

QUALIFICATION SPECIFICATION



QUALIFICATION SPECIFICATION FOR: LEVEL 3 NVQ IN BRITISH/IRISH SIGN LANGUAGE

100/6182/4

100/6183/6

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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

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QUALIFICATION SPECIFICATION

CACDP Level 3 NVQ in British Sign Language

(QCA Accreditation Number: 100/6182/4)

(CACDP Qualification Reference: BSN3)

CACDP Level 3 NVQ in Irish Sign Language

(QCA Accreditation Number: 100/6183/6)

(CACDP Qualification Reference: ISN3)

Qualification Aim

CACDP Level 3 NVQ in British/Irish Sign Language uses the National Language Standards (CILT, 2005), which define competent performance in British/Irish Sign Language (BSL/ISL) skills in both receptive (listening) and productive (speaking) units.

Successful completion of this qualification can be used as evidence of the language skills needed in order to operate independently and at an advanced level in the target language, and is useful for those who work with Deaf people (for example, social workers, teachers for the Deaf, communicators, voluntary workers, workers within Deaf organisations, schools, private companies and others).

On completion of this qualification, the candidate may wish to progress to CACDP Level 4 NVQ in British/Irish Sign Language, and from there to CACDP Level 4 NVQ in Interpreting (BSL/English), in order to become a BSL/English Interpreter.

The candidate must be able to demonstrate competence at Level 3 of the National Language Standards. This means that s/he will be able to understand and express information, ideas and opinions about a variety of subjects, and deal with a range of work tasks.

Qualification Structure

To be awarded Level 3 NVQ in British/Irish Sign Language the candidate must achieve both the receptive (L3) unit and the productive (S3) unit.

QCA Unit Code	CACDP Unit Code	Unit Title	Mandatory/Optional	Unit Details
R/103/6656	BSNL3 ISNL3	L3 Listen to (understand) varied language in a range of work contexts (receptive)	Mandatory	For details of this unit, see Unit BSN/ISNL3 pages 1-7.
Y/103/6657	BSNS3 ISNS3	S3 Speak (sign) using varied language in a range of work contexts (productive)	Mandatory	For details of this unit, see Unit BSN/ISNS3 pages 1-7.

UNIT SUMMARY

Unit L3 Understand varied language in a range of work contexts

The candidate must be able to understand and use information, ideas and opinions expressed in a range of work-related and relevant social contexts. The candidate can extract specific details and grasp the overall meaning of a range of extended passages signed at normal speed and in normally used social and work registers.

The candidate can, for example:

- understand issues and concerns relating to their area of work;
- follow uncomplicated negotiations;
- understand the main points and relevant details of news items, interviews and documentaries;
- understand most social conversation provided there are common interests.

Range of Use

The candidate will be able to understand information:

- in work contexts;
- in social contexts relevant to work;
- face to face (this can include video-conferencing);
- by telephone/videophone/web cam/video recorded messages;
- from standard broadcast items;
- in formal settings;
- in informal settings.

Unit L3 Understand varied language in a range of work contexts

Learning Outcomes

By the end of the unit, the candidate will have demonstrated their ability to understand information, ideas and opinions expressed in a range of work-related and relevant social contexts. The candidate should be able to show understanding of a variety of expressions and sentence structures, a number of grammatical features, and an appropriate amount/range of vocabulary.

Element L3.1 – Understand varied accounts, reports and instructions

The candidate does not have to use BSL/ISL to demonstrate receptive skills – written or spoken English could be used instead.

Performance Criteria When competent at this level, the candidate can:	Guidance
L3.1.1 Extract factual information from accounts or reports delivered using a variety of expressions and sentence structures.	Recognise the main points and important details in a message delivered in BSL/ISL.
L3.1.2 Understand instructions or advice delivered using a variety of expressions and sentence structures.	The candidate needs to show that they have understood the instructions/advice, e.g. through a sustained response or in response to questioning by the assessor.
L3.1.3 Identify opinions delivered using varied expressions and sentence structures and distinguish them from other information.	Recognise what is fact and what is opinion.
L3.1.4 Select relevant details from varied accounts or reports.	This could include news items and documentaries.
L3.1.5 Understand the main points of varied accounts or reports.	This could include news items and documentaries.

Element L3.2 – Understand varied discussions

The candidate does not have to use BSL/ISL to demonstrate receptive skills (although this will commonly be used, if the candidate is a participant in the discussion. If BSL/ISL is used, this can form part of the evidence for Unit S3).

