

# Unit Specification

**BSL602 – Use complex  
British Sign Language in a wide range  
of work situations**

R/601/9018

**Sept 2016 – Aug 2017**

# UNIT SPECIFICATION

## Unit BSL602 – Use complex British Sign Language in a wide range of work situations

(RQF Unit Number: R/601/9018)

**GLH:** 90

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

### Productive skills

#### Note:

The natural context for using British Sign Language (BSL) 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 BSL 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 aim of this unit is to enable the candidate to use complex BSL in the context of a range of work and social.

### Overview

You can communicate fluently over extended periods with only occasional inaccuracy - which you can usually correct. You can discuss all topics within your field, even when abstract or

complex, and keep the conversation going smoothly. You can use your language skills to develop relationships with individuals and groups, and also, if required, negotiate in formal meetings to reach decisions or solve problems. You can use the telephone, videophone and other web-based technology confidently and effectively.

<b>Learning outcomes</b> On completion of this unit, the learner will:	<b>Assessment criteria</b> On completion of this unit, the learner can:
1. Be able to maintain social and professional relationships using BSL	1.1 Take an active role in social situations by: <ol style="list-style-type: none"> <li>a. setting people at ease</li> <li>b. including newcomers</li> <li>c. contributing spontaneously to meetings or discussions</li> <li>d. developing or challenging other people's comments or arguments</li> <li>e. taking the lead when appropriate</li> <li>f. finding alternative ways to express unfamiliar terms</li> </ol> 1.2 Use all signed and other non verbal cultural conventions
2. Use complex sign language to communicate fluently over extended periods on all topics within his/her field of work in a range of situations	2.1 Make complex presentations using factual information to support theories and ideas 2.2 Express: <ol style="list-style-type: none"> <li>a. complex proposals or suggestions</li> <li>b. complex instructions or advice</li> <li>c. complex requests or enquiries</li> <li>d. complex beliefs or opinions</li> <li>e. complex feelings</li> </ol> 2.3 Relay information from his/her own language into BSL 2.4 Maintain fluency even in extended contributions 2.5 Maintain grammatical accuracy even when talking about his/her own area of expertise 2.6 Use accurate articulation and stress
3. Be able to use a complex range of vocabulary and technical language	3.1 Use 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 colloquial/idiosyncratic signs</li> <li>c. less common technical terms within his/her area of</li> <li>d. most linking and sequencing signs and conventions</li> <li>e. the language of numerical data and statistical information</li> </ol>
4. Be able to use a full range of grammatical forms	4.1 Use a full range of grammatical forms <ol style="list-style-type: none"> <li>a. all verb forms in normal use</li> </ol>

<b>Learning outcomes</b> On completion of this unit, the learner will:	<b>Assessment criteria</b> On completion of this unit, the learner can:
	b. all sentence structures, except the most complex or 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>
5. Be able to use reference sources	5.1 Use language reference sources effectively to confirm or clarify meaning of signs in complex usage

## Content

### BSL productive skills (Level 6)

It is expected that while studying for this unit learners will demonstrate their knowledge and understanding of the required elements of BSL Sign Linguistics in a range of practice settings, by communicating with others in BSL, to show their ability to convey a message appropriately.

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

### Vocabulary

The learner should be able to demonstrate his/her ability to communicate with 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 British 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 – 13 shown on the next page:*

- clearly, fluently and accurately
- in a wide range of situations
- using complex language as needed.

- K1** Take an active role in social situations, setting people at ease and including newcomers.
- K2** Use the right signed and other non verbal polite conventions.
- K3** Contribute spontaneously to meetings and discussions, leading if appropriate.
- K4** Develop or challenge other people's comments and arguments.
- K5** Make complex presentations using factual information to support theories and ideas.
- K6** Make complex proposals or suggestions and give instructions and advice.
- K7** Make complex requests and enquiries.
- K8** Express complex beliefs, feelings and opinions.
- K9** Use register, technical language and idiom as appropriate to the subject matter, context and your relationship with others.
- K10** Find alternative ways to express unfamiliar terms.
- K11** Maintain fluency in extended contributions, and accuracy when operating within your area of expertise.
- K12** Use accurate articulation and stress which put no strain on other people's understanding.
- K13** If appropriate, relay information informally across languages.

## Explanation of assessment criteria

**Learning outcome 1** – Be able to maintain social and professional relationships using BSL.

<b>1.1</b>	<b>Take an active role in social situations</b>	
	a. setting people at ease	How to welcome people and make them comfortable, introduce yourselves.
	b. including newcomers	Same as 1.1 a. but ensure newcomers have been introduced and given induction to the building, etc.
	c. contributing spontaneously to meetings or discussions	Able to contribute to meetings or discussions giving own opinions, views, feelings and facts.
	d. developing or challenging other people's comments or arguments	Able to explain and challenge other people's comments or arguments with own views, feelings and opinions.
	e. taking the lead when appropriate	Able to divert conversations onto something else or take lead on discussions and conversations.
	f. finding alternative ways to express unfamiliar terms	Find different ways to explain or express yourself with unfamiliar vocabulary that you are not sure of.
<b>1.2</b>	<b>Use all signed and other non verbal cultural conventions</b>	
	<b>Example</b> Cultural conventions is a set agreed, stipulate 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** – Use complex sign language to communicate fluently over extended periods on all topics within his/her field of work in a range of situations.

