

Signature

Qualification Specification

Level 3 Certificate in British Sign
Language (BSL33a)

QAN: 610/3298/0

QUALIFICATION SPECIFICATION

Signature Level 3 Certificate in British Sign Language (RQF)

(QAN: 610/3298/0)

(Signature Qualification Reference BSL33a)

Qualification Aim and Objectives

Achieving this qualification means that learners will be able to understand and use varied BSL in a range of work and social situations.

The assessment criteria is taken from the UK Occupational Language Standards (Instructus 2013) at Level 3('Varied' language use). These standards are equivalent to those for Modern Foreign Languages at AS and A2 level. The qualification is at Level 3 on the Qualification & Credit Framework (RQF), Advanced Level on the Language Ladder, and Level B2 on the Common European Framework (CEFR).

It caters for the learning needs of those who already have competence in BSL at Level 2 and are interested in developing their skills and knowledge.

The learner will develop an advanced knowledge of the structure and function of British Sign Language and an understanding of the Deaf Community and Deaf Culture.

The qualification is useful for those who work on a regular basis with Deaf people (for example social workers, teachers of the Deaf, communicators, voluntary workers, workers within Deaf organisations, schools, etc), those who aspire to work in these contexts, and those who wish to expand their knowledge and skills in British Sign Language.

The Learning Outcomes for this qualification are:

LO1 – Use receptive and productive skills to engage in varied social interaction.

LO2 – Maintain fluency, grammatical accuracy and coherence in sustained contributions containing varied language.

LO3 – Understand sustained signed communication containing varied language

Qualification Structure

Learners must demonstrate both receptive and productive BSL skills at level 3, in all six topics that make up this qualification on page? The assessments required of this qualification are:

- 3ASS1 – Formal Presentation
- 3ASS2 – Informal Conversation
- 3ASS3 – Receptive Skills

BSL is naturally used in two-way interactions (discussions, conversations, debates etc.), as well as one-way interactions (monologues, presentations etc.). The learner is therefore expected to demonstrate receptive and productive skills in both two-way and one-way interactions.

Signature recommends the best approach to teaching and assessing this qualification is by covering both receptive and productive skills together.

Total Qualification Time

The qualification has a credit value of 25, which is 250 hours of learning in total. The Guided Learning Hours (GLH) are 150. **Guided learning hours means time the learner is timetabled for face-to-face contact and should include: NB Zoom/teams etc is defined for these purposes as face-to-face.**

Examples of activities could include:

- Classroom based teaching
- Individual or group tutorials.
- Feedback or observed practice
- Assessments

A summary of the hours are shown below:

Guided learning hours (GLH)	Additional study hours	Total Qualification Time	Credit value
150	100	250	25

Pre-Qualification Requirements

Learners must demonstrate competence in BSL at level 2.

BSL standards include requirements for learners to have sufficient sight, manual dexterity, facial and body movement to produce and receive BSL.

It is the responsibility of the centre to ensure both of these requirements have been met before accepting a learner for this qualification.

Centre Resources

Centres wishing to offer this qualification should ensure there are sufficient resources and expertise to support delivery of the programme. This includes:

- Support and guidance to meet individual learners needs, especially for any reasonable adjustments.
- Appropriate learner focused policies and procedures
- Knowledge of additional resources for learners outside of the Guided Learning Hours (GLH).

Centre Staffing

Centres should have suitable, qualified, teachers and support team. The teachers should have the following qualifications and experience:

- A recognised teaching qualification.
- Level 6 BSL or equivalent.
- Level 1 Award in Deaf Awareness and Communication or equivalent.
- Substantial teaching experience.
- Fully conversant with Deaf culture.
- Knowledge of the use, interpretation and explanation of BSL grammar

Support provided to learners during their course

Before the start of the course learners should be given:

- Information on the course content
- advice on the assessment methods
- information on reasonable adjustments.

- information on guided learning hours,
- details of ongoing support they may have access to
- information on tutorials and the range of teaching materials that will be available to support their learning.

Progression routes

On completion of this qualification, the learner may wish to progress to the following qualifications:

- Signature Level 4 Certificate in British Sign Language
- Signature Level 6 Certificate in British Sign Language
- Signature Level 6 Diploma in Sign Language Interpreting and Translation.

