602/0489	Interpret two-way as a professional sign language interpreter	200 hours	100 hours	300 hours 30 credits
Mandatory	INT6D1	J/602/0490	Develop your performance as a sign language interpreter	160 hours	80 hours	240 hours 24 credits
Optional	INT6E1	L/602/0491	Support sign language interpreting through sight translations of routine written documents	160 hours	80 hours	240 hours 24 credits
Optional	INT6G1	R/602/0492	Work with other sign language interpreters	160 hours	80 hours	240 hours 24 credits

Level 6 Diploma in Sign Language Translation consists of five mandatory units.

Level 6 Diploma in Sign Language Translation						
Unit type	Signature unit code	QCF unit number	Unit title	Guided learning hours (GLH)	Additional study/ practice time	Total learning time/ credits
Mandatory	PTRA1	H/503/4449	Maintain skills and systems for managing translation tasks	130 hours	70 hours	200 hours 20 credits
Mandatory	PTRA2	K/503/4503	Manage new translation assignments	200 hours	100 hours	300 hours 30 credits
Mandatory	PTRA3	H/503/4452	Translate written texts from one language into another	200 hours	100 hours	300 hours 30 credits
Mandatory	PTRA4	R/503/4513	Develop your performance as a professional translator	160 hours	80 hours	240 hours 24 credits
Mandatory	INT6E1	L/602/0491	Support sign language interpreting through sight translations of routine written documents	160 hours	80 hours	240 hours 24 credits

It is important to note that the term NVQ is no longer a qualification type. It is now a brand that can be used in QCF titles to confirm that:

- the qualification is based entirely and only on National Occupational Standards
- to confirm competence in an occupational role.

Signature's qualifications follow the guidance issued by Ofqual and have been rebranded Certificates and Diplomas using the title NVQ advisedly.

General introduction

Level 6 NVQ Certificate in British/Irish Sign Language

Candidates must achieve both units in order to be awarded the full qualification.

Candidates will provide proof of their ability to use complex British/Irish Sign Language (BSL/ISL) by compiling a Portfolio of Evidence covering both units. The centre internally assesses and verifies both units. External quality assurance is provided by Signature.

Candidates need to be able to cope with complex sign language structures and vocabulary consistent with the UK Occupational Language Standards at Level 6 CILT 2010. For further information, please look at:

<http://www.cfa.uk.com/standards/languages-and-intercultural-working.html>

In order to generate evidence for the units candidates are required to demonstrate a wide range of vocabulary. The natural context for using BSL/ISL 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/ISL used meets the requirements for Level 6 in both areas.

At Level 6, the ability to analyse and discuss issues is expected. Candidates will be expected to extract complex information from a wide range of sources, be able to understand and use complex language fluently, and deal confidently with most work and social situations in a range of settings.

The teacher's role is to manage learning so that the language is taught in meaningful and realistic contexts. At this level, the teacher is not expected to teach the candidates all the signs they need to know for these subjects and areas without reference to the candidate's experiences and needs. Candidates are expected to make use of BSL/ISL dictionaries and other sources.

Level 6 NVQ Diploma in Sign Language Interpreting

Candidates will provide proof of their interpreting competence against the National Occupational Standards by compiling a Portfolio of Evidence covering the five chosen units. The centre internally assesses and verifies all units. External quality assurance is provided by Signature.

Candidates are expected to have language competence in both languages for which they provide evidence for this qualification. This should be:

- The equivalent of at least Level 6 in first language. At Level 6, candidates can understand and use complex and specialised language. Candidates can deal with all work situations both within and outside their area of professional expertise.
- The equivalent of Level 6 or above in second and subsequent languages. At Level 6, candidates can understand and use complex language and express themselves fluently. Candidates can deal confidently with most work situations.

If appropriate, the internationally recognised qualification, The Certificate of Proficiency in English is accepted as a way for candidates to bring their English language up to Level 6 standards.

* Level 6 is equivalent to NVQ Level 4 in the National Qualifications Framework prior to the introduction of the revised eight-level structure used for NVQs in the Qualifications & Credit Framework from 2010.

This qualification is available in several language combinations either signed language <-> signed language, or signed language <-> spoken language.

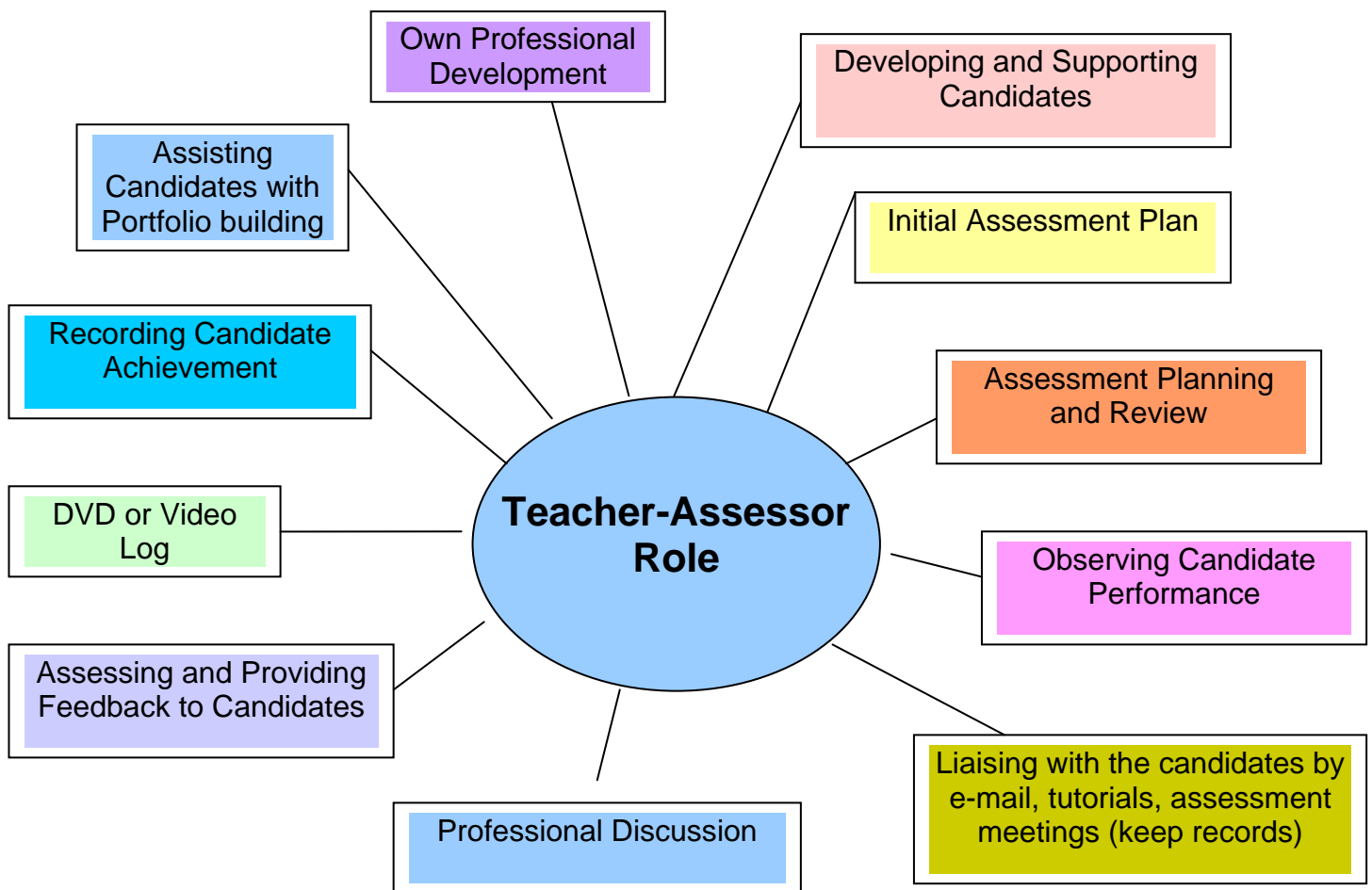
To achieve the qualification, candidates must evidence the required language competences by using the same two languages to complete each unit in their portfolio.

It is the responsibility of the centre to ensure that the above languages requirements have been met before accepting a candidate for this qualification. The two languages in which the candidate intends to complete must be recorded in the initial assessment plan.

Level 6 Diploma in Sign Language Translation

To be awarded a Level 6 Diploma in Sign Language Translation candidates must achieve five units in total in order to be awarded the full qualification. Candidates will provide proof of their translation competence against the National Occupational Standards by compiling a Portfolio of evidence covering the five chosen units. The centre internally assesses and verifies all units. External quality assurance is provided by Signature.

Section 1 – Guidance notes for Teacher-Assessors



Some examples of the forms mentioned above have been provided in Section 2.

Summary of portfolio requirements for Signature NVQ Certificates

Ref	Title of form	Form no	Description of the usage of forms
1.	Portfolio Index		A list of what is in the portfolio.
2.	Candidate Profile	Form A1	A summary of the candidate's background and reasons for taking the qualification. A photo also needs to be included for id purposes.
3.	Initial Assessment Plan	Form A2	Record of first formal meeting between candidate and assessor: <ul style="list-style-type: none"> • Candidate's access to assessment opportunities • Aspects of learning needed to cover gaps • Reasonable adjustments to assessment process • Agreed assessment plan
4.	Assessment Plans	Form A3	Above initial assessment plan reviewed and updated at regular intervals, and cross-referenced across the portfolio.
5.	Live Observation Record Sheet	Form A4	For use in giving feedback to a candidate when the assessor observes a live situation the candidate is involved in.
6.	Assessor Question and Answer Record Sheet	Form A5	Record of any assessor's questions arising from the verification of evidence used as evidence to cover minor gaps in assessment criteria, to complete candidate's claim to competence. Or to clarify any area that could improve performance or understanding of skills.

