

# Unit Specification

## BSL101 – Introduction to British Sign Language (Healthcare)

R/502/9683

Sept 2018 – Aug 2019

# UNIT SPECIFICATION

## Unit BSL101 – Introduction to British Sign Language (Healthcare)

(RQF Unit Number: R/502/9683)

### Unit summary and aim

This unit is designed to teach learners to communicate with Deaf people in British Sign Language (BSL) on a range of healthcare topics that involve simple, everyday language use.

The specification has been designed to using the UK Occupational Language Standards 2010 at Level 1.

Unit BSL101 (Healthcare) is internally assessed by the teacher.

The recommended guided learning hours are **20** hours as shown below:

| Unit                | Guided learning hours (GLH) | Additional study hours | Total learning time | Credit value at Level 1 |
|---------------------|-----------------------------|------------------------|---------------------|-------------------------|
| BSL101 (Healthcare) | 20                          | 10                     | 30                  | 3                       |

GLH includes assessment time.

Additional study hours include private study, homework, practice, etc.

### Qualification objectives

At the end of the unit, learners will be able to:

- understand and use a limited range of simple health related words and sentences in BSL
- take part in simple, everyday conversations in BSL
- give and follow simple directions or instructions in BSL
- give and follow simple familiar healthcare statements or descriptions in BSL.

### Target group

Unit BSL101 (Healthcare) is designed to provide a nationally accredited unit of BSL skills for people who work in healthcare services that may come into contact with Deaf people or colleagues. These may be as patients, service users, friends or relatives of patients. Unit

BSL101 (Healthcare) can be taken without any previous BSL experience at any level. This unit allows learners to gain basic skills.

Deaf people's experience of communication when they need healthcare is still often disappointing. In addition, healthcare staff need to be aware of the isolation and frustration many Deaf people experience with the services that make up the healthcare sector.

**N.B this unit will provide healthcare staff with basic BSL skills only. In a more complicated situation it is essential that a Registered Sign Language Interpreter is booked, this unit *will not* give learners the skills needed to interpret. For more information, please visit [www.nrcpd.org.uk](http://www.nrcpd.org.uk).**

### Unit BSL101 (Healthcare) is suitable for those who:

- wish to learn basic BSL skills to facilitate simple communication with Deaf people in healthcare settings
- wish to learn new BSL skills as part of a programme of study
- wish to progress to more advanced study and/or employment using BSL in the future
- are parents, family, friends or colleagues of Deaf people.

### Unit BSL101 (Healthcare) is suitable for all ages, including pre-16.

### Progression routes

This unit can be achieved separately but to achieve the full Level 1 Award in British Sign Language the learner will need to complete units BSL102 and BSL103.

On completion of Unit BSL101 (Healthcare) and units BSL102 and BSL103, a wide range of further qualifications are available, including:

- Signature Level 2 Certificate in British Sign Language
- Signature Level 3 Certificate in British Sign Language.

If learners wish to complete Unit BSL101 (Healthcare) only, a certificate can be issued. If they wish to undertake the three units in Level 1 Award in British Sign Language, a certificate will be issued on completion of the award.

## Unit structure

| <b>Learning outcomes</b><br>At the end of this unit, the successful learner will: | <b>Assessment criteria</b><br>At the end of this unit, the successful learner can:   |
|---|--|
| 1. Understand and communicate basic conversation when meeting people              | 1.1 Address, greet and take leave of another BSL user<br>1.2 Understand and produce fingerspelling (the manual alphabet) for names of people and places<br>1.3 Use and recognise strategies for asking for clarification<br>1.4 Use and recognise simple question forms<br>1.5 Ask for and give relevant personal information about self or others |
| 2. Know basic numbers   | 2.1 Recognise and use local numbers for:<br>a) people<br>b) time<br>c) dates<br>d) wards/rooms   |
| 3. Understand and communicate the activities which influence a healthy lifestyle  | 3.1 Give and receive information about a range of activities which contribute to a healthy lifestyle<br>3.2 Give and receive information about a range of activities which can be damaging to a healthy lifestyle  |
| 4. Communicate a range of medical terms and procedures                            | 4.1 Describe a range of health related topics<br>4.2 Ask about health using a range of appropriate vocabulary<br>4.3 Give and receive information about various medical conditions and procedures  |
| 5. Communicate a range of directions  | 5.1 Describe and give simple directions in a hospital or medical centre<br>5.2 Ask for and receive directions using a range of vocabulary  |

## Topic content

### 1. Meeting people

#### Meeting familiar people

Attracting attention, e.g. tapping and waving.

