

# Unit Specification

ISL601 – Understand complex  
Irish Sign Language in a wide range  
of work situations

A/601/9272

Sept 2018 – Aug 2019

# UNIT SPECIFICATION

## Unit ISL601 – Understand complex Irish Sign Language in a wide range of work situations

(RQF Unit Number: A/601/9272)

**GLH:** 90

**Credit:** 18 credit points at Level 6

### Receptive skills

#### Note:

The natural context for using Irish Sign Language (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 ISL used meets the requirements for Level 6 in both areas. Candidates should also receive the appropriate amount of teaching before starting the assessment to ensure requirements for level 6 are met. Training could be classroom based lessons.

### Unit aim/purpose

The title of this unit refers to work situations but the aim of this unit is to enable the candidate to understand complex ISL in the context of a range of work and social.

### Overview

You can extract complex information from a wide range of sources, even when it is delivered at speed. You are comfortable with a range of regional variations, formal and informal language, relevant technical vocabulary and colloquialisms. You can take part in negotiations, and deal

with complaints, problems or disputes. You can also make effective use of the telephone/videophone or other web-based live communications.

<b>Learning outcomes</b>	<b>Assessment criteria</b>
On completion of this unit, the learner will:	On completion of this unit, the learner can:
1. Be able to understand complex social interaction	1.1 Identify: <ul style="list-style-type: none"> <li>a. regional variations</li> <li>b. idiosyncratic signs</li> <li>c. differences of style or register</li> </ul> 1.2 Infer: <ul style="list-style-type: none"> <li>a. humour</li> <li>b. sarcasm</li> <li>c. ambiguity</li> </ul> 1.3 Identify complex feelings 1.4 Recognise all signed and other non-verbal cultural conventions
2. Be able to understand signed communication in a wide range of complex work situations	2.1 Identify from complex language of any speed or length: <ul style="list-style-type: none"> <li>a. complex information</li> <li>b. general meaning</li> <li>c. specific details</li> <li>d. complex questions or enquiries</li> <li>e. complex comments or responses</li> <li>f. complex arguments or lines of reasoning</li> <li>g. complex instructions</li> <li>h. complex advice</li> <li>i. complex requests and their urgency or priority</li> <li>j. complex requirements or needs</li> </ul> 2.2 Recognise opinions 2.3 Relay information from ISL into his/her own language

<b>Learning outcomes</b> On completion of this unit, the learner will:	<b>Assessment criteria</b> On completion of this unit, the learner can:
3. Be able to understand a complex range of vocabulary and technical language	3.1 Recognise a wide and complex range of vocabulary: <ol style="list-style-type: none"> <li>a. signs to deal with most matters relevant to his/her work</li> <li>b. currently-used colloquialisms/idiosyncratic signs used socially and in relevant business</li> <li>c. less common technical terms within his/her area of work</li> <li>d. most signs used for linking and sequencing</li> <li>e. the language of numerical data and statistical information</li> </ol>
4. Be able to understand a full range of grammatical forms	4.1 Recognise <ol style="list-style-type: none"> <li>a. all verb forms in normal use</li> <li>b. all sentence structures, except the most complex or obscure</li> <li>c. a wide range of structures to denote:               <ul style="list-style-type: none"> <li>• standard sign language</li> <li>• colloquial/idiosyncratic signs</li> <li>• formal register</li> <li>• informal register</li> </ul> </li> </ol>
5. Be able to use reference sources	5.1 Use language reference sources effectively to confirm or clarify meaning of signs in complex

## Content

### ISL receptive skills (Level 6)

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

When they are ready for assessment, learners will provide recorded evidence of their knowledge and understanding through demonstrating their receptive skills (i.e. their understanding of communication presented in ISL) in a variety of settings (see assessment criteria on pages 2-3).

### Vocabulary

The learner should be able to demonstrate his/her understanding of the communications of others on a wide range of issues, including technical language relating to the workplace. An appropriate range of areas of vocabulary must be demonstrated in the assessment. Some examples are provided in the Resource Pack for Level 6 NVQ Certificate in Irish Sign Language on our website [www.signature.org.uk](http://www.signature.org.uk)

### Knowledge and understanding

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

*At Level 6, the learner will be able to demonstrate 1–11 shown on the next page:*

- at any speed and whatever the length
- in most work and social situations
- using technical vocabulary and complex grammatical structures as needed.