Performance Criteria When competent at this level, the candidate can:	Guidance
L3.2.1 Extract factual information from discussions in which signers use a variety of expressions and sentence structures.	Recognise the main points and important details in discussions, conversations and debates conducted in BSL/ISL.
L3.2.2 Identify opinions, delivered using varied expressions and sentence structures, and distinguish them from other information.	Same as L3.1.3 but in relation to discussions.
L3.2.3 Understand requests and enquiries, delivered using varied expressions and sentence structures.	Candidates should understand requests or enquiries by acknowledging the facts or respond appropriately.
L3.2.4 Extract relevant details from varied discussions.	Candidates are able to follow relevant details from discussions.
L3.2.5 Understand the main points of varied discussions.	Candidates are able to understand or acknowledge the main points from varied discussions.

Unit L3 Understand varied language in a range of work contexts

Knowledge and Skills

The table below sets out the items of Knowledge and Skills taken from the National Language Standards, shown in numerical order K1 - K11. Each item of Knowledge and Skills is cross-referenced to a number of examples of BSL/ISL vocabulary and grammar features.

The terms used in the National Language Standards have been replaced where relevant with terms applicable to sign language		
Unit L3 Knowledge and Skills		Examples of BSL/ISL vocabulary and grammar features which relate to each item of Knowledge and Skills
K1	Understand a wide variety of work-related and social vocabulary.	<ul style="list-style-type: none"> • Appropriate range and selection of established vocabulary in different styles (e.g. descriptive or narrative) for each of the themes. • Evidence of 'Frozen' and 'Productive' lexicons including classifier predicates. • Evidence of loans from English, e.g. fingerspelling, loan translations including idioms and compounds, 'English' mouth patterns.
K2	Understand a range of polite forms of address, greeting and leave-taking and expressions of gratitude, regret, apology, annoyance.	<ul style="list-style-type: none"> • Appropriate range and selection of established sign language vocabulary and sign language forms for expressing these functions and emotions.
K3	Understand some less commonly used, technical terms relevant to your area of work.	<ul style="list-style-type: none"> • Appropriate range and choice of sign language terms for the more specialised technical vocabulary, e.g. curriculum subjects, medical terms, work-related vocabulary. • Evidence of 'Frozen' and 'Productive' lexicons including classifier predicates. • Evidence of loans from English, e.g. fingerspelling, loan translations including idioms and compounds, 'English' mouth patterns.
K4	Understand numerical data.	<ul style="list-style-type: none"> • Appropriate range and choice of vocabulary for expressing numerical data, e.g. dates, times, calendar, money, weight, measures, size, enumeration.
K5	Understand a range of structures using the infinitive (or other basic verb root) form, where appropriate to the language.	<ul style="list-style-type: none"> • Appropriate range and selection of simple sign language structures which use the basic verb form. • The basic verb form in BSL/ISL is the unmarked form, i.e. the 'dictionary' form. • The sign language structures will be high frequency simple signs and set phrases used in highly predictable, defined situations.

The terms used in the National Language Standards have been replaced where relevant with terms applicable to sign language		
Unit L3 Knowledge and Skills		Examples of BSL/ISL vocabulary and grammar features which relate to each item of Knowledge and Skills
K6	Understand the present, past, future and conditional aspects, where appropriate to the language.	<ul style="list-style-type: none"> • Appropriate use of time lines and time signs, time sequences in space, buoys as event markers, etc. • Appropriate use of signing space. • Appropriate range and selection of facial expressions and mouth actions. • Appropriate expressions of time – when an event occurs, how events relate to each other in time, etc. • Appropriate use of signs to show 2 actions taking place simultaneously. • Appropriate use of aspectual auxiliaries to mark actions that have happened, are completed or not yet completed, etc. • Appropriate aspectual modification of the sign to show interruption, frequency, duration, etc. • Appropriate use of sign language structures to show conditionality ('if ...'then').
K7	Understand commonly used sentence structures in their positive, negative, imperative and interrogative forms.	<ul style="list-style-type: none"> • Appropriate range and selection of affirmative signs, repetition of part of question, head movement, facial expression and eye gaze. • Appropriate range and selection of negation signs including negative modals, facial expression and head movement. • Appropriate range and selection of modal auxiliaries (e.g. MUST, SHOULD) and related non-manual features. • Appropriate range and selection of sign question signs, facial expressions, eye gaze and head movement.