QUALIFICATION CONTENT

Learners are expected to use and understand varied language, which also includes the ability to use and understand a varied range of grammatical content listed in this Qualification, across all of the assessments.

This qualification is not unitised, and is designed to assess the learner's ability to use their productive and receptive skills to engage in all types of social and some professional interaction.

Learners are also expected to use their receptive skills to understand sustained signed discourse, delivered at the appropriate speed.

LO1 – Use receptive and productive skills to engage in varied social interaction.

LO2 – Maintain fluency, grammatical accuracy and coherence in sustained contributions containing varied language.

LO3 – Understand sustained signed communication containing varied language

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Use receptive and productive skills to engage in varied social interaction.	<p>1.1 Initiate and maintain dialogue delivered at normal speed using the correct BSL order and Non-Manual Features. Learners must:</p> <ul style="list-style-type: none">a) express opinions, beliefs and factsb) express a varied range of feelingsc) give formal instructions and adviced) respond to and make requests or enquiriese) convey humour <p>1.2 Adapt own language appropriately to the situation using the correct BSL order and Non-Manual Features: Learners must:</p> <ul style="list-style-type: none">a) adapt the style and register of language usedb) use and understand varied signed and non-verbal turn taking cultural conventions

<p>2. Maintain fluency, grammatical accuracy and coherence in sustained contributions containing varied language.</p>	<p>2.1 Use commonly used verb forms using the correct BSL order and Non-Manual Features to express:</p> <ul style="list-style-type: none"> a) a varied range of timeframes (including conditional) b) a varied range of aspect c) a varied range of modal verbs <p>2.2 Use and understand a varied range of vocabulary using the correct BSL order and Non-Manual Features, including:</p> <ul style="list-style-type: none"> a) use and understand productive and established lexicons (including classifiers) b) use a range of numerical terms and different ways of signing them c) use accurate and appropriate fingerspelling d) use accurate phonology and articulation <p>2.3 Use a varied range of sentence structures using the correct BSL order and Non-Manual Features to link concepts and to support pace, clarity and cohesion: Learners must:</p> <ul style="list-style-type: none"> a) use a varied range of interrogative constructions b) use a varied range of negation and affirmation c) use syntactic, topographic and hierarchical space
<p>3. Understand sustained signed communication containing varied language</p>	<p>3.1 Understand the general meaning and pick out specific details of sustained presentations containing varied language</p> <p>3.2 Recognise and distinguish facts, opinions, beliefs and feelings in sustained presentations containing varied language</p> <p>3.3 Respond to key information, important themes and ideas from sustained monologues and dialogues containing varied language</p> <p>3.4 Understand fingerspelling when delivered at normal speed</p> <p>3.5 Understand most common variations in articulation/regional forms.</p>

BSL sign order and Non-Manual Features (NMF) are part of the assessment criteria, if learners do not use BSL sign order and NMF correctly throughout they will be given a zero for that assessment criteria.

Topics

Home Life

Social/Recreational Activities

Education and Training

Employment

Consumer Issues and Daily Living

Deaf History and Culture

Vocabulary

Upon successful completion of this qualification, the learner will be able to demonstrate the ability to use and understand a varied range of vocabulary, including some common regional variations, relating to the topics listed in the qualification. Some examples of vocabulary are listed in the Support Pack for Teachers and Students.

Knowledge and understanding

Knowledge and understanding are not assessed separately. It is done through the achievement of the assessment criteria.

At level 3, the learner will be able to demonstrate K1–K12 shown below:

- K1** Manage varied social interactions, including culturally appropriate signed and non verbal turn-taking conventions.
- K2** Understand information and extract a varied range of details and the general meaning from presentations, talks and discussions.
- K3** Understand and make requests and enquiries.
- K4** Give formal instructions and advice.
- K5** Convey humour.
- K6** Understand and express opinions and beliefs and distinguish them from fact.
- K7** Identify and express a varied range of feelings.
- K8** Understand most common regional variations.
- K9** Use different styles and register, some key work related terms and a varied range of general vocab including numerical terms, appropriately to the context.
- K10** Maintain fluency, grammatical accuracy and coherence in sustained contributions including accurate articulation and stress
- K11** Understand and use a varied range of grammatical structures, including interrogative and negative constructions
- K12** Understand and use a varied range of verb forms, including time-frames and aspect.