- K1** Handle complex social interactions, understanding all signed and other non-verbal cultural conventions.
- K2** Understand complex information.
- K3** Extract all relevant details and the general meaning of presentations, talks and discussions.
- K4** Understand complex enquiries, questions, comments and responses.
- K5** Follow complex arguments and lines of reasoning.
- K6** Understand complex instructions, advice and requests and their priority.
- K7** Understand humour, sarcasm and ambiguity.
- K8** Identify opinions and values and distinguish them from other information.
- K9** Identify complex feelings, needs and preferences.
- K10** Understand different regional variations and most colloquialisms, and identify the style and register of language used.
- K11** If appropriate, informally relay information into your own language.

## Explanation of assessment criteria

**Learning outcome 1** – Be able to understand complex social interaction.

<b>1.1</b>	<b>Identify: (Means to pick out and recognise something)</b>	
	a. regional variations	Varied and complex sign vocabulary including regional differences, e.g. numbers, people, colours, etc.
	b. idiosyncratic signs	Idiosyncratic, e.g. bizarre, cranky, curious, eccentric, erratic, freakish, odd, peculiar, quaint, queer, quirky, singular, strange, unnatural, unusual, weird, (she has an idiosyncratic way of driving) – peculiar to the individual.
	c. differences of style or register	Informal or formal style or register – identify the differences of other’s signing style of register.
<b>1.2</b>	<b>Infer (Means to conclude or judge from evidence – to draw a conclusion, as by reasoning)</b>	
	a. humour	Humour – funny story, amusing, joke, from DVDs, e.g. John Smith, Youtube short films - Fingerspellers series, Coming Out etc.
	b. sarcasm	Sarcasm – is the use of words to damage of, or hurt another person. It is a sharp bitter or cutting expression or remark, a bitter jibe or taunt.
	c. ambiguity	Ambiguity – having more than one possible meaning, open to two or more interpretations; or of uncertain nature or significance; or often intended to mislead, unclear and vague, of persons; hesitant; uncertain, not taking sides.
<b>1.3</b>	<b>Identify complex feelings</b>	
	<b>Examples:</b> Use varied NMF to express sorrow, concerns, happy, pleased, delighted, amazed, problems, etc.	
<b>1.4</b>	<b>Recognise all signed and other non verbal cultural conventions</b>	
	<b>Examples:</b> Cultural conventions is a set agreed, stipulated or generally accepted standards among Deaf people, often taking the form of a custom for example – shake hand, touch for attention, waving for attention, eye gaze in taking turns, nodding/shaking head to maintain conversations, shrugging, etc.	

**Learning outcome 2** – Be able to understand signed communication in a wide range of complex work situations.

<b>2.1</b>	<b>Identity from complex language of any speed or length</b>	
	a. complex information	Deep and wide range of information provided by a signer.
	b. general meaning	Identify and recognise the overall meaning of presentation, discussion or conversation.
	c. specific details	Identify and recognise the specific details of presentation, discussion, conversation or instructions/advice and opinions of others.
	d. complex questions or enquiries	Questions asked by others or enquired by others. Examples: rhetorical questions, open and closed questions, follow up questions, probing questions.
	e. complex comments or responses	Recognise and identify comments or responses by others.
	f. complex arguments or lines of reasoning	Recognise and identify arguments or lines of reasoning from others.
	g. complex instructions	Recognise and identify and respond details of instructions by others.
	h. complex advice	Recognise and identify and respond details of advice by others.
	i. complex requests and their urgency or priority	Act upon requests from others and differ from urgency or priority.
	j. complex requirements or needs	Act upon requirements or needs by others.
<b>2.2</b>	<b>Recognise opinions</b>	
	<b>Examples</b> Identify opinion of other people on how they feel and think.	



2.3	<b>Relay information from ISL into his/her own language</b>
	<p><b>Examples</b></p> <ul style="list-style-type: none"><li>• If the candidate's first language is ISL, they receive in ISL and pass the information in ISL.</li><li>• If the candidate's first language is English, they receive in ISL and then write (relay) the information in English.</li></ul> <p><b>Examples</b></p> <ul style="list-style-type: none"><li>• If the candidate's first language is English, they can watch a discussion, presentation, video clip or broadcast in ISL and write a summary.</li><li>• If the candidate's first language is ISL, they can watch a discussion, presentation, video clip or broadcast in ISL and film or give a summary in ISL.</li></ul> <p><b>Note: From the ITN website there may be opportunities to do this evidence and using government, public bodies leaflets from NHS and County Councils. ITV Signpost.</b></p>