The terms used in the National Language Standards have been replaced where relevant with terms applicable to sign language

Unit L3 Knowledge and Skills		Examples of BSL/ISL vocabulary and grammar features which relate to each item of Knowledge and Skills
K8	Understand a range of complex sentence combinations, of which some are rehearsed models.	<ul style="list-style-type: none"> • Appropriate use of space including time lines, pointing, placing and enumerating signs in space. • Appropriate use of pronouns – pointing, enumerating, possessive and self. • Appropriate placement and movement of verbs. • Appropriate use of plurals – plural proforms, classifiers, quantifiers. • Appropriate range and selection of eye and body movements, eye gaze, nodding and facial expressions. • Appropriate chronological ordering of elements. • Appropriate use of BSL/ISL order of elements to show relationships between elements. • Appropriate use of role shift. • Appropriate use of temporal order to show prominence of information (including topic comment structures and rhetorical questions) and cause and effect. • Appropriate range and selection of sign language constructions to show manner, timing and extent of an event or action, e.g. role shift, eye gaze, adverbs of manner and degree, size and speed of signs, facial expression, etc.
K9	Understand a wide range of linking language, e.g. 'although', 'provided that'.	<ul style="list-style-type: none"> • Appropriate range of sign language devices to link linguistic units at sentence and discourse level. • Connectives include 'wh', 'but', 'means', 'if', 'through', 'or', 'become', 'like' and 'add'.
K10	Understand alternative terms and structures which modify register for different audiences and contexts.	<ul style="list-style-type: none"> • Appropriate range and selection of sign language structures and vocabulary, e.g. one-handed and two-handed variants, clarity of articulation, manual versus non-manual grammatical markers, facial expression, amount of fingerspelling. • To show formal and informal registers. • To reflect status and age of audience. • For language skills of audience. • For the topic of the conversation. • According to the purpose of the conversation. • For use with children vs adults.

The terms used in the National Language Standards have been replaced where relevant with terms applicable to sign language		
Unit L3 Knowledge and Skills		Examples of BSL/ISL vocabulary and grammar features which relate to each item of Knowledge and Skills
K11	Use reference sources (e.g. glossaries, dictionaries) to clarify and confirm meaning as necessary.	<ul style="list-style-type: none"> • Appropriate use of sources of help or know where to look for information in order to improve BSL/ISL skills, vocabulary and BSL/ISL structures. • One way to gain more awareness of BSL/ISL is to read books and publications and to watch sign language videos, CD-ROMs and Deaf television programmes. • Candidates should also check by using the BSL/ISL Dictionary, 'The Linguistics of British Sign Language' (book and video), and the internet. • Candidates can check their own BSL/ISL performance with other users of BSL/ISL, from videos or CD-ROMs. • If the candidate is not sure of how to sign a particular phrase or does not know what the signer is signing, they should ask a skilled signer.

UNIT SUMMARY

Unit S3 Sign using varied language in a range of work contexts

The candidate must be able to express information, ideas and opinions in a range of work-related and relevant social contexts. The candidate has a good command of vocabulary and can use and adapt grammatical structures as appropriate. When signing using essential grammar, there should be very few errors, although more errors may be made when attempting to use more complex structures. If the candidate does not have the vocabulary, or the other person does not understand, the candidate can find alternative, correct ways of expressing information.

The candidate can, for example:

- present information informally;
- maintain a business relationship;
- exchange information and advice to solve work-related problems;
- manage uncomplicated negotiations.

Range of Use

The candidate will be able to sign:

- in work contexts;
- in social contexts relevant to work;
- face to face (this can include video-conferencing);
- by telephone/videophone/web cam;
- in formal settings;
- in informal settings.

Unit S3 Sign using varied language in a range of work contexts

Learning Outcomes

By the end of the unit, the candidate will have demonstrated their ability to provide information, and share ideas and opinions expressed in a range of work-related and relevant social contexts.

The candidate should be able to use BSL/ISL clearly and fluently, finding alternative, correct ways of expressing information when the other person does not understand. S/he should be able to use a variety of expressions and sentence structures, a number of grammatical features, and an appropriate/range of vocabulary.