Ref	Title of form	Form no	Description of the usage of forms
7.	Professional Discussion Record Sheet	Form A6	Record of any professional discussion held with the candidate and used as evidence to cover minor gaps in assessment criteria, to complete candidate's claim to competence.
8.	Assessment and Feedback Record Sheet	Form A7	Record of assessment decisions, with feedback, to assist candidate's progress.
9.	DVD Record Log	Form A8	List of the DVDs or USB clips used as evidence in the portfolio, cross-referenced to the relevant assessment criteria, with reference log to enable assessor to identify location of relevant clips.
10.	Candidate Assessment Record (CAR) Forms	Forms A9 – A21	Record of the assessment criteria achieved by the candidate, cross-referenced to relevant evidence clips. Each column has to be evidenced at least twice.

1.1 Candidate portfolio

Signature's Level 6 NVQ style Certificates and Diplomas are assessed by means of a candidate portfolio. The term 'portfolio' means simply a suitable way of presenting evidence, with a good referencing system so that the candidate, assessor, or verifier can find what they need when they need it.

The portfolio is the evidence produced by the candidate upon which the assessor makes the final judgement on the candidate's competence. A complete portfolio will comprise direct and supporting written evidence (often recorded on video/DVD or USB), assessment records and videos of assignments. Consequently, it is vital that the assessor, internal verifier (IV) and the external verifier (EV) can find the individual pieces of evidence claimed.

Candidates will need guidance on how to record and present the evidence, structure the portfolio and index the sections. A well-planned portfolio helps both assessor and candidate.

The candidate is responsible for the organisation and the contents of their portfolio. The assessor may feel that they have a 'duty of care', including sometimes the safekeeping of portfolios until they have been seen by the verifier. It is important that putting together the portfolio does not become a greater worry for the candidate than gathering the evidence it contains! Portfolios should not create excessive paperwork, and good referencing can cut down the amount of paper needed dramatically.

1.2 Induction

What is an induction?

Induction is the process of welcoming new learners/candidates into the Level 6 NVQ style Certificate or Diploma programme, providing them with the information they need to settle into their course.

Why have an induction?

All candidates should be given an induction within their first few days on the programme to help them settle into their course.

Checklist of items to cover in induction

The teacher-assessor should:

- welcome the new candidates and ensure that they have the information and support they need to help them integrate into the Level 6 NVQ style Certificate or Diploma programme
- understand what the candidate wishes to achieve from the course
- ensure the candidates understand the requirements of their programme, and the evidence-gathering process they will need to complete
- explain the importance of regular meetings with the allocated assessor to review and provide feedback on work, progress against objectives and address any issues as they arise
- ensure the candidate is familiar with key people within the centre, e.g. their assessor, the IV, the Centre/Course Coordinator and other people involved at the centre such as BSL/English Interpreters or CSWs
- ensure the candidate is aware of what learning resources are available and where they are situated
- ensure the candidates understand their legal responsibilities under the equal opportunities and health and safety legislation

Example of an induction checklist

Regardless of whether there is a formal induction programme co-ordinated by the centre or a less formal programme run by the Assessment Team, it is important to keep a checklist of the areas of induction training received, countersigned by the individual. This helps to ensure all

learners receive all the information they need. This checklist can be a useful source of reference later in the programme - for example to check a candidate has been briefed on policies, or to produce evidence of training in the event of a health and safety inspection.

Pre-entry to course	<p>Joining instructions.</p> <p>Conditions of study.</p> <p>Centre literature.</p> <p>Particular assessment needs.</p>
Health and safety	<p>Emergency exits. Evacuation procedures.</p> <p>First aid facilities. Health and safety policy.</p> <p>Accident reporting. Specific hazards.</p> <p>Policy on smoking.</p>
Organisation	<p>Site map - canteen, first aid post, etc.</p> <p>Telephone and computer system.</p> <p>Organisation chart – departmental.</p> <p>Named contacts (assessor, administrator etc).</p> <p>Security or/and car park pass and procedures.</p>
Policies and procedures	<p>Absence/sickness procedure.</p> <p>Course or programme hours.</p> <p>Arrangements for breaks.</p> <p>Complaints procedure.</p> <p>Appeals procedure.</p> <p>Mobile phone, Internet and email policy.</p>
Assessment	<p>Structure of the course – units, learning outcomes, and assessment criteria.</p> <p>Initial assessment plan and assessment planning.</p> <p>Evidence-gathering – opportunities and expectations.</p> <p>Assessment process – role of assessor, IV and EV.</p>
Assessment Resources	<p>Discuss which technology can be used to save film clips e.g. USB, DVD and Hard Drive Folders</p>

Reasonable adjustments

Signature's Level 6 NVQ style Certificates and Diplomas are competence-based, and linked to the relevant National Occupational Standards (NOS). This means that, under current legislation, the standards (assessment criteria) within the qualification **must not** be changed for candidates who request a reasonable adjustment, as the ability to achieve each of the criteria is essential to being 'competent'. It is important that centres explain this to potential candidates during the initial advice and guidance process, so that no candidate reaches the point of assessment without being aware of the competence standards that they need to achieve.

However, adjustments to the *process* of gathering evidence for each of the assessment criteria are encouraged for candidates with particular needs. This means that the centre can provide support for such candidates, e.g.

- additional time or support to understand any written information relating to the qualification and its assessment requirements
- additional time or support to produce any written information that may be required.

Centres requesting any other reasonable adjustment on behalf of a candidate should:

- i. ensure that the request does not relate to any of the assessment criteria, which cannot be adjusted (see above)
- ii. check the proposed adjustment with Signature when they register the candidate on-line.

Before requesting a reasonable adjustment on behalf of a candidate, the centre should be satisfied that the adjustment applied for will enable the candidate to attempt to meet the same standards of assessment as a candidate without the disability, difficulty or special need concerned.

1.3. Candidate profile

What is a Candidate Profile?

The Candidate Profile sets out the candidate's previous qualifications, skills, education and future career interests.

Why is a Candidate Profile necessary?

The Candidate Profile gives the assessor, IV and EV useful information about the candidate, and the skills they have in relation to the qualification they are studying for, including any relevant experience in the BSL/ISL or interpreting field, and why the candidate is interested in the qualification.

Checklist for the Candidate Profile

- Relevant skills and experience.
- Desired educational level.
- Key characteristics or traits.
- Other factors, e.g. future career ambitions.

The assessor will arrange a date for the Initial Assessment Planning Meeting with the candidate after the induction. The candidate will need to bring their completed Candidate Profile and photograph to this meeting.

Please note:

Candidate Profile should **not** show home address or date of birth for privacy reasons.

1.4. Initial assessment plan

The Initial Assessment Planning Meeting is a formal meeting between the assessor and the candidate. It would be a good idea to hold this meeting in BSL/ISL - this will give the assessor an idea of the candidate's BSL/ISL skill level, to be able to judge whether the candidate is ready to start collecting evidence for the BSL/ISL units.

The written Assessment Plan will list the outcomes of the meeting and will probably be the first document the candidate puts in their portfolio. It allows the candidate and the assessor to agree on:

- how much evidence the candidate is already able to produce to meet the assessment criteria
- how much evidence the candidate will be able to produce to meet the assessment criteria, and by when
- any assessment criteria that the candidate cannot currently achieve
- what the candidate needs to do to fill these gaps.

For the Level 6 NVQ Diploma in Sign Language Interpreting only, the initial assessment plan must include details of the languages in which the candidate will interpret.

The assessor should discuss with the candidate the evidence that they need to provide. Some may be easily obtainable from the candidate's work or from the candidate's work and social activities. Other evidence may come from simulations, professional discussions, personal and witness statements and question and answer sessions. The Assessment Plan will also include details of the candidate's learning and support needs in relation to the type and length of their programme, and describe how these needs are to be met.

The Initial Assessment Planning Meeting might be the first session of the course. The resulting Assessment Plan would consist of the course outline and a note of opportunities the candidate might have for collecting evidence through their work or socially. It could also contain a learning contract between the centre and the student.

The Assessment Plan will need to be reviewed regularly, as the candidate builds up their portfolio. Centres will make their own decision about how to carry out regular assessment planning meetings. The assessment timetable must show that enough time is given for these meetings. This is because the meeting has to update both candidate and assessor on progress

since the last meeting, identify gaps in the candidate's evidence, and discuss opportunities for filling these gaps. The number of assessment meetings really depends on the individual candidates, whether they are in fact ready to start collecting evidence, and how well they are doing in providing suitable evidence samples.

Assessors will know when their candidates are ready to collect evidence. It is the assessor's responsibility to recommend candidates for certification, and so the assessor must be confident that the candidate is ready to produce evidence to the appropriate standard.

It is important that the Initial Assessment discussion covers the standards and assessment criteria required for the units within the qualification. Signature's Level 6 NVQ style Certificates and Diplomas are based on 'competence standards', which cannot be changed even if the candidate has a disability that makes it difficult or impossible to achieve them. Current disability legislation specifically exempts competence standards from the requirement to make a reasonable adjustment. Further information on Reasonable Adjustments is given in 1.2.

Checklist for assessors

- Fix a date for the Initial Assessment Planning meeting with the candidate.
- Ask the candidate to explain his/her background – check his/her profile.
- Make a note of any questions that the candidate has, and the answers given.
- Ask if the candidate understands the procedures and clarify any queries – write the responses down if necessary.
- Discuss and agree items for the Assessment Plan – both candidate and assessor should sign the agreed Plan.
- Make sure assessor and candidate has a copy.
- Arrange next Assessment Planning meeting to follow up and review progress.

Candidates should prepare for the initial assessment plan meeting by:

- reading the unit specifications. If there is anything in here that you do not understand, make a note of what you need to ask the assessor about
- identifying opportunities to communicate and collect evidence with Deaf people
- thinking about how to cover the assessment criteria
- highlighting assessment criteria that might be more difficult to meet.

