



Advancing Communication  
between  
Deaf and Hearing People

---

## NEW QUALIFICATIONS 2006

Qualification and Unit Structure  
Summary of Content  
QCA Accreditation Numbers\*

**Version 3: August 2006**

*\*This booklet will be updated regularly as qualification accreditation is received from QCA. The QCA accreditation number will be inserted at the top of each entry in the booklet. Please check the CACDP website for updates. **New information in this version is highlighted.***

# CONTENTS

Qualification Code	Level	Qualification Title	Units		Page No
			Number of Units	Unit Codes	
DAC1	1	<b>Level 1 Certificate in Developing Awareness and Communication with Deaf and Deafblind People</b>	2	K101 T101	3
BSL1 ISL1	1	<b>Level 1 Certificate in British/Irish Sign Language</b>	3	BSL101/ISL101 BSL102/ISL102 BSL103/ISL103	18
CDA2	2	<b>Level 2 Certificate in Communication with Deaf People</b>	2	K201 T201	4
CDB2	2	<b>Level 2 Certificate in Communication with Deafblind People</b>	2	K202 T201	13
CDC2	2	<b>Level 2 Certificate in Communicating with Deafblind People (Manual)</b>	3	K202 T201 T202	14
BSL2 ISL2	2	<b>Level 2 Certificate in British/Irish Sign Language</b>	3	BSL201/ISL201 BSL202/ISL202 BSL203/ISL203	19
LHB2	2	<b>Level 2 Certificate in The Living History of BSL</b>	2	LH201 LH202	20
FLS3	3	<b>Level 3 Certificate in Facilitating Communication with Deaf People (Lipspeaking Skills)</b>	3	L304 P301 T301	5
FMN3	3	<b>Level 3 Certificate in Facilitating Communication with Deaf People (Manual Notetaking Skills)</b>	3	L304 P301 T302	7
FEN3	3	<b>Level 3 Certificate in Facilitating Communication with Deaf People (Electronic Notetaking Skills)</b>	3	L304 P301 T302	9
FDB3	3	<b>Level 3 Certificate in Facilitating Communication with Deaf People</b>	3	L304 P301 T304	15
FBS3	3	<b>Level 3 Certificate in Facilitating Communication with Deaf People (BSL)</b>	4	L301 L303 P301 T306	24
FBE3	3	<b>Level 3 Certificate in Facilitating Communication with Deaf People (BSL and English)</b>	4	L301 L304 P301 T305	25
LLS3	3	<b>Level 3 Certificate for Lipspeakers</b>	4	L304 P301 T301 P302	6
LMN3	3	<b>Level 3 Certificate for Manual Notetakers</b>	4	L304 P301 T302 P302	8
LEN3	3	<b>Level 3 Certificate for Electronic Notetakers</b>	4	L304 P301 T302 P302	10

Qualification Code	Level	Qualification Title	Units		Page No
			Number of Units	Unit Codes	
LST3	3	<b>Level 3 Certificate for Speech to Text Reporters</b>	4	L304 P301 T307 P302	11
LDB3	3	<b>Level 3 Certificate for LSPs with Deafblind People (Manual)</b>	4	L304 P301 T304 P302	16
MET3	3	<b>Level 3 Certificate in Modifying Written English Texts for Deaf People</b>	2	L304 T303	12
KDB3	3	<b>Level 3 Certificate in Insights into Communication with Congenitally Deafblind People</b>	2	K202 K301	17
BSL3 ISL3	3	<b>Level 3 Certificate in British/Irish Sign Language</b>	2	BSL301/ISL301 BSL302/ISL302	22
BSN3 ISN3	3	<b>Level 3 NVQ in British/Irish Sign Language</b>	2	BSNL3/ISNL3 BSNS3/ISNL3	21
LCD3	3	<b>Level 3 Certificate in the Language and Culture of Deaf People</b>	2	L301 L302	23
BSN4 ISN4	4	<b>Level 4 NVQ in British/Irish Sign Language</b>	2	BSNL4/ISNL4 BSNS4/ISNS4	26
INT4	4	<b>Level 4 NVQ in Interpreting (BSL/English)</b>	5	INTA1 INTB1 INTC1 INTD1 INTE1 <i>or</i> INTG	27-28

For information on CACDP **fees** click on this link  
[http://www.cacdp.org.uk/test/Qual\\_Training/PDFs/Fees200724July06.pdf](http://www.cacdp.org.uk/test/Qual_Training/PDFs/Fees200724July06.pdf)

## Introduction

This booklet contains information about CACDP's new qualifications.

In some cases, the new qualification directly replaces an existing one, and has a familiar title. In other cases, where the content has been revised, the qualification has a new title. All qualifications are in units, and some units appear in more than one qualification. Some qualifications are completely new, and reflect the needs of users expressed during the consultation exercises carried out in 2005-06.

New Level 1 and 2 qualifications will be available from September 2006. Most new Level 3 qualifications, especially those that replace existing qualifications (see table below), will be available by the end of 2006. Some new Level 3 qualifications will become available in 2007. The web-version of this booklet will be updated to show developments over the next few months.

<b>CACDP qualifications to be withdrawn</b>			
These qualifications will no longer be offered after the accreditation end date shown below.			
<b>Qualification title</b>	<b>Accreditation end date</b> (last date for exam entries/candidate registration)	<b>Final assessment date</b> (last date for examinations/assessments)	<b>Replacement qualification code(s)</b> (see booklet for details)
Level 1 Certificate in Deaf Awareness	30/9/06	31/12/06	DAC1
Level 1 Certificate in Communication Tactics with Deaf People	30/9/06	31/12/06	DAC1
Level 1 Certificate in Deaf Community and Culture	30/9/06	31/12/06	DAC1
Level 1 Certificate in Deafblind Awareness	30/9/06	31/12/06	DAC1
Level 2 Certificate in Notetaking for Deaf People	31/10/06	31/12/06*	CDA2
Level 2 Certificate in Electronic Notetaking for Deaf People	31/10/06	31/12/06*	CDA2
Level 2 Certificate in Lipspeaking	30/09/06	31/12/06	CDA2
Level 2 Certificate in Deafblind Support Work	31/1/07	31/12/06	CDB2, CDC2
Level 3 Certificate in Lipspeaking	31/10/06	31/12/06	FLS3, LLS3
Level 3 Certificate in Communicating and Guiding Skills with Deafblind People	30/9/06	31/12/06	CDC2, FDB3, LDB3
Level 4 Certificate in Deafblind Interpreting (Manual)	Withdrawn		LDB3

*\*Last date for written paper. Candidates must submit portfolios by 31 December 2007.*

In this booklet, the term 'deaf' relates to some or all of the following: deaf, deafened, deafblind, hard of hearing people, Deaf BSL users, Deaf visually impaired people, blind hearing impaired and people with congenital deafblindness. Where the specific focus of a qualification or unit relates to the preferred language of a group of deaf people, this will be made clear.

