Signature

excellence in communication
with deaf people

Resource Pack

For Level 6 NVQ Certificate in British/Irish Sign
Language (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

The information provided in this document supports the Level 6 NVQ Certificate in BSL/ISL qualification so please make sure you read the Qualification Specification alongside this.

The document contains ideas to support the teaching/assessing of this qualification but it is up to each individual teacher/assessor to research and present the material in his/her own style.

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Part 1 – Language Development

It is important for teachers to remember that some students may only recently have passed Level 3 BSL/ISL so they will need support from the teacher to bring them up to level 6 standard before they can start collecting their evidence.

Teachers should follow the Guided Learning Hours (GLH) depending on the needs of the students.

Students are also expected to do their own study/research and make use of dictionaries and other resources but teachers should give students advice on where to find resources.

Grammar and structure of BSL/ISL

It is important at this level to focus on expanding vocabulary, this should include everyday vocabulary but also key-related terms and should be in depth Level 6 vocabulary.

Teachers should also help students to improve their grammar and structure of BSL/ISL. Here are some examples of linguistic content:

- BSL/ISL sign order
- Handshapes
- Location
- Movement
- Non-manual features
- Mouth patterns (both BSL/ISL and English mouth patterns and when to use them)
- Classifiers linked to handshapes
- Proforms
- All verbs
- Time-lines
- Pronouns
- Connectors (linking signs like shoulder shrugs, eyebrows, pauses, etc)
- Simple/complex sentences
- Negation/affirmation
- Eye contact and eye gaze

- Placements/referents

Teachers should spend time in the lessons explaining the different parts of BSL/ISL grammar using the assessment criteria to give examples. Please see Qualification Specification for Assessment Criteria.

The above list is just an example of some of the linguistics of BSL/ISL. For more information on the linguistics of BSL/ISL Signature offers Basic Linguistics and Further Linguistics of BSL/ISL training courses for teachers. It is recommended that teachers attend these events as it will help with the teaching of this course. Please see training programme on the Signature website for more information -
http://www.signature.org.uk/training_for_teachers.php -

Suggested Teaching Topics

In addition to teaching students the grammar and structure of BSL/ISL the teacher should think about teaching specific topics which will help students to expand their vocabulary. The teacher should assess the group and decide what topics will suit the students best.

Here are some suggestions of teaching topics but teachers can choose any other topic they think would be suitable. Teachers will need to do their own research and prepare classroom/homework activities on the topics they choose to teach. They should teach vocabulary and linguistics in each topic.

Media
Television
- TV viewing habits
- Do children watch too much TV or can this be educational?
- Range of programmes – their appeal and popularity
- Advantages and disadvantages of watching TV

Communication Technology

- Changes in technology over time – mobile phones, I-phones, text messaging, video calls, Skype, email, etc.
- Compare different technology
- Technology for Deaf people
- Advantages and disadvantages of new technology

Popular Culture

Cinema

- Types of films
- A good film I have seen
- Access to the cinema for Deaf people

Fashion/trends

- Lifestyle and leisure activities
- Celebrities and how their behaviour affects young people
- How has fashion developed over the years – e.g. compare 80s to present

Healthy Living/Lifestyle

Sport/exercise

- Sports from different countries and their traditions
- How has sport changed over the years
- Gym memberships – should they be free?
- Do children get enough exercise?
- Vegetarian diets – simple soup recipes, care with diabetes etc

Health

- Alcohol, tobacco, drugs – their affects on behaviour
- Dieting – is it healthy to diet?
- Access to health services for Deaf people – e.g. booking appointments, hospital care, communication barriers.
- Health and safety - suing culture

Holidays/tourism

- Types of holidays and activities
- What attracts people to other countries?
- How does tourism affect residents and the environment?
- Deaf peoples experiences of travelling abroad/communication issues.
- Advantages and disadvantages of tourism

Society - Current Affairs

- Racism – why does this happen and how can we stop it?
- Divorce/separation - is marriage no longer expected to last?
- Types of religion – how do Deaf people access church worship?
- The Equality Act 2010 – strengths and weaknesses of this for Deaf and disabled people.
- Politics of deafness.
- Domestic and international current affairs

Education

- Pre-school education – nursery costs, should every child have free a nursery place?
- What age should children start school?
- Deaf children – what support is available in mainstream schools for deaf children? Why are deaf schools closing?
- BSL in schools – should BSL be part of the National Curriculum?
- University costs – student loans/grants, consequences of student debt.

