



# British Sign Language (BSL)

## Unit delivery and assessment pack

Developed in partnership with Signature – the leading awarding body for deaf communication and language qualifications in the UK

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## Contents

This unit delivery and assessment pack provides teachers with the information they need to deliver this unit.

The pack is structured as follows:

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The UK Government has announced plans to restrict social media use by children under 16, which may impact some of our qualifications. We will keep our qualifications under review and make any necessary updates as further details become available

## Unit overview

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| <b>Title</b>                | <b>British Sign Language (BSL)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Suite</b>                | Skills for Life                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Unit Codes</b>           | S603E1<br>S603E2<br>S603E3<br>S603L1<br>S603L2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>GLH</b>                  | 20                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Unit Aim</b>             | To develop learners' practical communication skills in British Sign Language for social interaction and in everyday settings in order to communicate with the deaf community and to support inclusion.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Unit Summary</b>         | Learners can understand and use basic language in everyday situations. Learners will be able to meet and greet, understand basic conversation and numbers, give and follow simple directions and information. The unit will build learners' confidence in using British Sign Language, by focusing on essential vocabulary and communication techniques used in daily interactions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Curriculum for Wales</b> | <p><b>Areas of learning and experience:</b> This unit supports progress towards the Health and well-being statement of what matters: <i>Our decision-making impacts on the quality of our lives and the lives of others</i>. Learners will experience a language that is new to them and engage with a community and culture that is diverse and complex. Through British Sign Language, learners will explore how people rely on one another for safety, health and wellbeing, and how inclusive communication is essential in caring for and supporting others.</p> <p>This unit also supports progress towards the Languages, literacy and communication statements of what matters: <i>Language connects us</i> and <i>expressing ourselves through language is the key to communication</i>.</p> <p><b>Integral and cross-curricular skills:</b> Creativity and innovation<br/>BSL is not a written language, so learners have to have the ability to demonstrate learning and skills in innovative ways, flexibility is encouraged, and persistence and resilience is needed in learning such a visual and emotive language. Personal effectiveness:<br/>Learners will have to communicate in a way that is not the established norm and will naturally consider the challenges and alternatives encountered by the BSL community. Empathy and interpersonal skills are developed in learning the language and learning about Deaf culture. Communication considerations are automatically widened.</p> <p><b>Cross-cutting themes:</b> This unit promotes local, national and international contexts as learners will learn about and experience a different culture and community who are key contributors to our society. This unit also develops aspects of Relationships and</p> |

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sexuality Education, as the discovery of a new language and way of community will build empathy and engagement. It also provides for the consideration of alternative communication methods. Human rights education is supported as BSL is the language of the Deaf community. Learning their language directly engages with the Deaf culture, language and identities and all related aspects. Careers and work-related experiences are developed as additional language learning will improve learners' career prospects, as will improved communication skills and empathy. Inclusion and diversity skills will further enhance those additional skills. Learners can engage in the learning and use it to embark on a career in BSL in various forms or indirectly by enhancing their work experiences and careers through the improvement of communication and the ability to use BSL in all work-based settings. Learning the language of a minority group will also significantly expand learners' diversity awareness, understanding and education.

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## Entry Level Learning Outcomes and Assessment Criteria

