

# SEG Awards Entry Level Award in Signing and Receiving Skills in British Sign Language (Entry 3)

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## Qualification Guidance

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England – 603/0802/3

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## About Us

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At the Skills and Education Group Awards we continually invest in high quality qualifications, assessments and services for our chosen sectors. As a UK leading sector specialist we continue to support employers and skills providers to enable individuals to achieve the skills and knowledge needed to raise professional standards across our sectors.

Skills and Education Group Awards has an on-line registration system to help customers register learners on its qualifications, units and exams. In addition it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

The system is accessed via a web browser by connecting to our secure website using a username and password: [Skills and Education Group Awards Secure Login](#)

## Sources of Additional Information

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The Skills and Education Group Awards website <https://skillsandeducationgroupawards.co.uk/> provides access to a wide variety of information.

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## Specification Code, Date and Issue Number

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The specification code is A1652-E3.

Version	Date	Details of change
3.1	October 2020	New qualification guide format and new review date
3.2	July 2022	New qualification review date
3.3	July 2025	Updated qualification review date to 31/08/2027

This guide should be read in conjunction with the Indicative Content document **version 1.1** which is available on our secure website using the link above.

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This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Guide is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

# Introduction

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The suite of Skills and Education Group Awards British Sign Language (BSL) qualifications consist of practical, vocationally related, credit based qualifications at five different levels. The suite provides valuable opportunities for individuals to develop skills and gain underpinning knowledge and understanding in the areas of signing, receiving and conversing skills. The suite is linked to the 'UK Occupational Language Standards 2010' and 'Sign Languages and the Common European Framework of References for Languages', providing a ladder of progression from beginner (Entry Level qualifications) to independent user (Level 3 qualifications).

The Entry Level 3 Award contains a basic introduction to the three topics with learners required to demonstrate a limited range of signs and basic phrases around familiar social or work situations.

For the Productive units, learners are required to deliver a short presentation in BSL.

For the Receptive units, learners are required to understand and extract specific details from a short presentation given to them in BSL.

For the Conversational units, learners are required to participate in a simple dialogue to exchange equal amounts of information in BSL.

## Aims

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The aims of the Skills and Education Group Awards British Sign Language qualification suite are to:

- enable learners to gain skills in the production and reception of BSL
- enable learners to converse in BSL
- enable learners to gain crucial sign language skills for work or social purposes
- allow learners to expand their cultural knowledge
- allow learners to participate in multilingual communities.

## Pre-requisites

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These British Sign Language qualifications are designed for those learners aged either pre or post 16 years of age:

- who wish to continue language training in addition to their normal studies
- who wish to study for personal development in the wider sense of lifelong learning
- who wish to progress to more advanced study
- not in employment and wishing to acquire basic (e.g. Entry 2/3), further (e.g. Level 1-2) or advanced (e.g. Level 3) language skills to enhance future employment opportunities
- in employment and wishing to acquire basic (e.g. Entry 2/3), further (e.g. Level 1-2) or advanced (e.g. Level 3) language skills where the use of a second language is a requirement or an asset, such as in teaching support, the travel industry; youth work, volunteering in the community and as a resulting outcome, to enhance employment opportunities and career development.

Skills and Education Group Awards would recommend that learners receive appropriate advice and guidance on the suitability of the qualification before embarking on any learning at higher levels.

## Qualification Structure and Rules of Combination

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### Rules of Combination:

Learners must achieve a minimum of 8 credits from the mandatory units.

Unit	Unit Number	Level	Credit Value	GL
Mandatory Units				
British Sign Language Productive Skills	D/615/3711	E3	2	20
British Sign Language Receptive Skills	K/615/3713	E3	2	20
British Sign Language Conversational Skills	M/615/3714	E3	4	30

## Assessment

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Internal assessment, internal and external moderation. Specific requirements and restrictions may apply to individual units within qualifications. Units within these qualifications must be assessed in line with the appropriate assessment strategy as stated in each unit. Please check unit and qualification details for specific information.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

## Practice Assessment Material

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Skills and Education Group Awards confirm that there is no practice assessment material for this qualification.

## Resource Requirements

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For the Receptive and Conversational units, centres are required to film learners and tutors and submit copies as evidence. Therefore centres are required to having suitable filming equipment available. In general terms, any sufficiently modern mobile phone/tablet should be able to produce footage to the required standard.