Work

Getting a job

- Preparing for job interviews
- Young people's attitudes to work – do they expect a job to 'come on a plate'
- Is experience more important than qualifications?

Having a job

- Flexible working hours – should everyone be entitled to this or just parents?
- Discrimination at work
- Salaries – should there be a limit to how much someone gets paid?
- What obstacles do Deaf people face in employment?
- Being unemployed

Retirement

- What age should people be able to retire?
- Pensions – should people be expected to work longer than 65 before getting a pension?
- Current issues related to retirement – government plans and union responses

Environment

- Pollution – causes and effects of pollution, how can we reduce this?
- Transport – how does this affect the atmosphere?
- Protecting the planet

Suggested classroom activities

- Group work/presentations on a specific topic. Student(s) will need to do their own research with support from the teacher and can present information in BSL to the group.
- Debates – class debates on a specific subject
- Interviews – students can interview each other on a specific topic and feedback to the group on their findings.
- Teachers should provide the names/contacts of local Deaf Clubs / Pubs to students and encourage them to attend.

The above list is just an example of activities that teachers could prepare. It is very important that teachers prepare lessons that will suit the needs of their group and bring in their own experiences and resources.

Resources

Here are some useful websites and resources that teachers/students can use to create activities for their lessons:

Websites:
- Signature glossary – www.signature.org.uk
- Deaf station – www.deafstation.org.uk
- See hear – www.bbc.co.uk/seehear
- Sign Post – www.signpostBSL.com

DVDs/CD-ROM:
- Advanced Dictionary of British Sign Language - Microbooks
- Complete Dictionary of BSL.
- Sign-Away CD-ROM.
- BSL Works CD-ROM.
- See www.actiondeafness.org.uk and www.forestbooks.com
- www.thesignlanguagepeople.co.uk

Books:
- Dictionary of BSL/English – British Deaf Association
- Sign Language – The Study of Deaf People and their Language – Cambridge University Press
- Words in Hand – a structural analysis of the signs of BSL

Students should 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. Signature, 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

Part 2 – Portfolio Building

Different roles at the centre

The assessor

The role of the assessor is to support and assess candidates' making sure they meet the standards for this qualification. The assessor will make sure the candidate is competent and has demonstrated the correct level of BSL/ISL before putting them forward for verification.

Usually the assessor will also be the teacher.

For more information on the role of the assessor and qualifications needed to become an assessor please see the Regulations.

The Internal Verifier (IV)

The role of the IV is to monitor the work of the assessor making sure that the decisions made by the assessor are accurate and consistent.

For more information on the role of the IV and qualifications please see the Regulations.

The External Verifier (EV)

The role of the EV is to make sure that centres are maintaining the standard of the qualification. The EV will visit the centre to verify assessment decisions made by the assessor and IV. They will make the final decision on whether a candidate is competent or not.

When candidates are ready they can start to collect their evidence and build their portfolio.

Contents of the portfolio:

Ref	Title of Form	Form No	What form should include
1.	Portfolio Front Page		Details Candidate's name and registration number. Also the centre name and number
2.	Portfolio Signature Summary Sheet		A list of everyone involved in the production, assessment and verification of the portfolio
3.	Sample Index		A comprehensive list of everything contained in the portfolio and where it can be found.
4.	Candidate Profile	A1	A summary of the candidate's background and reasons for taking the qualification. A photo also needs to be included for ID purposes.
5.	Initial Assessment Plan	A2	• First formal meeting between candidate and assessor when the candidate is ready to start collecting evidence. • Identify the candidate's strengths and weaknesses. Teacher should provide feedback on areas that need improvement. • Identify what opportunities the candidate has to gather evidence when ready. • Reasonable adjustments to assessment process • Agreed assessment plan
6.	Assessment Plan	A3	Regular meetings should be arranged between assessor and candidate to