| Learning Outcomes<br>(the learner will)              | Assessment Criteria<br>(the learner can)                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                      | Entry 1                                                                                                                                                                                | Entry 2                                                                                                                                                                                                                                                                                                                                                     | Entry 3                                                                                                                                                                                                                                                                                                                                                    |
| <b>LO1</b> Be able to interact with people using BSL | <p><b>E1 1.1</b> Show how to approach a deaf person and attract attention.</p> <p><b>E1 1.2</b> Give a basic greeting using BSL.</p>                                                   | <p><b>E2 1.1</b> Show how to approach a deaf person and attract the attention of someone you know.</p> <p><b>E2 1.2</b> Give a response to a basic greeting using BSL.</p> <p><b>E2 1.3</b> Give a basic BSL sign to end a conversation politely.</p>                                                                                                       | <p><b>E3 1.1</b> Demonstrate how to approach a deaf person and attract attention in a variety of situations, using BSL.</p> <p><b>E3 1.2</b> Demonstrate how to greet someone you don't know using BSL.</p> <p><b>E3 1.3</b> Give a simple BSL sign to end a conversation with someone you know and someone you don't know.</p>                            |
| <b>LO2</b> Be able to use fingerspelling             | <p><b>E1 2.1</b> Fingerspell a three-letter word using the BSL manual alphabet.</p> <p><b>E1 2.2</b> Recognise a three-letter word when fingerspelt using the BSL manual alphabet.</p> | <p><b>E2 2.1</b> Use BSL to fingerspell your first name using the BSL manual alphabet.</p> <p><b>E2 2.2</b> Recognise familiar names when fingerspelt using the BSL manual alphabet, such as names of friends, siblings or pets.</p> <p><b>E2 2.3</b> Use fingerspelling to spell an unfamiliar name using the BSL manual alphabet (maximum 4 letters).</p> | <p><b>E3 2.1</b> Use BSL to fingerspell your full name using the BSL manual alphabet.</p> <p><b>E3 2.2</b> Recognise familiar names when fingerspelt using the BSL manual alphabet, such as names of friends, siblings or pets.</p> <p><b>E3 2.3</b> Use fingerspelling to spell an unfamiliar name using the BSL manual alphabet (maximum 5 letters).</p> |

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|-------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                               |                                                                                                                                      |                                                                                                                                                                                                                            | <b>E3 2.4</b> Recognise an unfamiliar name when fingerspelt using the BSL manual alphabet (maximum 5 letters).                                                                                                                   |
| <b>LO3</b> Be able to use numbers in BSL                                      | <p><b>E1 3.1</b> Show three numbers (1–10) using BSL.</p> <p><b>E1.3.2</b> Recognise three numbers (1–10) using BSL.</p>             | <p><b>E2 3.1</b> Show three numbers (11–20) using BSL.</p> <p><b>E2 3.2</b> Recognise three numbers (11–20) using BSL.</p>                                                                                                 | <p><b>E3 3.1</b> Show three numbers (21–30) using BSL.</p> <p><b>E3 3.2</b> Recognise three numbers (21–30) using BSL.</p> <p><b>E3 3.3</b> Use numbers in a sentence using BSL.</p>                                             |
| <b>LO4</b> Be able to demonstrate signs for different weather conditions      | <p><b>E1 4.1</b> Recognise a weather sign in BSL.</p> <p><b>E1 4.2</b> Show a weather sign using BSL.</p>                            | <p><b>E2 4.1</b> Recognise a question about the weather in BSL.</p> <p><b>E2 4.2</b> Show two weather signs using BSL.</p> <p><b>E2 4.3</b> Show two differences in the severity of weather using non-manual features.</p> | <p><b>E3 4.1</b> Recognise a conversation about the weather in BSL.</p> <p><b>E3 4.2</b> Respond to a question using BSL weather signs.</p> <p><b>E3 4.3</b> Give a description of the weather using at least two BSL signs.</p> |
| <b>LO5</b> Be able to demonstrate signs for a range of transport modes in BSL | <p><b>E1 5.1</b> Recognise a BSL sign for ways of travelling.</p> <p><b>E1 5.2</b> Show a sign for ways of travelling using BSL.</p> | <p><b>E2 5.1</b> Recognise two BSL signs for different ways of travelling.</p> <p><b>E2 5.2</b> Show two BSL signs for ways of travelling.</p>                                                                             | <p><b>E3 5.1</b> Recognise four BSL signs for ways of travelling.</p> <p><b>E3 5.2</b> Show four BSL signs for ways of travelling.</p> <p><b>E3 5.3</b> Suggest one way to travel in a simple sentence in BSL.</p>               |

