

British Sign Language

Entry Level 1 – Level 2

**Skills for Life and Work
Unit Specification**

Contents

Unit Aim.....	3
Units from Other Awarding Organisations	3
Qualification Documentation	3
Progression Across Levels	4
Delivery Requirements	6
Assessment Approach.....	8
Entry Level 1.....	9
Entry Level 2.....	10
Entry Level 3.....	11
Level 1	12
Level 2.....	13
Unit Content	14
Entry Level 1.....	14
Entry Level 2.....	17
Entry Level 3.....	22
Level 1	26
Level 2.....	31
Appendix 1 – Glossary	35

Unit Aim

This unit is part of the Skills for Life, Skills for Work, and Skills for Life and Work qualifications, available at Entry Level 1–3, Level 1 and Level 2 to support the 14-16 Curriculum for Wales.

The 'British Sign Language' suite of units has been designed to develop learners' practical communication skills in British Sign Language (BSL) for social interaction and in everyday settings, in order to communicate with the deaf community and to support inclusion.

Units from Other Awarding Organisations

Only units that form part of the approved Open Awards Skills for Life, Skills for Work, and Skills for Life and Work qualifications may contribute towards achievement of this qualification.

Units certificated by other Awarding Organisations, or units taken from other Open Awards qualifications, cannot contribute to the achievement of this qualification. This requirement applies across all levels and qualification sizes.

Qualification Documentation

This Unit Specification is a mandatory document and must be read and applied alongside the relevant Qualification Guide (level-specific) and the Open Awards Provider Handbook.

Progression Across Levels

This suite of units has been designed for learners ranging from Entry Level 1 – Level 2. Learners may progress through the levels throughout their education journey, or start at a higher level as appropriate to their level of learning, education targets and aspirations.

The table below summarises the areas of learning included within the units and how these are treated at each level.

Concept	E1	E2	E3	L1	L2
Receptive Skills	Recognise a small number of everyday signs (objects, colours, greetings)	Identify signs in familiar topics & group by meaning	Know meaning of short signed phrases; follow simple sequences	Understand short signed descriptions & instructions; identify key points	Understand signed information; compare meaning, purpose, or viewpoints in longer signed clips
Productive Skills	Copy and produce single signs	Produce short sign strings (2–3 linked signs)	Produce simple signed descriptions (short phrases with basic BSL structure)	Produce structured signed descriptions (topics, activities, simple narratives)	Produce extended signed explanations showing purpose, clarity, and organisation
Interaction & Conversation	Respond with one sign or gesture when prompted and take part in a short supported exchange.	Take turns in very short sign exchanges; answer simple signed questions	Take part in short predictable interactions; ask or answer simple questions	Maintain short BSL conversations, showing appropriate turn-taking & repair strategies	Take part in sustained conversations on familiar topics; use clarification strategies; adjust signing pace and vocabulary when prompted.

BSL Linguistic Features	Recognise visual features (handshape, movement) at a simple level	Identify basic categories: handshape, location, movement differences	Describe simple grammatical features (e.g., direction, number)	Describe use of space, placement, and non-manual features in simple narratives	Analyse linguistic features for meaning, clarity, or effect; compare different sign choices
Deaf Culture & Community	Recognise that Deaf people use sign language	Identify simple aspects of Deaf culture (e.g., visual communication, attention-getting methods)	Describe significance of Deaf identity & community practices	Describe the role of BSL in Deaf culture, identity, and access	Analyse how Deaf culture, BSL, and access rights influence society and inclusion
Respectful Communication	Recognise simple respectful behaviours (looking up, watching signer)	Identify appropriate behaviours in signed interaction (eye gaze, visual attention)	Explain why specific behaviours support respectful communication	Describe how behaviour affects communication success in signed interaction	Analyse the impact of communication behaviours on effective inclusion and interaction
Purpose of BSL in Community	Identify basic uses of BSL in daily life	Identify visible places where BSL is used in the community	Recognise communication challenges and simple solutions (e.g., asking someone to repeat)	Present views on how BSL supports participation and access	Evaluate how communities manage communication diversity and propose improvements

Delivery Requirements

Before delivery, Providers must have an approved Delivery and Assessment Plan that maps teaching, learning and assessment to all (level-specific) assessment criteria in this Unit Specification.

Providers are expected to plan and deliver learning and assessment activities within standard school/college facilities. This unit should be accessible and deliverable without requiring specialist infrastructure, high-cost resources or restrictive entry conditions.

Staffing Resources

Providers must ensure suitably qualified and experienced teachers are available to deliver and assess this unit.

Teachers must hold the following:

- a recognised teaching qualification;
- a Level 3 BSL qualification or an equivalent recognised qualification in British Sign Language achieved prior to the unit start date;

and evidence of **all three** of the following:

- a Level 1 Award in Deaf Awareness and Communication (or equivalent);
- knowledge of the local Deaf Community and Deaf Culture;
- ability to explain BSL grammar and syntax appropriate to the level being delivered.