# ALL LANGUAGE PREFERENCES

## Level 1 Qualifications

**QCA Accreditation Number: 500/1039/6**

**Qualification Code: DAC1**

### **CACDP Level 1 Certificate in Developing Awareness and Communication with Deaf and Deafblind People**

This qualification is designed to give learners an introduction to and a basic knowledge of the whole range of D/deaf and deafblind people (i.e. deaf, deafened, deafblind, hard of hearing people, Deaf BSL users, Deaf visually impaired people, blind hearing impaired and people with congenital deafblindness). It assumes no previous experience or knowledge.

Candidates must achieve both units below for the full qualification. Units may be taken separately and in any order.

#### **K101**

#### **Deaf and Deafblind Awareness**

Know about all the different types of deaf and deafblind people, what is acceptable terminology and understanding their preferred communication methods. Know what discrimination means and how to avoid difficulties that affect deaf and deafblind people's access to communication. This unit also covers technical aids, Language Service Professionals (LSPs) and the national organisations which work with deaf and deafblind people.

#### **T101**

#### **Communication Tactics with Deaf and Deafblind People**

Basic skills for communicating with deaf or deafblind people; show understanding of how and when a range of tactics can be used to communicate with deaf and deafblind people.

*Available from September 2006*

# COMMUNICATING THROUGH ENGLISH

## Level 1 Qualifications

See page 3 (All Language Preferences).

## Level 2 Qualifications

QCA Accreditation Number: *awaiting accreditation*

Qualification Code: CDA2

### CACDP Level 2 Certificate in Communication with Deaf People

This qualification is designed firstly to give learners knowledge about communication with all types of D/deaf and deafblind people. Secondly it gives learners the skills necessary to communicate, on a one-to-one basis and with a degree of confidence, with deaf and deafblind people whose preferred language is English. The practical skills unit focuses on communicating with people who rely on lipreading. Learners will find it beneficial if they have achieved the CACDP Level 1 Certificate in Developing Awareness and Communication with Deaf and Deafblind People (DAC1) before they start this qualification.

Candidates must achieve both units below for the full qualification. Units may be taken separately and in any order.

**K201**

### Understanding Communication with Deaf People

This unit explores in detail how deaf people who use English, Deaf BSL users and deaf ethnic minority groups access spoken and written English. The different communication methods used to access English from many different perspectives are explored. This unit also includes what causes deafness and its effect on the individual. It investigates how the reactions and attitudes of society can cause barriers to communication and affect the deaf person's well-being.

**T201**

### Communicating with Deaf and Deafblind People (ACE)

The focus of this unit is effective communication skills with deaf or deafblind people whose preferred language is English. This unit does not include use of the Deafblind Manual, and focuses on communicating with people who have acquired deafness or deafblindness and who rely on clear speech and lipreading.

*Available from September 2006*

## Level 3 Qualifications

### a) Lipspeaking

<b>QCA Accreditation Number: <i>awaiting accreditation</i></b>
<b>Qualification Code: FLS3</b> <b>CACDP Level 3 Certificate in Facilitating Communication with Deaf People (Lipspeaking Skills)</b>
<p>This qualification is for people who use the skills of lipspeaking as part of their everyday life or job, but who do not wish at this stage to become a Language Service Professional (LSP) Lipspeaker.</p> <p>Candidates must achieve all three units below for the full qualification. <b>Units may be taken separately, but it is recommended that L304 is taken before T301. Candidates must have achieved CDA2, or CACDP Level 2 Certificate in Lipspeaking, before starting this qualification.</b></p>
<b>L304</b> <b>Accessible English for Deaf and Deafblind People</b>
<p>The aim of this unit is to develop the learner's knowledge and understanding of the English language and of the experiences of D/deaf and deafblind people in accessing spoken and written English. It includes learning about how D/deaf and deafblind people access spoken and written English, and the features of English which are likely to present particular difficulty:</p> <ul style="list-style-type: none"><li>• accessing spoken English through lipreading/speechreading/tactile methods;</li><li>• accessing spoken English through the use of signs and cues;</li><li>• accessing written English through reading.</li></ul>
<b>T301</b> <b>Lipspeaking Skills and Strategies</b>
<p>This unit is designed to provide learners with technical knowledge and skills in lipspeaking. These are the skills required of professional Lipspeakers as well as those who provide lipspeaking support as part of their role when facilitating access to spoken language for deaf people who rely on lipreading.</p>
<b>P301</b> <b>Professional Issues in Facilitating Communication with Deaf and Deafblind People</b>
<p>This unit aims to introduce learners to the professional principles and practices of LSPs and others who facilitate communication between D/deaf (including deafblind people) and hearing people. It covers the range of roles and responsibilities of LSPs and others for whom facilitating communication is one of their roles. The LSP provides a language and communication service. There are a number of established LSP roles where there is agreement as to what they do, what training they need, what qualifications they need and whether there should be a registration system. There are other roles which are not yet established or recognised as LSPs but which may become so in future. There are also other professional roles which provide services to D/deaf and deafblind people, for example as teachers, educational communication support workers and community workers, and which entail some responsibilities for facilitating access without the post-holder being employed as a LSP.</p>
<b><i>Prerequisite: CDA2 or CACDP Level 2 Certificate in Lipspeaking</i></b>
<i>Available from December 2006</i>

QCA Accreditation Number: *awaiting accreditation*

Qualification Code: LLS3  
CACDP Level 3 Certificate for Lipspeakers

This qualification is the professional qualification for Lipspeakers. It replaces the current qualification. It contains knowledge, skills and competences, and professional practice.

Candidates must achieve all four units below for the full qualification. Units T301, L304, and P301 make up a separate qualification (see Qualification Code FLS3 on page 5). **Units may be taken separately, but it is recommended that L304 is taken before T301.** P302 is the final unit, as it further develops the knowledge and skills acquired in earlier units and applies them in real-life situations which demonstrate that the LSP is 'safe to practise' with regards to competences and professional practice.

**Candidates must have achieved CDA2, or CACDP Level 2 Certificate in Lipspeaking, before starting this qualification.**

<p><b>P301</b> Professional Issues in Facilitating Communication with Deaf and Deafblind People <i>See FLS3 on page 5</i></p>	<p><b>T301</b> Lipspeaking Skills and Strategies <i>See FLS3 on page 5</i></p>	<p><b>L304</b> Accessible English for Deaf and Deafblind People <i>See FLS3 on page 5</i></p>
---------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------

**P302**  
Professional Practice for Language Service Professionals

The aim of this unit is to provide learners with the knowledge and skills relating to the competences and professional practice required of the professional LSP. It is the final unit making up the professional qualification for a LSP. This professional practice unit provides evidence that the candidate is safe to practise as a LSP in their chosen role.

***Prerequisite: CDA2 or CACDP Level 2 Certificate in Lipspeaking***

*Available from December 2006*

## b) Notetaking

QCA Accreditation Number: *awaiting accreditation*

Qualification Code: FMN3

### CACDP Level 3 Certificate in Facilitating Communication with Deaf People (Manual Notetaking Skills)

This qualification is for people who use the skills of notetaking as part of their everyday life or job, but who do not at this stage wish to become a Language Service Professional (LSP) Notetaker.

Candidates must achieve all three units below for the full qualification. Units may be taken separately, but it is recommended that L304 is taken before T302. Candidates must have achieved CDA2, or CACDP Level 2 Certificate in Notetaking, before starting this qualification.