Informal ways of greeting familiar people, e.g. Use of gesture; Hi! Alright? How are you? Haven't seen you for a while!

#### Meeting unfamiliar people in familiar surroundings (e.g. Hospital or medical centre)

Attracting attention, e.g. tapping and waving.

Formal ways of greeting unfamiliar people.

Introducing oneself, e.g. Hello/good morning, My name is Sarah. What is your name? Where are you from or where do you live? Are you Deaf/hearing? Can you wait for five minutes? Won't be long. Have you an appointment?

Asking if they require assistance, e.g. How are you? Are you ill/in pain? What do you want? What would you like me to do? Can I help? I am the doctor/nurse. Do you want coffee/tea/water? Are you hungry? Do you need a BSL interpreter?

#### Requesting clarification

When a response or question isn't understood, e.g. Again please.

Sorry, I don't understand. What was that sign? Please write it down.

Using facial expressions when asking or responding to questions, or signalling affirmation and negation.

#### Leave taking

Ending a basic conversation politely, e.g. Thank you. I must go. See you again. See you later. Excuse me. Goodbye.

#### Range of vocabulary could include:

*Hello, good morning, please, thank you, sorry, no, yes, name, first, second, surname, name sign, deaf, hearing, hard of hearing, deafened, not, me, you, us, them, your, my/mine, his, her, theirs, where, who, what, how, help, learn, BSL, sign, lot, little, see, meet, meet again, live where, do/don't understand, write, pen, paper, repeat, slowly, pleased, happy, see you later, excuse me, goodbye, sit, use this chair, drink, wait, arrive, leave, tea, coffee, milk, black, white, sugar, water.*

## 2. Using numbers

### Basic numbers

Counting 0-30 according to the learner's area of learning.

### Range of vocabulary could include:

*Minutes, time, days, weeks, months, people, ward, rooms, first, second (see 5. Directions).*

## 3. Healthy lifestyle

### Commenting on and questioning about health

Asking about health: How are you? Do you smoke? Do you exercise? Do you use salt? Do you drink alcohol? Are you on any tablets?

### Range of vocabulary, used in the context of health could include:

*Smoking, exercise - swimming, walking, running, cycling, gym. Diet – fruit, vegetables, alcohol, opticians, dentist, tablets.*

## 4. Medical terms and procedures

### Describing procedures

Asking for and giving information about treatment, e.g. Can I take your temperature? Can I take some blood? Here are your tablets. The doctor will visit you now. Do you have a pain? Do you want us to contact someone? Who have you come to see?

### Range of vocabulary could include:

*(see also 1. Meeting people)*  
*Ill, pain, cut, burn, fever, bite, dizzy, waiting room, asking what the problem is, accident, attacked, collapsed, fit, blood/bleeding, temperature, injection, tablets, pain-killer, medicine, appointment, check up, doctor, nurse, ward, tests, thermometer, blood pressure, operation, visiting hours.*

## 5. Directions

### Giving and describing simple directions

Giving and describing directions, e.g. The ladies toilet is upstairs, left at the second door. The lift is on the right. Go to the fourth floor. Go upstairs/downstairs. Ash ward is at the end of the corridor.

### Asking for directions

Where is the toilet? Where is the doctor/nurse/waiting room/reception?  
Where is ward 5?

### Range of vocabulary could include:

*Toilet, exit, way out, stairs, lift, up, down, left, right, first, second, third, floor, upstairs, downstairs, ask, door, go, waiting room, doctor's/nurse's room, X-ray department.*

## Level 1 Award in British Sign Language

Unit BSL101 (Healthcare)

# ASSESSMENT SPECIFICATION

**Please read this specification and Signature's Assessment Regulations on our website.**

Assessment for this unit will be a basic conversation, between teacher and candidate. Teachers will create activities to cover all the learning outcomes (see page 3) which will be recorded on the Candidate Assessment Record (CAR) Form provided (see page 9).

Candidates will produce evidence which will show both productive and receptive skills for each item on the CAR form. More than one item can be demonstrated in one activity.

The centre will allocate an appropriate person to mark the assessment on the CAR forms. This person will probably work for the centre as their teacher-assessor and must complete the CAR form. External quality assurance will be carried out by Signature. A sample of assessments may be requested for this purpose. If an assessment has been chosen for quality assurance, the assessment must be recorded on a DVD and sent to Signature within seven days after the assessment.