1.5. Assessment planning and review

Why is assessment planning important?

Planning is essential to the successful achievement of a Level 6 NVQ style Certificate or Diploma. It is important to determine what needs to be done, and how the results will be used, **before** assessment efforts begin, and to review this at regular intervals during the programme.

Assessment plan checklist

An effective assessment plan usually includes the following:

- Review and update of the Initial Assessment Plan.
- Agreed areas for the candidate to gather evidence of competence against the assessment criteria.
- Any negotiations needed in order for the candidate to be able to gather this evidence (e.g. permission of line manager to get time off work to gather evidence, or permission from others to share information gathered as part of the evidence).
- Agreed areas for study or further training in order to be able to meet the assessment criteria.
- Possible places or other contacts to gain this training.
- Agreed timelines for providing evidence.
- Agreed assessment opportunities (candidate's own, and/or provided by the centre).
- Assessment dates by which candidate will bring evidence for assessment.
- Dates of review meetings/tutorials with assessor.

Ideally, assessment is a process that includes reflection and improvement on assessment efforts. The review process should include reviewing the plan itself, and the quality of any evidence provided so far, at regular intervals.

1.6 Assessment of candidates' work

Signature's Level 6 NVQ style Certificates and Diplomas are internally assessed, and the assessor will often also be the candidate's teacher, especially if teaching is included in the course. This is why the qualifications also need an internal and external 'quality check' (called 'verification') to make sure that internal assessment is carried out fairly and to the national standards.

The role of the assessor

Assessors must be qualified and occupationally competent:

- 'Qualified' means they must hold, or be working towards, a recognised assessor qualification (currently D32/33, A1 or Level 3 Certificate in Assessing Vocational Achievement).
- 'Occupationally competent' means they must hold a suitable qualification in the subject they are assessing.

If the assessor has not yet got their A1 qualification or Level 3 Certificate in Assessing Vocational Achievement, a qualified assessor with either the Level 3 Certificate in Assessing Vocational Achievement, A1, D32/33 must work with the trainee assessor, and confirm their assessment decisions. This second, qualified, assessor need not have occupational competence in the subject being assessed, although they should come from a related subject area if possible.

In the above situation, when the centre applies for certification for its candidates, the names and signatures of all four people must be provided:

- The trainee assessor.
- The countersigning assessor with either Level 3 Certificate in Assessing Vocational Achievement, A1 or D32/33.
- The trainee IV.
- The countersigning IV with either Level Award in the Internal Quality Assurance of Assessment Processes and Practice, Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice, V1 or V34.

In due course, we expect all assessors and verifiers to gain the A/V awards themselves. When this happens, we will need only two signatures, not four.

It is worth noting that the Level 3 Certificate in Assessing Vocational Achievement and Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice are new qualifications. Assessors and IVs holding the A1, D32/33, V1 or D34 certificates will not be expected to re-qualify.

The assessor carries out a range of important roles:

- They give advice and guidance.
- They explain the requirements of the standards and assessment criteria.
- They support the candidate to find appropriate opportunities for gathering evidence.
- They mark the candidate's evidence against the standards and assessment criteria, and give feedback.
- They keep accurate records of the candidate's achievement, so that the IV and EV can use this to confirm the candidate's claim to competence.

The assessor will look for evidence that BSL/ISL skills have been demonstrated from real life situations, ideally from tasks and activities that naturally arise in day to day use or in the workplace. If this is not possible, simulations of activities and conversations within the classroom are also acceptable provided they are not rehearsed or scripted.

The assessor will check that:

- the performance of the candidate being assessed matches that specified in the learning outcomes and assessment criteria
- the evidence is sufficient for the assessor to be confident that the candidate shows competence at the appropriate level.

Assessment methods

- 1. Observation of performance in the work environment** – this can be filmed or 'live observation', where the candidate shows their competence through performance. The majority of evidence for BSL/ISL Level 6 NVQ style Certificates and Diplomas will be performance evidence (See CAR Form example).

Observation should be carried out discreetly, to avoid distracting the candidate and causing disruption in the workplace. This is particularly important during interactions with customers or colleagues. Live observation should only be carried out on one candidate at a time. The assessor should give feedback on the observation in the usual way.

‘Simulated’ performance evidence is when the work task or activity is simulated, but the use of BSL/ISL is natural and not rehearsed or scripted. This may take place in the classroom and be helpful for candidates struggling to film evidence in their work or social life. The use of language must be spontaneous.

- 2. Questioning the candidate** – Question and answer can be used to assess a candidate’s knowledge and understanding of assessment criteria that are difficult to cover in performance evidence, e.g. where the criterion rarely occur naturally, or where one small element of performance has not been covered in the evidence provided by a candidate.
- 3. Looking at candidate statements** – Candidate statements can be used to clarify or explain issues such as planning and decision taking, or reflecting on/evaluating own performance.
- 4. Use of witness statements** – can be used to support a candidate’s claim to competence when the qualified assessor was not able to be present, e.g. when the activity took place in the workplace. The witness should be someone who can provide a written statement about the quality and authenticity of a candidate’s work for assessment purposes, and who can declare first-hand experience of the candidate’s performance and understanding.
- 5. Professional discussion** – A professional discussion is an opportunity for the candidate to discuss with the assessor how they feel their evidence meets the criteria. Assessors can test the validity and reliability of a candidate’s evidence and then make a judgement of competence. Professional discussion is more than a question and answer session and does not replace observation and other methods of assessment.

It is useful to record the content of the professional discussion by audio or video. The assessor can then listen or look again and take note of where the candidate has demonstrated specific criteria.

Professional discussion checklist

- Agree the time and venue for the discussion.
- Agree what equipment will be needed. Will the candidate be demonstrating any BSL/ISL that should be recorded for the portfolio?
- Ensure the candidate is ready to be assessed. Agree what criteria will be covered and assessed during the professional discussion.
- Ensure that the candidate is aware of the process of the professional discussion.
- Ensure the candidate is aware that the assessor will be expecting the candidate to take the lead during the professional discussion.

For the Level 6 NVQ Diploma in Sign Language Interpreting, learners should demonstrate achievement through work based assessment tasks wherever possible.

The best possible form of evidence is that carried out by interpreters in the workplace. Evidence could be generated through observation of candidate interpreting, or by you providing written or recorded evidence. However, for a variety of reasons it may prove impossible to gather all the evidence in this way, and so **simulated assignments** are acceptable. In cases where collection of evidence in the workplace is not possible for the reasons given above, Signature will allow simulation of assignments, provided that they mirror the potential or actual workplace environment. In the case of interpreting this means that at least two people who do not speak or sign the same language are engaged in meaningful communication through the means of interpreting.

Evidence may include any or all of the following:

- Workplace activity.
- Classroom activity.
- Simulation.
- Observation reports.
- Oral/written questions and answers.
- Worksheets/workbooks.
- Witness statement.
- Recorded evidence (video).
- Case studies/assignments.
- Other suitable supplementary evidence.

The most appropriate evidence for the unit should be used. This is not an exhaustive list and other evidence is acceptable.

Evidence should be varied and the learner's own work. It must clearly demonstrate how the learner has met the assessment criteria for the unit.

How much evidence is needed?

The number of *samples* of evidence needed by a candidate is shown in the Unit/Qualification Specification. These are the *minimum* requirements. Assessors should use their judgement about whether to ask for more (i.e. better quality) evidence, especially where some samples of evidence may be 'borderline' or of doubtful quality.

A 'sample' of evidence can be used for more than one purpose (e.g. It can be used to show aspects of both productive and receptive skills in BSL/ISL). Where the minimum number of samples in the standards is given for each unit, this does not mean that the candidate must collect the total of these requirements. Evidence of two-way conversations can be used for both receptive and productive units.

The assessor should only 'sign off' the assessment criteria on the Unit CAR Form when they are confident that the candidate has demonstrated competency on several occasions. The assessor must be able to justify their assessment decisions if challenged by the IV and/or EV.

The portfolio should be judged as a whole - a candidate may not have covered one assessment criterion in a portfolio of an otherwise excellent standard. On the basis of simply ticking off all the assessment criteria, this candidate's portfolio would be judged incomplete. However, taking the portfolio as a whole would enable the assessor to recommend this candidate to the IV as competent. The responsibility for this decision lies with the assessor.

In judging each piece of evidence, the assessor has to decide whether the evidence is:

- appropriate, i.e. the content is at the right standard for the level
- authentic, i.e. actually produced by the candidate
- reliable, i.e. is produced unaided, represents the normal standard of the candidate's work, and could be reproduced again if required
- valid, i.e. covers the assessment criteria

- current, i.e. is up to date – clips that are included in the portfolio should be no more than 18 months old. Video clips or other work produced before this cannot be said to be ‘current’, and an assessor would normally ask the candidate to produce new evidence
- sufficient, i.e. that there are enough samples of evidence to show competence
- consistent, i.e. that the samples show consistency in competent performance, so the assessor is satisfied that the candidate will be able to perform at this standard in future.

Candidate Assessment Records (CARs)

A CAR is the form used to record evidence for a Level 6 NVQ style Certificate or Diploma. Signature provides examples of CAR Forms which are contained in Section 2. The CAR Form should be a straightforward ‘checklist’ with tick boxes, which gives a clear indication, at any point in the candidate’s progress, which assessment criteria have been met. Ideally, it should allow for the recording of all types of evidence (written, observation or video) on one page. In order to complete the unit or qualification for the Level 6 Certificate in BSL/ISL the candidate must achieve all the assessment criteria on the CAR Form at least twice. For the Level 6 NVQ Diploma in Sign Language Interpreting the candidate must achieve all of the assessment on the CAR form at least once. The assessor must always sign off all criteria.