#### L304

#### Accessible English for Deaf and Deafblind People

The aim of this unit is to develop the learner's knowledge and understanding of the English language and of the experiences of D/deaf and deafblind people in accessing spoken and written English. It includes learning about how D/deaf and deafblind people access spoken and written English, and the features of English which are likely to present particular difficulty:

- accessing spoken English through lipreading/speechreading/tactile methods;
- accessing spoken English through the use of signs and cues;
- accessing written English through reading.

#### T302

#### Notetaking Skills and Strategies (Manual Output)

This unit is designed to provide learners with technical knowledge and skills in manual notetaking. These are the skills required of professional Manual Notetakers (precis) as well as those who provide notetaking support as part of their role.

#### P301

#### Professional Issues in Facilitating Communication with Deaf and Deafblind People

This unit aims to introduce learners to the professional principles and practices of LSPs and others who facilitate communication between D/deaf (including deafblind people) and hearing people. It covers the range of roles and responsibilities of LSPs and others for whom facilitating communication is one of their roles. The LSP provides a language and communication service. There are a number of established LSP roles where there is agreement as to what they do, what training they need, what qualifications they need and whether there should be a registration system. There are other roles which are not yet established or recognised as LSPs but which may become so in future. There are also other professional roles which provide services to D/deaf and deafblind people, for example as teachers, educational communication support workers and community workers, and which entail some responsibilities for facilitating access without the post-holder being employed as an LSP.

**Prerequisite: CDA2 or CACDP Level 2 Certificate in Notetaking**

*Available from December 2006*

QCA Accreditation Number: *awaiting accreditation*

**Qualification Code: LMN3**  
**CACDP Level 3 Certificate for Manual Notetakers**

This qualification is the professional qualification for Manual Notetakers. It replaces the current qualification at Level 2. It contains knowledge, skills and competences, and professional practice. This qualification is similar to that for Electronic Notetakers. Candidates can achieve the technical unit T302 with either a manual or an electronic output. Depending on which they use in the assignments in P302, they will be awarded either a Level 3 Certificate for Manual Notetakers or a Level 3 Certificate for Electronic Notetakers.

Candidates must achieve all four units below for the full qualification. Units T302, L304, and P301 make up a separate qualification (see Qualification Codes FMN3 and FEN3. **Units may be taken separately, but it is recommended that L304 is taken before T302.** P302 is the final unit, as it further develops the knowledge and skills acquired in earlier units and applies them in real-life situations which demonstrate that the LSP is 'safe to practise' with regards to competences and professional practice.

**Candidates must have achieved CDA2, or CACDP Level 2 Certificate in Notetaking, before starting this qualification.**

<p><b>P301</b> <b>Professional Issues in Facilitating Communication with Deaf and Deafblind People</b> <i>See page 7</i></p>	<p><b>T302</b> <b>Notetaking Skills and Strategies (Manual Output)</b> <i>See page 7</i></p>	<p><b>L304</b> <b>Accessible English for Deaf and Deafblind People</b> <i>See page 7</i></p>
--------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------

**P302**  
**Professional Practice for Language Service Professionals**

The aim of this unit is to provide learners with the knowledge and skills relating to the competences and professional practice required of the professional LSP. It is the final unit making up the professional qualification for a LSP. This professional practice unit provides evidence that the candidate is safe to practise as a LSP in their chosen role.

**Prerequisite: CDA2 or CACDP Level 2 Certificate in Notetaking**

*Available from December 2006*

QCA Accreditation Number: *awaiting accreditation*

Qualification Code: FEN3

**CACDP Level 3 Certificate in Facilitating Communication with Deaf People  
(Electronic Notetaking Skills)**

This qualification is for people who use the skills of electronic notetaking as part of their everyday life or job, but who do not at this stage wish to become a Language Service Professional (LSP) Electronic Notetaker.

Candidates must achieve all three units for the full qualification. Units may be taken separately, but it is recommended that L304 is taken before T302. Candidates must have achieved CDA2, or CACDP Level 2 Certificate in Electronic Notetaking, before starting this qualification.

**L304**

**Accessible English for Deaf and Deafblind People**

The aim of this unit is to develop the learner's knowledge and understanding of the English language and of the experiences of D/deaf and deafblind people in accessing spoken and written English. It includes learning about how D/deaf and deafblind people access spoken and written English, and the features of English which are likely to present particular difficulty:

- accessing spoken English through lipreading/speechreading/tactile methods;
- accessing spoken English through the use of signs and cues;
- accessing written English through reading.

**T302**

**Notetaking Skills and Strategies (Electronic Output)**

This unit is designed to provide learners with technical knowledge and skills in electronic notetaking. These are the skills required of professional Electronic Notetakers (precis) as well as those who provide notetaking support as part of their role.

**P301**

**Professional Issues in Facilitating Communication with Deaf and Deafblind People**

This unit aims to introduce learners to the professional principles and practices of LSPs and others who facilitate communication between D/deaf (including deafblind people) and hearing people. It covers the range of roles and responsibilities of LSPs and others for whom facilitating communication is one of their roles. The LSP provides a language and communication service. There are a number of established LSP roles where there is agreement as to what they do, what training they need, what qualifications they need and whether there should be a registration system. There are other roles which are not yet established or recognised as LSPs but which may become so in future. There are also other professional roles which provide services to D/deaf and deafblind people, for example as teachers, educational communication support workers and community workers, and which entail some responsibilities for facilitating access without the post-holder being employed as a LSP.

***Prerequisite: CDA2 or CACDP Level 2 Certificate in Electronic Notetaking***

*Available from December 2006*

QCA Accreditation Number: *awaiting accreditation*

**Qualification Code: LEN3**  
**CACDP Level 3 Certificate for Electronic Notetakers**

This qualification is the professional qualification for Electronic Notetakers. It replaces the current qualification at Level 2. It contains knowledge, skills and competences, and professional practice. This qualification is similar to that for Manual Notetakers. Candidates can achieve the technical unit T302 with either a manual or an electronic output. Depending on which they use in the assignments in P302, they will be awarded either a Level 3 Certificate for Manual Notetakers or a Level 3 Certificate for Electronic Notetakers. Electronic Notetaker candidates are required to have achieved the technical standard in their chosen hardware and software, and the required typing speed, prior to embarking on unit T302.

Candidates must achieve all four units below for the full qualification. Units T302, L304, and P301 make up a separate qualification (see Qualification Codes FMN3 and FEN3). **Units may be taken separately, but it is recommended that L304 is taken before T302.** P302 is the final unit, as it further develops the knowledge and skills acquired in earlier units and applies them in real-life situations which demonstrate that the LSP is 'safe to practise' with regards to competences and professional practice.