The teacher-assessor can decide if the assessment will be carried out either on a continuous basis over the length of the unit, or at the end of the unit. It is not necessary to assess all assessment criteria, or all candidates, at the same time. If the assessment is carried out at the end of the teaching time or recorded for external quality assurance purposes it should be **no more than five minutes**.

Assessment time is included into the 20 hours of guided learning time.

When the assessment has finished the teacher-assessor should follow Signature regulations for instructions on returning paperwork.

**The pass mark for the assessment is 85%**, i.e. 15/18. Refer to page 8 for the guidelines.

## Candidate Assessment Record Form

Unit BSL101 (Healthcare)

# GUIDELINES (for Healthcare)

The candidate can **use (Production)** and **recognise (Reception)** BSL in the following ways:

| Assessment criteria:   | Production achieved  | Reception achieved  |
|--|--|---|
| Greet/greeted in BSL   | Candidate to welcome teacher.  | Teacher to welcome candidate and candidate to respond.  |
| Fingerspell own name, receive others   | Candidate to fingerspell own name.   | Candidate to understand teacher fingerspelling name and repeat.   |
| Ask to repeat or clarify   | If this does not occur naturally, teacher needs to give a 'difficult' or unknown sign to allow candidate to ask for repetition or clarification. | If this does not occur naturally, teacher needs to pretend not to understand and ask for repetition or clarification. Candidate must show understanding of this by repeating. |
| Two questions on personal information – ask/receive  | Candidate must ask the teacher at least one question around personal information.  | Teacher must ask the candidate at least one question around personal information. Candidate to answer question(s) correctly to show they have understood.                     |
| Numbers 0-30 – use/recognise describing/confirming/asking about people, time, dates, wards/rooms | Candidate must sign at least one sign relating to numbers.   | Teacher must sign at least one sign relating to numbers. Candidate must respond to show they have understood.   |
| Health and lifestyle – two signs describing/asking about health – use/recognise                  | Candidate must sign at least one sign describing or asking about health and lifestyle.   | Teacher must sign at least one sign describing or asking about health and lifestyle. Candidate must respond to show they have understood.                                     |
| Medical terms and procedures– describe/ask/recognise medical terms, procedures                   | Candidate must sign at least one sign describing or asking about medical terms.  | Teacher to sign at least one sign about medical terms. Candidate to respond to show they have understood.   |
| Ask/give/receive simple directions   | Candidate must ask for directions.   | Teacher must give directions and candidate must repeat directions to show they have understood.   |
|  | Candidate must give directions when asked by the teacher.  | Teacher must ask for directions.  |
| Taking leave – use/recognise signs   | Candidate to take leave of teacher.  | Teacher to end a conversation politely and candidate to acknowledge.  |

**Note: Candidates and teachers must use different signs to achieve both productive and receptive points. For example, the teacher must sign a different number to the candidate.**

**Please see Teacher and Student Support Pack on your portal for more guidance on how candidates can achieve the criteria.**

## Level 1 Award in British Sign Language

Unit BSL101 (Healthcare)

# CANDIDATE ASSESSMENT RECORD FORM (Healthcare)

Centre: ..... Assessment ID: .....

Candidate name: ..... Candidate ID: .....

| Assessment criteria   | See guidelines on page 8 |                    |             |
|---|--------------------------|--------------------|-------------|
|   | Production achieved      | Reception achieved |             |
| The candidate can <b>use (Production)</b> and <b>recognise (Reception)</b> BSL in the following ways: |                          |                    |             |
| Greet/greeted in BSL  |                          |                    |             |
| Fingerspell own name, receive others  |                          |                    |             |
| Ask to repeat or clarify  |                          |                    |             |
| Two questions on personal information – ask/receive simple questions                                  |                          |                    |             |
| Numbers 0-30 – use/recognise, describing/confirming/asking about people, time, dates, wards/rooms     |                          |                    |             |
| Health and lifestyle - two signs describing/asking about health – use/recognise                       |                          |                    |             |
| Medical terms and procedures – describe/ask/recognise about medical terms and procedures              |                          |                    |             |
| Ask/give/receive simple directions  |                          |                    |             |
| Taking leave – use/recognise signs  |                          |                    |             |
| <b>Number achieved (✓)</b>  |                          |                    |             |
| <b>Total/Result</b>   |                          | <b>Pass</b>        | <b>Fail</b> |

(15 or more to pass)

