Signature

Qualification Specification

Level 6 NVQ Certificate in Irish Sign Language

500/9794/5

Sept 2019 – Aug 2020

QUALIFICATION SPECIFICATION

Signature Level 6 NVQ Certificate in Irish Sign Language (RQF)

(QAN: 500/9794/5)

(Signature Qualification Reference: ISL6)

Qualification aim

Level 6 NVQ Certificate in Irish Sign Language (ISL) caters for the learning needs of those who already have competence in ISL at Level 3. Successful candidates must be able to demonstrate competence at Level 6 of the UK Occupational Language Standards (CILT, 2010). This means that the learner will be able to understand and use complex ISL in a range of work and social situations.

The assessment criteria for this qualification are taken from the UK Occupational Language Standards at Level 6 ('Complex' language use) and are equivalent to those for Modern Foreign Languages at Honours Degree level.

The qualification is at:

- Level 6 on the Qualification & Credit Framework (RQF)
- Proficiency Grades 13 – 15 on the Language Ladder, and
- Proficient User: C1 'Effective operational proficiency' on the Common European Framework.

Qualification objectives

Successful completion of this qualification can be used as evidence of the language skills needed in order to be able to operate at a professionally proficient level in the target language. It is useful for those who work professionally with Deaf people (for example teachers and lecturers in ISL, social workers, teachers of the Deaf, trainee interpreters, voluntary workers, workers within Deaf organisations, schools, etc) or those who aspire to work in these contexts. The unit titles refer to 'work situations' but the content and assessment criteria allow for evidence from a wide range of contexts.

Essential requirements

Candidates must be able to demonstrate competence in ISL at level 3. It is the responsibility of the centre to ensure that this requirement has been met before accepting a candidate for this qualification.

Unit type	Signature unit code	RQF unit number	Unit title	Unit details
Mandatory	ISL601	A/601/9272	Understand complex Irish Sign Language in a wide range of work situations	See Unit ISL601 Specification
Mandatory	ISL602	H/601/9279	Use complex Irish Sign Language in a wide range of work situations	See Unit ISL602 Specification

The recommended study hours are shown below:

Unit	Guided learning hours (GLH)	Additional study hours	Total learning time	Credit value at Level 6
ISL601	90	90	180	18
ISL602	90	90	180	18

GLH includes assessment time. Additional study hours include private study, homework, practice, etc.

Total Qualification Time

Guided learning hours (GLH)	Additional study hours	Total Qualification Time	Credit value at Level 6
180	180	360	36

Further guidance of Signature Level 6 NVQ Certificate in Irish Sign Language (RQF) is available in the Resource pack for Level 6 NVQ Certificate in Irish Sign Language on our website (www.signature.org.uk).

Progression routes

On completion of this qualification, the candidate may wish to progress to the following qualifications:

- Signature Level 6 NVQ Diploma in Sign Language Interpreting
- Signature Level 6 Diploma in Sign Language Translation

UNIT SPECIFICATION

Unit ISL601 – Understand complex Irish Sign Language in a wide range of work situations

(RQF Unit Number: A/601/9272)

Receptive skills

Note:

The natural context for using Irish Sign Language (ISL) is in conversations, discussions, and presentations, i.e. in two-way communication. The best approach to teaching is therefore to work through both units at the same time, covering receptive and productive linguistic issues together.

Assessment evidence drawn from situations involving two-way communication can be used for both receptive and productive units, provided that the standard of ISL used meets the requirements for Level 6 in both areas. Candidates should also receive the appropriate amount of teaching before starting the assessment to ensure requirements for level 6 are met. Training could be classroom based lessons.

Unit aim/purpose

The title of this unit refers to work situations but the aim of this unit is to enable the candidate to understand complex ISL in the context of a range of work and social.

Overview

You can extract complex information from a wide range of sources, even when it is delivered at speed. You are comfortable with a range of regional variations, formal and informal language, relevant technical vocabulary and colloquialisms. You can take part in negotiations, and deal with complaints, problems or disputes. You can also make effective use of the telephone/videophone or other web-based live communications.

