Qualification Specification

Level 2 Certificate in British Sign Language

500/6105/7

QUALIFICATION SPECIFICATION

Signature Level 2 Certificate in British Sign Language (RQF)

(QAN: 500/6105/7)

(Signature Qualification Reference: BSL2)

Qualification Aim and Objectives

Achieving this qualification means that learners will be able to participate in longer and more varied conversations. The course will develop communication in BSL about real life, routine, and daily experiences. The learner will be gain enough understanding of grammar to cope with some non-routine communication. Learners will be taught a number of regional variations in sign language.

The assessment criteria is taken from the UK Occupational Language Standards (Instructus 2013) at Level 2 (routine language use). The qualification is at the Level 2 on the Qualification & Credit Framework (RQF).

It caters for the learning needs of those who wish to develop their skills to communicate with Deaf people using British Sign Language (BSL) in a range of everyday situations.

The Learning Outcomes for this qualification are:

Qualification structure

The qualification is divided into three units, each of which can be achieved separately.

The units can be done in any order at any time but it is recommended that the content of Unit BSL201 is covered before Unit BSL202 or BSL203.

To achieve the full Level 2 Certificate in British Sign Language, Learners are required to achieve all units.

Signature unit code	RQF unit number	Unit title	Assessment	Unit details
BSL201	J/600/0210	BSL201 BSL Receptive Skills	External: multiple-choice questions	See Unit BSL201 Specification
BSL202	D/600/0214	BSL202 BSL Productive Skills	External: presentation in BSL	See Unit BSL202 Specification
BSL203	A/600/0219	BSL203 BSL Conversational Skills	External: conversation in BSL	See Unit BSL203 Specification

Total Qualification Time

This qualification has a credit value of 15 and 150 hours learning in total. The Guided Learning Hours (GLH) are 100**. Guided learning 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.**

- Classroom based teaching (including remote)
- Individual or group tutorials
- Feedback or observed practice
- Assessments

Guided learning hours (GLH)	Additional study hours	Total Qualification Time	Credit value at Level 2
100	50	150	15

Unit	Guided learning hours (GLH)	Additional study hours	Total learning time	Credit value at Level 2
BSL201	30	20	50	5
BSL202	35	15	50	5
BSL203	35	15	50	5

The qualification has four themes:

Theme 1	Everyday Conversation	30 hours	**Mandatory** (this theme must be done)
Theme 2	Eating and Drinking	35 hours	**Optional themes**: Pick **two** of these themes. The themes chosen for unit BSL202 and BSL203 must be different.
Theme 3	Spending and Shopping	35 hours	
Theme 4	Travel and Holidays	35 hours	

Theme 1 is mandatory so all learners must do this. Learners will also study two other themes out of the three optional themes above. **The two optional themes will be chosen by the teacher in consultation with the learner.**

In **Unit BSL201** learners will be assessed on the content of **Theme 1** only. The hours within the unit include time for practice and assessment.

In **Units BSL202 and BSL203** learners will use and build upon the vocabulary and grammatical features of **Theme 1**.

Themes 2, 3 and 4 include the vocabulary from **Theme 1**. Learners are expected to increase their understanding and use of BSL grammar and vocabulary in these units. Some of the learning hours will be used to practice their skills and carry out the assessment for **Units BSL202 and BSL203**.

For **Unit BSL202** learners will be assessed on the content of **Theme 1** and the **first choice** of the optional themes.

For **Unit BSL203** learners will be assessed on the content of **Theme 1** and the **second choice** of the optional themes.

Pre-qualification requirements

Learners must demonstrate competence in BSL at Level 1.

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 explain 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 this programme. This includes:

- Support guidance to meet individual learners needs, especially for any reasonable adjustments.
- Appropriate learner focussed policies and procedures
- Knowledge of additional resources for learners outside of 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 3 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

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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 Route

On completion of Signature Level 1 Award in British Sign Language, a wide range of further qualifications are available including:

- Signature Level 3 Certificate in British Sign Language
- Signature Level 4 Certificate in British Sign Language

Unit 201

Topic content

Theme 1 – Everyday Conversation (mandatory)

The learner is expected to understand and then answer questions related to the theme.