Element S3.1 – Give varied accounts, reports and instructions

Performance Criteria When competent at this level, the candidate can:	Guidance
S3.1.1 Use a variety of expressions and sentence structures to provide information.	Candidates should use BSL/ISL to provide information when giving accounts, reports or instructions.
S3.1.2 Use a variety of expressions and sentence structures to provide instructions or advice.	Candidates should use BSL/ISL skills to provide instructions or advice when giving accounts, reports or instructions.
S3.1.3 Use a variety of expressions and sentence structures to express opinions.	Candidates should use BSL/ISL skills to express opinions when giving accounts, reports or instructions.
S3.1.4 Modify language and register as appropriate to the context and candidate's relationship with others.	Candidates should be able to judge which register to use at any specific time, and choose their vocabulary, phrasing, etc appropriately. Candidates should be able to use regional and other variations when giving accounts, reports and instructions.

Element S3.2 – Take part in varied discussions

Performance Criteria When competent at this level, the candidate can:	Guidance
S3.2.1 Use a variety of expressions and sentence structures to contribute to discussions.	Candidates should use BSL/ISL skills to contribute to discussions with another person or a group.
S3.2.2 Use a variety of expressions and sentence structures to exchange information.	Candidates should use BSL/ISL skills to exchange information with another person or a group.
S3.2.3 Use a variety of expressions and sentence structures to make requests or enquiries.	This must be in the context of a discussion or conversation.
S3.2.4 Use a variety of expressions and sentence structures to exchange opinions.	Similar to S3.2.2 but this is about expressing opinion, not giving factual information.
S3.2.5 Modify language and register as appropriate to the context and candidate's relationship with others.	Same as S3.1.4 but in relation to discussions.

Unit S3 Sign using varied language in a range of work contexts

Knowledge and Skills

The table below sets out the items of Knowledge and Skills taken from the National Language Standards, shown in numerical order K1 - K13. Each item of Knowledge and Skills is cross-referenced to a number of examples of BSL/ISL vocabulary and grammar features.

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Unit S3 Knowledge and Skills		Examples of BSL/ISL vocabulary and grammar features which relate to each item of Knowledge and Skills
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K2	Use a range of polite forms of address, greeting and leave-taking and expressions of gratitude, regret, apology, annoyance.	<ul style="list-style-type: none"> • Appropriate range and selection of established sign language vocabulary and sign language forms for expressing these functions and emotions.
K3	Use some less commonly used, technical terms relevant to your area of work.	<ul style="list-style-type: none"> • Appropriate range and choice of sign language terms for the more specialised technical vocabulary, e.g. curriculum subjects, medical terms, work-related vocabulary. • Evidence of 'Frozen' and 'Productive' lexicons including classifier predicates. • Evidence of loans from English, e.g. fingerspelling, loan translations including idioms and compounds, 'English' mouth patterns.
K4	Use numerical data.	<ul style="list-style-type: none"> • Appropriate range and choice of vocabulary for expressing numerical data, e.g. dates, times, calendar, money, weight, measures, size, enumeration.
K5	Use a range of structures using the infinitive (or other basic verb root) form, where appropriate to the language.	<ul style="list-style-type: none"> • Appropriate range and selection of simple sign language structures which use the basic verb form. • The basic verb form in BSL/ISL is the unmarked form, i.e. the 'dictionary' form. • The sign language structures will be high frequency simple signs and set phrases used in highly predictable, defined situations.

The terms used in the National Language Standards have been replaced where relevant with terms applicable to sign language		
Unit S3 Knowledge and Skills		Examples of BSL/ISL vocabulary and grammar features which relate to each item of Knowledge and Skills
K6	Use the present, past, future and conditional aspects, where appropriate to the language.	<ul style="list-style-type: none"> • Appropriate use of time lines and time signs, time sequences in space, buoys as event markers, etc. • Appropriate use of signing space. • Appropriate range and selection of facial expressions and mouth actions. • Appropriate expressions of time – when an event occurs, how events relate to each other in time, etc. • Appropriate use of signs to show 2 actions taking place simultaneously. • Appropriate use of aspectual auxiliaries to mark actions that have happened, are completed or not yet completed, etc. • Appropriate aspectual modification of the sign to show interruption, frequency, duration, etc. • Appropriate use of sign language structures to show conditionality ('if ...'then').
K7	Use commonly used sentence structures in their positive, negative, imperative and interrogative forms.	<ul style="list-style-type: none"> • Appropriate range and selection of affirmative signs, repetition of part of question, head movement, facial expression and eye gaze. • Appropriate range and selection of negation signs including negative modals, facial expression and head movement. • Appropriate range and selection of modal auxiliaries (e.g. MUST, SHOULD) and related non-manual features. • Appropriate range and selection of sign question signs, facial expressions, eye gaze and head movement.