The recommended guided learning hours are **90** hours as shown below:

Guided learning hours (GLH)	Additional study hours	Total learning time	Credit value at Level 6
90	90	180	18

Learning outcomes On completion of this unit, the learner will:	Assessment criteria On completion of this unit, the learner can:
1. Be able to understand complex social interaction	1.1 Identify: a. regional variations b. idiosyncratic signs c. differences of style or register 1.2 Infer: a. humour b. sarcasm c. ambiguity 1.3 Identify complex feelings 1.4 Recognise all signed and other non-verbal cultural conventions

Learning outcomes On completion of this unit, the learner will:	Assessment criteria On completion of this unit, the learner can:
2. Be able to understand signed communication in a wide range of complex work situations	2.1 Identify from complex language of any speed or length: a. complex information b. general meaning c. specific details d. complex questions or enquiries e. complex comments or responses f. complex arguments or lines of reasoning g. complex instructions h. complex advice i. complex requests and their urgency or priority j. complex requirements or needs 2.2 Recognise opinions 2.3 Relay information from ISL into his/her own language
3. Be able to understand a complex range of vocabulary and technical language	3.1 Recognise a wide and complex range of vocabulary: a. signs to deal with most matters relevant to his/her work b. currently-used colloquialisms/idiosyncratic signs used socially and in relevant business c. less common technical terms within his/her area of work d. most signs used for linking and sequencing e. the language of numerical data and statistical information

Learning outcomes On completion of this unit, the learner will:	**Assessment criteria** On completion of this unit, the learner can:
4. Be able to understand a full range of grammatical forms	4.1 Recognise a. all verb forms in normal use b. all sentence structures, except the most complex or obscure c. a wide range of structures to denote: • standard sign language • colloquial/idiosyncratic signs • formal register • informal register
5. Be able to use reference sources	5.1 Use language reference sources effectively to confirm or clarify meaning of signs in complex

Content

ISL receptive skills (Level 6)

It is expected that while studying for this unit, learners will demonstrate their knowledge and understanding of the required elements of ISL Sign Linguistics in a range of practice settings, by responding to communications presented in ISL, to show their understanding of the meaning and content of the message.

When they are ready for assessment, learners will provide recorded evidence of their knowledge and understanding through demonstrating their receptive skills (i.e. their understanding of communication presented in ISL) in a variety of settings (see assessment criteria on pages 2-3).

Vocabulary

The learner should be able to demonstrate his/her understanding of the communications of others on a wide range of issues, including technical language relating to the workplace. An appropriate range of areas of vocabulary must be demonstrated in the assessment. Some examples are provided in the Resource Pack for Level 6 NVQ Certificate in Irish Sign Language on our website www.signature.org.uk

Knowledge and understanding

Knowledge and understanding is not assessed separately, but through achievement of the assessment criteria on pages 2-3.

At Level 6, the learner will be able to demonstrate 1–11 shown on the next page:

- at any speed and whatever the length
- in most work and social situations
- using technical vocabulary and complex grammatical structures as needed.

K1 Handle complex social interactions, understanding all signed and other non-verbal cultural conventions.

K2 Understand complex information.

K3 Extract all relevant details and the general meaning of presentations, talks and discussions.

K4 Understand complex enquiries, questions, comments and responses.

K5 Follow complex arguments and lines of reasoning.

K6 Understand complex instructions, advice and requests and their priority.

K7 Understand humour, sarcasm and ambiguity.

K8 Identify opinions and values and distinguish them from other information.

K9 Identify complex feelings, needs and preferences.

K10 Understand different regional variations and most colloquialisms, and identify the style and register of language used.

K11 If appropriate, informally relay information into your own language.

Explanation of assessment criteria

Learning outcome 1 – Be able to understand complex social interaction.

