

UNIT SPECIFICATION

Unit BSL101 – Introduction to British Sign Language (Frontline Staff)

(RQF Unit Number: Y/502/9684)

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 topics that involve simple, everyday language use.

The specification has been designed using the UK Occupational Language Standards (Instructus 2013) at Level 1.

Unit BSL101 (Frontline Staff) 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 (Frontline Staff)	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 relevant 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 statements or descriptions in BSL.

Target group

Unit BSL101 (Frontline Staff) is designed to provide a nationally accredited unit of BSL skills for people who work in frontline services and who may come into contact with Deaf people. These may be as Deaf colleagues, customers, clients, service users, or any member of the general

public. Unit BSL101 (Frontline Staff) 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 interface with service providers is often disappointing. Staff need to be aware of the isolation and frustration many Deaf people experience in their dealings with the various services that make up the private and public sector.

N.B this unit will provide frontline 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.

Unit BSL101 (Frontline Staff) is suitable for those who:

- wish to learn basic BSL skills to facilitate simple communication with Deaf people while at work
- 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 studying for personal development
- are parents, family, friends or colleagues of Deaf people.

Unit BSL101 (Frontline Staff) 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 (Frontline Staff) 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 (Frontline Staff) only, a certificate downloaded from IRIS. 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

Learning outcomes At the end of this unit, the successful learner will:	Assessment criteria 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 1.2 Know and produce fingerspelling (the manual alphabet) for names of people and places 1.3 Use and recognise strategies for asking for clarification 1.4 Use and recognise simple question forms 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: a) people b) time c) money d) dates
3. Know different weather conditions and respond to questions about the weather	3.1 Describe a range of weather conditions 3.2 Ask about the weather using a range of vocabulary
4. Know a range of transport modes	4.1 Give and receive information about different ways of travelling
5. Communicate a range of directions	5.1 Describe and give simple directions in a building 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. the sign class or in the Deaf club)

Attracting attention, e.g. tapping and waving.
Formal ways of greeting unfamiliar people.
Introducing oneself, e.g. Hello/good morning, Welcome to my Deaf club.
My name is Sarah. What is your name? Where are you from or where do you live? I live in York. What's her/his/their name? Are you Deaf/hearing? I'm learning BSL. I am/am not Deaf/hearing.

Meeting unfamiliar people in public places, shops, cafes, offices, etc

Asking if they require assistance, e.g. What do you want? What would you like me to do? Can I help? I am learning to sign/I sign a little. Who do you want to meet? Do you want black or white coffee?

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, 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, pounds, pence, days, weeks, months, years, people, first, second (see 5. Directions).

3. Weather

Commenting on the weather

Asking about the weather, e.g. What's the weather like?

Describing the weather, e.g. It's not nice today; it's raining and cold.
It is lovely today, nice and sunny and hot.

Range of vocabulary, used in the context of 'weather', could include:

Hot, cold, warm, wet, dry, nice, rain, sun(ny), lovely, snow, wind(y), lightning, freezing, cloudy.

4. Transport

Describing different ways of travelling

Asking for and giving information about travel, e.g. How did you get here? Did you walk? I drove here. Where can I catch the bus? I came by train.

Range of vocabulary could include:

Travel, walk, cycle, bike, car, drive, run, bus, train, aeroplane, how, arrive, leave, time, meet, when, where (see also 1. Meeting people).

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. Who do you want to see? You need to ask....

Asking for directions

Where is the toilet? Where is David? How do I get to the café? Where is the drinks machine?

Range of vocabulary could include:

Toilet, exit, way out, stairs, lift, up, down, left, right, first, second, third, floor, upstairs, downstairs, ask, door, go, fire escape.

Some suggested additional vocabulary for frontline staff

Employment and workers (Choose frontline staff and appropriate area a-e)

General - Waiting room, seat, time, meeting, late, visitors, ID badge, visitors' book, appointment, interview, receptionist, manager.

- a) Emergency staff – 999, emergency, dangerous, ladders, alarm, fireman, policeman, law, court, interview, ambulance, hospital, doctor, nurse.
- b) Retail – changing room, till, returns/exchange, how much, food, receipt, trolley, basket, sale, pay.
- c) Office/banks – bank, post office, paper, pen, pencil, computer, cheque, printer, expenses, cash machine.
- d) Hotels/restaurants – meals, menu, waiter, checkout, key/card, dining room, restaurant, bedrooms.
- e) Leisure – gym, weights, treadmill, bike, rowing machine, swimming pool, changing room, induction, gym instructor.

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 learner. 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).

Learners 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 uploaded to IRIS 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 learners, 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.

GUIDELINES (for Frontline Staff)

	The learner can use (Production) and recognise (Reception) BSL in the following ways:	
Assessment criteria:	Production achieved	Reception achieved
Greet/greeted in BSL	Learner to welcome teacher.	Teacher to welcome learner and learner to respond to show understanding.
Fingerspell own name, receive others	Learner to fingerspell own name.	Learner 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 learner 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. Learner must show understanding of this by repeating.
Two questions on personal information – ask/receive	Learner must ask the teacher at least one question around personal information.	Teacher must ask the learner at least one question around personal information. Learner to answer question(s) correctly to show they have understood.
Numbers 0-30 – use/recognise describing/confirming/asking about people, time, money, dates	Learner must sign at least one sign relating to numbers.	Teacher must sign at least one sign relating to numbers. Learner must respond to show they have understood.
Two signs describing/asking about weather – use/recognise	Learner must sign at least one sign describing or asking about weather.	Teacher must sign at least one sign describing or asking about weather. Learner to respond to show they have understood.
Two signs on transport - describe/ask/recognise about car, bus, train, walking	Learner must sign at least one sign describing or asking about transport	Teacher to sign at least one sign describing or asking about transport. Learner to respond to show they have understood.
Ask/give/receive simple directions	Learner must ask for directions.	Teacher must give directions and learner must repeat directions to show they have understood.
	Learner must give directions when asked by the teacher.	Teacher must ask for directions.
Taking leave – use/recognise signs	Learner to take leave of teacher.	Teacher to end a conversation politely and learner to acknowledge.

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

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

CANDIDATE ASSESSMENT RECORD FORM

Name:

Session ID:

Assessment Criteria	See guidelines in BSL Specification	
	Production Achieved	Reception Achieved
The learner can USE (Production) and RECOGNISE (Reception) 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, money, dates (101, 101F, 101Y) 101H – wards/rooms		
Two signs describing/asking about weather – use/recognise (101, 101F) 101H – two signs describing/asking about health – use recognise 101Y – two signs describing/asking about school/college related topics		
Two signs on transport – describe/ask/recognise about car, bus, train, walking (101, 101F) 101H – two signs to describe/ask/recognise medical terms and procedures 101Y – two signs to describe/ask/recognise hobbies and activities		
Ask/give/receive simple directions		
Taking leave – use/recognise signs		
Number Achieved		
Total/Result		
	PASS	FAIL

Learners and teachers must use different signs to achieve both productive and receptive points. For example, the teacher must sign a different number to the learner.