## Teaching Strategies and Learning Activities

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Centres should adopt a delivery approach which supports the development of all individuals. The aims and aspirations of all the learners, including those with identified special needs or

learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

## Progression Opportunities

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By developing signing, receiving and conversing skills in a vocational context the suite of BSL qualifications improves employment prospects where basic/intermediate linguistic abilities would develop personal confidence and enhance job performance in current roles. For example, front line staff who are in contact with deaf people through their day to day jobs working for example; in local authority organisations (e.g. Entry – Level 2), retail establishments (e.g. Entry – Level 1), the health care sector and community organisations (e.g. Entry – Level 3).

## Tutor/Assessor Requirements

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Skills and Education Group Awards require those involved in the assessment process to be suitably experienced and/or qualified. In general terms, this usually means that the Assessor must be knowledgeable of the subject/occupational area to at least the level they are delivering/assessing at.

Those responsible for Internal Quality Assurance (IQA) must be knowledgeable of the subject/occupational area to a suitable level to carry out accurate quality assurance practices and processes.

## Reasonable Adjustments

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Centres should be aware that Reasonable Adjustments which may be permitted for assessment may in some instances limit a learner's progression into the sector. Centres must therefore inform learners of any limits their learning difficulty may impose on future progression, if applicable.

The following points have been taken from Ofqual's '*Specifications in relation to the reasonable adjustment of general qualifications*' (2017) to help clarify the reasonable adjustments for our modern foreign languages qualifications.

### Reading:

Where an assessment seeks to test a learner's reading ability, a human reader must not be used as a reasonable adjustment.

#### Example:

In a modern foreign language assessment, designed to assess a student's reading skills in the language being assessed, a human reader should not be used. This is because the human reader could help the student to understand the text, even if the student could not read it themselves, for example through intonation or facial expressions. The human reader could help the student to understand the content or the mood of the text. This could prevent the awarding organisation from being able to assess the student's reading ability. In this instance, alternative reasonable adjustments such as an electronic reader could be used instead, as this would not provide the additional meaning that a human reader might.

## **Writing:**

Where an assessment seeks to test a learner's written communication skills, a human scribe, speech recognition system or other writing aid must not be used as a reasonable adjustment.

## **Knowledge and Understanding of a Language:**

Where an assessment seeks to test a learner's knowledge of, skills in, or understanding of a particular language, the use of an alternative language – such as British Sign Language – must not be used as a reasonable adjustment where such use would prevent the learner demonstrating the required knowledge, skills or understanding.

### Example 1

In a modern foreign language assessment, students must not give their answers in BSL, where the assessment requires the answers to be given in the foreign language being assessed. In addition, where questions or stimulus materials are written in the foreign language being assessed, these must not be translated into BSL.

### Example 2

SSE may be permitted as a reasonable adjustment for a student to demonstrate their communication skills. This is because the student would still be communicating in English and not an alternative language, so the knowledge, skills and understanding being demonstrated are not being changed.

## **Access to Text and Other Materials:**

Materials and other resources that are not normally made available to learners during an assessment must not be provided as a reasonable adjustment where that provision would compromise the ability of the awarding organisation to make judgements on the learner's knowledge, skills and understanding being assessed.

To read Ofqual's full publication, please follow the link below:

<https://www.gov.uk/government/publications/specifications-in-relation-to-the-reasonable-adjustment-of-general-qualifications>

## **Language**

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These specifications and associated assessment materials are in English only.

## Qualification Summary

<b>Qualification</b>								
SEG Awards Entry Level 3 Award in British Sign Language – 603/0802/3								
<b>Qualification Purpose</b>	Prepare for further learning or training and/or develop knowledge and/or skills in a subject area							
<b>Age Range</b>	Pre 16	✓	16-18	✓	18+		19+	✓
<b>Regulation</b>	The above qualifications are regulated by Ofqual							
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Internal assessment</li> <li>Internal and external moderation</li> </ul>							
<b>Type of Funding Available</b>	See FaLA (Find a Learning Aim)							
<b>Qualification/Unit Fee</b>	See Skills and Education Group Awards web site for current fees and charges							
<b>Grading</b>	Pass To achieve a Pass, learners must complete all units as stated in the rule of combination (RoC)							
<b>Operational Start Date</b>	01/09/2017							
<b>Review Date</b>	31/08/2027							
<b>Operational End Date</b>								
<b>Certification End Date</b>								
<b>Guided Learning (GL)</b>	70 hours							
<b>Total Qualification Time (TQT)</b>	80 hours							
<b>Credit Value</b>	8							
<b>Skills and Education Group Awards Sector</b>	Practical Languages							
<b>Ofqual SSA Sector</b>	12.2 Other languages, literature and culture							
<b>Support from Trade Associations/Stakeholder Support</b>	Skills CFA							
<b>Administering Office</b>	See Skills and Education Group Awards web site							



