Skills & Education Group Awards

Qualification Guidance Document

SEG Awards Level 1 Award in British Sign Language

England – 603/0808/4

About Us

At 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 have 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

The Skills and Education Group Awards website provides access to a wide variety of information.

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Specification Code

The specification code is A1653-01.

Issue	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 review date to 31/08/2028 and updated the NOS reference
3.4	October 2026	Updated qualification review date to 31/08/2030 Added sentence, British Sign Language is recognised under the British Sign Language Act 2022, supporting its use and promotion across public services and communications, to the Introduction section Updated branding to new company branding

This guide should be read in conjunction with the Indicative Content document 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 Specification is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

Qualification Summary

SEG Awards Level 1 Award in British Sign Language – 603/0808/4								
Qualification Purpose	Prepare for further learning or training and/or develop knowledge and/or skills in a subject area							
Age Range	Pre 16	✓	16-18	✓	18+		19+	✓
Regulation	The above qualification(s) is/are regulated by Ofqual							
Assessment	> Internal assessment > Internal and external moderation							
Type of Funding Available	See FaLA (Find a Learning Aim)							
Grading	Pass To achieve a Pass, learners must complete all units as stated in the rule of combination (RoC)							
Operational Start Date	01/09/2017							
Review Date	31/08/2030							
Operational End Date								
Certification End Date								
Guided Learning (GL)	80 hours							
Total Qualification Time (TQT)	100 hours							
Credit Value	10							
Skills and Education Group Awards Sector	Skills for Work and Life							
Regulator Sector	12.2 Other languages, literature and culture							
Support from Trade Associations	Skills CFA							

Introduction

British Sign Language is recognised under the British Sign Language Act 2022, supporting its use and promotion across public services and communications.

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 2013' 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 Level 1 Award, learners are required to demonstrate an increased range of signs and phrases still 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.

Pre-requisites

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 expects approved centres to recruit with integrity on the basis of a trainee's ability to contribute to and successfully complete all the requirements of a unit(s) or the full qualification.

Qualification Structure and Rules of Combination

Rules of Combination: SEG Awards Level 1 Award in British Sign Language

Learners must achieve a minimum of 10 credits from the mandatory units.

Unit Title	Unit Number	Level	Credit Value	GL
Mandatory Group Minimum Credit Target - 10				
British Sign Language Productive Skills	J/615/3735	1	3	25
British Sign Language Receptive Skills	Y/615/3738	1	3	25
British Sign Language Conversational Skills	R/615/3740	1	4	30

Aim

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

Target Group

This qualification is appropriate for use in the following age ranges:

- Pre-16
- 16-18
- 19+

Assessment

This qualification is internally assessed and requires internal and external moderation. Specific requirements and restrictions may apply to individual units within qualifications. 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.

Resources

Skills and Education Group Awards provides the following additional resources for this qualification:

- Purpose Statement
- Learner Unit Achievement Checklist
- Indicative Content
- Guidance Notes
- Internal Verification Sampling Report
- Audio Visual Form
- Conversational Skills Checklist of Criteria
- Assessment Examples
- External Moderation Submission Checklist for Tutors
- Tutor Tracking Document
- Declaration of Authenticity
- Guidelines for Conducting Role Plays for the Conversational Skills Tasks
- Witness Statement

Resource Requirements

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

Practice Assessment Material

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

Teaching Strategies and Learning Activities

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

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).

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.

Tutor / Assessor Requirements

Skills and Education Group Awards require those involved in the teaching and assessment process to be suitably experienced and / or qualified. Assessors should also be trained and qualified to assess or be working towards appropriate qualifications.

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

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 or 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-reasonableadjustment-of-general-qualifications

Language

This specification and associated assessment materials are in English only.

Unit Details

British Sign Language Productive Skills		
Unit Reference	J/615/3735	
Level	1	
Credit Value	3	
Guided Learning (GL)	25 hours	
Unit Summary	Learners will be able to demonstrate the productive skills of British Sign Language (BSL) following BSL grammar. They will use a range of signs and phrases around familiar social or work situations.	
Learning Outcomes (1)	**Assessment Criteria (1.1)**	
The learner will	**The learner can**	
1. Be able to deliver a presentation of approximately 2 to 3 minutes in BSL	1.1	Sign on a chosen topic to cover the following: > Numerical data from 1 – 100 > Clear hand shapes, movement and signing space > Appropriate facial expression > Timelines to cover: > past > present > future > Non-Manual Features (NMF) to include negative and affirmation forms > Fingerspelling for a maximum of 5 words for names and/or places > At least 1 expression of like / dislike or intention
Links to National Occupational Standards UK Occupational Language Standards 2013: CFALANG2.1 – Speak/Sign using basic language in limited, familiar work situations, 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		
Unit Reference	Y/615/3738	
Level	1	
Credit Value	3	
Guided Learning (GL)	25 hours	
Unit Summary	Learners will be able to watch and understand simple British Sign Language (BSL). They will follow sign which is carefully articulated, with pauses to allow them to understand meaning and extract key details.	
Learning Outcomes (1)	**Assessment Criteria (1.1)**	
The learner will	**The learner can**	
1. Be able to understand and extract specific details from a presentation given in BSL	1.1	Answer a minimum of 8 specific questions related to a presentation of 1to 2 minutes maximum given in BSL to cover the following: > Numerical data from 1 – 100 > Timelines to cover: > Past > present > future > Non-Manual Features (NMF) to include negative and affirmation forms > Fingerspelling for a maximum of 5 words for names and/or places
Links to National Occupational Standards UK Occupational Language Standards 2013: CFALANG4.1: Understand basic spoke or signed language in limited familiar work situations, Performance Criteria 1-7 Sign Languages and the Common European Framework of References for Languages A1: Production; Processing Text; Thematic Development; Qualitative Factors		

British Sign Language Conversational Skills		
Unit Reference	R/615/3740	
Level	1	
Credit Value	4	
Guided Learning (GL)	30 hours	
Unit Summary	Learners will be able to take part in a dialogue in British Sign Language (BSL) with their tutor using a limited range of signs, following BSL grammar. Learners will ask and answer questions and respond to statements about social or work situations they may be familiar with.	
Learning Outcomes (1)	**Assessment Criteria (1.1)**	
The learner will	**The learner can**	
1. Be able to participate in a simple dialogue to exchange an equal amount of information in BSL	1.1	Use BSL to participate in an unrehearsed dialogue of up to 5 minutes maximum to include: > Numerical data from 1 – 1000 > Clear hand shapes, movement and signing space > Appropriate facial expression > Timelines to cover: > past > present > future > Non-Manual Features (NMF) to include negative and affirmation forms > Fingerspelling for a maximum of 5 words for names and/or places > Recognition and repeating back at least 2 names or places in fingerspelling > Ask at least 3 questions from the learner, which must be in BSL order > A response to at least 3 unknown open questions

Links to National Occupational Standards
UK Occupational Language Standards 2013:
CFALANG2.1 - Speak/Sign using basic language in limited, familiar work situations, Performance Criteria 1-8
Sign Languages and the Common European Framework of References for Languages
A1: Production; Processing Text; Thematic Development; Qualitative Factors

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

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 Skills and Education Group Awards Qualifications' which can be downloaded from skillsandeducationgroupawards.co.uk/for-centres

Certification

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

This qualification contains no exemptions. For further details see Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies.

Glossary of Terms

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.