It is preferable (though not mandatory) that teachers are native Deaf BSL users and active members of the local Deaf Community.

Physical Resources

Providers must ensure suitable and sufficient resources are available to deliver and assess this unit. As a minimum this should include:

- Lesson Plans and Printed Handouts.
- Visual Aids - A projector, laptop, or screen, wipeboard and pens etc.

In addition, audio-visual recording equipment could be used to support capture of evidence and quality assurance.

Entry Requirements

Learners do not require any prior learning or qualifications for any of the units within this suite. However, as the level of complexity of language increased through the levels, the provider must complete robust initial assessments to ensure the learner is able to access the content at the level they are starting.

British Sign Language (BSL) is a visual-gestural language requiring learners to use sight, manual dexterity, facial expression and body movement to produce and receive language effectively.

Providers must ensure learners can reasonably access the physical and visual demands of the unit.

Reasonable adjustments may be applied in line with regulatory guidance where appropriate, without compromising the integrity of the assessment.

Assessment Approach

This suite of units has been designed to be assessed through assessment tasks and activities designed by the provider.

Providers must undertake pre-course verification prior to assessment taking place to confirm tasks cover all assessment criteria and are appropriate to the level.

All assessment criteria must be met in full for the learner to be awarded a 'pass'. No partial award can be made if any assessment criteria is not met.

Learners are required to collate evidence in a portfolio of evidence. This can be presented digitally (e.g., through an e-portfolio system) or as paper-based as appropriate to the individual learner. Wherever possible, e-portfolios are encouraged.

Assessors must assess the evidence collated by the learner against the assessment criteria within the unit to determine whether each has been met in full or not. All assessment decisions are subject to internal quality assurance (IQA) by the provider and external quality assurance (EQA) by Open Awards before the result is confirmed.

BSL examples are presented in gloss form to indicate approximate sign order. This does not represent a written form of BSL but supports tutor understanding of structure.

The following types of assessment tasks have been determined to be suitable for this unit at each level.

Entry Level 1

Assessment of British Sign Language at Entry Level 1 should include:

Assessment Type	Examples of Tasks Relevant to BSL (Entry 1)
Matching	Match BSL sign pictures to printed words (e.g., drink, book, hello).
Pointing / Selecting	Tutor signs a word; learner points to the matching picture.
Picture Selection	"Which picture shows the sign I just made?"
Simple Discussion (Supported)	Learner participates in a short supported interaction including greeting, introduction and one simple question/response.
Copying / Repeating Signs	Learner copies teacher-modelled signs (e.g., colours, greetings).
Simple Recognition Tasks	Identify whether two signs are the same or different.

Entry Level 2

Assessment of British Sign Language at Entry Level 2 should include:

Assessment Type	Examples of Tasks Relevant to BSL (Entry 2)
Grouping	Group signs by topic (e.g., family, food, school).
Listing / Producing Signs	Learner signs 2–3 items from a familiar topic.
Categorising	Categorise signed words by meaning (e.g., emotions, activities).
Exploring Similarities	Identify one way two signs are similar or different (e.g., movement, handshape).
Short Descriptions (Signed or Supported)	Learner signs a 2–3 sign description of themselves (e.g., NAME + LEARNER + HAPPY).
Simple Receptive Tasks	Watch very short BSL clips and choose the correct meaning from pictures/words.

Entry Level 3

Assessment of British Sign Language at Entry Level 3 should include:

Assessment Type	Examples of Tasks Relevant to BSL (Entry 3)
Simple Explanations (Signed)	“Sign why you like this activity” (e.g., LIKE FOOTBALL BECAUSE FUN).
Cause/Effect Recognition	Watch a clip showing a simple scenario and sign what happened.
Identifying Challenges	Identify one difficulty in a signed conversation (e.g., speed, unclear sign).
Reflection Activities	Sign one thing you can do well and one thing to improve.
Structured Signed Descriptions	Describe a familiar place/person in 3–4 signs.
Scenario Interpretation	Watch a short signed scenario and sign back the key message (e.g., MEET TOMORROW).

Level 1

Assessment of British Sign Language at Level 1 should include:

Assessment Type	Examples of Tasks Relevant to BSL (Level 1)
Detailed Description (Signed)	Describe a familiar activity or daily routine using several linked signs.
Personal Reflection (Signed or Supported)	Sign what they learned, what was easy/difficult, or how they communicated respectfully.
Outlining Reasons	Sign two reasons why learning BSL can help in the community/workplace.
Presenting Views	Sign their view on a topic (e.g., LEARN BSL, IMPORTANT, WHY).
Structured Signed Profiles	Produce a profile (signed) about themselves or another person (e.g., NAME, LIVE, FAMILY, HOBBY).
Scenario-Based Reasoning	Watch a short BSL clip and sign back what someone should do (e.g., HELP, ASK, WAIT).