Suggested Topics are:

- Describe what a person, animal or object looks like – family, age, name, hair, size, ethnic groups, clothes, religion, materials, pattern and colours
- Describe a person's behaviour, personality, characteristics or feelings.
- Describe what an animal looks like and how it behaves
- Describe what you do at school, college or work as part of your daily routine.
- Express an attitude or opinion / like or dislike
- Describe an event or activity that has taken place in the past or is due to happen in the future
- Describe activities that you do regularly in the home or for leisure, the places that you go, your home and address
- Describe everyday illnesses, health, treatment and hospital

N.B Vocabulary and topics covered in this theme will run throughout Units 202 and 203.

Unit 202 and Unit 203

Centres must pick one theme for BSL 202 and a different theme for BSL203

Theme 2 – Eating & Drinking

The learner is expected to understand and then answer questions related to the theme.

Suggested Topics are:

- Describe different types of meals, drinks and food types
- Describe how you would prepare a meal using the relevant utensils and ingredients
- Describe a time you have been for a meal with friends, where you went, what you ordered, what the food was like and how you paid
- Give your views on eating and drinking e.g. breakfast and main meal

- Compare two different foods or drinks e.g. snacks, fruit, vegetables, sweets and taste
- Express an opinion on different payment methods, restaurant staff or an experience you may have had

Theme 3 – Shopping & Spending

The learner is expected to understand and then answer questions related to the theme.

Suggested Topics are:

- Describe the different types of shops, payment methods, receipts and refunds, budgeting etc
- Explain how you pay for different services e.g. money, cards, cheque, paypal
- Ask for the price of things and comment on whether this is expensive, reasonable, cheap etc
- Discuss your experiences ordering online / e-shopping
- Compare two or more things you have bought by size, cost, quality and how easy it was to get
- Give your opinions about current and past shopping experiences

Theme 4 – Travel and Holidays

The learner is expected to understand and then answer questions related to the theme.

Suggested Topics are:

- Describe buying a ticket and travelling to different places
- Describe how you felt when travel arrangements went wrong e.g. there was a breakdown or accident
- Describe your experience of the hotel, B&B or campsite. What facilities did it have? Was it good or bad?
- Discuss activities / places that you have visited on holiday
- Compare two or more holidays or journeys you've been on
- Give your opinion about current and past holiday experiences – complaints, compliments, weather and transport

Progression routes

On completion of Signature Level 2 Certificate in British Sign Language, a wide range of further qualifications is available, including:

- Signature Level 3 Certificate in British Sign Language
- Signature Level 4 Certificate in British Sign Language
- Signature Level 4 Certificate in British Sign Language and Introduction to Interpreting
- Signature Level 6 NVQ Certificate in British Sign Language.

Unit BSL201 – BSL Receptive Skills

(RQF Unit Number: J/600/0210)

Unit summary

To achieve this unit, learners must show they can understand routine language in everyday situations.

Learners can understand specific details from, and the general meaning of, a range of information presented in sign language. They can understand standard signing, delivered at normal speed, with facial expressions, body language, etc.

Learning outcomes At the end of this unit of learning, the successful learner will:	**Assessment criteria** At the end of this unit of learning, the successful learner can:
1. Be able to understand signed communication in a range of familiar everyday situations	1.1 Follow and recognise everyday signed statements, explanations or descriptions delivered clearly and at normal speed, on a range of everyday topics: a. people, things b. actions, behaviours, feelings c. experiences d. events, activities e. daily social, work or school routines
2. Be able to understand key grammatical features of everyday situations	2.1 Recognise: a. question forms b. question tags c. negation d. affirmation
3. Be able to understand questions related to a range of familiar everyday situations	3.1 Understand and answer questions or enquiries correctly

See glossary of terms for further explanation of assessment criteria.