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| <p><b>LO6</b> Be able to communicate directions using BSL</p> | <p><b>E1 6.1</b> Give a simple direction using BSL.</p> <p><b>E1 6.2</b> Recognise a simple direction using BSL.</p> <p><b>E1 6.3</b> Recognise a familiar place using BSL.</p> | <p><b>E2 6.1</b> Give two directions using BSL (such as 'go straight, then turn left').</p> <p><b>E2 6.2</b> Recognise two-step directions using BSL (such as 'turn right, then go to the shop').</p> <p><b>E2 6.3</b> Recognise a place using BSL.</p> | <p><b>E3 6.1</b> Give directions using BSL, including reference to a place (such as 'go straight, then turn left at the shop').</p> <p><b>E3 6.2</b> Recognise and follow directions in BSL that include a place or landmark (such as 'turn right at the school, then go to the park').</p> <p><b>E3 6.3</b> Give the location of a familiar place using BSL (such as 'the library is next to the café', or 'the park is behind the school').</p> |
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## Level 1 and Level 2 Learning Outcomes and Assessment Criteria

| Learning Outcomes<br>(the learner will)                      | Assessment Criteria<br>(the learner can)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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|                                                              | Level 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Level 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>LO1</b> Be able to communicate in BSL when meeting people | <p><b>L1 1.1</b> Demonstrate how to attract the attention of someone you know and someone you don't know using BSL.</p> <p><b>L1 1.2</b> Demonstrate how to greet someone you don't know and introduce yourself using BSL.</p> <p><b>L1 1.3</b> Demonstrate how to ask for clarification using simple signs (such as 'again', 'what?') when understanding is unclear.</p> <p><b>L1 1.4</b> Demonstrate how to share basic personal information about yourself and others during a conversation (such as name, age, job).</p> <p><b>L1 1.5</b> Demonstrate how to end a conversation using basic leave-taking signs appropriately.</p> | <p><b>L2 1.1</b> Demonstrate confidently how to attract the attention of someone you know and someone you don't know using BSL.</p> <p><b>L2 1.2</b> Demonstrate how to request clarification using full questions (such as 'Can you repeat that?'), using BSL.</p> <p><b>L2 1.3</b> Demonstrate how to ask for and provide a range of relevant personal details about yourself and others in a conversation, using BSL to suit the context and relationship.</p> <p><b>L2 1.4</b> Demonstrate a range of appropriate ways to end a conversation, using BSL.</p> |
| <b>LO2</b> Be able to use fingerspelling                     | <p><b>L1 2.1</b> Fingerspell your own name and familiar place names.</p> <p><b>L1 2.2</b> Recognise fingerspelt names by another person (such as by repeating them, asking for confirmation or clarification).</p>                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><b>L2 2.1</b> Fingerspell your own name and familiar place names clearly and accurately.</p> <p><b>L2 2.2</b> Receive fingerspelt names accurately, using clarification strategies (such as asking to repeat or confirm spelling) when needed.</p>                                                                                                                                                                                                                                                                                                            |

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| <p><b>LO3</b> Be able to use numbers in BSL</p>                                 | <p><b>L1 3.1</b> Demonstrate understanding of two number signs used correctly in everyday contexts.</p> <p><b>L1 3.2</b> Respond appropriately to simple questions involving numbers, including 41–50.</p>                                                                                                                                                                                | <p><b>L2 3.1</b> Demonstrate number signs correctly in everyday contexts.</p> <p><b>L2 3.2</b> Respond appropriately to a range of questions involving numbers, including 51–60.</p>                                                                                                                                                                                                                                                                                                       |
| <p><b>LO4</b> Be able to demonstrate signs for different weather conditions</p> | <p><b>L1 4.1</b> Identify at least two different weather conditions when received.</p> <p><b>L1 4.2</b> Give a description of the weather using at least two BSL signs.</p> <p><b>L1 4.3</b> Respond appropriately to simple questions about the weather.</p>                                                                                                                             | <p><b>L2 4.1</b> Identify a range of different weather conditions when received.</p> <p><b>L2 4.2</b> Give a description of the weather using at least three BSL signs, while showing the severity of weather using non-manual features.</p> <p><b>L2 4.3</b> Respond appropriately to questions about the weather.</p>                                                                                                                                                                    |
| <p><b>LO5</b> Be able to demonstrate the use of transport modes</p>             | <p><b>L1 5.1</b> Ask a question about ways of travelling in BSL.</p> <p><b>L1 5.2</b> Describe a recent journey using BSL, including the modes of transport you used.</p>                                                                                                                                                                                                                 | <p><b>L2 5.1</b> Discuss travel arrangements in BSL, sharing and receiving information about different ways of travelling.</p> <p><b>L2 5.2</b> Demonstrate your understanding of a question about ways of travelling in BSL by responding to it in BSL.</p>                                                                                                                                                                                                                               |
| <p><b>LO6</b> Be able to communicate directions using BSL</p>                   | <p><b>L1 6.1</b> Give directions using BSL, including at least two landmarks or places, sequencing instructions clearly.</p> <p><b>L1 6.2</b> Recognise and follow directions in BSL that include multiple places.</p> <p><b>L1 6.3</b> Give the location of familiar places using BSL, including relative positions (such as next to, behind, opposite) and short connected phrases.</p> | <p><b>L2 6.1</b> Give detailed directions using BSL, linking multiple signs into short sentences to include landmarks, turns, distances and contextual information.</p> <p><b>L2 6.2</b> Recognise and follow more complex directions in BSL, including multiple places or landmarks.</p> <p><b>L2 6.3</b> Give the location of familiar and less familiar places using BSL, incorporating relative positions, multiple landmarks, and descriptive details to make the location clear.</p> |