			agree on evidence collection. Above initial assessment plan reviewed and updated regularly, and cross-referenced across the portfolio.
7.	Final Assessment Plan	A4	Records final discussion between assessor and candidate
8.	Live Observation Record Sheet	A5	For use in giving feedback to a candidate when the assessor observes a live situation the candidate is involved in.
9.	Assessor Question and Answer Record Sheet	A6	If a candidate has minor gaps in the assessment criteria the assessor can carry out a question and answer session to make sure that the candidate understands what the criteria means.
10.	Professional Discussion Record Sheet	A7	If a candidate has minor gaps in the assessment criteria the assessor can carry out a professional discussion to make sure that the candidate understands what the criteria means. This is more than just a question and answer session.

Candidate must be aware of the area of discussion before the meeting. |
| 11. | Assessment and Feedback Record Sheet | A8 | Record of assessment decisions, with feedback, to assist candidate's progress. |
| 12. | DVD Record Log | A9 | 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.
13.	Candidate Assessment Record (CAR) Forms	Unit 601 & 602	Record of the assessment criteria achieved by the candidate, cross-referenced to relevant evidence clips. Each criteria must be covered twice at least.

Candidate profile (form A1)

What is a Candidate Profile?

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

What should be included in the Candidate Profile?

- Photo of candidate for ID purposes.
- Relevant skills and experience.
- Desired educational level.
- Key characteristics or traits.
- Other factors, e.g. future career ambitions.

When the candidate is ready to start to collecting evidence, the assessor will arrange a date for the Initial Assessment Planning Meeting. 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.

Initial assessment plan (form A2)

The Initial Assessment Planning Meeting is a meeting between the assessor and the candidate.

This meeting will usually take place after Part 1: Language Development has been completed.

This meeting will help the assessor to decide if the candidate is ready to start collecting evidence or whether they need more teaching first. **Some candidates will need to improve their signing skills before they can be assessed which is why we recommend Part 1: Language Development is completed first.**

The candidate and assessor should discuss:

- What opportunities the candidate has to collect evidence in their work or social activities.
- Who to film evidence with – people who have BSL/ISL skills at Level 6 or above.
- How to collect evidences – the assessor should explain the different ways of collecting evidence to the candidate.
- Which assessment criteria the candidate can achieve.
- Any assessment criteria that the candidate may find difficult to achieve.
- Any reasonable adjustments if necessary (see Reasonable Adjustment Policy)
- The use of a camera when filming evidence – does the candidate have their own camera?

The Assessment Plan will need to be reviewed regularly to check on the candidate's progress.

Candidates should not be expected to collect evidence until they are ready. The assessor must be confident that the candidate is ready to produce evidence to the appropriate standard.

Assessment planning and review (form A3)

What is assessment planning?

Assessors should meet with candidates regularly to plan what evidences are going to be collected. It is important to agree what needs to be done and this should be reviewed regularly.

Assessment plan checklist

A good assessment plan usually includes the following:

- Review and update of the Initial Assessment Plan.
- Details of the next evidence to be collected and what assessment criteria they hope to cover. Only 2-3 evidences should be planned at one time so there should be more than one assessment plan in the portfolio.
- 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/have live observation, 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.
- 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 to be assessed.
- Dates of review meetings/tutorials with assessor

Assessment of candidates' work

Candidates need at least **eight pieces** of evidence for each unit. Evidence of two-way communication can be used for both receptive and productive units. **It is very important that assessors/candidates check the Qualification Specification for more information on evidence and portfolio requirements.**

Examples of how to collect evidence:

- One to one discussions/conversations – formal and informal situations, work and social situations.
- Group discussions (preferably no more than 3-4 in group).
- Presentations to a person/group of people
- Watch a clip from a Deaf News website/DVD in BSL/ISL and relay this in to English
- Group/one to one debates
- Observing a discussion about a specific topic and answering questions asked by the assessor.
- Giving instructions to someone
- **Please note that candidates must not film with the same person more than twice.**

Candidates can choose their own topics for evidence with guidance from the assessor. Evidence topics can be about work and social situations. **Candidates should only create evidence with people who have skills at Level 6 BSL/ISL or above.**

The assessor should only 'sign off' assessment criteria on the CAR form when they are confident that the candidate is competent. The assessor must be able to justify their assessment decisions if challenged by the IV/EV.