Unit BSL201

ASSESSMENT SPECIFICATION

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

Learners will be assessed on their understanding of a story presented in BSL. **Learners should have some knowledge of regional variation in sign language, as the presenter on the assessment recording may not use the learner's local signs.**

The learner will watch a story based on Theme 1 only and will answer 12 questions with a choice of answers. The Learner will record their answers by ticking one box for each question on the assessment paper provided. If the learner chooses to answer remotely, they will have time to transfer their answers to the online platform.

The recording **must not be stopped at any time** during the assessment and it **must not be repeated**.

The pass mark for the assessment is 75%, i.e. 9/12.

GUIDELINES

The story will be in four sections. There will be three questions after each section.

Order of signing on assessment recording:

The whole story will be played (sections 1-4).

Section 1 will be played again and then three questions asked.

Section 2 will then be played again and then three questions asked.

Section 3 will then be played again and then three questions asked.

Section 4 will then be played again and then three questions asked.

The questions will be repeated twice in each section and there will be a timed pause on the recording for Learners to tick their answer (A B C or D).

Notes

- The invigilator will be responsible for operating assessment recording.
- The running time of the assessment recording will be approximately 15-25 minutes.
- The assessment must not be paused or repeated at any point during the assessment.

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Unit BSL201

LEARNER ASSESSMENT PAPER

Learner name: ..... Learner ID No: .....

Date of Assessment: ..... Session ID: ..... Assessment Material No: .....

Section 1

Question 1	A. ☐	B. ☐	C. ☐	D. ☐
Question 2	A. ☐	B. ☐	C. ☐	D. ☐
Question 3	A. ☐	B. ☐	C. ☐	D. ☐

Section 2

Question 1	A. ☐	B. ☐	C. ☐	D. ☐
Question 2	A. ☐	B. ☐	C. ☐	D. ☐
Question 3	A. ☐	B. ☐	C. ☐	D. ☐

Section 3

Question 1	A. ☐	B. ☐	C. ☐	D. ☐
Question 2	A. ☐	B. ☐	C. ☐	D. ☐
Question 3	A. ☐	B. ☐	C. ☐	D. ☐

Section 4

Question 1	A. ☐	B. ☐	C. ☐	D. ☐
Question 2	A. ☐	B. ☐	C. ☐	D. ☐
Question 3	A. ☐	B. ☐	C. ☐	D. ☐

EXAMPLE

Unit BSL202 – BSL Productive Skills

(RQF Unit Number: D/600/0214)

Unit summary

To achieve this unit, learners must show that they can use routine language in everyday situations.

It allows the learner to demonstrate their ability to present information in British Sign Language. Their language is generally accurate and they make only minor grammatical errors, which do not change their meaning. If they do not have the vocabulary, they find other ways of presenting information.

Learning outcomes At the end of this unit of learning, the successful learner will:	**Assessment criteria** At the end of this unit of learning, the successful learner can:
1. Be able to use BSL to communicate a range of familiar everyday situations and chosen theme	1.1 Use and combine simple sentences and set phrases to provide personal, social or work information, instructions or advice 1.2 Present information from his/her own language into BSL 1.3 Use correct sign order 1.4 Demonstrate correct handshape and movement 1.5 Use correct and appropriate fingerspelling
2. Be able to use appropriate signing conventions of familiar everyday situations and a chosen theme	2.1 Use appropriate signing conventions to express: a. clear meaning and context b. correct pace and flow c. correct signing space d. use of placements and referents e. role shift

3. Be able to use non manual features	3.1 Use correct: a. facial expression b. BSL lip patterns c. negation d. affirmation

Unit BSL202

ASSESSMENT SPECIFICATION

The theme chosen for BSL202 must be different to the theme chosen for BSL203.

Note - Learners must achieve two or more points for BSL Sign Order (E1) and Non-Manual Features (E2) to pass this unit, regardless of the total number of points achieved.