## Delivery guidance

### Planning courses

Each unit in the Skills for Life and Work suite is awarded individually. When planning courses, teachers should consider the potential qualification outcomes for individual learners.

Closely related units that might be delivered alongside British Sign Language (BSL) include Looking after others, Teamwork, Understanding self and others, Values for life, Overcoming barriers, Community participation, and Equality, diversity, and inclusion. These units complement each other by deepening understanding of communication, empathy and inclusion. Looking after others and Understanding self and others promote compassion and awareness of diverse needs, while Teamwork and Overcoming barriers highlight the importance of collaboration and resilience in inclusive communication. Values for life reinforces respect and equality, and Community participation encourages active engagement with different communities.

For full details of the Skills for Life and Work units and qualifications please refer to the qualification specification.

### Amplification of Learning Outcomes

The amplification of the learning outcomes provided below should support teachers in developing content for delivery. Teachers can develop and tailor content as appropriate to their learners, whilst ensuring that the learners are provided with knowledge, understanding and the opportunity to develop and apply the skills needed to meet the learning outcomes and assessment criteria. Content should be considered in the context of:

- the level the learner is working at
- providing opportunities for progression
- centre facilities and resources
- local, national and international contexts, as appropriate.

Teachers may find it helpful to refer to the level descriptors within the qualification specification.

| Learning outcome | Amplification                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>LO1</b>       | <p>Communication with a deaf person, to include:</p> <ul style="list-style-type: none"> <li>• attracting attention</li> <li>• greeting people</li> <li>• leave-taking.</li> </ul> <p>For Level 1 and 2 learners:</p> <ul style="list-style-type: none"> <li>• asking people if they require assistance</li> <li>• requesting clarification</li> <li>• sharing personal details</li> <li>• basic leave-taking signs: 'bye', 'see you'.</li> </ul> |

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| <b>LO2</b> | <p>Fingerspelling (the manual alphabet)</p> <p>Use of fingerspelling – appropriate application and use, with associated lip patterns; the ability to produce and recognise names and places that are fingerspelt.</p> <p>Left hand and right hand prominence (using left hand if left-handed and right hand if right-handed).</p> <p>For Level 1 and 2 learners:<br/>This would be more complex words and names and the fingerspelling would be faster. For example, you might use fingerspelling to ask for a sign, or for clarification.</p>                                                                                                                                                 |
| <b>LO3</b> | <p>Numbers up to 30</p> <p>For Level 1 and 2 learners:</p> <p>Use numbers for:</p> <ul style="list-style-type: none"> <li>• minutes</li> <li>• time</li> <li>• money</li> <li>• days</li> <li>• weeks</li> <li>• months</li> <li>• years</li> <li>• age.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>LO4</b> | <p>Weather conditions, for example:</p> <ul style="list-style-type: none"> <li>• cloudy</li> <li>• cold</li> <li>• foggy</li> <li>• freezing</li> <li>• hail</li> <li>• hot</li> <li>• rainy</li> <li>• snowing</li> <li>• sunny</li> <li>• thunderstorms</li> <li>• windy.</li> </ul> <p>Receiving the signs, understanding their use and responding. Understanding the use of non-manual features in the severity of weather.</p> <p>For Level 1 and 2 learners:<br/>Applying the weather to conversation. Recognising the use of weather signs and responding to a conversation about weather signs. Applying the use of non-manual features in describing the severity of the weather.</p> |