It is good practice for assessors to ‘sign off’ individual samples of evidence at the time they are put into the portfolio. This helps the candidate to track her/his progress and avoids the danger of a candidate collecting inappropriate or inadequate evidence. There should be evidence in the portfolio of each sample of work having been assessed, with the assessor’s signature and the date it was assessed.

The CAR form should appear on each candidate’s portfolio, and is checked by the IV and EV as part of the quality assurance process.

1.7 Giving feedback

When judging a piece of evidence, the assessor needs to decide whether it demonstrates that the candidate has met the required learning outcomes and assessment criteria for the unit. The assessor will record any assessment criteria that have been met by the evidence on the CAR Form, and should provide feedback to the candidate using Form 7.

Feedback should be given even if the evidence has not been of a sufficiently high standard. The assessor should provide written or signed comments containing advice on what the candidate should do before the next assessment to help them improve. The learner has the right to have a record of the assessor's comments, so feedback in BSL/ISL should be filmed.

Feedback needs to be an interactive process that motivates and encourages the candidate to take responsibility for their own learning and evaluate their own progress. Candidates will benefit most from feedback that includes an indication of strengths as well as weaknesses linked to the learning outcomes and assessment criteria.

Effective feedback is:

- ongoing – given throughout the candidate's development
- positive – informs the candidate of what has been achieved
- specific – relates to particular actions or targets so that the candidate knows where they are performing well and where further development needs to take place
- constructive – if the candidate is not doing something well, any barriers to progress should be identified and suggestions made about how to improve performance.

At the end of a feedback session the assessor and candidate should agree what needs to happen next in relation to the candidate's development. The Assessment Plan should always be updated to show if any further work is required in relation to evidence.

1.8. Recording guidelines (DVD/USB)

The relevant Unit Specification will give the evidence requirements for that unit, including the amount of evidence that must be recorded on DVD/USB. Recorded evidence should include a range of conversations or meetings with different people and about different situations. Candidates may use the same person in more than one evidence clip, but should not use them more than twice.

Candidates should always strive to use their best evidence in their portfolio. It is the candidate's responsibility to provide a log or index of all the clips in their portfolio, with a clear indication of the assessment criteria covered by each clip.

It is not the job of the IV or EV to search through the evidence file to find relevant clips. The EV may refuse to sign off a completed portfolio if they are unable easily to find appropriate evidence.

Form A1

Candidate Profile – Example

Candidate Name: Neville Boulton		Date: 23.9.2010
Assessor Name: Vanessa Lloyd		Venue: Signature College
<p>I was born into BSL environment because I grew up in a family with a lot of Deaf members.</p> <p>I grew up in the Deaf Community by going to Deaf clubs with family members and friends throughout my childhood.</p> <p>I am currently the Manager of the Deaf Social Club near my home and I have the opportunity to meet all different kinds of Deaf people with their regional accents and signs.</p> <p>My dream is to be a fireman and I also would like to be an interpreter in my spare time.</p>		
Candidate Signature: Neville Boulton		Date: 23 September 2010
Assessor Signature: Vanessa Lloyd		Date: 23 September 2010
Internal Verifier Signature:	Report No:	Date:

Form A2

Initial Assessment Plan (Example)

Candidate Name: Neville Bolton		Date: 23.9.2010	
Assessor Name: Vanessa Lloyd		Venue: Signature College	
<p>Assessment Planning Meeting (please record what has been discussed)</p> <p>Candidate's questions and assessor's answers to be recorded.</p> <p><i>We met to go over the Induction done on 31 August and I checked if Neville understood the new qualification and policies. Neville went over his background and explained about his family members so there is enough opportunities to collect evidence for his portfolio will be great.</i></p> <p><i>Neville wanted to check about:</i></p> <ol style="list-style-type: none"> <i>1) Hours of learning and assessment details.</i> <i>2) Contract for his tutorials and meetings with allocated assessor.</i> <i>3) Asked about reasonable adjustment and what support is possible.</i> 			
<p>Action plan</p> <ol style="list-style-type: none"> <i>1) Study the programme and meetings for assessment given for Neville to confirm his availability.</i> <i>2) Neville will bring his contract when he knows his availability.</i> <i>3) Neville needs English support with some feedback assistance from learning support. I will check with learning support.</i> 			
Profile	Done	Contract	NY
Qualification Standards	Yes	Equal Opportunities Policy	Yes
Complaints Policy	Yes	Appeals Policy	Yes
Induction when?	31.8.10	Reasonable Adjustment	Yes
Date and venue of next assessment planning meeting: 7 October 2010			
Candidate Signature Neville Bolton		Date 23.9.2010	
Assessor Signature Vanessa Lloyd		Date 23.9.2010	
Internal Verifier Signature		Report No	Date:

Form A3

Assessment Plan- Example (1)

Candidate name: Neville Boulton	Assessor name: Vanessa Lloyd
Date of Assessment Planning Meeting: 7.10.2010	Venue: Signature College, Durham

Proposed activity and evidence to be planned:	Learning outcomes to be covered	Assessment criteria to be covered	Assessment method chosen by assessor	Evidence/clip review and ref no	Page No in Portfolio
Plan and Prepare complex presentation for February next year – think about what to present to a group of people to include instructions or advice.	602 – 2	602.2.1 602.2.2b 602.2.5	Possible LO or DO		
Discussion on ways to improve Deaf Social Club activities	601 602	602.1.1d	(P) - clip	Clip 1 Accepted 4.11.2010	Evidence 1
Signed the contract and agreed 10 hours of learning support. 7.10.2010					

Assessment Methods Key: Professional Discussion (PD), Live Observation (LO), Question and Answer (Q&A), Product (P)

Candidate signature: Neville Boulton Date: 7.10.2010	Assessor signature: Vanessa Lloyd Date: 7.10.2010
IV signature if sampled Report No:	Date of Next Meeting: 4.11.2010

Form A4

Live Observation Record Sheet

Level: 6	Venue: Signature College Evidence No: 3
Candidate Name: Neville Boulton	Date 26.11.2010

Live observation situation: On 26 November I observed Susan's presentation where Neville was among those watching her presentation. Neville took notes some of the facts and information from Susan's presentation about the changes of DLA and other benefits. I observed for ten minutes and Neville was able to relay most of the information to me and gave me his notes. I questioned him about Unit 601 LO 1.1 to whether Neville identified regional variations and see below.

Learning outcomes and assessment criteria met	Record of observation by assessor
Unit 601	Neville followed the whole ten mins of Susan's presentation and took notes (enclosed).
Unit 601 LO1 – 1.1a LO1.3 - feelings	Neville identified Susan's regional variations such as: government, people, numbers e.g. 20, 30, 40; man, woman, incapacity benefit, disabled living allowance, attendance allowance, DSS. Neville also identified the depth of Susan's feelings about the difficulties of some disabled people in getting benefits whether one has his/her leg off, or both legs etc.
Unit 601 LO2.2.1a LO2.2.1j	Neville relayed most of the presentation details and information correctly to me (it is on tape), Neville got the general meaning of the presentation with specific details of the theme. Neville also identified needs and requirements for different people to claim specific benefits (see his notes).
Unit 601 LO2.2.2	Neville recognised many of Susan's opinions during the presentation at least four times expressing her views of the whole situation.
Unit 601 LO3.3.1a-e	Neville was able to recognise a good wide and complex range of vocabulary from Susan's BSL delivery covering a – e (see example from his notes).

Learning outcomes and assessment criteria met	Record of observation by assessor
Unit 601 LO4.1a-c	Neville gave example of verbs used in the presentation such as: Write, complain, challenge, research, meeting, talking, asking, enquiries, read, claiming, sign on etc. Neville confirmed it was formal register throughout.
Unit 601 LO5.1	Neville checked the sign Secretary of State, DSS with assessor who was also in the group watching the presentation.

Questions by assessor on candidate's performance and learning outcomes and assessment criteria if applicable	Recorded answers.
Unit 601 LO1 – 1.1c Q – What was Susan's style compared to your style?	Susan is more animated showing her depth of feelings of the injustice of differences of disabled people not able to claim benefits.
Unit 601 LO1 – 1.2c Q – What did you see that was ambiguities in the presentation?	Neville identified that when Susan relayed that she read a paper about a government official not giving a straight answer to a parent who was trying to find out why her son who has Down's Syndrome was unable to get mobility allowance on top of the DLA.

Candidate Signature: Neville Boulton	Date: 26 November 2010	
Assessor Signature: Vanessa Lloyd	Date: 26 November 2010	
Internal Verifier Signature:	Report No:	Date:

Candidate's notes for receptive purposes

Susan's presentation about changes of DLA and other benefits.

Susan introduced herself and welcomes the audience.

Health and safety – fire alarm, toilets, refreshments after the presentation.

What is the Green Paper about?

A Government Green Paper – called “Shaping the Future of Care Together” – has revealed proposals to stop paying disability benefits, for example, AA, and hand the cash over to social services instead. Under the plan, current claimants would have their disability benefits converted to a ‘personal budget’ administered by local authorities and used to pay for services – not to spend as they wish. It is suggested that this funding is used to increase the funding available for social care. AA is similar to the care component of DLA, but for older people. DLA is not specifically named in the paper, but some people believe that the DLA care component is also under threat because the Government is talking about ‘disability benefits’.

Susan explained why chose topic – her friend has Downs Syndrome son – cannot claim benefit – Peter – not real name – because he is mixing socially in society and in mainstream school. But he has difficulties in walking long distances owing to his frame of walking.

Susan gave examples of others who have no legs through illnesses or accidents who cannot claim as well as they use false legs not accounting for sore and difficulties to walk long distances etc. She gave her opinion that no legs should be automatic in having benefits and also for those who have disability that is obvious to everyone.

Susan gave details on DLA, Incapacity Benefit, Mobility Allowance, Income support, Housing Benefit related to disabled people.