The assessor has to decide whether the evidence is:

- Appropriate - the content is at the right standard for level 6.
- Authentic - actually produced by the candidate.
  Reliable - is produced unaided, represents the normal standard of the candidate's work, and could be reproduced again if required.

- Valid - covers the assessment criteria.
- Current – it is up to date – clips that are included in the portfolio should be no more that 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 - that there are enough samples of evidence to show competence.
- Consistent - 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.

It is good practice for assessors to 'sign off' each evidence at the time they are put into the portfolio.

How candidates can be assessed:

- **Filmed evidence** – the candidate will film their conversations/discussions in BSL/ISL and the assessor will watch back and assess the candidate's performance. **The assessor will use form A8 to assess this type of evidence.** The evidence can be one to one/group in work or social situations. Simulated evidence can be arranged if a candidate is not able to film evidence in their work or social life. Most of the candidate's evidence will probably be done this way.

- **Live observation** – this is where the assessor will observe and assess the candidate in a live situation in either their workplace or social environment.

  Live observations should be carried out discreetly, to avoid distracting the candidate and should only be carried out on **one candidate at a time**. The assessor should give feedback in the usual way. Each unit should include at least one live observation. **The assessor should use form A5 to give feedback on a live observation.**

- **Question and Answer sessions** – the assessor can ask the candidate questions to assess their knowledge and understanding of assessment criteria that are difficult to cover in filmed evidence/live observations, e.g. where the assessment criteria rarely occurs naturally, or where one of the assessment criteria has not been covered in the portfolio. **The assessor should use form A6 for question and answer sessions.**

- **Witness statement** – if the candidate has the opportunity to collect evidence but the qualified assessor/camera is not present then a witness statement can be used to support the candidate's claim to competence. The witness should be someone who can confirm the quality of the candidate's work and provide a written statement to say that they were present when the activity took place.

- **Professional discussion** – if the candidate has minor gaps in their portfolio and is struggling to cover small parts of the assessment criteria, the assessor can have a professional discussion with the candidate. The assessor will discuss the assessment criteria with the candidate and might ask the candidate to give examples of how they could cover the assessment criteria to make sure that they fully understand. It is also a good opportunity for the candidate to discuss with the assessor how they feel their

evidence meets the criteria. **The assessor should use form A7 for professional discussions.**

It is useful to record the content of the professional discussion. The assessor can then look back again and take notes of where the candidate has demonstrated specific criteria. **A professional discussion is more than a question and answer session and does not replace observation and other methods of assessment.**

Professional discussion checklist:

- Agree the time, venue and topic 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.

Giving feedback

The assessor should provide feedback to the candidate on all evidence collected. Assessors should provide written or signed feedback and should give advice to the candidate on how they can improve before their next evidence collection. The candidate has the right to have a record of the assessor's comments so feedback in BSL/ISL should be filmed.

Candidates will benefit most from feedback on their strengths and 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, targets and assessment criteria that have been achieved 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, the assessor should explain this to the candidate and make suggestions made how to improve performance.

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

Candidate Assessment Records (CAR)

The candidate must achieve all the assessment criteria on the CAR form at least twice and all criteria must be signed off by the assessor. The CAR form should list all types of evidence including observations, filmed, statements, discussions, etc.

The CAR forms will be checked by the IV and EV as part of the quality assurance process.