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| <b>L05</b> | <p>Different ways of travelling, for example:</p> <ul style="list-style-type: none"><li>• aeroplane</li><li>• boat/ferry</li><li>• bus</li><li>• car</li><li>• helicopter</li><li>• horseback riding</li><li>• motorcycle</li><li>• skateboard</li><li>• subway/underground</li><li>• taxi</li><li>• train</li><li>• tram.</li></ul>                                                                                                                                                                                                                                                                                                                   |
| <b>L06</b> | <p>Simple directions, for example:</p> <ul style="list-style-type: none"><li>• left</li><li>• right</li><li>• straight ahead</li><li>• backwards</li><li>• forwards</li><li>• up</li><li>• down</li><li>• North</li><li>• South</li><li>• East</li><li>• West</li><li>• behind</li><li>• in front.</li></ul> <p>Places, for example:</p> <ul style="list-style-type: none"><li>• airport</li><li>• bank</li><li>• church</li><li>• cinema</li><li>• hospital</li><li>• hotel</li><li>• library</li><li>• museum</li><li>• office</li><li>• park</li><li>• playground</li><li>• restaurant</li><li>• school</li><li>• shop</li><li>• station.</li></ul> |

## Suggested activities

This section gives some suggested activities to support teaching and learning in a vocational context consistent with the philosophy and intent of the unit and associated qualifications. Useful resources and possible contacts that could be made in the delivery of the learning are also signposted.

The following activities would be suitable for use with Entry Level learners:

- learners practise meeting someone new through roleplay, exchanging names, and asking 'How are you?'
- learners swap basic personal information (such as name, where they live, favourite food)
- match signs to pictures of everyday items and use them in a short signed conversation
- one learner fingerspells a word to their partner, who has to sign it back or match it to a picture
- learners fingerspell each other's names and check for accuracy
- fingerspell items on a 'shopping list' that peers have to recognise
- teacher signs a number; learners cross it off on a bingo card
- use coins, tokens or prices and get learners to sign the cost or change
- teacher signs a time; learners match it to a clock card (or vice versa)
- learners give a simple daily weather report in BSL (today sunny, tomorrow rain)
- match pictures/symbols of weather to the correct BSL sign
- in pairs, one learner 'reports' the weather, the other signs back what they understood
- learners sort pictures of transport (bus, car, bike, train, plane) and sign them
- teacher signs a transport mode; learners 'travel' to the correct picture/poster in the room
- learners describe how they travel to school or college using BSL signs
- learners give and follow simple directions for a classroom treasure hunt (such as 'Go straight, turn left at the board')
- use a simple town map where learners sign directions from one landmark to another
- in pairs, one learner asks where the café/school/library is; the other gives directions using signs.

The following activities would be suitable for use with Level 1 and 2 learners:

- roleplay short exchanges (introductions, hobbies, weekend activities)
- conduct short interviews with set questions
- hold unscripted conversations on familiar topics (holidays, work)
- take part in group discussions or solve problems in roleplay
- fingerspell names, places and short words
- respond to fingerspelled prompts (teacher or peer)
- play recall/memory games
- fingerspell longer or unfamiliar words fluently (cities, occupations)
- use fingerspelling naturally in conversation
- test each other with speed spelling
- shopping roleplay with prices up to 100
- sign simple timetables (times of lessons, transport)
- give dates like birthdays or events
- handle more complex totals in shopping roleplays
- plan and explain daily timetables with durations
- compare quantities and costs (cheaper/more expensive)
- give a simple weather report with 2–3 signs
- keep a weather diary

- match weather signs with times ('Yesterday was sunny')
- deliver a full weather forecast with sequencing (today, tomorrow, weekend)
- compare weather in two places
- explain how weather affects plans
- describe one journey using a single mode of transport
- sort transport types into categories (land, sea, air)
- roleplay 'How do you travel?'
- sign full journeys using 2 or more transport modes
- compare transport options (faster, cheaper)
- plan a trip as a group using different transport choices
- give simple directions with 2–3 steps (such as 'Turn right, then go to the door')
- roleplay asking/answering about nearby landmarks
- match signed directions to a map
- give 4–5 step directions including landmarks and distances
- explain alternative routes ('If closed, go left instead')
- practise giving and following directions outdoors.