Susan used a wide range of vocabulary using different benefits, different help, different disabilities, using key-work related vocabulary with technical terms e.g.:- Government Official, Internet, Website, Secretary of State, DLA, ICB, Mobility Allowance, Support Worker, Personal Assistants etc

I checked the website after the presentation www.radlegalservices.org.uk

Notes written by Neville Boulton on 26.11.2010

Form A5

Assessor Question & Answer Record Sheet – Example

Qualification: BSL Level 6	Venue: Signature College Evidence No 4
Candidate name: Neville Boulton	Date 26.11.2010

Describe situation:

I met Neville to go through his video receptive activity for relay information from BSL to English on Clark Denmark as a presenter by asking questions to cover some Assessment criteria. His performance will be viewed and marked by Neville himself and checked by me for our next meeting arranged for 1 December 2010.

Learning outcomes and assessment criteria met

Record of assessor's questions and candidate's answers

Unit 601 LO1 – AC – 1.1c	I asked Neville about the style or register of Clark's presentation skills.
------------------------------------	---

Answer:

Because he was filmed on ULCAN website – the style was restricted as short signing frame allowed for the website. His signing skills is clear and included a lot of complex information with specific details covering **LO2 - AC 2.1a and c** about his role within the university and what services he provides using complex vocabulary covering **LO3 - AC 3.1c** giving signs – Senior Lecturer, Deaf Studies, Project Manager on new projects such as BSL QED developing curriculum for teachers, Centre of Deaf Studies in Bristol, training, involved in Deaf History and Deaf Politics. And BDA Deaf Academy for BSL, now in ULCAN will promote e-learning programme.

Clark signed in formal register as it was based in the ULCAN website. **LO4 – AC 4.1c**

Candidate signature: Neville Boulton	Date: 26.11.2010
--------------------------------------	------------------

Assessor signature: <i>Vanessa Lloyd</i>	Date: 26.11.2010
--	------------------

Internal Verifier signature:	Report No:	Date:
------------------------------	------------	-------

Form A6

Professional Discussion Record Sheet - Example

Level: 6	Venue: Signature College
Candidate Name: Neville Boulton	Date 3.3.2011

Contents to discuss with assessor:

Unit 601 LO1 – AC 1.1c – From your 8 different evidences can you compare the differences of style of presenters in the clips?

Unit 602 LO1 – AC 1.1f – What ways can you express yourself if you do not know a particular word to sign?

Record of candidate's feedback

Unit 601- AC1.1c

In my clip No 2 – Mary is quiet in character and signs smoothly and with fluency – she is different when not filmed.

In my clip No 3 – Susan is opposite to Mary with plenty to say and is very animated with a lot of NMF involved and has deep BSL with good and strong style. Does not use lip patterns much – very good example of BSL user – with good vocabulary statements. She signs big and with clarity.

In my clip No 4 – Clark Denmark used deep BSL style with no lip patterns and he is very clear and describes his experiences clearly. Good examples from his signing style with many idiosyncratic signs

Unit 602 – AC1.1f

If I do not know a word I will look up the Dictionary of BSL, or look in websites which there many specialist sites are providing examples.

Candidate Signature Neville Boulton	Date 3 March 2011	
Assessor Signature Vanessa Lloyd	Date 3 March 2011	
Internal Verifier Signature	Report No	Date:

Form A7

Assessment and Feedback Record Sheet - Example

Level: 6	Venue: Signature College	Ref: Evidence No 2
Candidate Name: Neville Boulton		Filmed Date: 1.9.2010 (11mins total) (Two mins – 601) & (Nine mins – 602)

Describe activity done by candidate:

Formal meeting with a new employee Mary who is joining our team working in the bar – I am going through her job description and expectations.

Learning outcomes & assessment criteria met	Record of assessor feedback
Unit 601 - LO1 – 1.4	Mary used cultural behaviour such as nodding, shaking her head and emphasising with me when I was telling her job description.
Unit 601 - LO2 – 2.1c and e	I got the specific details of what Mary commented and responded to my overall chat on the job description by responding appropriately and answering or clarifying her comments.
Unit 601 - LO2 – 2.1d	Mary asked some questions such as: Depends on your rule/policies? I get involved in fight or call the police? Work with men or women? Work every night?
Unit 601 - LO3 – 3.1a	I identified Mary's signs to deal with our area as bar work and description with her answers and responses.
Unit 601 - LO3 – 3.1e	Mary used variety of numerical signs such as: 18 th and 21 st and retired parties, 250 people max, two staff, one job before, enumeration two jobs, money, tips, share, long time ago, not often.
Unit 601 - LO4 – 4.1a	Mary used some verbs such as been before, been type, been 2 jobs, not managing, been till, show clients, play matches, ask manager, ask first, can, get involved stop fight, phone police, work with men or women?, check each other.

Learning outcomes & assessment criteria met	Record of assessor feedback
Unit 601 - LO4 – 4.1b and c	Mary used appropriate BSL grammar with her responses and statements throughout the clip. And it was formal register situation
Unit 602 - LO1 – 1.1c	I did most of the contributing to this discussion about Mary’s bar role throughout this conversation.
Unit 602 - LO2 – 1.2	I used my non verbal cultural conventions by shaking or nodding my head whilst having discussion with Mary.
Unit 602 - LO2 – 2.4, 2.5, 2.6	I maintained my fluency throughout this clip with grammatical accuracy most of the time and used accurate articulation and stress with moods. I used inappropriate sign “time” when I should be pointing at my wrist.
Unit 602 - LO3 – 3.1a	I used a wide and complex range of vocabulary covering the bar role and description with Mary.
Unit 602 - LO3 – 3.1c	I used less common technical terms such as Using touch screen till (1.50) Beer fonts (pumps) Changing barrels Changing gas bottles and checking gas lines Job description Rota Interview more staff Float/tips/
Unit 602 – LO3 – 3.1d	I used a lot of linking language by appropriate pausing and change of direction without using and, but, etc
Unit 602 – LO3 – 3.1e	I used some numerals such as: two staff, money, float, up to 2am, after 12pm, £6, £6.30 per hour, 300 max, children, share tips.
Unit 602 – LO4 – 4.1a	I used varied verbs such as: - ask for drink, what would you do, work in bar, show you stuff, less for me to teach, will show how to clean, will ask about rota, call manager, need to back off, clean glasses, will interview more staff, will meet first, text me to inform unable to come to work, share tips with other bar worker.

Learning outcomes & assessment criteria met	Record of assessor feedback
Unit 602 – LO4 – 4.1b and c	<p>I have used full range of grammatical forms and used formal register.</p> <p>I used a range of sentence structures, including questions, expressing the role of the bar to Mary. I used correct pronunciation, hand shapes are clear, mouth patterns are clear and accurate and NMF was used appropriately.</p>

Candidate signature: Neville Boulton	Date: 11 November 2010	
Assessor signature: <i>Vanessa Lloyd</i>	Date: 11 November 2010	
Internal verifier signature:	Report No:	Date:

Form A8

DVD/USB Log Example

Clip No	Portfolio Page No	Brief description of sample	Unit covered	Duration of clip start/finish	Where candidate in clip?
1		Discussion on ways to improve Deaf Social Club activities	601 602	8 mins 7 mins	<input checked="" type="checkbox"/> <input type="checkbox"/>
2		Formal Meeting with Mary discussing bar work (APL)	601 602	2mins 11mins	<input type="checkbox"/> <input checked="" type="checkbox"/>
3		Watch Susan's presentation about changes of DLA and other benefits	601	10mins	<input type="checkbox"/> <input checked="" type="checkbox"/>
4	C13-16	Video receptive – Clark Denmark	601 602	10mins 10mins	<input type="checkbox"/> <input checked="" type="checkbox"/>

Candidate signature	Date	
Assessor signature	Date	
Internal verifier signature	Report No	Date:

Unit BSL602 – Use complex British Sign Language in a wide range of work situations

CANDIDATE ASSESSMENT RECORD (Productive)

Candidate name:.....

Assessor name:.....

Evidence item: Ref No & Title	Video/ DVD Ref	Assessment criteria – must tick at least twice in each column.																									
		1.1						1.2	2.1	2.2					2.3	2.4	2.5	2.6	3.1					4.1			5.1
		a	b	c	d	e	f			a	b	c	d	e					a	b	c	d	e	a	b	c	
1.																											
2.																											
3.																											
4.																											
5.																											

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

Candidate's signature: Date completed: Assessor's signature: Date:

Internal Verifier's signature: Date: Report No:

Unit INT6A1 – Prepare for Sign Language Interpreting Assignments (Mandatory)

CANDIDATE ASSESSMENT RECORD

Candidate name:.....

Teacher-Assessor name:.....

Evidence item	Ref No, Video Ref and Title	Learning outcomes and assessment criteria - must tick each column to show that criteria has been met													
		1.1	1.2	1.3	1.4	1.5					1.6	1.7	2.1	2.2	2.3
						a	b	c	d	e					
1.															
2.															
3.															
4.															
5.															

Candidate's signature:

Date completed:

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

Teacher-Assessor's signature:

Unit INT6B1 – Interpret one-way as a Professional Sign Language Interpreter (Mandatory)

CANDIDATE ASSESSMENT RECORD

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

Evidence item:	Ref No and Title Video Evidence and Ref:	Learning outcomes and assessment criteria - must tick each column to show that criteria has been met												
		1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	1.10	1.11	2.1	2.2
1.														
2.														
3.														
4.														
5.														

Candidate’s signature:

Date completed:

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

Teacher-Assessor’s signature

Unit INT6C1 – Interpret two-way as a Professional Sign Language Interpreter (Mandatory)

CANDIDATE ASSESSMENT RECORD

Candidate name:.....

Teacher-Assessor name:.....