The terms used in the National Language Standards have been replaced where relevant with terms applicable to sign language

Unit S3 Knowledge and Skills		Examples of BSL/ISL vocabulary and grammar features which relate to each item of Knowledge and Skills
K8	Use a range of complex sentence combinations, of which some are rehearsed models.	<ul style="list-style-type: none"> • Appropriate use of space including time lines, pointing, placing and enumerating signs in space. • Appropriate use of pronouns – pointing, enumerating, possessive and self. • Appropriate placement and movement of verbs. • Appropriate use of plurals – plural proforms, classifiers, quantifiers. • Appropriate range and selection of eye and body movements, eye gaze, nodding and facial expressions. • Appropriate chronological ordering of elements. • Appropriate use of BSL/ISL order of elements to show relationships between elements. • Appropriate use of role shift. • Appropriate use of temporal order to show prominence of information (including topic comment structures and rhetorical questions) and cause and effect. • Appropriate range and selection of sign language constructions to show manner, timing and extent of an event or action, e.g. role shift, eye gaze, adverbs of manner and degree, size and speed of signs, facial expression, etc.
K9	Use a wide range of linking language, e.g. 'although', 'provided that'.	<ul style="list-style-type: none"> • Appropriate range of sign language devices to link linguistic units at sentence and discourse level. • Connectives include 'wh', 'but', 'means', 'if', 'through', 'or', 'become', 'like' and 'add'.
K10	Use alternative terms and structures which modify register for different audiences and contexts.	<ul style="list-style-type: none"> • Appropriate range and selection of sign language structures and vocabulary, e.g. one-handed and two-handed variants, clarity of articulation, manual versus non-manual grammatical markers, facial expression, amount of fingerspelling. • To show formal and informal registers. • To reflect status and age of audience. • For language skills of audience. • For the topic of the conversation. • According to the purpose of the conversation. • For use with children vs adults.

The terms used in the National Language Standards have been replaced where relevant with terms applicable to sign language		
Unit S3 Knowledge and Skills		Examples of BSL/ISL vocabulary and grammar features which relate to each item of Knowledge and Skills
K11	Use appropriate intonation and emphasis.	<ul style="list-style-type: none"> • Appropriate range and selection of changes to signs to show additional meanings – size, speed, manner, depth, emphasis, etc. • Appropriate pace, rhythm and manner of sign production.
K12	Pronounce the language clearly.	<ul style="list-style-type: none"> • Appropriate range and selection of combinations of shapes, positions, orientations, arrangements and movements of the hands. • Appropriate use of non-manual features. • Appropriate use of multichannel signs.
K13	Use reference sources (e.g. glossaries, dictionaries) to clarify and confirm meaning as necessary.	<ul style="list-style-type: none"> • Appropriate use of sources of help or know where to look for information in order to improve BSL/ISL skills, vocabulary and BSL/ISL structures. • One way to gain more awareness of BSL/ISL is to read books and publications and to watch sign language videos, CD-ROMs and Deaf television programmes. • Candidates should also check by using the BSL/ISL Dictionary, 'The Linguistics of British Sign Language' (book and video), and the internet. • Candidates can check their own BSL/ISL performance with other users of BSL/ISL, from videos or CD-ROMs. • If the candidate is not sure of how to sign a particular phrase or does not know what the signer is signing, they should ask a skilled signer.

ASSESSMENT SPECIFICATION

Evidence Requirements

The best possible form of evidence is generated by candidates in the workplace. However, for a variety of reasons it may prove impossible to gather all the evidence in this way, and so classroom assessments are acceptable. Classroom assessments may simulate the work environment, but the use of language must be spontaneous, i.e. not rehearsed.

During the initial evidence-collecting interview, the candidate and their assessor should try to identify as many opportunities for collecting naturally-occurring evidence as possible. If this proves impractical, then the assessor needs to record the reasons why this cannot be done.

- **All PCs, range of use, knowledge and skills must be covered at least once in each unit.**
- Total evidence must have at least 10 minutes of BSL/ISL receptive skills (L3) and at least 10 minutes of BSL/ISL productive skills (S3).
- There must be at least 5 samples of evidence (samples can be used for both units where relevant).
- At least two receptive samples must be recorded on video/DVD.
- At least two productive samples must be recorded on video/DVD.
- At least one piece of evidence must be a live observation by the assessor.
- Receptive evidence of standard broadcast items must be shown by **EITHER:**
 - written comprehension/explanation; **OR**
 - observed actions in response to instructions; **OR**
 - signing to assessor on to video/DVD.