ASSESSMENT SPECIFICATION

Please read this specification and Signature Assessment Regulations on the Signature website.

Assessment	Assessment method	Duration
3ASS1 - Formal Presentation	External	8-10 mins
3ASS2 - Informal Conversation	External	10-12mins
3ASS3 - Receptive skills	External	1 hour approximately

3ASS1 – Formal Presentation

3ASS1 is a formal presentation by the learner to their teacher.

Notes:

- Three topic titles will be issued to the centre, within the session on IRIS, **21 days** before the assessment date
- The learner must choose one topic from a choice of three titles provided. They will have **14 days** to prepare for the presentation.
- **Learners must choose a different topic area to what they chose for the conversation**
- They and should cover the assessment criteria in Learning Outcome 1 and 2.
- The presentation assessment will be marked against the External Marking Criteria.
- A total of 50 marks is available, 20 marks for Learning Outcome 1 and 30 marks for Learning Outcome 2. Learners can score between 0 to 10 points for each assessment criteria. If learners receive a 0, 1 or 2 marks in any of the criteria, this is a fail.

Assessment Procedure:

- The learner **and** teacher must both be viewable in the viewing frame of the camera and all BSL features fully visible.
- The learner must fingerspell their name clearly to the camera. **This is not**

marked as part of the assessment and is not included in the 8-10 minute assessment timing.

- The learner must sign their chosen topic in full. **This is not marked as part of the assessment and is not included in the 8-10 minute assessment timing.**
- The learner will sign their presentation in BSL to the teacher. **This is when the time of the assessment starts.**
- Any assessment under 8 minutes will be marked as 0 and Fail. Any assessment over 10 minutes will be marked up to 10 minutes and the remainder disregarded.
- If the learner is struggling the teacher can prompt no more than **TWICE** during the presentation. The teacher must not help the learner with their signing but they can comment or ask a question related to their topic. **External assessors will notify Signature if any centre demonstrates excessive prompting and the learner will be marked as not assessed.**

Learners will fail their assessment if their presentation is off topic or does not include Deaf issues.

The pass mark for the presentation is 60% (30 out of 50).

3ASS2 – Informal Conversation

3ASS2 is an informal conversation between the learner and the teacher.

Notes:

- Three topic titles will be issued to the centre, within the session on IRIS, 5 days before the assessment date.
- The learner must choose one topic from a choice of three topics provided.
- **Learners must choose a different topic area to what they chose for the presentation**
- The learner and teacher will have 30 minutes to prepare for the conversation, together. During this time the learner can access the internet for research.
- The conversation assessment will cover the assessment criteria in Learning Outcome 1 and Learning Outcome 2.
- The conversation will be marked against the External Marking Criteria.
- A total of 50 marks is available, 20 marks for Learning Outcome 1 and 30 marks for Learning Outcome 2. Learners can score between 0 to 10 points for each assessment criteria. If learners receive a 0, 1 or 2 marks in any of the criteria, this is a fail
- The conversation should be carried out so that the learner signs for at least 60% of the time, and the teacher 40% of the time.

Assessment Procedure:

- The learner **and** teacher must both be viewable in the viewing frame of the camera and all BSL features fully visible.
- The learner must fingerspell their name clearly to the camera. **This is not marked as part of the assessment and is not included in the 10-12 minute assessment timing.**
- The learner must sign their chosen topic in full. **This is not marked as part of the assessment and is not included in the 10-12 minute assessment timing.**
- The learner will then start the conversation. **This is when the time of the assessment starts.**
- The conversation must be 10-12 minutes. Any assessment under 10 minutes will be marked as 0 Fail. Any assessment over 12 minutes will be marked up to 12 minutes and the remainder disregarded.
- Learners will fail their assessment if their conversation is off topic or does not include Deaf issues.

The pass mark for the presentation is 60%. (30 out of 50)

Examples of presentation and conversation assessment topic titles –

- Differences between deaf schools and mainstream schools
- Difficulties Deaf people face in Employment
- Access to health services for Deaf people

See Teacher and Student Support Pack for more information on topics.

Assessment 3 – Receptive skills

Assessment 3 is a receptive skills task where the learner will be assessed on their understanding of a story based on one or more of the topics in the Qualification Specification.