1.1	**Identify: (Means to pick out and recognise something)**	
	a. regional variations	Varied and complex sign vocabulary including regional differences, e.g. numbers, people, colours, etc.
	b. idiosyncratic signs	Idiosyncratic, e.g. bizarre, cranky, curious, eccentric, erratic, freakish, odd, peculiar, quaint, queer, quirky, singular, strange, unnatural, unusual, weird, (she has an idiosyncratic way of driving) – peculiar to the individual.
	c. differences of style or register	Informal or formal style or register – identify the differences of other's signing style of register.
1.2	**Infer (Means to conclude or judge from evidence – to draw a conclusion, as by reasoning)**	
	a. humour	Humour – funny story, amusing, joke, from DVDs, e.g. John Smith, Youtube short films - Fingerspellers series, Coming Out etc.
	b. sarcasm	Sarcasm – is the use of words to damage of, or hurt another person. It is a sharp bitter or cutting expression or remark, a bitter jibe or taunt.
	c. ambiguity	Ambiguity – having more than one possible meaning, open to two or more interpretations; or of uncertain nature or significance; or often intended to mISLead, unclear and vague, of persons; hesitant; uncertain, not taking sides.
1.3	**Identify complex feelings**	
	Examples: Use varied NMF to express sorrow, concerns, happy, pleased, delighted, amazed, problems, etc.	
1.4	**Recognise all signed and other non verbal cultural conventions**	
	Examples: Cultural conventions is a set agreed, stipulated or generally accepted standards among Deaf people, often taking the form of a custom for example – shake hand, touch for attention, waving for attention, eye gaze in taking turns, nodding/shaking head to maintain conversations, shrugging, etc.	

Learning outcome 2 – Be able to understand signed communication in a wide range of complex work situations.

2.1	**Identity from complex language of any speed or length**	
	a. complex information	Deep and wide range of information provided by a signer.
	b. general meaning	Identify and recognise the overall meaning of presentation, discussion or conversation.
	c. specific details	Identify and recognise the specific details of presentation, discussion, conversation or instructions/advice and opinions of others.
	d. complex questions or enquiries	Questions asked by others or enquired by others. Examples: rhetorical questions, open and closed questions, follow up questions, probing questions.
	e. complex comments or responses	Recognise and identify comments or responses by others.
	f. complex arguments or lines of reasoning	Recognise and identify arguments or lines of reasoning from others.
	g. complex instructions	Recognise and identify and respond details of instructions by others.
	h. complex advice	Recognise and identify and respond details of advice by others.
	i. complex requests and their urgency or priority	Act upon requests from others and differ from urgency or priority.
	j. complex requirements or needs	Act upon requirements or needs by others.
2.2	**Recognise opinions**	
	Examples Identify opinion of other people on how they feel and think.	

2.3	**Relay information from ISL into his/her own language**
	Examples • If the candidate's first language is ISL, they receive in ISL and pass the information in ISL. • If the candidate's first language is English, they receive in ISL and then write (relay) the information in English. **Examples** • If the candidate's first language is English, they can watch a discussion, presentation, video clip or broadcast in ISL and write a summary. • If the candidate's first language is ISL, they can watch a discussion, presentation, video clip or broadcast in ISL and film or give a summary in ISL. **Note: From the ITN website there may be opportunities to do this evidence and using government, public bodies leaflets from NHS and County Councils. ITV Signpost.**

Learning outcome 3 – Be able to understand a complex range of vocabulary and technical language.