The centre/teacher will pick a topic from the list supplied on Pages 7 and 8 of this qualification specification. **This must not be shared with the learner until they are in the preparation room, to prepare for their assessment.**

Assessment procedure

- The learner may show the Learner to a chair or a spot to stand on.
- 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 his/her name clearly to the camera. **This is not marked as part of the assessment and is not included in the 3-5 minute assessment timing.**
- The learner must sign the topic in full. **This is not marked as part of the assessment and is not included in the 3-5 minute assessment timing.**
- The presentation will start. **The time of the assessment also starts**.
- If the Learner is struggling with their presentation, the teacher may prompt the Learner to help them to keep their presentation flowing. The teacher must not help them with their signing but can comment on or ask a question related to the theme. The teacher can prompt the Learner **twice** during the presentation if necessary. **External assessors will notify Signature of any centre that demonstrates excessive prompting or where BSL features are not visible and the Learner will be marked as not assessed.**
- The presentation should be **between 3-5 minutes** in length.
- The teacher end the presentation at the appropriate time, at no less than 3 minutes and no more than five minutes.

Notes

- Any assessment under 3 minutes will be marked a 0 and Fail. Any assessment over 5 minutes will be marked up to 5 minutes and the remainder disregarded.
- The presentation should focus on the topic given, but it is acceptable for the conversation to include wider vocabulary within the topic given for BSL202.
- Marks will not be given if the Learner is using SSE (Signed Supported English).

The recording of the learner's assessment must not be edited/changed in any way.

The pass mark for the assessment is 50%, i.e. 15/30. In addition both essential criteria must be passed, also at 50%, i.e. 2/4

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Unit BSL202

ASSESSMENT CRITERIA (PRODUCTIVE SKILLS) (3 minutes – 5 minutes)

This unit is externally assessed by Signature assessors but the table below shows how Learners will be marked.

Assessment criteria		Points					
		Pts		Pts		Pts
Clear meaning and context	Little or no evidence shown	0	Learner's presentation is clear and within context about **half of the time**	1	Learner's presentation is clear and within context **most of the time**	2
Signing pace and flow		0	Learner is able to sign at correct pace and flow about **half of the time**	1	Learner is able to sign at correct pace and flow **most of the time**	2
Signing space		0	Learner is able to use signing space correctly about **half of the time**	1	Learner is able to use signing space correctly **most of the time**	2
Placements and referents		0	Learner used placement and referents correctly **three times.**	2	Learner used placement correctly **at least four times** and referents correctly **at least four times.**	4
Role shift		0	Learner has used **one role shift** correctly	1	Learner has used **at least two role shifts** correctly on **two separate occasions**	2
Vocabulary		0	Learner has used a limited range of vocabulary from the unit	2	Learner has used a wide range of vocabulary, in BSL order, from the unit	4
Handshape and movement		0	Learner is able to use handshape and location/position/ direction/orientation correctly about **half of the time**	2	Learner is able to use handshape and location/ position/direction/orientation correctly **most of the time**	4
Fingerspelling		0	Learner has fingerspelled **three different words** correctly using the correct form of letter on hand(s)	1	Learner has fingerspelled **at least four different words** correctly using the correct form of letter on hand(s)	2
BSL sign order* (E1)		0	Learner is able to use BSL sign order, with no English structure, about **half the time**	2	Learner is able to use BSL sign order, with no English structure, **most of the time**	4
Non-manual features* (E2)		0	Learner is able to use non-manual features about **half the time**	2	Learner is able to use non-manual features **most of the time**	4

Note: Please see Teacher and Student Support Pack on your portal for more guidance on how Learners can achieve the criteria

* Essential criteria (E1 and E2) - two or more points **must** be achieved for **each** of these to pass this unit, regardless of the total number of points achieved.