**Candidates must have achieved CDA2, or CACDP Level 2 Certificate in Electronic Notetaking, before starting this qualification.**

<p><b>P301</b> <b>Professional Issues in Facilitating Communication with Deaf and Deafblind People</b> <i>See page 9</i></p>	<p><b>T302</b> <b>Notetaking Skills and Strategies (Electronic Output)</b> <i>See page 9</i></p>	<p><b>L304</b> <b>Accessible English for Deaf and Deafblind People</b> <i>See page 9</i></p>
<p><b>P302</b> <b>Professional Practice for Language Service Professionals</b></p> <p>The aim of this unit is to provide learners with the knowledge and skills relating to the competences and professional practice required of the professional LSP. It is the final unit making up the professional qualification for a LSP. This professional practice unit provides evidence that the candidate is safe to practise as a LSP in their chosen role.</p>		
<p><b><i>Prerequisite: CDA2 or CACDP Level 2 Certificate in Electronic Notetaking</i></b></p>		
<p><i>Available from December 2006</i></p>		

## c) Speech to Text Reporting

<p><b>QCA Accreditation Number: <i>awaiting accreditation</i></b></p>		
<p align="center"><b>Qualification Code: LST3</b></p> <p align="center"><b>CACDP Level 3 Certificate for Speech to Text Reporters</b></p> <p>This qualification is the professional qualification for Speech to Text Reporters (STTRs). It is a new qualification. It contains knowledge, skills and competences, and professional practice. The technical unit may be achieved through a recognised provider of training and assessment to verbatim reporters. There is therefore no technical unit shown below. We will specify the required technical standard of verbatim reporting and have already been advised on this. The candidate will then have to apply their verbatim reporting skills within unit P302 in an assignment with deaf people.</p> <p>Candidates must achieve all three units below (plus evidence of technical proficiency) for the full qualification. <b>Units may be taken separately, but it is recommended that L304 is taken before T307.</b> P302 is the final unit, as it further develops the knowledge and skills acquired in earlier units and applies them in real-life situations which demonstrate that the LSP is 'safe to practise' with regards to competences and professional practice.</p>		
<p align="center"><b>L304</b></p> <p align="center"><b>Accessible English for Deaf and Deafblind People</b></p> <p>The aim of this unit is to develop the learner's knowledge and understanding of the English language and of the experiences of D/deaf and deafblind people in accessing spoken and written English. It includes learning about how D/deaf and deafblind people access spoken and written English, and the features of English which are likely to present particular difficulty:</p> <ul style="list-style-type: none"> <li>accessing spoken English through lipreading/speechreading/tactile methods;</li> <li>accessing spoken English through the use of signs and cues;</li> <li>accessing written English through reading.</li> </ul>	<p align="center"><b>T307</b></p> <p align="center"><b>Verbatim Reporting Skills and Strategies</b></p> <p>The professional Speech to Text Reporter will deliver a service that enables the deaf client to keep pace with interaction at a typical spoken rate, delivering the resultant text to the screen at a rate of at least 180 words per minute. The aim of this unit is to provide the technical skills and strategies required for the production of a good quality transcription. The unit does not teach the technical skills for keyboarding or using specific hardware or software.</p>	<p align="center"><b>P301</b></p> <p align="center"><b>Professional Issues in Facilitating Communication with Deaf and Deafblind People</b></p> <p>This unit aims to introduce learners to the professional principles and practices of LSPs and others who facilitate communication between D/deaf (including deafblind people) and others. It covers the range of roles and responsibilities of LSPs and others for whom facilitating communication is one of their roles. The LSP provides a language and communication service. There are a number of established LSP roles where there is agreement as to what they do, what training they need, what qualifications they need and whether there should be a registration system. There are other roles which are not yet established or recognised as LSPs but which may become so in future. There are also other professional roles which provide services to D/deaf and deafblind people, for example as teachers, educational communication support workers and community workers, and which entail some responsibilities for facilitating access without the post-holder being employed as a LSP.</p>
<p align="center"><b>P302</b></p> <p align="center"><b>Professional Practice for Language Service Professionals</b></p> <p>The aim of this unit is to provide learners with the knowledge and skills relating to the competences and professional practice required of the professional LSP. It is the final unit making up the professional qualification for a LSP. This professional practice unit provides evidence that the candidate is safe to practise as a LSP in their chosen role.</p>		
<p align="center"><b>Prerequisite: CDA2</b></p>		
<p align="center"><i>Available from December 2006</i></p>		

## d) Other Qualifications

QCA Accreditation Number: *awaiting accreditation*

### Qualification Code: MET3

#### CACDP Level 3 Certificate in Modifying Written English Texts for Deaf People

The aim of the Level 3 Certificate in Modifying Written English Texts for Deaf People is to enable learners to modify and/or present written English texts in a form which is accessible (readable) by the D/deaf or deafblind person.

The qualification is aimed at those who are engaged in supporting D/deaf and deafblind people in settings where they are required to access written material and where, for whatever reason, the level of literacy and the reading strategies used by the D/deaf or deafblind person, require an alternative presentation of the written material.

The qualification includes background knowledge about why D/deaf and deafblind people need spoken and written English to be modified or presented in appropriate ways which recognise the implications of deafness for accessing spoken language, the limitations of lipreading, the use of writing to provide access to spoken language, and the implications of using sign and other visual cues. These are then dealt with in more detail in the study of the theory and development of practice of modifying written texts.

Candidates must achieve both units below for the full qualification. Units may be taken separately, **but it is recommended that L304 is taken first.**

#### L304

##### Accessible English for Deaf and Deafblind People

The aim of this unit is to develop the learner's knowledge and understanding of the English language and of the experiences of D/deaf and deafblind people in accessing spoken and written English. It includes learning about how D/deaf and deafblind people access spoken and written English and the features of English which are likely to present particular difficulty:

- accessing spoken English through lipreading/speechreading/tactile methods;
- accessing spoken English through the use of signs and cues;
- accessing written English through reading.

#### T303

##### Modifying Written Texts

This unit is designed to provide the knowledge of English language modification and skills in modifying written text which are then applied in the context of a particular role and setting.

*Available from December 2006*

# COMMUNICATING WITH DEAFBLIND PEOPLE

## Level 1 Qualifications

See page 3 (All Language Preferences).

## Level 2 Qualifications

QCA Accreditation Number: *awaiting accreditation*

**Qualification Code: CDB2**

### **CACDP Level 2 Certificate in Communication with Deafblind People**

This qualification is designed to give learners the knowledge and skills necessary to communicate with deafblind people who use English, and will make use of residual sight and hearing to communicate on a one-to-one basis with a degree of confidence. The deafblind experience is explored in depth and the individuality of the dual sensory loss is the priority.

Candidates must achieve both units below for the full qualification. Units may be taken separately and in any order.

Learners will find it beneficial if they have achieved the CACDP Level 1 Certificate in Developing Awareness and Communication with Deaf and Deafblind People (DAC1) before they start this qualification.

**K202**

### **Understanding Communication with Deafblind People**

This theory unit covers all types of deafblindness and all types of common communication methods used by this group. It is the starting point for people who are working with deafblind people.

**T201**

### **Communicating with Deaf and Deafblind People (ACE)**

The focus of this unit is effective communication skills with deaf or deafblind people whose preferred language is English. This unit does not include use of the Deafblind Manual and focuses on communicating with people who have acquired deafness or deafblindness who use clear speech and lipreading.