3.1	**Recognise a wide and complex range of vocabulary**	
	a. signs to deal with most matters relevant to his/her work	Identify and recognise everyday and key – work vocabulary relevant to his/her work.
	b. currently-used colloquialisms/idiosyncratic signs used socially and in relevant business contexts	Bizarre, cranky, curious, eccentric, erratic, freakish, odd, peculiar, quaint, queer, quirky, singular, strange, unnatural, unusual, weird, (peculiar to the individual) – colloquialisms – kick the bucket, dead to the world, let your hair down.
	c. less common technical terms within his/her area of work	Less common key – work vocabulary related to your vocabulary or work area.
	d. most signs used for linking and sequencing	Connectors – for example, and, next, finally, after, also, too, instead of, on the other hand.
	e. the language of numerical data and statistical information	Enumerators – 1st, 2nd, 3rd, etc. Plurals – went three times to the shops. Fractions – one third, quarter, half; statistics – number of people or items. All numbers – calendar, time, dates, money, weight, measures, size, ages.

Learning outcome 4 – Be able to understand a full range of grammatical forms.

4.1	**Recognise:**	
	a. all verb forms in normal use	Walked, walking, will walk. Been write, writing, will write. Been shop, shopping, will shop.
	b. all sentence structures, except the most complex or obscure	ISL grammar and structure to be of Level 6 standard and clear handshapes, fluency, flow, pace and movement. Obscure – not clearly understood or expressed; unclear; confusing; difficult to understand.
	c. a wide range of structures to denote: • standard sign language • Colloquial/idiosyncratic signs • formal register • informal register	ISL language at Level 6 standard to include idioms, style, peculiar to the individual in formal or informal styles and register.

Learning outcome 5 – Be able to use reference sources.

5.1	**Use language reference sources effectively to confirm or clarify meaning of sign in complex usage**
	Examples If a candidate is watching a video clip/discussion in ISL and does not understand a sign, they should find out what this sign means. They could do this by: • Using various websites. • Using reference books for example Dictionary of Irish Sign Language. • Using DVDs, video tapes. • Asking role models – Deaf people, Deaf presenters on TV, Teachers, Assessors, Internal Verifiers. • Asking other people who have Level 6 or above – peers, communicators, interpreters. The candidate should show the reference source they have used in their portfolio and include it on the assessment and feedback record sheet

Level 6 NVQ Certificate in Irish Sign Language

Unit ISL601

ASSESSMENT SPECIFICATION

Candidates' evidence will be collected in a portfolio which must meet the evidence requirements listed below.

The evidence will be:

a) internally assessed and
b) internally quality assured

by appropriately qualified staff from the centre.

External quality assurance will be provided by a Signature External Verifier. CILT's assessment strategy (March 2010) will be followed, adopting most elements of the 'NVQ Code of Practice 2007'.

Candidates' results will be not confirmed until all of the above processes have been completed.

Evidence requirements

Evidence can be generated by candidates in the workplace or other (e.g. social) contexts. Alternatively, assessment opportunities can be created in the classroom. Classroom-based assessments may simulate external environments, or can focus on an exchange of learners' views and opinions on a range of topics, but the use of language must be spontaneous, i.e. not rehearsed.

It is likely that assessment evidence, whatever its origin, will show understanding of the following, when expressed in ISL:

- information and personal opinion
- debate with others whose views may differ
- arguments in support of own views

- reason with others when persuasion is required
- response to enquiries, advice and instruction.

During the initial assessment-planning discussion, the candidate and their assessor should identify opportunities for collecting evidence, and learning gaps that need to be filled.

Candidates must satisfy the assessor that they have understood **all** of the assessment criteria on pages 2-3 and can understand ISL to the required standard:

- at any speed and whatever the length
- in most work and social situations
- using technical vocabulary and complex grammatical structures as needed.

The candidate must therefore cover each assessment criterion **at least twice** across the whole portfolio**.** This must be recorded on the Candidate Assessment Record (CAR) form on page 13.

Assessment summary

1.	Total evidence required for this unit	A total of at least **45 minutes** of ISL receptive skills, this can include live observations also. It is recommended that evidence clips are around 6-7 minutes each but can be more/less than this as long as the 45 minutes is covered.
2.	Total number of pieces of evidence required for this unit	At least **eight pieces of receptive evidence,** this **must** include at least one live observation also. **At least six** of the eight pieces of receptive evidence should be recorded on video/DVD. *NB. evidence for receptive skills can also be used for productive skills where relevant.*
3.	Breadth of vocabulary shown across evidence	**At least two** distinct vocabulary areas or contexts.
4.	Coverage of assessment criteria	Evidence must show that each assessment criterion has been achieved on **at least two occasions**, i.e. at least two ticks in each column on the CAR Form.