Level 2

Assessment of British Sign Language at Level 2 should include:

Assessment Type	Examples of Tasks Relevant to BSL (Level 2)
Analysis of Signed Information	Watch a signed explanation and summarise key points in BSL or written English.
Comparison Tasks (Signed)	Compare two signed videos: “What is similar? What is different?” (e.g., pace, topic signs).
Structured Argument (Signed)	Make a case in BSL: “WHY COMMUNITY LEARN BSL IMPORTANT” or “WHY DEAF AWARENESS HELP EVERYONE”.
Evaluative Judgement	Evaluate own signing: clarity, handshape accuracy, flow, confidence (supported by criteria).
Evidence-Supported Reflection	Use tutor/peer feedback to sign or write how their communication improved.
Reasoned Explanations	Explain how BSL supports inclusion, equality, or communication in community/work settings.

Unit Content

Entry Level 1

Unit Title: British Sign Language (BSL)

Unit Reference Number: CBM031

Level: Entry Level One

Credit Value: 2

Guided Learning Hours: 20

Unit Aim: To develop learners' practical communication skills in British Sign Language (BSL) for social interaction and in everyday settings, in order to communicate with the deaf community and to support inclusion.

Learning Outcome (The Learner will): Assessment Criterion (The Learner can):	
1. Know how to communicate with deaf people	1.1 Identify how to communicate with a deaf person
	1.2 Identify an environmental factor that can help communication with deaf people
2. Know how to greet a deaf person	2.1 Show how to <i>greet</i> someone in BSL
	2.2 Recognise the fingerspelling alphabet
	2.3 <i>Show</i> how to introduce themselves in a simple BSL interaction
3. Be able to take part in a short, simple British Sign Language interaction	3.1 Demonstrate a short, supported interaction in BSL
	3.2 Use the fingerspelling alphabet in a simple exchange

Indicative Content

- LO1** AC1.1 Learners **must** be aware that not all deaf people are the same. Levels of deafness and relevant communication preferences and methods can vary from person-to-person e.g.:
- Deaf people may not be able to hear someone calling their name.
 - Not to shout to gain attention of a deaf person.
 - Strategies for how to gain attention from a deaf person may include: e.g.: tapping (shoulder or arm); waving in visual field; flashing the main room light on-off.
 - Knowing to gain the attention of a deaf person before a meaningful interaction can take place.

Examples of accessible communication:

- Using clear gestures
- Facing the person
- Making sure they can see your face
- Tapping gently on the arm/shoulder to gain attention
- Smiling and using friendly body language.

AC1.2 Environmental factors that help communication may include (but are not limited to):

- Appropriate lighting
- Face-to-face positioning
- Eye contact
- Reducing background noise
- Visually-quiet clothing choices (avoiding busy patterns and distracting accessories).

These factors may vary depending on the situation and/or the deaf person's preference.

LO2 AC2.1 Learners **must** be aware of gaining the deaf person's attention before any interaction takes place.

Basic greetings (hello; good morning/afternoon/evening; my name is...) delivered in BSL syntax. i.e.: HELLO; GOOD MORNING; GOOD AFTERNOON; GOOD EVENING; MY NAME... <fingerspell name>.

AC2.2 Includes receptive focus only:

- Recognising the BSL alphabet chart
- Identifying letters in own name with support
- Recognising first letters of simple familiar names

AC2.3 Introducing self using:

- MY NAME + fingerspelled name
- SIMPLE signs for: NAME / ME / YOU

LO3 AC3.1 includes a supported interaction consisting of:

- Greeting
- Introducing self
- One simple question or one simple response (e.g., "NAME?")
- Leave-taking ("GOODBYE")

The interaction must demonstrate a two-way exchange, where:

- both participants contribute, and
- the learner either asks or responds to one simple question.

Learners may be prompted.

AC3.2 Learners **must** demonstrate a deaf aware interaction which includes:

- Use of fingerspelling within the interaction
- Gaining attention appropriately before interaction
- Use of appropriate environmental factors (e.g., eye contact, positioning)

Learners must demonstrate basic non-manual features (NMF), including:

- Eye gaze
- Head nod/shake (affirmation/negation)
- Simple question facial expressions

Formal terminology is not required at this level.