Notes:

- The receptive clip will be approximately 1 hour long and will be split into 3 parts. Part 1 will have one person signing on screen. Part 2 will have a different person signing on screen. Part 3 both people will have a conversation on screen.
- Each part will have questions signed in BSL.
- Learners will write their answers on assessment papers provided by Signature or BSL users can sign their answers to camera.
- Each question will test the learner against the assessment criteria in Learning Outcome 3
- The assessment must not be stopped at any time during the assessment and it must not be repeated.
- Learners can make notes throughout the assessment, but should take care that note-taking does not distract them from watching the assessment recording. **Note sheets are part of the assessment paper and must be securely destroyed after the assessment..**

The pass mark for the receptive skills assessment is 60% (18 out of 30).

Order of the assessment recording:

Watch Synopsis
Watch Part 1 Questions
Watch Part 1 Story
Watch Part 1 Story
Watch and Answer Part 1 Questions
Watch Part 2 Questions
Watch Part 2 Story
Watch Part 2 Story
Watch and Answer Part 2 Questions
Watch Part 3 Questions
Watch Part 3 Story
Watch Part 3 Story
Watch and Answer Part 3 Questions

Marking Criteria for external assessments 1 and 2

Signature Level 3 Certificate in BSL

	1-2	3-4	5-6	7-8	9-10	Mark
1.1 Initiate and maintain dialogue	<p>Attempts to express opinions and beliefs with limited success and frequent significant errors.</p> <p>Creates and responds to requests/enquiries* and provides instructions/advice using a very limited range of varied language with frequent and significant errors</p> <p>Attempts to express a varied range of feelings and needs, using a very limited range of varied language</p> <p>Attempts to convey humour</p> <p>Attempts to use appropriate NMF and BSL order correctly, uses SSE most of the time</p>	<p>Expresses opinions, beliefs and facts with limited success</p> <p>Creates and responds to requests/enquiries* and provides instructions/advice, with good flexibility, using a limited range of varied language with frequent and significant errors</p> <p>Expresses a varied range of feelings and needs with limited success, using a limited range of varied language</p> <p>Coveys humour with limited success</p> <p>Uses accurate BSL order and NMF half the time but slips into SSE too often</p>	<p>Expresses opinions, beliefs and facts with some success</p> <p>Creates and responds to requests/enquiries* and provides instructions/advice, with good flexibility, using a sufficient range of varied language with frequent but minor errors</p> <p>Expresses a varied range of feelings and needs with some success, using a sufficient range of varied language</p> <p>Coveys humour with some success</p> <p>Uses accurate BSL order and NMF half the time but slips into SSE sometimes</p>	<p>Is mostly successful expressing opinions, beliefs and facts.</p> <p>Creates and responds to requests/enquiries* and provides instructions/advice, with good flexibility, using a range of varied language with some minor errors</p> <p>Expresses a varied range of feelings and needs with some success and minor errors.</p> <p>Successfully conveys humour Most of the time.</p> <p>Uses accurate BSL order and NMF most of the time</p>	<p>Expresses opinions, beliefs and facts with ease and complete success.</p> <p>Creates and responds to requests/enquiries* and provides instructions/advice, with ease and complete success using a range of varied language with complete accuracy</p> <p>Expresses a broad range of feelings and needs using varied language.</p> <p>Coveys humour with ease and complete success</p> <p>Uses accurate BSL order and NMF throughout</p>	

1.2 Adapt own language appropriately	Attempts to use the appropriate style and register for the situation and demonstrates a very limited range of varied language for style and register	Attempts to use the appropriate style and register for the situation and to demonstrate a limited range of varied language for style and register with limited success	Attempts to use the appropriate style and register for the situation and to demonstrate a range of varied language for style and register with some success	Recognises the appropriate style and register for the situation and demonstrates a sufficient range of varied language used for style and register with some minor mistakes	Recognises the appropriate style and register for the situation and demonstrates a wide range of varied language used for style and register
	Attempts to recognise and use a range of signed and nonverbal turn-taking conventions with limited success and frequent significant errors.	Recognises and uses a varied range of signed and nonverbal turn-taking conventions with limited success and frequent errors.	Contributes spontaneously to most forms of dialogue with some success*	Recognises and uses a varied range of signed and non-verbal turn-taking conventions with good success and some minor errors.	Recognises and uses a varied range of signed and non-verbal turn-taking conventions with success and accuracy
	Attempts to use appropriate NMF and BSL order correctly, uses SSE most of the time	Uses accurate BSL order and NMF half the time but slips into SSE too often	Recognises and uses a varied range of signed and nonverbal turn-taking conventions with some success and frequent but minor errors	Uses accurate BSL order and NMF most of the time	Uses accurate BSL order and NMF throughout
			Uses accurate BSL order and NMF half the time but slips into SSE sometimes		