Unit ISL601 – Understand complex Irish Sign Language in a wide range of work situations (receptive skills)

CANDIDATE ASSESSMENT RECORD (Receptive)

Candidate name:……..Assessor name:……..

Evidence Date	Portfolio Reference		Evidence Type*	Evidence Title	Assessment criteria – **must tick at least twice in each column.**																										
	Page No	Clip No			**1.1**			**1.2**			**1.3**	**1.4**	**2.1**										**2.2**	**2.3**	**3.1**					**4.1**			**5.1**
					a	b	c	a	b	c			a	b	c	d	e	f	g	h	i	j			a	b	c	d	e	a	b	c	

***FC** = film clip, **Ob** = Observation, **S** = Simulated, **L** = Live, **WP** = Written Product, **Q** = Question / What If, **PD** = Professional Discussion, **WS** = Witness Statement

Candidate's signature: …… Date completed: ……

I confirm that the evidence is authentic work ofthe candidate. Teacher-assessor's signature: ……

IV signature & date if sampled from this unit: ……
Confirmed by initials and date at end of respective line.

UNIT SPECIFICATION

Unit ISL602 – Use complex Irish Sign Language in a wide range of work situations

(RQF Unit Number: H/601/9279)

Productive skills

Note:

The natural context for using Irish Sign Language (ISL) is in conversations, discussions, and presentations, i.e. in two-way communication. The best approach to teaching is therefore to work through both units at the same time, covering receptive and productive linguistic issues together.

Assessment evidence drawn from situations involving two-way communication can be used for both Receptive and Productive units, provided that the standard of ISL used meets the requirements for Level 6 in both areas. Candidates should also receive the appropriate amount of teaching before starting the assessment to ensure requirements for level 6 are met. Training could be classroom based lessons.

Unit aim/purpose

The aim of this unit is to enable the candidate to use complex ISL in the context of a range of work and social.

Overview

You can communicate fluently over extended periods with only occasional inaccuracy - which you can usually correct. You can discuss all topics within your field, even when abstract or complex, and keep the conversation going smoothly. You can use your language skills to develop relationships with individuals and groups, and also, if required, negotiate in formal

meetings to reach decisions or solve problems. You can use the telephone, videophone and other web-based technology confidently and effectively.

The recommended guided learning hours are **90** hours as shown below:

Guided learning hours (GLH)	Additional study hours	Total learning time	Credit value at Level 6
90	90	180	18

Learning outcomes On completion of this unit, the learner will:	Assessment criteria On completion of this unit, the learner can:
1. Be able to maintain social and professional relationships using ISL	1.1 Take an active role in social situations by: a. setting people at ease b. including newcomers c. contributing spontaneously to meetings or discussions d. developing or challenging other people's comments or arguments e. taking the lead when appropriate f. finding alternative ways to express unfamiliar terms 1.2 Use all signed and other non verbal cultural conventions
2. Use complex sign language to communicate fluently over extended periods on all topics within his/her field of work in a range of situations	2.1 Make complex presentations using factual information to support theories and ideas 2.2 Express: a. complex proposals or suggestions b. complex instructions or advice c. complex requests or enquiries d. complex beliefs or opinions e. complex feelings 2.3 Relay information from his/her own language into ISL 2.4 Maintain fluency even in extended contributions 2.5 Maintain grammatical accuracy even when talking about his/her own area of expertise 2.6 Use accurate articulation and stress
3. Be able to use a complex range of vocabulary and technical language	3.1 Use a wide and complex range of vocabulary: a. signs to deal with most matters relevant to his/her work b. currently-used colloquial/idiosyncratic signs c. less common technical terms within his/her area of