Recording guidelines - DVD/USB (form A8)

- Recorded evidence should include a range of conversations/meetings/discussions with different people about different situations.
- Candidates can only film with the same person twice.
- Candidates should provide a log of all the clips in their portfolio **(see form A9)**. The EV may refuse to sign off a completed portfolio if they can't find evidence easily.
- Recorded evidence can be saved on to DVD or USB and should be double checked to make sure video footage can be seen clearly.

Candidates should always use their best evidence in their portfolio.

Frequently Asked Questions (FAQs)

Do the discussion topics have to be about work?

No, the unit titles refer to work but candidates can also discuss topics in social situations if they choose. There should be a mixture of both work and social situations. Candidates will use complex information and vocabulary consistent with the UK Occupational Language Standards at Level 6.

Are there any compulsory discussion topics that candidates must cover?

No. There are no restrictions; candidates can choose their own topics for discussion. The candidate will need to cover at least two different vocabulary areas.

What types of evidence do candidates have to cover?

Candidates must cover a range of formal and informal situations. This could include one to one conversations, group discussions, presentations and debates.

Is it compulsory to have a debate?

No.

Can all evidences be one to one discussions?

No, the portfolio must show a range of skills including discussions/conversations with another person and in group situations.

How many people should there be in a group discussion?

There should be three to four people in a group. If there are more, it can be very difficult to fit everyone clearly within the frame of the camera. This could result in the assessor not being able to mark it.

How many times can a candidate film with the same person?

No more than twice.

Is there a limit to how many evidences candidates have in their portfolio?

No. Candidates need at least eight pieces of evidence for each unit. They can cover both productive and receptive in one piece of evidence.

How many evidences should be recorded?

At least six evidences should be recorded on video/DVD. The other evidences could be live observations, a professional discussion, question and answers. All evidences must be recorded on the CAR form.

Is there a time limit for the length of evidence clips?

It is recommended that evidence clips are between 6-7 minutes and preferably no longer than 10 minutes. If clips do go above they can still be used.

Who is responsible for marking the candidates work?

The assessor should mark the candidates work. The candidate can evaluate their own work but the assessor must confirm the marking.

What are the guided learning hours and do teachers have to follow these?

The GLH are 90 hours per unit. It depends on the group of candidates you are working with as to how much time you need to spend teaching. You may need to split your group to make sure that all candidates get what they need.

Does it matter how many of the assessment criteria you cover in a piece of evidence?

No, as long as you cover each criterion **twice** across the whole portfolio.

Do you need to film a live observation?

Live observations do not need to be filmed. Centres may still film for quality assurance purposes.

How many live observations do you need?

There should be at least one live observation for each unit. Candidates can cover both productive and receptive skills in the same live observation.

Can you assess more than one candidate in a live observation?

No, live observations must be carried out on one candidate at a time so that the assessor can give feedback to candidates afterwards.

Is it essential to have a professional discussion?

No. If the candidate has minor gaps in assessment criteria on the CAR form, the teacher can arrange a professional discussion to confirm that the candidate is competent in these areas.

Does the live observation/professional discussion have to be recorded on the CAR form?

Yes, the assessor should complete the relevant forms and the candidate should add them to the CAR form to show what criterion has been met.

Do Assessment and Feedback Record Sheets (form A8) need to be completed for every filmed piece of evidence used in the portfolio?

Yes. Every criterion ticked in the CAR form must be explained.

What should be included in the teaching of the Level 6 course?

There are no restrictions around what should be taught at Level 6. We suggest that the teacher covers communicating complex information from a wide range of sources, developing familiarity with a range of regional variations, formal and informal language, relevant technical vocabulary and colloquialisms. Teachers should use a variety of teaching methods such as group and pair work, role play, simulations, discussions and presentations. They may also include practical training on making effective use of the telephone/ videophone and web-based live communications.