Social Interaction – Learning Outcome 1 (20 marks)

	1-2	3-4	5-6	7-8	9-10
2.1 Use commonly used verb forms	Uses a very limited range of time frames with frequent significant errors	Uses a limited range of time frames with frequent and some significant errors	Uses a sufficient range of time frames with frequent but minor errors	Uses a varied range of time frames with minor errors	Uses the full range of time frames with complete success and consistent grammatical accuracy
	Uses a very limited range of aspects with frequent significant errors	Uses a limited range of aspects with frequent and some significant errors	Uses a sufficient range of aspects with frequent but minor errors	Uses a varied range of aspects with some minor errors	Uses the full range of aspects with complete success and consistent grammatical accuracy
	Uses a very limited range of moods and modal verbs with frequent significant errors	Uses a limited range of moods and modal verbs with frequent and some significant errors	Uses a sufficient range of moods and modal verbs with frequent but minor errors	Uses a varied range of moods and modal verbs with some minor errors	Uses the full range of moods and modal verbs with complete success and consistent grammatical accuracy
	Attempts to use appropriate NMF and BSL order correctly, uses SSE most of the time	Uses accurate BSL order and NMF half the time but slips into SSE too often	Uses accurate BSL order and NMF half the time but slips into SSE sometimes	Uses accurate BSL order and NMF most of the time	Uses the full range of moods and modal verbs with complete success and consistent grammatical accuracy
					Uses accurate BSL order and NMF throughout

Use and understand varied vocab						
	Attempts to use and understand a limited range of productive and established lexicons, including classifiers, and struggles to convey basic meaning with frequent errors	Uses and understands a limited range of productive and established lexicons, including classifiers, but struggles to discuss varied topics	Uses and understands a sufficient range of productive and established lexicons, including classifiers, to discuss topics at length and make meaning clear, with some inappropriate choices.	Uses and understands a varied range of productive and established lexicons, including classifiers, with some inappropriate choices and infrequent minor errors	Uses and understands the full range of productive and established lexicons, including classifiers, with complete success and consistent grammatical accuracy	
	Attempts to use basic numerical terms with frequent significant errors	Uses a limited range of numerical terms with frequent and some significant errors	Uses a sufficient range of numerical terms with some errors	Uses a varied range of numerical terms with some minor errors	Uses a varied range of numerical terms with accuracy and complete success	
	Attempts to use fingerspelling with frequent and significant errors	Uses fingerspelling (at least 4 characters long) with frequent and some significant errors	Uses fingerspelling (at least 4 characters long) with limited appropriateness and accuracy and with frequent but minor errors	Uses fingerspelling (at least 4 characters long) mostly accurately and appropriately	Uses fingerspelling (at least 4 characters long) with complete accuracy and appropriateness	
	Maintains very limited control over phonology and articulation over short periods with frequent and significant errors	Maintains limited control over phonology and articulation over short periods with frequent and some significant errors	Maintains mixed control over phonology and articulation over varied periods with frequent but minor errors	Maintains good control over phonology and articulation over varied periods with some minor errors	Maintains complete control over phonology and articulation over varied periods	
	Attempts to use appropriate NMF and BSL order correctly, uses SSE most of the time	Uses accurate BSL order and NMF half the time but slips into SSE too often	Uses accurate BSL order and NMF half the time but slips into SSE sometimes	Uses accurate BSL order and NMF most of the time	Uses accurate BSL order and NMF throughout	

Grammatical Accuracy – Learning Outcome 2 (30 marks)