Principles of Progression	Progression Step 1 - I am beginning to understand that there are different languages in my environment.
Area of Learning Experience	Languages, Literacy and Communication
Statement of What Matters	Language connects us.
Links to the Four Purposes	Purpose 4 - Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.
Cross-curricular Skills	Literacy
Integral Skills	Personal Effectiveness
Understanding of sustainability in the world of work and/or everyday work	Understanding how inclusive communication supports social sustainability and community wellbeing

Relevant Cross-Cutting Themes	
Theme	Rationale
Diversity, Human Rights	Supports inclusion of non-speakers and communication with the deaf community.

Entry Level 2

Unit Title: British Sign Language (BSL)

Unit Reference Number: CBM032

Level: Entry Level Two

Credit Value: 2

Guided Learning Hours: 20

Unit Aim: To develop learners' practical communication skills in British Sign Language (BSL) for social interaction and in everyday settings in order to communicate with the deaf community and to support inclusion.

Learning Outcome (The Learner will):		Assessment Criterion (The Learner can):
1. Know how to communicate with deaf people and how communication can be supported	1.1	Identify different ways to communicate with deaf people
	1.2	Identify factors that can help communication with deaf people
	1.3	Identify factors that can hinder communication with deaf people
2. Be able to use simple British Sign Language to meet, greet and share basic personal information	2.1	Show how to greet and take leave using BSL
	2.2	Recognise your own and other names produced in the fingerspelling alphabet
	2.3	Use BSL signs to give basic personal information
3. Be able to take part in a short, simple interaction using British Sign Language	3.1	Demonstrate how to interact using BSL
	3.2	Use the fingerspelling alphabet to spell at least two familiar names or simple everyday words
	3.3	Demonstrate a range of everyday signs

Indicative Content

LO1 AC1.1 Learners **must** be aware that not all deaf people are the same. Levels of deafness and relevant communication preferences and modalities can vary from person-to-person.

Communication modalities may include (but are not limited to):

Speech with hearing assistance devices (e.g.: hearing aids, Cochlear Implants) Lip Reading; Sign Supported Welsh (SSW); Signed Supported English (SSE); British Sign Language (BSL).

Appropriate ways to communicate with deaf people may therefore include:

- writing things down
- text/ notes on mobile phone
- gestures and body language
- talking with a usual pace/lip pattern and/or
- Lip pattern clarity
- BSL.

Learners must be aware that deaf people may not be able to hear someone calling their name.

Learners must know not to shout to gain attention of a deaf person.

Strategies for gaining attention from a deaf person may include: tapping (shoulder or arm); waving in visual field; flashing the main room light on-off; tapping shared desk (vibration); stamping foot (ground vibration).

Learners must know to gain the attention of a deaf person before a meaningful interaction can take place.

AC 1.2 Factors that help communication may include (but are not limited to):

- Appropriate lighting
- Face-to-face positioning
- Eye gaze/ eye contact
- Reducing background noise
- Plain background behind the signer
- Visually-calm clothing choices (avoiding busy patterns and distracting accessories).

These factors may vary depending on the situation and/or the deaf person's preference.

AC1.3 Factors that *hinder* communication may include (but are not limited to):

- Poor/low-level lighting
- Too bright lighting or sunshine behind the speaker (can't see face/lips)
- Talking behind the deaf person (instead of face-to-face)
- No eye gaze or can't see the signer; background noise too high (e.g. air conditioning fans, loud music)

- Visually-busy clothing choices
- Large/sparkly or distracting accessories
- Visually-distracting background behind the signer.

LO2 Learners **must** be aware of gaining the deaf person's attention *before* any interaction takes place.

Basic greetings (hello; good morning/afternoon/evening; my name is...) delivered in BSL syntax.

i.e.: HELLO. GOOD AFTERNOON.

Introduction examples: NAME ME<fingerspell name>. YOU NAME WHAT? ME DEAF/HEARING. YOU DEAF? NICE TO MEET YOU!

Leave-takings can include: THANK YOU; GOODBYE; SEE YOU SOON/LATER/TOMORROW; MUST GO.

AC2.1 should include signs, including:

- HELLO
- GOOD MORNING / AFTERNOON
- NICE TO MEET YOU
- GOODBYE
- SEE YOU LATER

AC2.2 Learners should be able to:

- Recognise the letters of familiar names
- Identify their own name when fingerspelled
- Recognise some common initial letters

AC2.3 Signs/structures for:

- MY NAME + fingerspelling
- I LIVE + location sign (local area or town)
- SIMPLE personal descriptors (e.g., AGE, SCHOOL, FRIEND)

LO3 AC3.1 Demonstrations of a short two-way interaction should include:

- Greeting
- Simple question
- Simple response
- Using appropriate eye contact and facial expressions
- Using BSL question forms (e.g. NAME? LIVE?).

Learners should demonstrate simple turn-taking within the interaction.

Learners will use basic non-manual features (e.g., eye gaze, affirmation/negation head movement and simple question facial expressions) without requiring formal terminology.