UNIT MARK SHEET

Unit: BSL202															
		1st (Learner name)			2nd (Learner name)			3rd (Learner name)			4th (Learner name)			5th (Learner (name)		
	Assessment Criteria	**Marks**			**Marks**			**Marks**			**Marks**			**Marks**		
Skills																
Productive Skills	Clear Meaning	0	1	2	0	1	2	0	1	2	0	1	2	0	1	2
	Signing pace & flow	0	1	2	0	1	2	0	1	2	0	1	2	0	1	2
	Signing space	0	1	2	0	1	2	0	1	2	0	1	2	0	1	2
	Placement/referents	0	2	4	0	2	4	0	2	4	0	2	4	0	2	4
	Role shift	0	1	2	0	1	2	0	1	2	0	1	2	0	1	2
	Vocabulary	0	2	4	0	2	4	0	2	4	0	2	4	0	2	4
	Handshape & Movement	0	2	4	0	2	4	0	2	4	0	2	4	0	2	4
	Fingerspelling	0	1	2	0	1	2	0	1	2	0	1	2	0	1	2
Essential Criteria	E1 – BSL Sign Order	0	2	4	0	2	4	0	2	4	0	2	4	0	2	4
	E2 – NMF	0	2	4	0	2	4	0	2	4	0	2	4	0	2	4
Total Score																
If zero score tick reason	OFF – Off Topic															
	Under Time															

External Assessor Signature:…… Assessor name: ……

BSL203 – BSL Conversational Skills

(RQF Unit Number: A/600/0219)

Unit summary

This unit covers the learner's receptive and productive skills, which will normally have been assessed in Units BSL201 and BSL202.

It allows the learner to put both skills together to demonstrate that they can understand and exchange information during a routine conversation with a BSL user.

Learning outcomes At the end of this unit of learning, the successful learner will:	**Assessment criteria** At the end of this unit of learning, the successful learner can:
1. Understand routine conversations in BSL	1.1 Recognise routine questions and responses about everyday personal, social or work related topics asking for clarity if required 1.2 Recognise requests or views expressed through combinations of set phrases and simple structures, question forms, affirmative and negation signs
2. Take part in routine conversations in BSL	2.1 Understand and use routine questions and responses to initiate information about everyday personal, social and work matters 2.2 Understand and use simple structures, set phrases to express ideas, opinions and views

Learning outcomes At the end of this unit of learning, the successful learner will:	**Assessment criteria** At the end of this unit of learning, the successful learner can:

	2.3 Use vocabulary that is appropriate to the situation, subject and context 2.4 Use signed conventions appropriate to the context including a range of non verbal conventions to support signed communication 2.5 Reproduce and produce accurate fingerspelling when appropriate 2.6 Use strategies to maintain a conversation: a. fluency b. turn-taking c. eye contact d. interrupting e. clarifying f. follow up questions 2.7 Present information in correct sign order

Unit BSL203

ASSESSMENT SPECIFICATION

The theme chosen for BSL203 must be different to the theme chosen for BSL202.

Note - Learners must achieve two or more points for BSL Sign Order (E1) and Non-Manual Features (E2) to pass this unit, regardless of the total number of points achieved.

The teacher will have a 6-7 minute conversation with the Learner, based on the chosen topic.

The centre/teacher will pick a topic from those supplied on Pages 7 and 8 of this qualification specification. **This must not be shared with the learner until they are in the preparation room, to prepare for their assessment.**

The conversation will allow Learners to show both productive and receptive skills which meet the assessment criteria.

Assessment procedure

- The learner and teacher must both be viewable in the viewing frame of the camera and all BSL features fully viewable.
- 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 6-7 minute assessment timing.**
- The learner must sign the topic in full. **This is not marked as part of the assessment and is not included in the 6-7 minute assessment timing.**
- The conversation will start. **The time of the assessment also starts**.
- The conversation should be **between 6 – 7 minutes** in length.
- The teacher will end the conversation at an appropriate time at no less than 6 minutes and no more than 7 minutes.

Notes

- Any assessment under 6 minutes will be marked as 0 and Fail. Any assessment over 7 minutes will be marked up to 7 minutes and the remainder disregarded.

- The conversation should focus mainly on the selected topic given, but it is acceptable for the conversation to include wider vocabulary within the topic given for BSL203.
- The teacher and learner may interrupt, seek clarification or ask for repetition at any point during the conversation.
- Marks will not be given if the learner or the teacher is using SSE (Signed Supported English).
- Marks will not be given if the learner or the teacher uses voice.