**Learning outcome 3** – Be able to understand a complex range of vocabulary and technical language.

<b>3.1</b>	<b>Recognise a wide and complex range of vocabulary</b>	
	a. signs to deal with most matters relevant to his/her work	Identify and recognise everyday and key – work vocabulary relevant to his/her work.
	b. currently-used colloquialisms/idiosyncratic signs used socially and in relevant business contexts	Bizarre, cranky, curious, eccentric, erratic, freakish, odd, peculiar, quaint, queer, quirky, singular, strange, unnatural, unusual, weird, (peculiar to the individual) – colloquialisms – kick the bucket, dead to the world, let your hair down.
	c. less common technical terms within his/her area of work	Less common key – work vocabulary related to your vocabulary or work area.
	d. most signs used for linking and sequencing	Connectors – for example, and, next, finally, after, also, too, instead of, on the other hand.
	e. the language of numerical data and statistical information	Enumerators – 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , etc. Plurals – went three times to the shops. Fractions – one third, quarter, half; statistics – number of people or items. All numbers – calendar, time, dates, money, weight, measures, size, ages.

**Learning outcome 4** – Be able to understand a full range of grammatical forms.

<b>4.1</b>	<b>Recognise:</b>	
	a. all verb forms in normal use	Walked, walking, will walk. Been write, writing, will write. Been shop, shopping, will shop.
	b. all sentence structures, except the most complex or obscure	ISL grammar and structure to be of Level 6 standard and clear handshapes, fluency, flow, pace and movement. Obscure – not clearly understood or expressed; unclear; confusing; difficult to understand.
c. a wide range of structures to denote: <ul style="list-style-type: none"><li>• standard sign language</li><li>• Colloquial/idiosyncratic signs</li><li>• formal register</li><li>• informal register</li></ul>	ISL language at Level 6 standard to include idioms, style, peculiar to the individual in formal or informal styles and register.	

**Learning outcome 5** – Be able to use reference sources.

<b>5.1</b>	<b>Use language reference sources effectively to confirm or clarify meaning of sign in complex usage</b>
	<p><b>Examples</b></p> <p>If a candidate is watching a video clip/discussion in ISL and does not understand a sign, they should find out what this sign means. They could do this by:</p> <ul style="list-style-type: none"><li>• Using various websites.</li><li>• Using reference books for example Dictionary of Irish Sign Language.</li><li>• Using DVDs, video tapes.</li><li>• Asking role models – Deaf people, Deaf presenters on TV, Teachers, Assessors, Internal Verifiers.</li><li>• Asking other people who have Level 6 or above – peers, communicators, interpreters.</li></ul> <p>The candidate should show the reference source they have used in their portfolio and include it on the assessment and feedback record sheet.</p>

## Level 6 NVQ Certificate in Irish Sign Language

Unit ISL601

# ASSESSMENT SPECIFICATION

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

The evidence will be:

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

by appropriately qualified staff from the centre.

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

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

### Evidence requirements

Evidence can be 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.

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

- information and personal opinion
- debate with others whose views may differ
- arguments in support of own views

- reason with others when persuasion is required
- response to enquiries, advice and instruction.

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

Candidates must satisfy the assessor that they have understood **all** of the assessment criteria on pages 2-3 and can understand ISL to the required standard:

- at any speed and whatever the length
- in most work and social situations
- using technical vocabulary and complex grammatical structures as needed.

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

### Assessment summary

1.	Total evidence required for this unit	A total of at least <b>45 minutes</b> of ISL receptive skills, this can include live observations also.  It is recommended that evidence clips are around 6-7 minutes each but can be more/less than this as long as the 45 minutes is covered.
2.	Total number of pieces of evidence required for this unit	At least <b>eight pieces of receptive evidence</b> , this <b>must</b> include at least one live observation also.  <b>At least six</b> of the eight pieces of receptive evidence should be recorded on video/DVD. <i>NB. evidence for receptive skills can also be used for productive skills where relevant.</i>
3.	Breadth of vocabulary shown across evidence	<b>At least two</b> distinct vocabulary areas or contexts.
4.	Coverage of assessment criteria	Evidence must show that each assessment criterion has been achieved on <b>at least two occasions</b> , i.e. at least two ticks in each column on the CAR Form.

**Unit ISL601 – Understand complex Irish 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 – <b>must tick at least twice in each column.</b>																																		
	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							

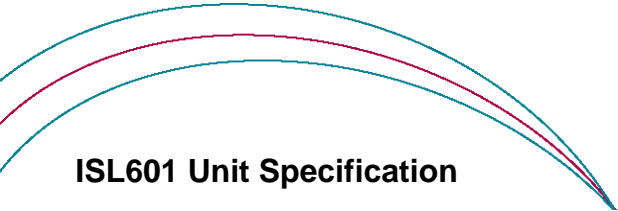
\*FC = film clip, Ob = Observation, S = Simulated, L = Live, WP = Written Product, Q = Question / What If, PD = Professional Discussion, WS = Witness Statement

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.





## **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)

© Signature May 2018