	1-2	3-4	5-6	7-8	9-10	
Use a varied range of sentence structures	<p>Attempts to use a range of interrogative constructions with limited success, frequent and significant errors</p> <p>Attempts to use negation and affirmation with limited success, frequent and significant errors</p> <p>Attempts to use syntactic (placement and referencing), topographic and hierarchical space with significant and frequent errors and little success</p> <p>Attempts to use appropriate NMF and BSL order correctly, uses SSE most of the time</p>	<p>Uses a varied range of interrogative constructions with limited success and frequent errors</p> <p>Uses a varied range of negation and affirmation with limited success and frequent errors</p> <p>Uses syntactic (placement and referencing), topographic and hierarchical space with limited success and frequent errors</p> <p>Uses accurate BSL order and NMF half the time but slips into SSE too often</p>	<p>Uses a varied range of interrogative constructions with frequent but minor errors</p> <p>Uses a varied range of negation and affirmation with frequent but minor errors</p> <p>Use syntactic (placement and referencing), topographic and hierarchical space with frequent but minor errors</p> <p>Uses accurate BSL order and NMF most of the time</p>	<p>Uses a varied range of interrogative constructions with few minor errors</p> <p>Uses a varied range of negation and affirmation with few minor errors</p> <p>Use syntactic (placement and referencing), topographic and hierarchical space with few minor errors</p> <p>Uses accurate BSL order and NMF most of the time</p>	<p>Uses a varied range of interrogative constructions with complete success</p> <p>Uses a varied range of negation and affirmation with complete success</p> <p>Uses syntactic (placement and referencing), topographic and hierarchical space completely successfully</p> <p>Uses accurate BSL order and NMF throughout</p>	

*not assessed in the presentation

If a learner scores 1 or 2 for any criteria, this shows that they have not met the standard and they would automatically fail

Level 3 BSL Assessor Marksheet

- Watch the full clip first
- Answer the following questions.
- This will give you a good idea of what standard the learner is before you start breaking down the criteria

	Yes/No	Comments
Is the learner using clear, natural BSL?		
Can you understand the learner's BSL most of the time?		
Is the learner using SSE too often?		
Does the learner have too many phonological errors with HOLMN? (handshapes, orientation, location, movement, NMF)		
Is the conversation one-sided and teacher signs too much? (3ASS2)		
Is the teacher using SSE or too much English during the conversation? (3ASS2)		

Assessment criteria/grammar	Learner is using well (✓)	Learner is not using well (✓)	No evidence	Overall range	Comments
1.1 a-e					
Opinions, beliefs and facts with appropriate NMF and BSL order				1 2 3 4 5 6 7 8 9 10	
Feelings with appropriate NMF and BSL order					
Instructions and advice with appropriate NMF and BSL order					
Requests or enquiries with appropriate NMF and BSL order					
Humour with appropriate NMF and BSL order					
1.2 a-b					
Register – 3ASS1 formal 3ASS2 informal				1 2 3 4 5 6 7 8 9 10	
Turn-taking (signed and non verbal)					

Assessment criteria/grammar	Learner is using well (✓)	Learner is not using well (✓)	No evidence	Overall range	Comments
2.1 a-c					
Verbs with appropriate NMF and BSL order (plain, agreement, classifier)				1 2 3	
Timelines with appropriate NMF and BSL order A-E				4 5 6	
Aspect with appropriate NMF and BSL order				7 8 9	
Modal verbs with appropriate NMF and BSL order				10	
2.2 a-d					
Productive and established lexicons with appropriate NMF and BSL order				1 2 3	
Numerical terms				4 5 6	
Fingerspelling (4 letter word) using correct format				7 8 9	
Phonology and articulation (HOLMN)				10	

Assessment criteria/grammar	Learner is using well (✓)	Learner is not using well (✓)	No evidence	Overall range	Comments
2.3 a-c					
Question forms using appropriate NMF and BSL order				1 2 3	
Negation and affirmation using appropriate NMF and BSL order				4 5 6	
Signing space/placement and referencing				7 8 9 10	
Total marks					

Under time

Off topic

Other comments



Signature

Shannon House
Mandale Business Park
Belmont
Durham DH1 1TH

Telephone: 0191 383 1155
Textphone: 07974 121594
Fax: 0191 383 7914
Email: customersupport@signature.org.uk
Website: www.signature.org.uk

© Signature 2023