Learning outcomes On completion of this unit, the learner will:	Assessment criteria On completion of this unit, the learner can:
	d. most linking and sequencing signs and conventions e. the language of numerical data and statistical information
4. Be able to use a full range of grammatical forms	4.1 Use a full range of grammatical forms a. all verb forms in normal use b. all sentence structures, except the most complex or c. a wide range of structures to denote: • standard sign language • colloquial/idiosyncratic signs • formal register • informal register
5. Be able to use reference sources	5.1 Use language reference sources effectively to confirm or clarify meaning of signs in complex usage

Content

ISL productive skills (Level 6)

It is expected that while studying for this unit learners will demonstrate their knowledge and understanding of the required elements of ISL Sign Linguistics in a range of practice settings, by communicating with others in ISL, to show their ability to convey a message appropriately.

When they are ready for assessment, learners will provide recorded evidence of their knowledge and understanding through demonstrating their productive skills (i.e. their ability to communicate in ISL) in a variety of settings (see assessment criteria on pages 2-3).

Vocabulary

The learner should be able to demonstrate his/her ability to communicate with others on a wide range of issues, including technical language relating to the workplace. An appropriate range of areas of vocabulary must be demonstrated in the assessment. Some examples are provided in the Resource Pack for Level 6 NVQ Certificate in Irish Sign Language on our website www.signature.org.uk.

Knowledge and understanding

Knowledge and understanding is not assessed separately, but through achievement of the assessment criteria on pages 2-3.

At Level 6, the learner will be able to demonstrate 1 – 13 shown on the next page:

- clearly, fluently and accurately
- in a wide range of situations
- using complex language as needed.

K1 Take an active role in social situations, setting people at ease and including newcomers.

K2 Use the right signed and other non verbal polite conventions.

K3 Contribute spontaneously to meetings and discussions, leading if appropriate.

K4 Develop or challenge other people's comments and arguments.

K5 Make complex presentations using factual information to support theories and ideas.

K6 Make complex proposals or suggestions and give instructions and advice.

K7 Make complex requests and enquiries.

K8 Express complex beliefs, feelings and opinions.

K9 Use register, technical language and idiom as appropriate to the subject matter, context and your relationship with others.

K10 Find alternative ways to express unfamiliar terms.

K11 Maintain fluency in extended contributions, and accuracy when operating within your area of expertise.

K12 Use accurate articulation and stress which put no strain on other people's understanding.

K13 If appropriate, relay information informally across languages.

Explanation of assessment criteria

Learning outcome 1 – Be able to maintain social and professional relationships using ISL.

1.1	**Take an active role in social situations**	
	a. setting people at ease	How to welcome people and make them comfortable, introduce yourselves.
	b. including newcomers	Same as 1.1 a. but ensure newcomers have been introduced and given induction to the building, etc.
	c. contributing spontaneously to meetings or discussions	Able to contribute to meetings or discussions giving own opinions, views, feelings and facts.
	d. developing or challenging other people's comments or arguments	Able to explain and challenge other people's comments or arguments with own views, feelings and opinions.
	e. taking the lead when appropriate	Able to divert conversations onto something else or take lead on discussions and conversations.
	f. finding alternative ways to express unfamiliar terms	Find different ways to explain or express yourself with unfamiliar vocabulary that you are not sure of.
1.2	**Use all signed and other non verbal cultural conventions**	
	Example Cultural conventions is a set agreed, stipulate or generally accepted standards among Deaf people, often taking the form of a custom for example – shake hand, touch for attention, waving for attention, eye gaze in taking turns, nodding/shaking head to maintain conversations, shrugging, etc.	

Learning outcome 2 – Use complex sign language to communicate fluently over extended periods on all topics within his/her field of work in a range of situations.