*Available from September 2006*

QCA Accreditation Number: *awaiting accreditation*

Qualification Code: CDC2

**CACDP Level 2 Certificate in Communicating with Deafblind People  
(Manual)**

This qualification is designed to give learners the knowledge and skills necessary to communicate with deafblind people who use English and the Deafblind Manual alphabet. It builds on the knowledge and skills gained in CACDP Level 2 Certificate in Communication with Deafblind People (CDB2, details on page 13) with which this qualification shares two units (K202 and T201). Guiding is part of this qualification and includes guiding a deafblind person from where they meet within a building to the place of communication in the same building. Emergency guiding is also covered to ensure that the learner knows what to do in case of a fire alarm or other emergency.

Candidates must achieve all three units below for the full qualification. Units may be taken separately, but T201 must be taken before T202.

Candidates for assessment must have sufficient sight or hearing to achieve the objectives listed in unit T202 without assistance.

**K202**

**Understanding Communication with Deafblind People**

This theory unit covers all types of deafblindness and all types of common communication methods used by this group. It is the starting point for people who are working with deafblind people.

**T201**

**Communicating with Deaf and Deafblind People (ACE)**

The focus of this unit is effective communication skills with deaf or deafblind people whose preferred language is English. This unit does not include use of the Deafblind Manual and focuses on communicating with people who have acquired deafness or deafblindness who use clear speech and lipreading.

**T202**

**Deafblind Manual Communication and Guiding**

This practical unit focuses on the use of Deafblind Manual, both productive and receptive in a one-to-one conversation with a Deafblind Manual user. This unit also includes the use of the Deafblind Manual to initiate guiding, where the learner will be able to guide a deafblind person to where communication will take place. The guiding is restricted to an indoor scenario, and includes knowing how to alert a deafblind person to danger and being able to guide them to a place of safety.

*Available from September 2006*

## Level 3 Qualifications

<b>QCA Accreditation Number: <i>awaiting accreditation</i></b>
<b>Qualification Code: FDB3</b> <b>CACDP Level 3 Certificate in Facilitating Communication with Deafblind People</b> <p>This qualification is for people who use the skills of communicating with deafblind people using the Deafblind Manual as part of their everyday life or job, but who do not wish at this stage to become a Language Service Professional (LSP) with deafblind people.</p> <p>Candidates must achieve all three units below for the full qualification. <b>Units may be taken separately, but it is recommended that L304 is taken before T304.</b> Candidates must have achieved CDC2 before starting this qualification.</p>
<b>L304</b> <b>Accessible English for Deaf and Deafblind People</b> <p>The aim of this unit is to develop the learner's knowledge and understanding of the English language and of the experiences of D/deaf and deafblind people in accessing spoken and written English. It includes learning about how D/deaf and deafblind people access spoken and written English, and the features of English which are likely to present particular difficulty:</p> <ul style="list-style-type: none"><li>• accessing spoken English through lipreading/speechreading/tactile methods;</li><li>• accessing spoken English through the use of signs and cues;</li><li>• accessing written English through reading.</li></ul>
<b>T304</b> <b>Working between Spoken/Written English and Deafblind Manual</b> <p>The aim of this unit is to provide learners with advanced skills in the understanding and use of the Deafblind Manual and skills in using it when working between spoken and written English and the Deafblind Manual.</p>
<b>P301</b> <b>Professional Issues in Facilitating Communication with Deaf and Deafblind People</b> <p>This unit aims to introduce learners to the professional principles and practices of LSPs and others who facilitate communication between D/deaf (including deafblind people) and hearing people. It covers the range of roles and responsibilities of LSPs and others for whom facilitating communication is one of their roles. The LSP provides a language and communication service. There are a number of established LSP roles where there is agreement as to what they do, what training they need, what qualifications they need and whether there should be a registration system. There are other roles which are not yet established or recognised as LSPs but which may become so in future. There are also other professional roles which provide services to D/deaf and deafblind people, for example as teachers, educational communication support workers and community workers, and which entail some responsibilities for facilitating access without the post-holder being employed as a LSP.</p>
<b><i>Prerequisite: CDC2</i></b>
<i>Available from December 2006</i>

QCA Accreditation Number: *awaiting accreditation*

**Qualification Code: LDB3**

**CACDP Level 3 Certificate for LSPs with Deafblind People (Manual)**

This qualification is the professional qualification for Language Service Professionals (LSPs) working with deafblind people who use the Manual. It contains knowledge, skills and competences, and professional practice.

Candidates must achieve all four units below for the full qualification. Units T304, L304, and P301 make up a separate qualification (see Qualification Code FDB3 on page 15). **Units may be taken separately, but it is recommended that L304 is taken before T304.** P302 is the final unit, as it further develops the knowledge and skills acquired in earlier units and applies them in real-life situations which demonstrate that the LSP is 'safe to practise' with regards to competences and professional practice.

**Candidates must have achieved CDC2 before starting this qualification.**

<p><b>P301</b> Professional Issues in Facilitating Communication with Deaf and Deafblind People <i>See page 15</i></p>	<p><b>T304</b> Working between Spoken/Written English and Deafblind Manual <i>See page 15</i></p>	<p><b>L304</b> Accessible English for Deaf and Deafblind People <i>See page 15</i></p>
--------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------

**P302**

**Professional Practice for Language Service Professionals**

The aim of this unit is to provide learners with the knowledge and skills relating to the competences and professional practice required of the professional LSP. It is the final unit making up the professional qualification for a LSP. This professional practice unit provides evidence that the candidate is safe to practise as a LSP in their chosen role.

**Prerequisite: CDC2**

*Available from December 2006*

**QCA Accreditation Number: *awaiting accreditation (2007)***

**Qualification Code: KDB3  
CACDP Level 3 Certificate in Insights into Communication  
with Congenitally Deafblind People**

This qualification focuses on knowledge and understanding relating specifically to issues of communicating with people with congenital deafblindness. It builds on knowledge gained in Unit K202, which forms part of this award. There is no practical element to this qualification.

Candidates must achieve both units below for the full qualification. Units may be taken separately and in any order.

**K202**

**Understanding Communication with Deafblind People**

This theory unit covers all types of deafblindness and all types of common communication methods used by this group. It is the starting point for people who are working with deafblind people.

**K301**

**Understanding Communication with Congenitally Deafblind People**

This unit builds on K202, and is concerned entirely with congenital deafblindness. It covers issues concerned with the individual communication needs and methods used by congenitally deafblind people.