AC3.2 should include:

Spell own name and one other familiar name (e.g., FRIEND; SIBLING; TEACHER). OR spell two short everyday words (e.g., CAT; BUS; RED).

Focus on clear handshapes, steady pace, and accuracy over speed.

AC3.3 Basic everyday signs could include vocabulary such as:

- people (e.g., teacher, friend, parent, brother, sister)
- items of clothing, deaf/hearing, colours
- like/dislike with Non-Manual Features
- age
- objects around the room
- food items.

At this level, learners are not expected to sign/understand all number conventions but must be able to produce and receive general numbers and ages as a minimum. Tutors may expand number conventions where appropriate.

Learners may be producing, and responding to, simple set structures or phrases.

Learners may be prompted if necessary.

Principles of Progression	Progression Step 2- I can understand that people use different languages.
Area of Learning Experience	Languages, Literacy and Communication
Statement of What Matters	Language connects us.
Links to the Four Purposes	Purpose 3 - Ethical, informed citizens of Wales and the world.
Cross-curricular Skills	Literacy
Integral Skills	Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Understanding how inclusive communication supports social sustainability and community wellbeing

Relevant Cross-Cutting Themes	
Theme	Rationale
Diversity, Human rights	Supports inclusion and communication with the deaf community.

Entry Level 3

Unit Title: British Sign Language (BSL)

Unit Reference Number: CBM033

Level: Entry Level Three

Credit Value: 2

Guided Learning Hours: 20

Unit Aim: To develop learners' practical communication skills in British Sign Language (BSL) for social interaction and in everyday settings in order to communicate with the deaf community and to support inclusion.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Know how communication needs influence deaf people's daily lives	1.1 Give examples of what is meant by 'deaf awareness'
	1.2 Give examples of how communication needs can affect daily life
	1.3 Give examples of ways to support communication with deaf people
2. Be able to use British Sign Language to give personal information and ask simple questions	2.1 Produce a short introduction in BSL
	2.2 Ask simple questions in BSL
	2.3 Respond appropriately to simple questions in BSL
	2.4 Use fingerspelling to spell at least three familiar names or everyday words
3. Be able to take part in a simple two-way interaction using British Sign Language	3.1 Take part in a short two-way conversation in BSL
	3.2 Use a range of everyday signs during an interaction
	3.3 Show simple strategies for checking understanding

Indicative Content

LO1 AC1.1 Learners **must** be aware that not all deaf people are the same. Levels of deafness and relevant communication preferences and modalities can vary from person-to-person.

This criterion should include:

- Understanding how deaf people access communication
- Awareness of communication barriers
- Awareness of respectful behaviour
- Awareness that hearing loss varies and affects communication differently.

AC1.2 should include examples that relate to different everyday situations such as:

- Difficult hearing announcements
- Following conversations
- Accessing public services
- Communication in noisy places.

AC1.3 should include:

- Using clear gestures
- Ensuring good lighting
- Facing the person
- Using simple BSL signs
- Reducing background noise
- Checking understanding.

LO2 Learners **must** first ensure that they have checked/ adapted any personal factors to help communication. For example, learners may decide to remove accessories or ensure hair is tied back off their face to demonstrate deaf aware strategies for good communication.

AC2.1 Basic greetings with introduction (HELLO; GOOD MORNING/AFTERNOON/EVENING; MY NAME... YOU DEAF? ME HEARING) delivered in BSL syntax. E.g.,

- HELLO; GOOD AFTERNOON; YOU DEAF?
- Introduction: NAME ME ... <FINGERSPELL NAME>. NAME YOU WHAT?

Leave-takings can include: THANK YOU; GOODBYE; SEE YOU SOON; SEE YOU LATER; SEE YOU TOMORROW.

Personal information should include: *Name, Deaf/hearing status, age, like/dislike.*

AC2.2 Learners **must** demonstrate Non-Manual Features (NMF) and BSL syntax when signing simple questions forms such as:

- NAME YOU WHAT?
- YOU ARRIVE HOW?
- AGE YOU WHAT?
- YOU LIKE WHAT?
- YOU COMPUTER GAME LIKE?
- YOU SPORT LIKE?
- WHICH?
- YOU HERE WHY?

Learners must demonstrate asking at least two questions independently.

AC2.3 Should include:

- Short answers
- YES/NO responses
- Clarification signs such as AGAIN / SLOW / UNDERSTAND / DON'T-UNDERSTAND

Answers may be simple but must evidence BSL syntax or BSL response such as a response with a nod (affirmation) or shake-head (negation) to show agree/disagree in response. For example, <YOU FOOTBALL LIKE?> HEADSHAKE.

During assessment, learners must demonstrate responses using BSL non-manual features (head nod/shake) rather than spoken “yes” or “no”.