2.1	**Make complex presentations using factual information to support theories and ideas**	
	Example Plan and prepare complex presentation using information that is accurate to support theories and ideas that you have to inform others.	
2.2	**Express:**	
	a. complex proposals or suggestions	Able to make a proposal or suggestions – to plan and explain details of proposals or suggest something for the good of something or others.
	b. complex instructions or advice	Able to give instructions or advice to others.
	c. complex requests or enquiries	Able to ask for something that you want or need or find out something by asking some searching questions.
	d. complex beliefs or opinions	Able to explain your belief or opinions to others.
	e. complex feelings	Explain or state your feelings about something with mood, emphasis on action verbs using NMF and emotions.

2.3	**Relay information from his/her own language into ISL**
	Examples • If the candidate's first language is ISL, they receive in ISL and pass the information in ISL. • If the candidate's first language is English, they read in English and then sign (relay) the information in ISL. **Examples** - The candidate could read a newspaper article, leaflet or short report and relay this into ISL for a Deaf friend/colleague/assessor. - The candidate could watch a TV programme/ video clip (e.g. internet, DVD) and relay message into ISL to a Deaf friend/colleague/assessor. - There could be a discussion between two hearing colleagues and the candidate could relay the information into ISL for a Deaf friend/colleague/assessor.
2.4	**Maintain fluency even in extended contributions**
	Examples Delivery of ISL has to be fluent with clear and smooth ISL handshapes, with little errors, and in the right emphasis with mood, movement and grammar, even when discussing varied vocabulary off the point of discussions.
2.5	**Maintained grammatical accuracy even when talking about his/her own area expertise**
	Examples Delivery of ISL has to be clear ISL handshapes, with clarity, with little errors, and in the right emphasis with mood, movement and grammar whilst signing within your expertise areas keeping correct key work related vocabulary or technical language.
2.6	**Use accurate articulation and stress**
	Examples Delivery of ISL has to be clear ISL handshapes, with clarity, with little errors, and in the right emphasis with mood, movement and grammar.

Learning outcome 3 – Be able to use complex range of vocabulary and technical language.

3.1	**Use a wide and complex range of vocabulary**	
	a. signs to deal with most matters relevant to his/her work	Everyday and key-work vocabulary and technical language related to his/her work.
	b. currently-used colloquial/idiosyncratic signs	Bizarre, cranky, curious, eccentric, erratic, freakish, odd, peculiar, quaint, queer, quirky, singular, strange, unnatural, unusual, weird, (peculiar to the individual) – colloquialisms – kick the bucket, dead to the world, let your hair down.
	c. less common technical terms within his/her area of work	Less common key-work vocabulary related to your vocabulary or work area.
	d. most linking and sequencing signs and conventions	Connectors – for example, and next, finally, after, also, too, instead of, on the other hand. Conventions - cultural behaviour – head nodding/shaking, touching, waving, pauses, eye gaze to take turns from others.
	e. the language of numerical data and statistical information	Enumerators – 1st, 2nd, 3rd, etc. Plurals - I went three times to the shops. Fractions – one third, quarter, half. Statistics – number of people or items. All numbers – calendar, time, dates, money, weight, measures, size, ages, retired, young people, toddlers.

Learning outcome 4 – Be able to use a full range of grammatical forms.

4.1	**Use a full range of grammatical forms**	
	a. all verb forms in normal use	Walked, walking, will walk, been walk. Been write, writing, will write, been wrote. Been shop, shopping, will shop.
	b. all sentence structures, except the most complex or obscure	ISL grammar Obscure – not clearly understood or expressed; unclear; confusing; difficult to understand.
	c. a wide range of structures to denote: • standard sign language • colloquial/idiosyncratic signs • formal register • informal register	ISL language at Level 6 standard to include idioms, style, peculiar to the individual in formal or informal styles and register.

Learning outcome 5 – Be able to use reference sources.