*Available in 2007*

# COMMUNICATING THROUGH BRITISH/IRISH SIGN LANGUAGE

## Level 1 Qualifications

<p><b>QCA Accreditation Number:</b></p> <p>100/5831/X – Level 1 Certificate in British Sign Language</p> <p>M/103/5725 – BSL101: Introduction to BSL T/103/5726 – BSL102: Conversational BSL A/103/5727 – BSL103: BSL at School, College or Work</p>	<p><b>QCA Accreditation Number:</b></p> <p>100/5832/1 – Level 1 Certificate in Irish Sign Language</p> <p>F/103/5728 – ISL101: Introduction to ISL J/103/5729 – ISL102: Conversational ISL A/103/5730 – ISL103: ISL at School, College or Work</p>
<p><b>Qualification Code: BSL1/ISL1</b> <b>CACDP Level 1 Certificate in British/Irish Sign Language</b></p> <p>This qualification is designed to enable learners to communicate with Deaf people in British Sign Language (BSL) or Irish Sign Language (ISL) on a range of topics that involve simple, everyday language use. The specification has been designed to be consistent with the National Language Standards at Level 1.</p> <p>Unit BSL/ISL101 is internally assessed. Units BSL/ISL102 and BSL/ISL103 are externally assessed by a CACDP assessor. Assessment is built into the learning time of each unit</p> <p>Candidates must achieve all three units below for the full qualification. Units may be taken separately and in any order, although Unit BSL/ISL101 is designed as an introduction to the language and should therefore be completed first.</p>	
<p><b>BSL101/ISL101</b> <b>Introduction to BSL/ISL</b></p> <p>This unit equips learners to understand and use a limited range of simple words and sentences in BSL/ISL.</p>	
<p><b>BSL102/ISL102</b> <b>Conversational BSL/ISL</b></p> <p>This unit equips learners to take part in simple, predictable conversations or instructions in BSL/ISL in relation to activities at home, e.g. using numbers, describing interests and commenting on the weather.</p>	
<p><b>BSL103/ISL103</b> <b>BSL/ISL at School, College or Work</b></p> <p>This unit equips learners to take part in simple, predictable conversations or instructions in BSL/ISL in relation to activities at work/school/college, e.g. describing the building, activities carried out, transport used, directions.</p>	
<p><i>Available now</i></p>	

## Level 2 Qualifications

<p><b>QCA Accreditation Number:</b> 100/6195/2 – Level 2 Certificate in British Sign Language</p> <p>Y/500/2761 – BSL201: BSL Receptive Skills D/500/2762 – BSL202: BSL Productive Skills H/500/2763 – BSL203: BSL Conversational Skills</p>	<p><b>QCA Accreditation Number:</b> 100/6196/4 – Level 2 Certificate in Irish Sign Language</p> <p>K/500/2764 – ISL201: ISL Receptive Skills M/500/2765 – ISL202: ISL Productive Skills T/500/2766 – ISL203: ISL Conversational Skills</p>
<p style="text-align: center;"><b>Qualification Code: BSL2/ISL2</b> <b>CACDP Level 2 Certificate in British/Irish Sign Language</b></p> <p>This qualification is designed to enable learners to develop an ability to communicate with Deaf people using BSL/ISL in a range of familiar contexts, participating in longer and more open-ended exchanges than at Level 1. The course will develop functional communication in BSL/ISL about a range of real life, routine, and daily experiences. The learner will be able to deal with most routine language tasks and have sufficient grasp of grammar to cope with some non-routine tasks.</p> <p>The content of the award will contain four themes: about you; eating and drinking; shopping and spending; travel. All learners will study the first theme and two of the other three. The specification has been designed to be consistent with the National Language Standards at Level 2.</p> <p>Assessment is built into the learning time of each unit.</p> <p>Candidates must achieve all three units below for the full qualification. Units may be taken separately and in any order, although BSL/ISL201 is designed to build on vocabulary from Level 1 and should therefore be completed first.</p>	
<p style="text-align: center;"><b>BSL201/ISL201</b> <b>Receptive BSL/ISL</b></p> <p>This unit enables learners to demonstrate their understanding of routine language in everyday situations expressed through simple sentence structures and set phrases in the form of a narrative.</p>	
<p style="text-align: center;"><b>BSL202/ISL202</b> <b>Productive BSL/ISL</b></p> <p>This unit enables learners to demonstrate their use of routine language in everyday situations expressed through simple sentence structures and set phrases in the form of a presentation.</p>	
<p style="text-align: center;"><b>BSL203/ISL203</b> <b>BSL/ISL Conversational Skills</b></p> <p>This unit allows learners to demonstrate that they can hold a routine conversation by using and understanding language expressed through simple sentences structures and set phrases, expressing views and/or clarifying understanding.</p>	
<p style="text-align: center;"><i>Available from September 2006</i></p>	

**QCA Accreditation Number: 100/4651/3**

**Qualification Code: LHB2**

**CACDP Level 2 Certificate in The Living History of British Sign Language**

This qualification provides an introduction to a number of important topics that together investigate the history of BSL and its place in the lives of Deaf people in the UK.

Candidates must achieve both units below for the full qualification. Units may be taken separately and in any order.

**LH201**

**History and Status of BSL**

This unit enables the learner to demonstrate knowledge of the origins and development of sign language, the definition of BSL, and the campaign for recognition of BSL as an official language.

**LH202**

**BSL in the Lives of Deaf People**

This unit enables the learner to demonstrate knowledge of the role of BSL in personal, family, community, education and working life.

*Available now*

## Level 3 Qualifications

### a) Language Qualifications

<b>QCA Accreditation Number (from 1/9/06):</b> 100/6182/4 – Level 3 NVQ in British Sign Language R/103/6656 – L3 (Receptive) Y/103/6657 – S3 (Productive)	<b>QCA Accreditation Number (from 1/9/06):</b> 100/6183/6 – Level 3 NVQ in Irish Sign Language R/103/6656 – L3 (Receptive) Y/103/6657 – S3 (Productive)
<b>Qualification Code: BSN3/ISN3</b> <b>CACDP Level 3 NVQ in British/Irish Sign Language</b>  This qualification can be used as evidence of the language skills needed in order to operate independently and at an advanced level in the target language, and is useful for those who work with Deaf people.  Learners must be able to demonstrate competence at Level 3 of the National Language Standards before they are registered for the units in this qualification. This means that they will be able to understand and express information, ideas and opinions about a variety of subjects, and deal with a range of work tasks.  This qualification uses the National Language Standards (CILT, 2005), which define competent performance in BSL/ISL skills in both receptive (listening) and productive (speaking) units.  Assessment is internal: internal and external verification is carried out.  Candidates must achieve both units below for the full qualification. Units may be taken separately and in any order.	
<b>BSNL3/ISNL3</b> <b>Understand Varied Language in a Range of Work Contexts</b>  This unit enables the learner to show understanding of information, ideas and opinions, and varieties of expressions and sentence structures, where grammatical features relevant to a range of work-related and relevant social contexts are used.	
<b>BSNS3/ISNS3</b> <b>Sign Using Varied Language in a Range of Work Contexts</b>  This unit enables the learner to present information, ideas and opinions, using a variety of expressions and sentence structures, using grammatical features relevant to a range of work-related and relevant social contexts. This includes finding alternative, correct ways of expressing information where the recipient does not understand.	
<i>Available from September 2006</i>	