## Sources of evidence

This unit is centre assessed and externally quality assured by WJEC. Assessment must be accessible, using clear language and reflecting the learner's level. As appropriate to the learning outcome, learners should demonstrate knowledge and skills through realistic activities such as role-play, case studies, or projects. Assessor judgements should focus on meeting the standard, not spelling or presentation unless specifically assessed. Full assessment guidance is available in the qualification specification.

Possible sources of evidence may include:

- video recordings of learners signing conversations or presentations in BSL
- photographs or screenshots of learners demonstrating key signs
- observation checklists completed by teachers or assessors
- feedback forms on signing accuracy and clarity
- learner self-evaluation or reflection logs
- written notes or journals describing new signs learned and their meanings
- worksheets or quizzes testing knowledge of BSL vocabulary and grammar
- role-play or dialogue scripts used in signing practice
- certificates or records of attendance at BSL workshops or community events
- feedback from deaf mentors or visiting BSL users
- group project materials showing collaborative use of sign language
- participation logs or reports from engagement with the Deaf community or related activities.

## Experiences

To provide a real-world context you could invite:

- a Deaf community member or local BSL user to explain their daily routines, hobbies, or work. Learners could interview them in BSL, asking and answering questions about routines, preferences or experiences. Groups can prepare a short, signed presentation summarising what they learned and share it with the visitor. They could discuss cultural aspects and communication strategies, such as clarifying meaning or using gestures and fingerspelling.

- a Deaf organisation or charity to provide information on an organisation's activities, events or campaigns. In groups, learners sign questions to gather information about the event or project. They could then summarise the information in BSL, explaining the organisation's work and how it impacts the community.

## Resources and organisations

### Resources required for delivery

Teachers delivering this unit should have expertise in teaching BSL and have an awareness of Deaf culture.

At Entry Levels, teachers should hold a nationally recognised qualification in BSL or be native users of BSL. A series of 15 complete video lessons, led by expert BSL teachers at the Royal Association for Deaf People, as well as printable and online resources have been created which can be used to support the delivery of BSL at Entry Level (see link in Resources section below).

For Level 1 and 2, teachers must hold a nationally recognised qualification at or above the level they are delivering or be native users of BSL.

Signature – the leading awarding body for deaf communication and language qualifications in the UK – offer qualification at Levels 2 and above. For more information, see <https://www.signature.org.uk/qualifications/>.

### Resources available to support delivery

|                             |                                                                                                                                                                                                                                                                       |
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| Signature                   | <a href="#">Signature</a><br>Signature is a national charity and awarding body for deaf communication and language qualifications in the UK.                                                                                                                          |
| Signature – School of Signs | <a href="#">The School of Signs</a><br>Free BSL resources with video lessons and teaching tools, led by expert BSL teachers at the Royal Association for Deaf People, as well as printable and online resources. This resource is suitable for teachers and learners. |
| Signature – BSL Homework    | <a href="#">Signature Learning Hub</a><br>This is an online library of video clips and support materials.                                                                                                                                                             |

### Resources required for assessment

For assessment of this unit, staff will require expertise in BSL and awareness of Deaf culture.

References to third-party materials and links to external websites in this document are provided for convenience and informational purposes only.

We select and review these resources at the time of publication to support teaching and learning; however, their inclusion does not imply endorsement or guarantee of the organisations, content or opinions expressed.

We do not produce, maintain or control the external materials, and therefore cannot ensure their ongoing accuracy, availability or suitability, as content may change without notice.

Any questions or concerns about external content should be directed to the original providers. If you identify any links that are no longer working or are inappropriate, you are encouraged to inform the subject team so they can be reviewed. All information in this publication is accurate at the time of publication.

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