AC2.4 Learners **must** sign the full fingerspelling alphabet. Spell short words such as CAT, BUS, RED, NAME of friend/family

Clear handshapes.

Accuracy is more important than speed.

LO3 Learners **must** first ensure that they have checked/ adapted any environmental factors to *help* communication. For example, learners may decide to move chairs or adapt lighting/blinds to evidence their deaf awareness before communication with another sign language user takes place.

Learners **must be aware of gaining the deaf person's attention** *before* any interaction takes place.

Learners must interact using BSL without spoken language.

Everyday BSL topics can include a range of basic vocabulary such as for:

- Hobbies and interests
- School life
- Friends and family
- Weather

AC3.1 **must** include:

- Greeting + introduction + 2–3 question/answer turns
- Using eye contact, basic BSL syntax, and facial expressions
- Using signs from familiar topics

AC3.2 **must** include approximately 15–20 signs from topics such as: family, food/drink, weather, school, transport, colours, feelings.

AC3.3 should include:

- Signs such as: AGAIN / SLOW / WHAT? / UNDERSTAND / DON'T-UNDERSTAND
- Nodding/shaking head for clarity
- Using pointing or gesture for confirmation

Principles of Progression	Progression Step 3-I can communicate in a growing range of languages.
Area of Learning Experience	Languages, Literacy and Communication
Statement of What Matters	Language connects us.
Links to the Four Purposes	Purpose 3 - Ethical, informed citizens of Wales and the world.
Cross-curricular Skills	Literacy
Integral Skills	Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Understanding how inclusive communication supports social sustainability and community wellbeing

Relevant Cross-Cutting Themes	
Theme	Rationale
Diversity, Human rights	Supports inclusion and communication with the deaf community.

Level 1

Unit Title: British Sign Language (BSL)

Unit Reference Number: CBM034

Level: Level One

Credit Value: 2

Guided Learning Hours: 20

Unit Aim: To develop learners' practical communication skills in British Sign Language (BSL) for social interaction and in everyday settings in order to communicate with the deaf community and to support inclusion.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):	
1. Understand how communication strategies support effective interaction with deaf people	1.1	Outline different communication preferences used by deaf people
	1.2	Explain why communication preferences may differ between individuals
	1.3	Explain how communication needs may vary in different settings
	1.4	Explain how they can adapt their own communication appropriately
2. Be able to use British Sign Language to communicate personal information and everyday topics	2.1	Address, greet and take leave of another BSL user
	2.2	Produce and receive the manual fingerspelling alphabet following fingerspelling conventions
	2.3	Produce and receive a range of simple question forms, responding appropriately
	2.4	Produce, recognise and respond appropriately to requests for clarification

	2.5	Produce, ask and receive personal information about self and others
3. Be able to take part in a short British Sign Language conversation	3.1	Take part in a two-way BSL exchange on a familiar topic
	3.2	Use a range of everyday BSL vocabulary and simple structures
	3.3	Use strategies to check and repair communication

Indicative Content

LO1 AC1.1 Learners should explain with examples different communication preferences e.g.,

- Some people prefer BSL
- Some lipread
- Some use speech with gestures
- Some use a mixture of signing and speech
- Some use text/writing
- Not all deaf people communicate in the same way.

AC1.2 Should include a range of factors such as:

- Degree of hearing loss
- Family language and communication background
- School or education setting (oral/BSL)
- Personal confidence or comfort
- Access to interpreters or support in different contexts.

AC1.3 Examples of settings and needs:

- In class – clear visual access, minimal noise
- At home – family communication patterns
- In shops / GP surgeries – need for gesture, writing, or BSL
- In noisy environments – need for quiet space, good lighting
- In groups – turn-taking, visibility

AC1.4 Learners should include reflection on their own responsibilities in adapting communication with examples of how to do this e.g.,

- Slowing signing
- Repeating signs
- Checking understanding (AGAIN / SLOW / UNDERSTAND?)
- Using simple vocabulary
- Facing the person
- Maintaining appropriate distance and lighting

LO2 AC2.1 Learners **must** first ensure that they have checked/ adapted any personal and environmental factors to *help* communication. For example, learners may decide to remove accessories or ensure hair is tied back off the face to demonstrate deaf awareness.

Learners **must** be aware of gaining the deaf person's attention *before* any interaction takes place.

Learners must interact using BSL without spoken language.

Basic greetings: HELLO; GOOD MORNING/AFTERNOON/EVENING;
WELCOME; HOW YOU?

Introductions: NAME ME ... <FINGERSPELL NAME>. NAME YOU WHAT?
<FINGERSPELL BACK TO ACKNOWLEDGE RECEPTION> YOU
DEAF/HEARING? NICE MEET YOU!

Leave-takings (ending a conversation politely) may include: THANK YOU;
GOODBYE; SEE YOU SOON/LATER/TOMORROW/NEXT WEEK/NEXT
LESSON; SORRY MUST GO.