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Part 2 – Forms for Portfolio

The following forms can be found in this section:

1.	Portfolio Front Page
2.	Portfolio Signature Summary Sheet
3.	Sample Index
A1	Candidate Profile
A2	Initial Assessment Plan
A3	Assessment Plan
A4	Final Assessment Plan
A5	Live Observation Record Sheet
A6	Assessor Question and Answer Record Sheet
A7	Professional Discussion Record Sheet
A8	Assessment and Feedback Record Sheet – Example for Unit 601
A9	DVD Record Log
	Candidate Assessment Record (CAR) forms Unit 601 & 602

Portfolio Front Page

Signature Level 6

NVQ Certificate in British / Irish Sign Language

Name:_____

Registration Number:_____

Centre Name:

Centre Number:

Portfolio Signature Summary Sheet

	Name (Please print clearly)	Signature
Candidate		
Assessor		
Countersigning Assessor		
Internal Verifier (IV)		
Countersigning IV		
Witness 1*		
Witness 2*		

*This includes anyone who has provided a witness statement that has been used in the evidence e.g. co-worker

Sample Index to be sent / completed electronically and edited as appropriate

Unit	Contents	Page
	Portfolio Front Page Portfolio Signature Summary Sheet Candidate Profile Initial Assessment Plan Notes / emails from Assessment & Guidance Meetings Assessor Final Feedback Sheet Clip Log (and DVDs / USBs)	
601	CAR • • •	
602	CAR • • • •	

Candidate signature:	Date:	
Assessor signature:	Date:	

Candidate Profile (Form A1)

Candidate Name:	Date:
Assessor Name:	Venue:

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

Initial Assessment Plan (Form A2)

Candidate name:	Date:
Assessor name:	Venue:

Assessment Planning Meeting (please record what has been discussed)
Candidate's questions and assessor's answers to be recorded.

Action Plan

Profile		Learning Agreement	
Qualification Standards		Equal Opportunities Policy	
Complaints Policy		Appeals Policy	
Induction when?		Reasonable Adjustment	

Date and venue of next assessment planning meeting:

Candidate signature:	Date:
Assessor signature:	Date:

Assessment Plan (Form A3)

Candidate name:	Date:
Assessor name:	Venue:

Assessment Planning Meeting (record of discussion e.g. review & update re current situation, action points, issues etc. Include as appropriate specifics re Units, ACs & Los, assessment methods covered and evidence ref / title)
Action Plan: (Include as appropriate specifics re Units, ACs & LOs, assessment methods etc plus target dates).
Date and venue of next assessment planning meeting

Candidate signature:	Date:
Assessor signature:	Date:
I.V signature if verified:	Date:

Final Assessment Plan (Form A4)

Candidate name:	Date:
Assessor name:	Venue:

Final assessment meeting (record what has been discussed and areas covered. Candidates questions and Assessors answers to be recorded.)

Action Plan

Candidate signature:	Date:
Assessor signature:	Date:
Internal Verifier signature if verified:	Date:

Live Observation Record Sheet (Form A5)

Qualification:	Venue:	
Candidate name:		Date:

Live observation situation:

Learning outcomes & assessment criteria met	Record of observation by assessor
Questions by Assessor on candidates performance and learning outcomes and assessment criteria if applicable	**Recorded answers**.
Unit: Question:	

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

Assessor Question & Answer Record Sheet (Form A6)

Qualification:	Venue:	
Candidate name:	Date:	

Describe situation:

Learning outcomes and assessment criteria met
Record of assessor's questions and candidate's answers

Unit …… LO……. AC………	Question:
Answer:	

Unit ……… LO…..... AC……...	Question:
Answer:	

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

Professional Discussion Record Sheet (Form A7)

Qualification:	Venue:	
Candidate name:		Date:

Contents to discuss with assessor:

Record of candidate's feedback

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

Assessment and Feedback Record Sheet (Form A8)

Example for Unit 601

Level:	Venue:	Ref:	
Candidate Name:		Filmed Date:	

Describe activity done by candidate:

By the end of this unit of learning, the successful learner will: 1. Be able to understand complex social interaction	
Assessment Criteria By the end of this unit of learning, the successful learner can:	
1.1 Identify: a. Regional variations b. Idiosyncratic signs c. Differences of style or register 1.2 Infer: a. Humour b. Sarcasm c. Ambiguity 1.3 Identify complex feelings 1.4 Recognise all signed and other non verbal cultural conventions	