Evidence item:	Ref No & Title Video Evidence and Ref:	Learning outcomes and assessment criteria - must tick each column to show that criteria has been met													
		1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	1.10	1.11	1.12	2.1	2.2
1.															
2.															
3.															
4.															
5.															

Candidate's signature:

Date completed:

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

Teacher-Assessor's signature

Unit INT6D1 – Develop your performance as a Sign Language Interpreter (Mandatory)

CANDIDATE ASSESSMENT RECORD

Candidate name:.....

Teacher-Assessor name:.....

Evidence item: Ref No & Title	Video Evidence and Ref:	Learning outcomes and assessment criteria - must tick each column to show that criteria has been met																
		1.1	1.2	1.3	1.4					1.5	1.6	2.1	2.2	2.3	2.4	2.5	2.6	2.7
					a	b	c	d	e									
1.																		
2.																		
3.																		
4.																		

Candidate's signature:

Date completed:

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

Teacher-Assessor's signature

**Unit INT6E1 – Support Sign Language Interpreting through sight translations of routine written documents
(Optional)**

CANDIDATE ASSESSMENT RECORD

Candidate name:.....

Teacher-Assessor name:.....

Evidence item: Ref No & Title	Video Evidence and Ref:	Learning outcomes and assessment criteria - must tick each column to show that criteria has been met								
		1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9
1.										
2.										
3.										
4.										
5.										

Candidate's signature:

Date completed:

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

Teacher-Assessor's signature

Unit INT6G1 – Work with other Sign Language Interpreters (Optional)

CANDIDATE ASSESSMENT RECORD

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

Evidence item: Ref No & Title	Video Evidence and Ref:	Learning outcomes and assessment criteria - must tick each column to show that criteria has been met										
		1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	2.4	2.5	2.6
1.												
2.												
3.												
4.												
5.												

Candidate’s signature:

Date completed:

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

Teacher-Assessor’s signature

Unit PTR A1 – Maintain skills and systems for managing translation tasks (Mandatory)

CANDIDATE ASSESSMENT RECORD

Candidate name:.....

Teacher-Assessor name:.....

Evidence item Ref No and title	Video/ DVD Evidence and Ref:	Learning outcomes and assessment criteria - must tick each column to show that criteria has been met														
		1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4	3.1	3.2	4.1				
													a	b	c	d
1.																
2.																
3.																
4.																
5.																

Candidate's signature:

Date completed:

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

Teacher-Assessor's signature:

Unit PTR A2 – Prepare for new translation assignments (Mandatory)

CANDIDATE ASSESSMENT RECORD

Candidate name:.....

Teacher-Assessor name:.....

Evidence item: Ref No and Title	Video/DVD Evidence and Ref:	Learning outcomes and assessment criteria - must tick each column to show that criteria has been met															
		1.1					2.1	2.2	2.3					2.4	3.1	3.2	3.3
		a	b	c	d	e			a	b	c	d	e				
1.																	
2.																	
3.																	
4.																	
5.																	

Candidate's signature:

Date completed:

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

Teacher-Assessor's signature

Unit PTR A3 – Translate written texts from one language into another (Mandatory)

CANDIDATE ASSESSMENT RECORD

Candidate name:.....

Teacher-Assessor name:.....

Evidence item: Ref No & Title	Video/DVD Evidence and Ref:	Learning outcomes and assessment criteria - must tick each column to show that criteria has been met																	
		1.1	1.2					1.3	1.4	1.5	1.6			2.1	2.2	2.3	2.4	2.5	2.6
			a	b	c	d	e				a	b	c						
1.																			
2.																			
3.																			
4.																			
5.																			

Candidate's signature:

Date completed:

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

Teacher-Assessor's signature

Unit PTR4 – Develop your performance as a professional translator (Mandatory)

CANDIDATE ASSESSMENT RECORD

Candidate name:.....

Teacher-Assessor name:.....

Evidence item: Ref No & Title	Video/DVD Evidence and Ref:	Learning outcomes and assessment criteria - must tick each column to show that criteria has been met																					
		1.1	1.2					1.3				1.4	1.5	1.6	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	
			a	b	c	d	e	a	b	c	d												
1.																							
2.																							
3.																							
4.																							

Candidate's signature:

Date completed:

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

Teacher-Assessor's signature

**Unit INT6E1 – Support Sign Language Interpreting through sight translations of routine written documents
(Mandatory)**

CANDIDATE ASSESSMENT RECORD

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

Evidence item: Ref No & Title	Video Evidence and Ref:	Learning outcomes and assessment criteria - must tick each column to show that criteria has been met								
		1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9
1.										
2.										
3.										
4.										
5.										

Candidate's signature:

Date completed:

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

Teacher-Assessor's signature

Section 3 – BSL/ISL suggested vocabulary and discussion topics

3.1 BSL & ISL language knowledge requirements at Level 6

Vocabulary

Learners will be able to recognise a wide and complex range of vocabulary and technical language:

- i. Vocabulary to deal with most matters within your area of work.
- ii. Current colloquialisms used in business and social contexts.
- iii. A wide range of less commonly-used technical terms relevant to your area of work.
- iv. Most ways to link ideas, make your argument easier to follow and help clarity, precision and fluency.
- v. A wide range of different forms of address, leave taking and other polite conventions to suit different occasions and degrees of formality.
- vi. Ways to express all feelings.
- vii. All numerical data and ways to discuss.

Grammatical forms

Learners will be able to understand a full range of grammatical forms:

- i. All verb forms in normal use:
 - All tenses (In BSL timelines and some lexical signs are used to show 'tense')
 - All aspects (e.g. in English I work/I am working)
 - All moods (e.g. passive; subjunctive).
- ii. All sentence structures, except the most complex or obscure.
- iii. A wide range of alternative terms and structures which express standard, colloquial, formal and informal registers.

Cultural conventions

Learners will be able to understand complex social interaction:

All spoken/signed and non verbal cultural conventions (facial expression and gestures, spatial distance, touch, eye contact, tone).

Reference sources

Learners will know how to use relevant language reference sources effectively to confirm or clarify meaning of sign in complex usage, e.g. bilingual and monolingual dictionaries, advanced grammar manuals, on-line resources.

3.2 Discussion topics

Evidence can be generated by candidates in the workplace or other (e.g. social) contexts. 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. Any topic can be used for discussion provided that the concepts and vocabulary are appropriate for the level of the qualification.

Candidates studying the Level 6 NVQ Diploma in Sign Language Interpreting must provide evidence of their work in *at least two of the following domains*:

- Business and the world of work.
- Education.
- Health.
- Local government.

Some candidates (e.g. community interpreters who only work in one domain) will need guidance on how to satisfy this requirement. It could be met by making use of the networks available via other candidates, who may be able to provide evidence collection opportunities in another domain, or by arranging simulations. Educational interpreters are usually able to satisfy the requirements by interpreting for staff meetings ('business and the world of work') as well as in the class/lecture room.

Section 4 - BSL/ISL: Examples of ways of collecting evidence

The following are examples of ways of collecting evidence for assessment:

Clips of news items including information from TV, internet, videos, CD/DVD.
Extracting from factual accounts (documentary-style) in a range of contexts.
Understanding the main points and relevant details of news items, interviews and documentaries.
Understanding issues and concerns relating to a range of contexts from a DVD/video/web cam.
Understanding instructions and give advice relating to news items.
Answering questions from set questions.
Watching a clip from 'See Hear' showing an item of news, answering questions about this.
Watching an interview with a Deaf person talking about their job on tape and answering questions about this in BSL/ISL.
Observing a discussion about a current issue (e.g. congestion charging) and answering questions about this.

For further examples of how to achieve assessment criteria, please refer to the Explanation of Assessment Criteria in the Qualification Specification.

Candidates should also be encouraged to gather up-to-date information from websites, journals and magazines wherever possible:

- Media: TV, newspapers, magazines.
- Relevant textbooks.
- Internet: educational websites.
- Organisations, e.g. British Deaf Association (BDA), Deaf Ex-Mainstreamers Group Ltd (DEX), Deaf Education for Listening and Talking (DELTA).
- Schools, colleges and universities, locally and nationally.
- Own opinions.
- Questionnaires.

Websites

www.thesignlanguagepeople.co.uk

www.signature.org.uk

www.forestbooks.com

www.signpostbsl.com

CD-ROM and DVDs

There are also some CD-ROM resources available:

- Advanced Dictionary of British Sign Language CD ROM by Microbooks (it can be bought with The Standard Dictionary of BSL at a reduced price).
- Complete Dictionary of BSL.
- Sign Away CD-Rom.
- BSL Works CD-Rom.
- Using Numbers in British Sign Language.

Books	Authors	Publisher	ISBN code	Year
Dictionary of British Sign Language/English	D Brien (Ed)	British Deaf Association	0-571-14346-6	1993
SIGN LANGUAGE - The Study of Deaf People and their Language	J Kyle, B Woll, G Pullen, F Maddix	Cambridge University Press	0521357179	1985
WORDS IN HAND - A Structural Analysis of the Signs of British Sign Language	M Brennan, M Colville and L Lawson		0946252424	1984
The Linguistics of British Sign Language - An Introduction	R Sutton-Spence and B Woll	Cambridge University Press	0521631424 (hardback) 052163718X (paperback)	1999
BRITISH SIGN LANGUAGE - A Beginner's Guide Book & DVD	Dorothy Miles	BBC Consumers Publishing	0000014427	1988

For further information on portfolio building and evidence requirements, please see the Qualification FAQs on our website.

Level 6 NVQ Diploma in Sign Language Interpreting

Performance in the workplace

Naturally occurring work-based evidence is generally the best source of evidence for the assessment of Level 6 NVQ style Certificates and Diplomas. There are, however, special constraints on the assessment of competence in interpreting (see section on Simulation). The performance evidence for each unit indicates specifically when performance in the workplace is required and what other steps may be taken to collect evidence.