AC2.3 Simple question forms could include: WHO; WHAT; WHERE; WHY;
WHEN; HOW; WHICH, including demonstration of Non-Manual Features (NMF).

Examples: NAME YOU WHAT? YOU DEAF? AGE YOU WHAT? YOU HERE
WHY? YOU PREFER WHICH?

Answers can be simple but must evidence BSL syntax or BSL response such as a response with a nod(affirmation) or shake-head(negation) to show agree/disagree in response. For example, <YOU FOOTBALL LIKE?> HEADSHAKE.

Responses must be appropriate to the question in order to evidence reception and comprehension.

During assessment, learners must demonstrate responses using appropriate BSL non-manual features (e.g., head nod or head shake) rather than spoken “yes” or “no”.

Learners should use standard BSL head nod (affirmation) and head shake (negation) responses and avoid non-standard affirmation signs.

Learners should respond appropriately to variation in commonly used signs (e.g. numbers) where meaning is clear.

AC2.4 Clarification can be gleaned by requesting: REPEAT PLEASE; AGAIN; AGAIN SLOW; SORRY AGAIN PLEASE; DON'T-UNDERSTAND; WRITE PLEASE.

AC2.5 Personal information examples: *Name, live where*, Deaf/hearing status, age, live with who.

This includes use of numbers (e.g. age, time, quantity). Learners should be aware that some number signs may vary regionally and should recognise variation where meaning is clear.

LO3 AC3.1 should be assessed through an exchange lasting 3–5 turns each. This must include greeting and leave-taking and demonstrate clear turn-taking. Topics should include everyday contexts and vocabulary e.g., family, daily routine, school, food, hobbies

AC3.2 **must** include approximately 20–30 signs being used correctly in context, including:

- Simple verbs
- Descriptors
- Question forms
- Time markers.

Examples: TODAY, YESTERDAY, SCHOOL, FAMILY, LIKE/NOT-LIKE

AC3.3 **must** include at least two different strategies e.g.,

- Clarification signs: AGAIN, SLOW, WHAT?, UNDERSTAND?, DON'T-UNDERSTAND
- Confirming information (e.g., repeating back)
- Using pointing or gesture for clarity.

Principles of Progression	Progression Step 4 - I can use my knowledge of how languages work to support further language learning.
Area of Learning Experience	Languages, Literacy and Communication.
Statement of What Matters	Language connects us.
Links to the Four Purposes	Purpose 3 - Ethical, informed citizens of Wales and the world.
Cross-curricular Skills	Literacy
Integral Skills	Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Understanding how inclusive communication supports social sustainability and community wellbeing

Relevant Cross-Cutting Themes	
Theme	Rationale
Local Wales	Local dialects recognised along with legislation affecting Welsh and Welsh deaf citizens.
Diversity	Supports inclusion and communication with the deaf community.

Level 2

Unit Title: British Sign Language (BSL)

Unit Reference Number: CBM035

Level: Level Two

Credit Value: 2

Guided Learning Hours: 20

Unit Aim: To develop learners' practical communication skills in British Sign Language (BSL) for social interaction and in everyday settings in order to communicate with the deaf community and to support inclusion.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand factors that influence successful communication with deaf people	1.1 Explain how different communication preferences affect interaction
	1.2 Explain causes of communication breakdown
	1.3 Compare strategies for improving communication
	1.4 Explain how they can adjust their communication in different real-life contexts
2. Be able to use a wider range of British Sign Language vocabulary and structures to communicate information	2.1 Produce a short signed explanation or description on a familiar topic
	2.2 Use fingerspelling effectively to support signing
	2.3 Use a wider range of signs across different semantic groups
	2.4 Use simple BSL structures including Non-Manual Features (NMF) and location/placement
3.	3.1 Take part in a sustained two-way conversation in BSL

Be able to take part in a structured British Sign Language conversation	3.2	Communicate opinions and simple reasons in BSL
	3.3	Use appropriate strategies to manage misunderstanding or clarify information
	3.4	Show accuracy and clarity when producing BSL signs

Indicative Content

LO1 AC1.1 Should include understanding different types of communication preferences and the potential range of reasons for these preferences. E.g., BSL-first, lipreading, speech + sign, written communication.

Learners should explain how alignment/misalignment of preferences affects clarity and the importance of checking preferred method

AC1.2 should cover a range of causes e.g.,

- Environmental factors (lighting, noise, distance)
- Linguistic factors (unclear signing, lack of NMF, unfamiliar vocabulary)
- Social factors (turn-taking, fast conversation, multiple speakers).

AC1.3 should include at least two strategies with simple advantage/disadvantages for each, and how to identify the most appropriate for different situations.