By the end of this unit of learning, the successful learner will:	
2. Be able to understand signed communication in a range of complex work situations	
Assessment Criteria By the end of this unit of learning, the successful learner can:	
2.1 Identify from complex language of any speed or length: a. Complex information b. General meaning c. Specific Details d. Complex questions or enquiries e. Complex comments or responses f. Complex arguments or lines of reasoning g. Complex instructions h. Complex advice i. Complex requests and their urgency or priority j. Complex requirements or needs 2.2 Recognise opinions 2.3 Relay information from BSL into his / her own language.	
By the end of this unit of learning, the successful learner will: Be able to understand a complex range of vocabulary and technical language	
Assessment Criteria By the end of this unit of learning, the successful learner can:	

3.1 Recognise a wide and complex range of vocabulary: a. Signs to deal with most matters relevant to his / her work b. Currently used colloquialisms / idiosyncratic signs used socially and in relevant business contexts. c. Less common technical terms within his / her area of work d. Most signs used for linking and sequencing e. The language of numerical data and statistical information	
By the end of this unit of learning, the successful learner will: Be able to understand a full range of grammatical terms:	
Assessment Criteria By the end of this unit of learning, the successful learner can:	
4.1 Recognise: a. All verb forms in normal use b. All sentence structures, except the most complex or obscure c. A wide range of structures to denote: • Standard sign language • Colloquial / idiosyncratic signs • Formal Register • Informal register	
By the end of this unit of learning, the successful learner will: Be able to use reference sources	

Assessment Criteria By the end of this unit of learning, the successful learner can:	
5.1 Use language reference sources effectively to confirm or clarify meaning of signs in complex usage	

Assessor comments / additional feedback	

Candidate signature:	Date:
Assessor signature:	Date:
Internal verifier comments and signature:	Date:

DVD/USB Log (Form A9)

Qualification: Level 6 BSL/ISL

Clip No	Portfolio Page No	Brief description of sample	Unit covered	Duration of clip start/ finish	Where candidate in clip?

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

Unit BSL601 – Understand complex British Sign Language in a wide range of work situations (receptive skills)

CANDIDATE ASSESSMENT RECORD (Receptive)

Candidate name:……………………………………………………… Assessor name:…………………………………………………………..

Evidence Date	Portfolio Reference		Evidence Type*	Evidence Title	Assessment criteria – **must tick at least twice in each column.**																											
	Page No	Clip No			**1.1**			**1.2**			**1.3**	**1.4**	**2.1**										**2.2**	**2.3**	**3.1**					**4.1**			**5.1**
					a	b	c	a	b	c			a	b	c	d	e	f	g	h	i	j			a	b	c	d	e	a	b	c	

*****FC** = film clip, **Ob** = Observation, **S** = Simulated, **L** = Live, **WP** = Written Product, **Q** = Question / What If, **PD** = Professional Discussion, **WS** = Witness Statement

Candidate's signature: ……………………………………………… Date completed: …………………………………………………

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

IV signature & date if sampled from this unit…………………………………………………………………………………………..

Confirmed by initials and date at end of respective line.

Unit BSL602 – Use complex British Sign Language in a wide range of work situations (productive skills)

CANDIDATE ASSESSMENT RECORD (Productive)

Candidate name:…………………………………………………….. Assessor name:…………………………………………………………..

Evidence Date	Portfolio Reference		Evidence Type*	Evidence Title	Assessment criteria – **must tick at least twice in each column.**																								
	Page No	Clip No			**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	

*FC = film clip, **Ob** = Observation, **S** = Simulated, **L** = Live, **WP** = Written Product, **Q** = Question / What If, **PD** = Professional Discussion, **WS** = Witness Statement

Candidate's signature: ………………………………………………… Date completed: …………………………………………………

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

IV signature & date if sampled from this unit: …………………………………………………………………………………......

Confirmed by initials and date at end of respective line.