Simulation

There is ample evidence from the field that there are occasions when it is impossible or inadvisable to assess candidates' competence through normal working practice. This applies in particular when:

- collecting real workplace evidence would intrude on confidentiality or privacy, for example:
 - interpreting to support a legal case on child protection
 - providing a written or sight translation of a letter dealing with immigration status
 - interpreting during a medical appointment for mental health reasons, or a police interview with a defendant
- arranging observation is difficult and/or expensive, for example while working on the client's premises, far away from the assessment base
- the candidate may experience an unreasonable delay in collecting evidence to prove his/her competence.

In cases where collection of evidence in the workplace is not possible for the reasons given above, the standard setting organisation will allow simulation of assignments, provided that they mirror the potential or actual workplace environment. In the case of interpreting, this means that at least two people who do not speak or sign the same language are engaged in meaningful communication through the means of interpreting.

Section 5 - Guidance notes for internal verifiers

5.1 The role of the internal verifier (IV)

The IV is at the centre of quality assurance and they must be qualified and occupationally competent:

- 'Qualified' means they must hold, or be working towards, a recognised internal quality assurance qualification. Either D34, V1, Level 4 Award in the Internal Quality Assurance of Assessment Process and Practice or Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice.
- 'Occupationally competent' means they must hold a qualification at Level 4 (Level 6 in the QCF) or above in the subject they are verifying.

If the IV has not yet got their D34, V1 or Level 4 Award in the Internal Quality Assurance of Assessment Process and Practice or Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice qualification, **a qualified IV must work with the trainee IV, and confirm their verification decisions.** This second, qualified, IV need not have occupational competence in the subject being verified, although they should come from a related subject area if possible.

The IV has an important and vital role to:

- develop and support assessors by providing advice and guidance to the assessor team
- make regular visits to the programme to be updated on candidates' progress (best practice recommends an IV should make between 5 –10 visits per programme)
- keep Internal Verification records about progress of candidates and performance of assessors
- ensure sampling and tracking forms are developed, used and available for external verification visits
- hold standardisation meetings with assessors as a group and keep the records of decisions arising from the meetings
- hold regular meetings with assessors and give them feedback on their performance
- attend an Standardisation Meeting held by Signature every year, and report back to the team
- verify (check) assessment decisions made at the centre, using their own knowledge of the standards within the qualification

- act as the co-ordinator of the assessment process, providing the link between the centre and the EV (see below)
- observe assessors carrying out assessment activities at least once a year
- ensure the complaints and appeals procedures are followed where necessary
- recommend improvements to quality assurance systems.

Internal verifiers for the Level 6 NVQ Diploma in Sign Language Interpreting must also have:

- sufficient expertise in language and interpreting to enable them to verify assessment decisions and give advice to assessors
- up-to-date knowledge of the field of interpreting demonstrated by a record of continuous professional development that is reviewed at least every two years and is planned to include developments in the domains in which they assess
- knowledge and understanding of competence-based qualifications
- in-depth knowledge of the Interpreting Standards.

Working with the assessment team

The IV must meet with the assessment team regularly to discuss and advise on problems and make sure that paperwork is kept up to date.

They will also sample assessment decisions at regular intervals by looking at candidates' work in a pre-planned, regular, systematic way that covers the range of assessment criteria, evidence types, and assessors. IVs must be able to show the EV their sampling plan that they use(d) for this purpose, and must sign candidates' work to show where they have sampled the assessor's decisions.

They must directly observe the assessment practice at the centre from time to time. In this way, the IV can spot any problems (for example evidence not fully meeting the Standards) early on, and help the assessors to put them right.

It is not acceptable for the IV to come in only at the end of the programme, when all the portfolios are complete. Any problems found at that stage would be hard to put right, if the candidates had been led to believe they had completed all the requirements of the Certificate or Diploma.

The IV must keep records of all their verification activity and decisions to show the EV at the appropriate time.

The IV will normally be a member of staff at the centre. If the IV is also acting as an assessor on the same NVQ style Certificate or Diploma programme, they are **not allowed to internally verify their own assessment decisions**. A second IV will be needed if this situation arises.

The IV is responsible for making sure that any action points agreed at an external verification visit are completed within agreed timescales.

Liaising with the EV and Signature

When the portfolios of a group of registered candidates have been assessed and internally verified, and all the assessment criteria have been met, the IV should arrange for the centre to apply to Signature for certification for those candidates. This will prompt a visit from the EV to confirm the assessment and verification decisions made at the centre.

The IV is responsible for ensuring that Signature is provided with the details of the candidates applying for certification, the assessor(s) involved, and the IV activity in relation to those assessors.

Signature will arrange for an EV to visit the centre to verify the assessment and internal verification decisions made by centre staff. Where there are large numbers of candidates this is normally done on a *sampling* basis. The sample is selected by the EV, to allow them to verify the work of all assessors across a range of evidence types and performance criteria and is based on the IV's sampling plan. It may be necessary for the EV to sample more portfolios than was originally planned, or all the portfolios in the group, so all portfolios should be available on the day of the EV's visit.

5.2 The role of the external verifier (EV)

The EV is appointed by Signature, and is responsible for carrying out two very important functions on behalf of the Awarding Body (Signature):

- i. EVs provide advice and support to staff running the Level 6 NVQ style Certificate or Diploma at the centre. They check that the centre's assessment programme meets the required standard, and is supported by effective assessment systems.
- ii. EVs carry out the final external quality check (often called 'portfolio-sampling' or 'signing-off') which reviews the assessment and verification decisions made by staff at the centre, to make sure they consistently meet the national standards.

EVs must be qualified and occupationally competent:

- 'Qualified' means they must hold, or be working towards, a recognised external quality assurance qualification. Currently D35, V2, Level 4 Award in the External Quality Assurance of Assessment Process and Practice or Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice.
- 'Occupationally competent' means they must hold a qualification at Level 4 (Level 6 in the QCF) or above in the subject they are verifying.

If the EV has not yet got their D35, V2, Level 4 Award in the External Quality Assurance of Assessment Process and Practice or Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice a qualified EV must work with the trainee EV, and confirm their verification decisions. This second, qualified, EV need not have occupational competence in the subject being verified, although they should come from a related subject area if possible.

External verifiers for the Level 6 NVQ Diploma in Sign Language Interpreting must have:

- sufficient expertise in language and interpreting to enable them to verify assessment decisions and give advice to assessors, IVs and centres on the quality and consistency of delivery
- up-to-date knowledge of the field of interpreting demonstrated by a record of continuous professional development that is reviewed on at least an annual basis and is planned to include developments in the domains in which they assess

- knowledge and understanding of competence-based qualifications
- in-depth knowledge of the Interpreting Standards and the awarding body quality assurance procedures.

The EV's job is to ensure that the standards are being interpreted in the same way and to the same level in all centres around the country, and from year to year.

External verifier visits

EVs will visit their allocated centres at least once a year. The visit gives the EV the opportunity to give advice to the IV and assessment team, and sign off portfolios where necessary. All internal verification should have been completed before the visit is arranged.

The IV **must** be present at each EV visit, and it would be helpful if other members of the staff team are also available, including the Programme Manager or Head of Department, and staff involved in the administration of the NVQ. The EV may also wish to meet candidates, not to assess their work but to talk to them about their progress through the assessment programme.

The EV can give advice on matters such as:

- suitable assignments to assist candidates to produce evidence
- whether items of evidence produced by candidates do in fact meet the standard, if the staff team is not sure. Assessors and IVs should check regularly with the EV, **before** portfolios are completed and ready for sign-off, that their assessment decisions meet the national standard – it would not be a good idea to wait until the EV arrives to sign off portfolios before finding out that the centre's assessment decisions are not up to standard!

Even if there are no portfolios for the EV to verify, centres must book their annual EV visit, which can be used for checking the staff team's assessment decisions, or for other support. Partly completed portfolios can be shown to the EV, who can advise the assessment team on standards, content and layout.

After each visit the EV will produce a report which is sent to Signature. Any action points that the centre needs to carry out will be discussed and agreed at the visit, and the signatures of the EV and Centre Co-ordinator on the report form will confirm this. **Signature will send the visit report to the Quality Assurance contact and a copy to the assessment team.** Signature will

monitor the completion of any action points at future visits, to make sure they are completed fully and to agreed deadlines.

If all has gone well at the visit, certificates will then be issued for all candidates applying for certification. These certificates are issued to the centre for distribution to successful candidates. Please note that Signature does not deal directly with individual candidates.

Centres are charged for all EV visits. The fee for EV visits is listed on the Signature website.

When things go wrong

Sometimes it may not be possible to 'sign off' units or portfolios if the assessment and internal verification decisions do not meet the standard.

If the EV identifies a problem with the assessment decisions made at the centre, they will give feedback to centre staff, explaining the nature of the problem. The EV is not there to carry out second or third assessments of candidates' work – the team at the centre should have done this already. The EV's role is to look at the *processes* of assessment and internal verification, and check that the centre staff are making decisions consistent with the national occupational standards. If they find that this is not happening, the EV will explain to the assessment team where they are falling short of the standards required. It is then up to the assessor and IV to work with their candidates to help them to supply additional material that does meet the standard. This is why it is so important that assessors and IVs only submit candidates for certification when they are confident that their portfolio evidence meets the standard, is complete and has been internally verified, before applying for certification. If they are not confident, they should not sign off portfolios. Signature EVs have been appointed because of their experience and expertise, and they act on behalf of the awarding body as 'guardians of the standards'.