<b>2.1</b>	<b>Make complex presentations using factual information to support theories and ideas</b>	
	<b>Example</b> Plan and prepare complex presentation using information that is accurate to support theories and ideas that you have to inform others.	
<b>2.2</b>	<b>Express:</b>	
	a. complex proposals or suggestions	Able to make a proposal or suggestions – to plan and explain details of proposals or suggest something for the good of something or others.
	b. complex instructions or advice	Able to give instructions or advice to others.
	c. complex requests or enquiries	Able to ask for something that you want or need or find out something by asking some searching questions.
	d. complex beliefs or opinions	Able to explain your belief or opinions to others.
	e. complex feelings	Explain or state your feelings about something with mood, emphasis on action verbs using NMF and emotions.



<b>2.3</b>	<b>Relay information from his/her own language into BSL</b>
	<p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• If the candidate's first language is BSL, they receive in BSL and pass the information in BSL.</li> <li>• If the candidate's first language is English, they read in English and then sign (relay) the information in BSL.</li> </ul> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• The candidate could read a newspaper article, leaflet or short report and relay this into BSL for a Deaf friend/colleague/assessor.</li> <li>• The candidate could watch a TV programme/ video clip (e.g. internet, DVD) and relay message into BSL to a Deaf friend/colleague/assessor.</li> <li>• There could be a discussion between two hearing colleagues and the candidate could relay the information into BSL for a Deaf friend/colleague/assessor.</li> </ul>
<b>2.4</b>	<b>Maintain fluency even in extended contributions</b>
	<p><b>Examples</b></p> <p>Delivery of BSL has to be fluent with clear and smooth BSL handshapes, with little errors, and in the right emphasis with mood, movement and grammar, even when discussing varied vocabulary off the point of discussions.</p>
<b>2.5</b>	<b>Maintained grammatical accuracy even when talking about his/her own area expertise</b>
	<p><b>Examples</b></p> <p>Delivery of BSL has to be clear BSL handshapes, with clarity, with little errors, and in the right emphasis with mood, movement and grammar whilst signing within your expertise areas keeping correct key work related vocabulary or technical language.</p>
<b>2.6</b>	<b>Use accurate articulation and stress</b>
	<p><b>Examples</b></p> <p>Delivery of BSL has to be clear BSL handshapes, with clarity, with little errors, and in the right emphasis with mood, movement and grammar.</p>

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

3.1	Use a wide and complex range of vocabulary	
	a. signs to deal with most matters relevant to his/her work	Everyday and key-work vocabulary and technical language related to his/her work.
	b. currently-used colloquial/idiosyncratic signs	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 linking and sequencing signs and conventions	Connectors – for example, and next, finally, after, also, too, instead of, on the other hand. Conventions - cultural behaviour – head nodding/shaking, touching, waving, pauses, eye gaze to take turns from others.
	e. the language of numerical data and statistical information	Enumerators – 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , etc. Plurals - I 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, retired, young people, toddlers.

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

<b>4.1</b>	<b>Use a full range of grammatical forms</b>	
	a. all verb forms in normal use	Walked, walking, will walk, been walk. Been write, writing, will write, been wrote. Been shop, shopping, will shop.
	b. all sentence structures, except the most complex or obscure	BSL grammar 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>	BSL 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 signs in complex usage</b>
	<p><b>Examples</b></p> <p>Candidate wants to use signs to produce for their evidences to give examples of how they can go about it to research or look up or ask others.</p> <p>Resources – links on websites, books, dictionaries, deaf people, teachers, assessors, internal verifiers, external verifiers, interpreters, CSWs, CD ROMs, Videos/DVDS.</p> <ul style="list-style-type: none"><li>• Use various websites.</li><li>• Use reference books for example Dictionary of British Sign Language.</li><li>• Use DVDs, video tapes (there are old ones about).</li><li>• Ask role models – Deaf people, Deaf presenters on TV, Teachers, Assessors, Internal Verifiers.</li><li>• Ask other people who have Level 3 or above – peers, communicators, interpreters.</li></ul>

# 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 not be 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 BSL:

- 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 use BSL to the required standard:

- clearly, fluently and accurately
- in a wide range of situations
- using complex language 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 14.

### Assessment evidence summary

1.	Total evidence required for this unit	A total of at least <b>45 minutes</b> of BSL productive skills, this can include live observations also.
2.	Total number of pieces of evidence required for this unit	At least <b>eight pieces of productive evidence</b> , this <b>must</b> include at least one live observation.  <b>At least six</b> of the eight pieces of productive evidence should be recorded on video/DVD.  <i>NB. Evidence for productive skills can also be used for receptive skills where relevant.</i>
3.	Breadth of vocabulary shown across evidence	<b>At least two</b> distinct subject 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 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 – <b>must tick at least twice in each column.</b>																																			
	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.





## **Signature**

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