Comparison examples:

- slowing signing vs repeating
- using gesture vs writing
- rearranging environment vs moving location.

AC1.4 The learner should reflect on their own responsibilities in adapting/adjusting their approach to communication in at least two different settings. This must include real-life or simulated contexts and may draw on learners' own experiences e.g.,

- School/college
- Public spaces
- Health/transport services
- Social situations

LO2 AC2.1 Learners **must** include non-manual Features (NMF) and simple linking signs (BECAUSE, WHEN, THEN)

Topic choice examples: school life, hobbies, routine, weather, food, plans

AC2.2 should include:

- Fingerspelling for unfamiliar names/places
- Integrated fingerspelling into sentences
- Clear pacing and accuracy

AC2.3 should include approximately 30-40 signs (including previously learned vocabulary), including:

- Time vocabulary (WEEK, MONTH, WEEKEND, BEFORE, AFTER)
- Places (SHOP, SCHOOL, PARK)
- People (MUM, FRIEND, TEACHER)
- Verbs (GO, WANT, LIKE, NEED, HELP)
- Descriptors (BIG, SMALL, HAPPY, TIRED).

AC2.4 **must** include appropriate

- WH-question non-manual features (WHO, WHY, WHAT, WHEN, HOW)
- YES/NO non-manual features
- Eye-gaze for reference
- Simple role shift (e.g., briefly representing one other person in a short anecdote or quoted interaction)
- Using space to show contrasting ideas.

LO3 AC3.1 **must** be assessed through a two-way conversation in BSL between two learners or a learner and their tutor/assessor. This must include at least 4–6 conversational turns, including exchange of simple opinions or reasons, demonstrating clear turn-taking.

Topics may include: plans, daily activities, opinions

AC3.2 must include:

- using signs such as THINK, FEEL, BECAUSE
- Giving a short explanation for an opinion e.g., Example: “LIKE FOOTBALL BECAUSE FUN.”

AC3.3 Learners **must** demonstrate using effective strategies e.g.,

- REPEAT, EXPLAIN AGAIN, SHOW, GESTURE, WRITE
- Confirming meaning

- Rephrasing with simpler signs.

AC3.4 must include learners demonstrating:

- Mostly accurate handshapes, movements, NMF
- Understandable and consistent communication
- An ability to self-correct.
- An ability to adjust signing pace and/or vocabulary when prompted to support understanding.

Principles of Progression	Progression Step 5- I can communicate confidently in familiar situations using more than one language.
Area of Learning Experience	Languages, Literacy and Communication
Statement of What Matters	Language connects us.
Links to the Four Purposes	Purpose 3 - Ethical, informed citizens of Wales and the world.
Cross-curricular Skills	Literacy
Integral Skills	Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Understanding how inclusive communication supports social sustainability and community wellbeing

Relevant Cross-Cutting Themes	
Theme	Rationale
Diversity, Community	Supports inclusion and communication with the deaf community. This unit directly engages with understanding the rights, inclusion, diverse communities, identities and cultures.
Local Wales	Local dialects recognised along with legislation affecting Welsh deaf citizens.

Appendix 1 – Glossary

Term	Meaning
Adapt	Change your communication to help someone understand
Analyse	Look closely at something to understand it better
Barrier	Something that makes communication hard
BSL	British Sign Language
Check understanding	Make sure someone understands you
Clarify	Make meaning clear
Communication	How people share information
Communication preference	The way someone chooses to communicate (BSL, speech, lipreading, etc.)
Context	The place or situation
Conversation	People signing to each other for a short time
Conversation breakdown	When communication stops working
Deaf	A person who cannot hear well or at all
Deaf awareness	Understanding how to communicate well with deaf people
Everyday signs	Common BSL signs used often
Factors	Things that change how communication works
Fingerspelling	Spelling words using handshapes
Gesture	Using hands/body to show meaning
Greeting	A way to say hello
Interaction	Talking or signing with someone
Introduction	Telling someone your name
NMF	Non-manual features (NMF): grammatical features of BSL not produced by the hands. These include facial expressions, eye gaze, head and shoulder movements, body movement, affirmation, negation, mouth gestures and lip patterns.
Opinion	What you think about something
Personal information	Facts about you (name, age, where you live)
Placement	Using space around you to show ideas or people in BSL
Presentation	A short talk in BSL
Question signs	Signs used to ask a question (e.g., WHO, WHERE, WHAT)
Reason	Why you think it

Repair strategy	A way to fix communication when something is unclear
Respond	Answer someone
Role Shift (Constructed Action)	A narrative strategy in BSL where the signer shifts body position, eye gaze and expression to represent different people in a story or interaction. Introduced at Level 2.
Strategy	A planned way to communicate
Support	Something that helps communication
Turn-taking	Taking turns to sign in conversation
WH Question	Who, What, When, Why, How