<p><b>QCA Accreditation Number:</b></p> <p>100/6104/6 – Level 3 Certificate in British Sign Language</p> <p>Y/500/2033 – BSL301: <b>Sign Language Receptive Skills</b></p> <p>D/500/2034 – BSL302: <b>Sign Language Productive Skills</b></p>	<p><b>QCA Accreditation Number:</b></p> <p>100/6154/X – Level 3 Certificate in Irish Sign Language</p> <p>A/500/2168 – ISL301: <b>Irish Sign Language Receptive Skills</b></p> <p>T/500/2167 – ISL302: <b>Irish Sign Language Productive Skills</b></p>
<p align="center"><b>Qualification Code: BSL3/ISL3</b></p> <p align="center"><b>CACDP Level 3 Certificate in British/Irish Sign Language</b></p> <p>This qualification is designed to meet the learning needs of those who already have knowledge and skills in BSL/ISL at Level 2. It has been designed to be consistent with the National Language Standards for BSL at Level 3. It also reflects the performance descriptors for Modern Foreign Languages and English at AS and A2 level. The qualification is at Level 3 on the National Qualifications Framework (NQF), Advanced Level on the Language Ladder (LL) and Level B2 on the Common European Framework (CEF).</p> <p>The content of the award will be based around 5 themes:</p> <ul style="list-style-type: none"> <li>• Theme 1 will provide evidence for the Knowledge and Skills requirements of the award and is mandatory.</li> <li>• Theme 2 – Society is mandatory.</li> <li>• Theme 3 – Education, Theme 4 – Health, and Theme 5 – The Workplace are optional themes from which the learner will study ONE.</li> </ul> <p>Candidates must achieve both units below for the full qualification. Units may be taken separately and in any order.</p> <p>Unit BSL/ISL301 is the receptive unit, and Unit BSL/ISL302 is the productive unit. Candidates will provide evidence for both units of their ability to use BSL/ISL by compiling a portfolio of evidence drawn from the themes of study. Both units are internally assessed by the centre and quality assurance is provided by CACDP.</p> <p>Assessment is built into the learning time of each unit.</p>	
<p align="center"><b>BSL/ISL301</b></p> <p align="center"><b>Sign Language Receptive Skills/Irish Sign Language Receptive Skills</b></p> <p>This unit enables the learner to demonstrate receptive skills relating to issues and concerns in social or work-related contexts, including following uncomplicated negotiations and understanding the main point of interviews, documentaries and most social conversation.</p>	
<p align="center"><b>BSL/ISL302</b></p> <p align="center"><b>Sign Language Productive Skills/Irish Sign Language Productive Skills</b></p> <p>This unit enables the learner to demonstrate productive skills relating to issues and concerns in social or work-related contexts, including following uncomplicated negotiations, exchanging and presenting information.</p>	
<p align="center"><i>Available from September 2006</i></p>	

## b) Language-related Qualifications

<b>QCA Accreditation Number: <i>awaiting accreditation (2007)</i></b>
<b>Qualification Code: LCD3</b> <b>CACDP Level 3 Certificate in The Language and Culture of Deaf People</b> Candidate must achieve both units below for the full qualification. Units may be taken separately and in any order. Unit L301 also provides the underpinning knowledge needed for Theme 1 in Level 3 Certificate in British/Irish Sign Language and for Level 3 NVQ in British/Irish Sign Language.
<b>L301</b> <b>Knowledge about BSL – Language</b> Introduction to the linguistics of BSL and BSL in its social context: the aim of this unit is to increase learners' knowledge about the linguistics of BSL including the structure of and variation within the language. The unit provides advanced knowledge of the grammatical features and social usage of BSL/ISL.
<b>L302</b> <b>Knowledge about BSL – Culture</b> The culture of the Deaf community, Deaf identities and attitudes: the aim of this unit is to broaden learners' understanding of the culture and community of Deaf people. They will develop insights into and contact with the society, cultural background and heritage of the Deaf community. Learners will gain an understanding of the relationship between BSL/ISL and the culture and community of Deaf people.
<i>Available in 2007</i>

**QCA Accreditation Number: *awaiting accreditation (2007)***

**Qualification Code: FBS3**

**CACDP Level 3 Certificate in Facilitating Communication with Deaf People (BSL)**

A BSL qualification at Level 3 is a prerequisite. Candidates must achieve all **four** units below for the full qualification. Units may be taken separately, **but L301 should be completed first, and L303 should be taken before T306.**

**L301**

**Knowledge about BSL – Language**

Introduction to the linguistics of BSL and BSL in its social context: the aim of this unit is to increase learners' knowledge about the linguistics of BSL including the structure of and variation within the language. The unit provides advanced knowledge of the grammatical features and social usage of BSL/ISL.

**L303**

**BSL Extension: Knowledge about Varieties/Registers of Non-Standard BSL inc VFHO**

The aim of this unit is to further develop learners' knowledge about BSL. It is aimed at those who have already achieved unit L301 – 'Knowledge about BSL – Language' – within the Level 3 Certificate in The Language and Culture of Deaf People and who wish to extend their knowledge about BSL. This could be either out of academic interest or in order to communicate better in BSL with those who do not use a standard variety of BSL. Unit L303 is not a practical or skills unit.

**T306**

**Working between Varieties/Registers of BSL**

The aim of this unit is to develop learners' knowledge and skills in using BSL to facilitate communication between people who use standard varieties of BSL and those who use non-standard varieties. Throughout the unit, learners will develop the practical skills they need to facilitate access for Deaf or deaf visually impaired people in settings where two sign language users need to communicate and where neither have a shared register or variety of sign language.

**P301**

**Professional Issues in Facilitating Communication with Deaf and Deafblind People**

This unit aims to introduce learners to the professional principles and practices of LSPs and others who facilitate communication between D/deaf (including deafblind people) and hearing people. It covers the range of roles and responsibilities of LSPs and others for whom facilitating communication is one of their roles. The LSP provides a language and communication service. There are a number of established LSP roles where there is agreement as to what they do, what training they need, what qualifications they need and whether there should be a registration system. There are other roles which are not yet established or recognised as LSPs but which may become so in future. There are also other professional roles which provide services to D/deaf and deafblind people, for example as teachers, educational communication support workers and community workers, and which entail some responsibilities for facilitating access without the post-holder being employed as a LSP.

***Prerequisites: BSN3 or BSL3***

*Available in 2007*

<p><b>QCA Accreditation Number: <i>awaiting accreditation (2007)</i></b></p>
<p style="text-align: center;"><b>Qualification Code: FBE3</b></p> <p style="text-align: center;"><b>CACDP Level 3 Certificate in Facilitating Communication with Deaf People (BSL and English)</b></p> <p>This qualification is in the very early stages of development. It is intended for 'bilingual workers', i.e. people who use both BSL and English in the course of their work providing a service to Deaf people.</p> <p>Candidates must achieve all four units below for the full qualification. Units may be taken separately, <b>and advice may follow on a recommended order for taking the units</b>. We are currently assuming that a BSL qualification <b>at Level 3</b> is a prerequisite.</p>
<p style="text-align: center;"><b>L301</b></p> <p style="text-align: center;"><b>Knowledge about BSL – Language</b></p> <p>Introduction to the linguistics of BSL and BSL in its social context: the aim of this unit is to increase learners' knowledge about the linguistics of BSL including the structure of and variation within the language. The unit provides advanced knowledge of the grammatical features and social usage of BSL/ISL.</p>
<p style="text-align: center;"><b>L304</b></p> <p style="text-align: center;"><b>Accessible English for Deaf and Deafblind People</b></p> <p>The aim of this unit is to develop the learner's knowledge and understanding of the English language and of the experiences of D/deaf and deafblind people in accessing spoken and written English. It includes learning about how D/deaf and deafblind people access spoken and written English, and the features of English which are likely to present particular difficulty:</p> <ul style="list-style-type: none"> <li>• accessing spoken English through lipreading/speechreading/tactile methods;</li> <li>• accessing spoken English through the use of signs and cues;</li> <li>• accessing written English through reading.</li> </ul>
<p style="text-align: center;"><b>T305</b></p> <p style="text-align: center;"><b>Working between BSL and English</b></p> <p>The aim of this unit is to develop learners' knowledge and understanding of signed and spoken/written forms of communication in a bilingual and bicultural context. Learners will examine the relationship between language, community and culture as well as professional issues surrounding bilingual support, the constraints of the environment, and theories of working between two or more languages or language forms. Throughout the unit, learners will also develop the practical skills they need to facilitate access for Deaf people in settings where two languages or forms of language are used.</p>
<p style="text-align: center;"><b>P301</b></p> <p style="text-align: center;"><b>Professional Issues in Facilitating Communication with Deaf and Deafblind People</b></p> <p>This unit aims to introduce learners to the professional principles and practices of LSPs and others who facilitate communication between D/deaf (including deafblind people) and hearing people. It covers the range of roles and responsibilities of LSPs and others for whom facilitating communication is one of their roles. The LSP provides a language and communication service. There are a number of established LSP roles where there is agreement as to what they do, what training they need, what qualifications they need and whether there should be a registration system. There are other roles which are not yet established or recognised as LSPs but which may become so in future. There are also other professional roles which provide services to D/deaf and deafblind people, for example as teachers, educational communication support workers and community workers, and which entail some responsibilities for facilitating access without the post-holder being employed as a LSP.</p>
<p style="text-align: center;"><b><i>Prerequisites: BSN3 or BSL3</i></b></p>
<p style="text-align: center;"><i>Available in 2007</i></p>