The recording of the learner's assessment must not be edited/changed in any way.

The pass mark for the assessment is 50%, i.e. 15/30. In addition both essential criteria must be passed, also at 50%, i.e. 2/4

Level 2 Certificate in British Sign Language

Unit BSL203

ASSESSMENT CRITERIA (6 minutes – 7 minutes)

This unit is externally assessed by Signature assessors but the table below shows how Learners will be marked.

Skills	Assessment criteria	Points					
			Pts		Pts		Pts
Conversational Skills	Fluency of conversation	Little or no evidence shown	0	Learner kept the conversation going about **half of the time** with little one-sided conversations	2	Learner has no difficulty in keeping the conversation going **most of the time** and there were no one-sided conversations	4
	Turn-taking		0	Learner used eye contact and turn-taking appropriately about **half of the time**	2	Learner used eye contact and turn-taking appropriately **most of the time**	4
Receptive Skills	Understanding		0	Can understand teacher about **half of the time**	1	Understands teacher **most of the time**	2
	Questions		0	**Three questions** answered correctly	1	**Four or more questions** answered correctly	2
	Fingerspelling		0	Teacher fingerspells word and Learner asks for one repetition then acknowledges by fingerspelling back	1	Learner recognised fingerspelled word with no repetition and fingerspelled back	2
Productive Skills	Vocabulary		0	Learner used a limited range of vocabulary from the unit	2	Learner used a wide range of vocabulary from the unit	4
	Questions		0	Learner asked **three questions**	1	Learner asked **at least four questions**	2
	Fingerspelling		0	Learner fingerspelled **three different words** correctly using the correct form of letter on hand(s)	1	Learner fingerspelled **at least four different words** correctly using the correct form of letter on hand(s)	2
	BSL sign order * (E1)		0	Learner is able to use BSL sign order, with no English structure, about **half the time**	2	Learner is able to use BSL sign order, with no English structure, **most of the time**	4
	Non-manual features * (E2)		0	Learner is able to use non-manual features about **half the time**	2	Learner is able to use non-manual features **most of the time**	4

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

* Essential criteria (E1 and E2) - two or more points **must** be achieved for **each** of these to pass this unit, regardless of the total number of points achieved.

SAMPLE

UNIT MARK SHEET

Unit: BSL203															
		1st (Learner name)			2nd (Learner name)			3rd (Learner name)			4th (Learner name)			5th (Learner (name)		
	Assessment Criteria	**Marks**			**Marks**			**Marks**			**Marks**			**Marks**		
Skills																
Conversational Skills	Fluency	0	2	4	0	2	4	0	2	4	0	2	4	0	2	4
	Turn-taking	0	2	4	0	2	4	0	2	4	0	2	4	0	2	4
Receptive Skills	Understanding	0	1	2	0	1	2	0	1	2	0	1	2	0	1	2
	Questions	0	1	2	0	1	2	0	1	2	0	1	2	0	1	2
	Fingerspelling	0	1	2	0	1	2	0	1	2	0	1	2	0	1	2
Productive Skills	Vocabulary	0	2	4	0	2	4	0	2	4	0	2	4	0	2	4
	Questions	0	1	2	0	1	2	0	1	2	0	1	2	0	1	2
	Fingerspelling	0	1	2	0	1	2	0	1	2	0	1	2	0	1	2
Essential Criteria	E1 – BSL Sign Order	0	2	4	0	2	4	0	2	4	0	2	4	0	2	4
	E2 – NMF	0	2	4	0	2	4	0	2	4	0	2	4	0	2	4
Total Score																
If zero score tick reason	OFF – Off Topic															
	UT - Under Time															

SAMPLE

RESOURCE LIST

Please refer to the Level 2 Certificate in British Sign Language Support Pack for Teachers and Students

Signature Shop: https://shop.signature.org.uk/t/all-products

Level 2 BSLHomework2:

https://shop.signature.org.uk/products/bslhomework2?taxon_id=7

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