Signature may take one or more of the following actions if the EV reports that the centre's administration has fallen below standard (see also Signature NVQ Regulations for sanctions imposed for non-compliance):

Issue	EV or Signature action
<p>Incomplete or below standard portfolio evidence is presented for verification</p>	<p>EV will advise centre staff what needs to be done, or why their assessment decisions are not to the national standard. The centre must inform any affected candidates of the further work needed. Affected portfolios will have to be withdrawn pending a later visit. The EV will add an Action Point to the Report, and refer to Signature sanctions if the matter is not put right at the next visit.</p> <p>If corrective action is not seen at the next EV visit, Signature may impose a formal sanction on the centre (see Signature NVQ Regulations).</p>
<p>Assessment plans are not in evidence</p>	<p>The EV will ask the assessor(s) if assessment plans were used – if so, then they will ask to see them during the visit. If no plans had been used, the EV will give guidance on correct procedures, but will sign off portfolios where appropriate. On later visits, if there is still no evidence of assessment planning in portfolios, the EV may refuse to sign them off. Another visit would have to be arranged. This will be noted on the action plan. If corrective action is not seen at the next EV visit, Signature may impose a formal sanction on the centre (see Signature NVQ Regulations).</p>
<p>Forms are not signed and dated correctly</p>	<p>On a first visit to sign off portfolios, EVs will point this out to centre staff, and will give guidance on correct procedures. On later visits it would mean that the portfolios could not be signed off. Another visit would have to be arranged. This will be noted on the action plan. If corrective action is not seen at the next EV visit, Signature may impose a formal sanction on the centre (see Signature NVQ Regulations).</p>

Issue	EV or Signature action
<p>Claiming evidence for all/most assessment criteria within one evidence sample</p>	<p>This will lead the EV to have suspicions about the rigour of the assessment and internal verification process and may mean that they widen their verification sample. If it is seen to be a common problem across portfolios and the centre cannot justify their decisions the EV will abandon any verification at that visit, and instead give guidance to centre staff about what is required. A further EV visit will be needed. This would be noted in the action plan and if necessary a support or progress visit would be organised. If corrective action is not seen at the next EV visit, Signature may impose a formal sanction on the centre (see Signature NVQ Regulations).</p>
<p>Adding candidates to the list who do not appear on the original paperwork for that visit</p>	<p>Under no circumstances will an EV sign off a portfolio for a candidate whose name does not appear on their list.</p>

Form IV 1

Internal Verification – Self Assessment Checklist

Ref	Key indicator	Met Y/N	Action
1.	Internal verifier CVs are checked and validated to ensure occupational background, at an appropriate level, in the particular sector as required by the awarding body (copy D or A/V unit certificates held)		
2.	A system of professional updating is in place for all internal verifiers and records kept		
3.	Newly appointed internal verifiers are monitored on a regular basis to ensure their understanding of the standards is thorough		
4.	Training/development is carried out to address identified needs of all internal verifiers and development plans kept		
5.	All internal verifiers have a clear understanding of their role in quality assurance		
6.	There is an explicit system in place which ensures that validation of assessment decisions is made by qualified internal verifiers <i>who have not made the assessment decisions</i>		
7.	All claims for certification are validated by a qualified internal verifier		
8.	There is a system in place for trainee internal verifiers to work with shadow qualified verifiers		
9.	Trainee internal verifiers have clear target dates to achieve D34 and their progress towards achievement is monitored		
10.	A written sampling strategy is maintained by all the internal verifiers for each programme		
11.	A clear and feasible rationale exists for sampling		

Ref	Key indicator	Met Y/N	Action
12.	The strategy ensures that all assessors are included, all units and a range of assessment methods (appropriate to the NVQ) are covered		
13.	Sampling is ongoing, not end-loaded		
14.	The system responds to particular problems or needs identified by the internal verifier		
15.	Records of sampling, including monitoring assessment practice, are maintained		
16.	A named officer takes responsibility for ensuring that each programme has sufficient internal verifiers to fully support the assessors		
17.	The ratio of assessors to internal verifiers is appropriate for the award/level/situation		
18.	Assessor CVs are checked and validated to ensure occupational competence, at an appropriate level, in the particular sector as required by the awarding body and NTO (copy D/A/V unit certificates validated and held on file)		
19.	A system of professional updating is in place for all assessors and personal development plans kept		
20.	Trainee assessors have clear and realistic target dates to achieve A1/A2 and their progress towards achievement is monitored		
21.	Newly appointed assessors to the centre are monitored on a regular basis to ensure consistency with the assessment team		
22.	All summative decisions are made by qualified assessors		

Ref	Key indicator	Met Y/N	Action
23.	Internal verifiers positively encourage assessors to discuss assessment issues and meet with them on a regular basis		
24.	All assessors are monitored and given the type and level of support which is suited to their needs		
25.	Assessors are given informal and formal feedback which is constructive and relevant		
26.	Assessment time and resource implications have been specifically considered and reviewed at regular intervals		
27.	The senior internal verifier has access to required resources to maintain quality of the Level 6 Certificate and Diploma programmes		
28.	The senior internal verifier has sufficient management status to influence decisions regarding Level 6 Certificate and Diploma delivery and implementation, including resource allocation		
29.	All the internal verifiers have sufficient time, agreed with senior management, to devote to their Level 6 Certificate and Diploma responsibilities		
30.	The senior internal verifier regularly carries out self-assessment of the centre's performance against the above statements		

Checked by (name):

Date:

Signature:

Form IV2

Internal Verification – Candidate Interview Record

Candidate name Qualification

Assessor name

Internal Verifier signature Date

	When did you begin the programme?
How were you introduced to the programme? What topics were covered in your induction?	
Was any of your prior experience considered/used towards the qualification?	
Did anyone find out about any training you needed?	
Did you have any training whilst working towards your qualification? If so, what?	
Who gave you the training? Where and when was it carried out?	
Was equal opportunity law and policy explained to you? Did you understand it?	
Was the process of getting your qualification explained to you? If so, what do you understand this process to be?	
Did you draw up a plan to achieve the qualification with your assessor/supervisor?	
Does your assessor/supervisor involve you in planning assessment in advance?	
When, where and how does assessment take place?	
What types of evidence have you collected so far?	
Do you understand what aspects of your NVQ the evidence covers?	

	When did you begin the programme?
How soon after you started was your first assessment?	
Who assesses your evidence? Does anyone else see your portfolio?	
How often do you see your assessor? Do you feel this is often enough? If not, how often would you like him/her to visit?	
Does your assessor give you feedback after assessment? Is this feedback in written form?	
What units have you completed so far? Have you signed any documentation to confirm completion?	
What kind of help and guidance have you received to put your portfolio together?	
Do you think the qualification will help you in your work now and in the future?	

I agree that the contents of this form may be shared with my assessor.

Candidate signature Date

Internal Verifier signature Date

Form IV3

Internal Verifier Report on Assessment Decisions

Assessor name Candidate name

Qualification Assessment for units

Feedback to assessor

Unit	Assessment Methods Key:				Valid	Authentic	Sufficient	Relevant	Current	Assessment decision correct	
	OB = Observation	PJ = Project	WT = Witness Testimony							YES	NO
	PD = Product	CB = College Based	WB = Work Based								
	OB	PJ	Q	CB							
	PD	WT	S	WB							
	OB	PJ	Q	CB							
	PD	WT	S	WB							
	OB	PJ	Q	CB							
	PD	WT	S	WB							
	OB	PJ	Q	CB							
	PD	WT	S	WB							
	OB	PJ	Q	CB							
	PD	WT	S	WB							
	OB	PJ	Q	CB							
	PD	WT	S	WB							
	OB	PJ	Q	CB							
	PD	WT	S	WB							

Assessor signature Date

Internal Verifier signature Date

Action taken by assessor

Action completed

Assessor signature Date

Internal Verifier signature Date

Form IV 4

Internal Verifier Report on Assessor Performance

Assessor Date

Candidate Qualification

Internal Verifier Units

Checklist	Yes	No	Examples
1. Candidate put at ease			
2. Assessment procedure explained and negotiated			
3. Candidate encouraged to relate evidence to standards			
4. Relevant questions asked			
5. Evidence requirements met			
6. Clear, evaluative feedback provided			
7. All possible sources of evidence have been considered			
8. Further action agreed with candidate where appropriate			
9. Necessary assessment documentation completed			

Assessment activity observed

Assessor signature Date

Internal Verifier signature Date

Form IV 5

Internal Verification Sampling Report

Candidate name.....

Assessor name.....

Competence demonstrated by:

Real work Simulation Questioning

	YES	NO
Was the candidate observed directly by an assessor?		
Was knowledge and understanding clarified?		
Is work product evidence available?		
Has the candidate supplied sufficient job/personal details?		
Are the Candidate's Assessment Records being completed on an ongoing basis?		
Has the assessor confirmed authenticity, sufficiency, accuracy, consistency and validity?		
Interim/Summative Sample Report?		
I confirm that all criteria on which to base a judgement of candidate's competence has/has not been met and all evidence requirements are satisfied/not satisfied for the units sampled.		

Action points/feedback

I confirm that all action points, as above have now been completed and the evidence requirements satisfied.

Internal Verifier signature Date

Assessor signature Date

Contacts

In the first instance, please contact your Customer Support Officer.

If you are using email or SMS, please allow up to 24 hours for a reply from Signature. At busy times we may not be able to answer your enquiry straight away. We will reply as soon as we can.

Customer Support Team

Email: support@signature.org.uk

Textphone: 0191 383 7915

Telephone: 0191 383 1155

SMS: 07974 121594

Jacqueline Swinbourne, BSL/ISL Subject Officer

Email: jacqueline.swinbourne@signature.org.uk

SMS: 07917 203111

Webcam (MSN): jassignature@hotmail.co.uk

Webcam (Skype): [jasdurham](https://www.skype.com/people/jasdurham)

Val Summerbee, Training and Support Manager

Email: val.summerbee@signature.org.uk

Textphone: 0191 383 7918

SMS: 07796 441364

Webcam (MSN): val_durham@hotmail.co.uk

Webcam (ooVoo): [val_durham](https://www.ooVoo.com/people/val_durham)