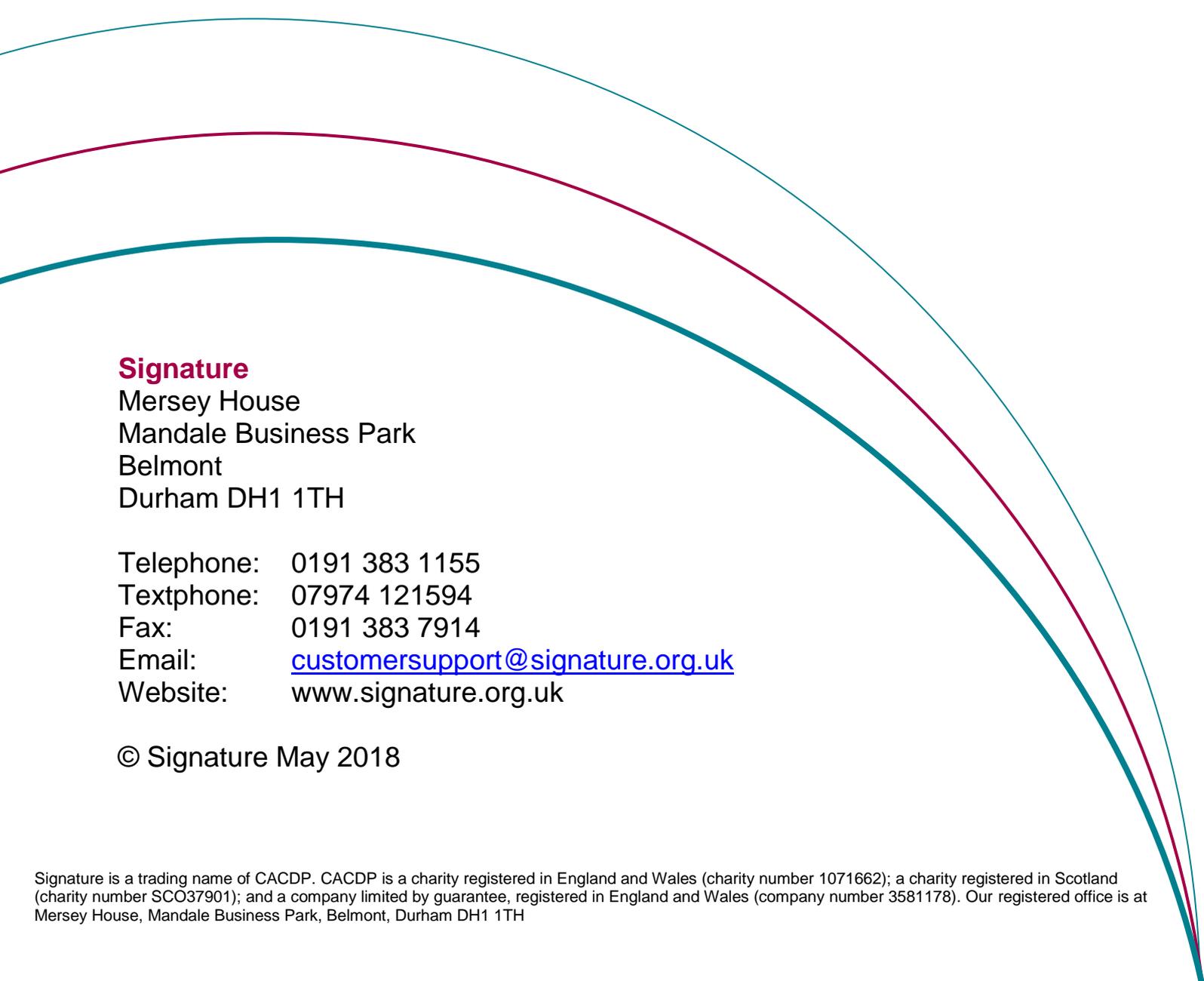
I certify that the above assessments were carried out according to Signature regulations for this unit, and that no assistance was given to the candidates during the assessment(s).

I confirm that a total of 15 or more ticks in the productive and receptive requirements have been met.

Teacher-assessor name (please print): .....

Signed: ..... Date: .....

**Note:** Example only. CAR forms can be downloaded from the centre portal on the Signature assessment website.



## **Signature**

Mersey House  
Mandale Business Park  
Belmont  
Durham DH1 1TH

Telephone: 0191 383 1155

Textphone: 07974 121594

Fax: 0191 383 7914

Email: [customersupport@signature.org.uk](mailto:customersupport@signature.org.uk)

Website: [www.signature.org.uk](http://www.signature.org.uk)

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