## Level 4 Qualifications

<p><b>QCA Accreditation Number (from 1/9/06):</b></p> <p>100/6184/8 – Level 4 NVQ in British Sign Language</p> <p>T/103/6729 – L4 (Receptive) K/103/6730 – S4 (Productive)</p>	<p><b>QCA Accreditation Number (from 1/9/06):</b></p> <p>100/6185/X – Level 4 NVQ in Irish Sign Language</p> <p>T/103/6729 – L4 (Receptive) K/103/6730 – S4 (Productive)</p>
<p align="center"><b>Qualification Code: BSN4/ISN4</b></p> <p align="center"><b>CACDP Level 4 NVQ in British/Irish Sign Language</b></p> <p>Successful completion of this qualification can be used as evidence of near-native fluency in the language, and is useful for those who work with Deaf people (for example, teachers or social workers), as well as learners who wish to go on to take the interpreting units and become BSL/English Interpreters. Learners must be able to demonstrate competence at Level 4 of the National Language Standards before they are registered for any of the units. This means that they will be able to understand and use complex language, express themselves fluently and deal confidently with most work situations.</p> <p>This qualification uses the National Language Standards (CILT, 2005), which define competent performance in BSL/ISL in both receptive (listening) and productive (speaking) units.</p> <p>Assessment is internal: internal and external verification is carried out.</p> <p>Candidates must achieve both units below for the full qualification. Units may be taken separately and in any order.</p>	
<p align="center"><b>BSNL4/ISNL4</b></p> <p align="center"><b>Understand Complex Language in a Wide Range of Work Contexts</b></p> <p>This unit enables the learner to understand complex presentations in work and social contexts, including discussions, negotiations and debates, and handling a wide range of social interactions in different settings.</p>	
<p align="center"><b>BSNS4/ISNS4</b></p> <p align="center"><b>Sign Using Complex Language in a Wide Range of Work Contexts</b></p> <p>This unit enables the learner to sign using complex language by giving presentations and taking part in discussions, negotiations and debates, and handling a wide range of social interactions in different settings.</p>	
<p align="center"><i>Available from September 2006</i></p>	

**QCA Accreditation Number – *awaiting accreditation***

*NB: Until QCA accreditation for the units in INT4 below is received, the existing NVQ remains current (to 28/2/07):*

*QCA Accreditation No: 100/1452/4 – Level 4 NVQ in Interpreting (BSL/English)*

*A/100/9774 – 4PSL*

*J/100/9776 – Int 4.2*

*Y/100/9779 – Int 4.5*

*T/100/9773 – 4RSL*

*L/100/9777 – Int 4.3*

*L/100/9780 – Int 4.6*

*F/100/9775 – Int 4.1*

*R/100/9778 – Int 4.4*

*U1023760 – BMD11*

**Qualification Code: INT4  
CACDP Level 4 NVQ in Interpreting (BSL/English)**

Successful completion of this qualification enables the candidate to register as a Member of the Register of Sign Language Interpreters in England, Wales and Northern Ireland (MRSLI), and as a Member of the Register of the Scottish Association of Sign Language Interpreters in Scotland (SASLI Member).

This qualification uses the National Occupational Standards in Interpreting (CILT, 2006), which define competent performance in interpreting. The candidate must be able to demonstrate language competence at the equivalent of Level 5 of the National Language Standards in their first language, and Level 4 in their second language, before they can register for the interpreting units.

At Level 4, the candidate can understand and use complex language and express themselves fluently. The candidate can deal confidently with most work situations.

To be awarded a Level 4 NVQ in Interpreting (BSL/English) the candidate must achieve all mandatory units (A - D) below and one from the two optional units (E or G) on the next page.

**INTA1**

**Prepare for Interpreting Assignments**

This unit enables the learner to prepare for interpreting assignments by establishing the nature of the assignment, planning how to deal with the assignment including information sources and equipment necessary, maintaining a professional attitude.

**INTB1**

**Interpret One-Way as a Professional Interpreter**

This unit enables the learner to carry out assignments to a professional standard including interpreting talks, lectures and presentations, using consecutive and simultaneous interpreting, formal, informal and colloquial registers and appropriate technology.

**INTC1**

**Interpret Two-Way as a Professional Interpreter**

This unit enables the learner to carry out assignments to a professional standard including interpreting in one-to-one small group meetings, either social or in work settings, using consecutive and simultaneous interpreting, formal, informal and colloquial registers and appropriate technology. Take part in questions and answer sessions after lectures and presentations.

**INTD1**

**Develop your Performance as an Interpreter**

This unit enables the learner to review and evaluate their preparation, performance, strengths and weaknesses as an interpreter. Create a professional development plan to maintain and develop their knowledge and skills.

<p style="text-align: center;"><b>INTE1</b></p> <p style="text-align: center;"><b>Support Interpreting through Sight Translations of Routine Written Documents</b></p> <p>This unit enables the learner to prepare and produce sight translations of documents which are written in English. Review ability to do sight translations on a regular basis, identifying strengths and weaknesses as an interpreter.</p>	<p style="text-align: center;"><b>INTG</b></p> <p style="text-align: center;"><b>Work with Other Interpreters</b></p> <p>This unit enables the learner to plan and deliver interpreting services as part of a team of interpreters. Support colleague interpreters and evaluate the effectiveness of the assignment and contribution towards the team.</p>
<p><i>Prerequisites: Evidence of BSL at Level 4 standard</i></p>	
<p><i>Existing qualification, QCA Accreditation No: 100/1452/4, is available now.</i></p> <p><i>Revised qualification INT4, as outlined above, will be available in September 2006, subject to QCA accreditation.</i></p>	