5.1	**Use language reference sources effectively to confirm or clarify meaning of signs in complex usage**
	Examples Candidate wants to use signs to produce for their evidences to give examples of how they can go about it to research or look up or ask others. Resources – links on websites, books, dictionaries, deaf people, teachers, assessors, internal verifers, external verifers, interpreters, CSWs, CD ROMs, Videos/DVDS. • Use various websites. • Use reference books for example Dictionary of Irish Sign Language. • Use DVDs, video tapes (there are old ones about). • Ask role models – Deaf people, Deaf presenters on TV, Teachers, Assessors, Internal Verifiers. • Ask other people who have Level 3 or above – peers, communicators, interpreters.

Level 6 NVQ Certificate in Irish Sign Language

Unit ISL602

ASSESSMENT SPECIFICATION

Candidates' evidence will be collected in a portfolio which must meet the evidence requirements listed below.

The evidence will be:

a) internally assessed and
b) internally quality assured

by appropriately qualified staff from the centre.

External quality assurance will be provided by a Signature External Verifier. CILT's assessment strategy (March 2010) will be followed, adopting most elements of the 'NVQ Code of Practice 2007'.

Candidates' results will not be confirmed until all of the above processes have been completed.

Evidence requirements

Evidence can be generated by candidates in the workplace or other (e.g. social) contexts. Alternatively, assessment opportunities can be created in the classroom. Classroom-based assessments may simulate external environments, or can focus on an exchange of learners' views and opinions on a range of topics, but the use of language must be spontaneous, i.e. not rehearsed.

It is likely that assessment evidence, whatever its origin, will show understanding of the following, when expressed in ISL:

- information and personal opinion
- debate with others whose views may differ
- arguments in support of own views

- reason with others when persuasion is required
- response to enquiries, advice and instruction.

During the initial assessment-planning discussion, the candidate and their assessor should identify opportunities for collecting evidence, and learning gaps that need to be filled.

Candidates must satisfy the assessor that they have understood all of the assessment criteria on pages 2-3 and can use ISL to the required standard:

- clearly, fluently and accurately
- in a wide range of situations
- using complex language as needed.

The candidate must therefore cover each assessment criterion **at least twice** across the whole portfolio**.** This must be recorded on the Candidate Assessment Record (CAR) form on page 14.

Assessment evidence summary

1.	Total evidence required for this unit	A total of at least **45 minutes** of ISL productive skills, this can include live observations also.
2.	Total number of pieces of evidence required for this unit	At least **eight pieces of productive evidence,** this **must** include at least one live observation. **At least six** of the eight pieces of productive evidence should be recorded on video/DVD. *NB. Evidence for productive skills can also be used for receptive skills where relevant.*
3.	Breadth of vocabulary shown across evidence	**At least two** distinct subject areas or contexts.
4.	Coverage of assessment criteria	Evidence must show that each assessment criterion has been achieved on **at least two occasions**, i.e. at least two ticks in each column on the CAR Form.

Unit ISL602 – Use complex Irish Sign Language in a wide range of work situations (productive skills)

CANDIDATE ASSESSMENT RECORD (Productive)

Candidate name:……..Assessor name:……..

Evidence Date	Portfolio Reference		Evidence Type*	Evidence Title	Assessment criteria – **must tick at least twice in each column.**																									
	Page No	Clip No			**1.1**						**1.2**	**2.1**	**2.2**					**2.3**	**2.4**	**2.5**	**2.6**	**3.1**					**4.1**			**5.1**
					a	b	c	d	e	f			a	b	c	d	e					a	b	c	d	e	a	b	c	

***FC** = film clip, **Ob** = Observation, **S** = Simulated, **L** = Live, **WP** = Written Product, **Q** = Question / What If, **PD** = Professional Discussion, **WS** = Witness Statement

Candidate's signature: …… Date completed: ……

I confirm that the evidence is authentic work ofthe candidate. Teacher-assessor's signature: ……

IV signature & date if sampled from this unit: ……

Confirmed by initials and date at end of respective line.

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