## Unit Details

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## British Sign Language Productive Skills

<b>Unit Reference</b>	<b>D/615/3711</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning</b>	<b>20 hours</b>
<b>Unit Summary</b>	Learners will be able to demonstrate the productive skills of British Sign Language (BSL) following BSL grammar. They will use a limited range of signs and basic phrases around familiar social or work situations.
<b>Learning Outcomes (1 to 1) <i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 1.1) <i>The learner can</i></b>
1. Be able to deliver a short presentation of approximately 1 to 2 minutes in BSL.	<p>1.1 Sign on a chosen topic to cover the following:</p> <ul style="list-style-type: none"> <li>a. Numerical data from 1 – 100</li> <li>b. Clear hand shapes, movements and signing space</li> <li>c. Timelines to cover: <ul style="list-style-type: none"> <li>• past</li> <li>• present</li> <li>• future</li> </ul> </li> <li>d. Non Manual Features (NMF) to include negative and affirmation forms</li> <li>e. Fingerspelling for a maximum of 3 words for names and/or places.</li> </ul>
<b>Links to National Occupational Standards</b> UK Occupational Language Standards 2010: Sign: Basic, Performance Criteria 1-8 Sign Languages and the Common European Framework of References for Languages: A1: Production; Processing Text; Thematic Development; Qualitative Factors	

## British Sign Language Receptive Skills

<b>Unit Reference</b>	<b>K/615/3713</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning</b>	<b>20 hours</b>
<b>Unit Summary</b>	Learners will be able to watch and understand simple British Sign Language (BSL). They will follow sign which is slow and carefully articulated, with pauses to allow them to understand meaning.
<b>Learning Outcomes (1 to 1) <i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 1.1) <i>The learner can</i></b>
1. Be able to understand and extract specific details from a short presentation given in BSL.	<p>1.1 Answer a minimum of 6 specific questions related to a presentation of at least 1 minute given in BSL, to cover the following:</p> <ul style="list-style-type: none"> <li>a. Numerical data from 1 – 100</li> <li>b. Timelines to cover: <ul style="list-style-type: none"> <li>• past</li> <li>• present</li> <li>• future</li> </ul> </li> <li>c. Non Manual Features (NMF) to include negative and affirmation forms</li> <li>d. Fingerspelling for a maximum of 3 words for names and/or places.</li> </ul>
<b>Links to National Occupational Standards</b> UK Occupational Language Standards 2010: Understand: Basic, Performance Criteria 1-7 Sign Languages and the Common European Framework of References for Languages A1: Comprehension; Processing Text	

## British Sign Language Conversational Skills

<b>Unit Reference</b>	<b>M/615/3714</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning</b>	<b>30 hours</b>
<b>Unit Summary</b>	Learners will be able to take part in a simple dialogue in British Sign Language (BSL) with their tutor. They will interact in a simple way. Communication is totally dependent on repetition at a slower rate of sign, rephrasing and repair. Learners will ask and answer simple questions and respond to simple statements in areas they may be familiar with.
<b>Learning Outcomes (1 to 1) <i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 1.1) <i>The learner can</i></b>
1. Be able to participate in a simple dialogue to exchange an equal amount of information in BSL.	<p>1.1 Use BSL to participate in an unrehearsed dialogue of up to 3 minutes maximum to include:</p> <ol style="list-style-type: none"> <li>Recognition and repeating back a short name or place in fingerspelling</li> <li>Timelines to cover: <ul style="list-style-type: none"> <li>past</li> <li>present</li> <li>future</li> </ul> </li> <li>Non Manual Features (NMF) to include negative and affirmation forms</li> <li>Numerical data from 1 – 100</li> <li>Clear hand shapes, movement and signing space</li> <li>Ask at least 2 questions</li> <li>Respond to at least 2 questions asked by the tutor.</li> </ol>
<b>Links to National Occupational Standards</b> UK Occupational Language Standards 2010: Sign: Basic, Performance Criteria 1-8 Understand: Basic, Performance Criteria 1-7 Sign Languages and the Common European Framework of References for Languages A1: Production; Processing Text; Thematic Development; Qualitative Factors; Comprehension; Signed Interaction	

# Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies

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Skills and Education Group Awards policy enables learners to avoid duplication of learning and assessment in a number of ways:

- Recognition of Prior Learning (RPL) – a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.
- Exemption - Exemption applies to any certificated achievement which is deemed to be of equivalent value to a unit within Skills and Education Group Awards qualification but which does not necessarily share the exact learning outcomes and assessment criteria. It is the assessor's responsibility, in conjunction with the Internal Moderator, to map this previous achievement against the assessment requirements of the Skills and Education Group Awards qualification to be achieved in order to determine its equivalence.
- Any queries about the relevance of any certificated evidence, should be referred in the first instance to your centre's internal moderator and then to Skills and Education Group Awards.

It is important to note that there may be restrictions upon a learner's ability to claim exemption or credit transfer which will be dependent upon the currency of the unit/qualification and a learner's existing levels of skill or knowledge.

Where past certification only provides evidence that could be considered for exemption of part of a unit, learners must be able to offer additional evidence of previous or recent learning to supplement their evidence of achievement.

- Credit Transfer – Skills and Education Group Awards may attach credit to a qualification, a unit or a component. Credit transfer is the process of using certificated credits achieved in one qualification and transferring that achievement as a valid contribution to the award of another qualification. Units/Components transferred must share the same learning outcomes and assessment criteria along with the same unit number. Assessors must ensure that they review and verify the evidence through sight of:
  - Original certificates OR
  - Copies of certificates that have been signed and dated by the internal moderator confirming the photocopy is a real copy and make these available for scrutiny by the External Moderator.
- Equivalencies – opportunities to count credits from the unit(s) from other qualifications or from unit(s) submitted by other recognised organisations towards the place of mandatory or optional unit(s) specified in the rule of combination. The unit must have the same credit value or greater than the unit(s) in question and be at the same level or higher.

Skills and Education Group Awards encourages its centres to recognise the previous achievements of learners through Recognition of Prior Learning (RPL), Exemption, Credit Transfer and Equivalencies. Prior achievements may have resulted from past or present employment, previous study or voluntary activities. Centres should provide advice and guidance to the learner on what is appropriate evidence and present that evidence to the external moderator in the usual way.

Further guidance can be found in 'Delivering and Assessing Qualifications' which can be downloaded from the Skills and Education Group Awards website.

## Certification

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Learners will be certificated for all units and qualifications that are achieved and claimed.

Skills and Education Group Awards' policies and procedures are available on the website.

## Exemptions

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This qualification contains barred units, equivalencies or exemptions. These are identified in the [Qualification Structure and Rules of Combination on page 4](#).

# Glossary of Terms

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## **GL (Guided Learning)**

GL is where the learner participates in education or training under the immediate guidance or supervision of a tutor (or other appropriate provider of education or training). It may be helpful to think – ‘Would I need to plan for a member of staff to be present to give guidance or supervision?’

GL is calculated at qualification level and not unit/component level.

Examples of Guided Learning include:

- Face-to-face meeting with a tutor
- Telephone conversation with a tutor
- Instant messaging with a tutor
- Taking part in a live webinar
- Classroom-based instruction
- Supervised work
- Taking part in a supervised or invigilated formative assessment
- The learner is being observed as part of a formative assessment.

## **TQT (Total Qualification Time)**

‘The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.’ The size of a qualification is determined by the TQT.

TQT is made up of the Guided Learning (GL) plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor.

TQT is calculated at qualification level and not unit/component level.

Examples of unsupervised activities that could contribute to TQT include:

- Researching a topic and writing a report
- Watching an instructional online video at home/e-learning
- Watching a recorded webinar
- Compiling a portfolio in preparation for assessment
- Completing an unsupervised practical activity or work
- Rehearsing a presentation away from the classroom
- Practising skills unsupervised
- Requesting guidance via email – will not guarantee an immediate response.