



*'Promoting Quality in British Sign Language'*

# **Qualification Specification**

Level 3 Certificate in British Sign Language Studies

QAN: 501/1347/1

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# **Qualification Specification**

## **IBSL Level 3 Certificate in British Sign Language Studies**

**QCF Accreditation Number: 501/1347/1**

**IBSL Qualification Reference: IBSL3A**

### **Qualification Aim**

This qualification aims to further learners' experiences and development in communication through British Sign Language (BSL) with Deaf people on everyday topics involving work and social contexts. A Level 3 course will enable development in functional BSL communication in more depth than at Level 2, requiring the ability to exchange, present and understand information, ideas, advice and opinions at normal speed, and also develop an awareness of cultural interaction with Deaf people who use BSL.

This qualification has been developed in accordance with the National Language Standards at Level 3 (2010) and (for one unit) the National Occupational Standards for Intercultural Working (2008).

### **Qualification Structure**

The qualification is divided into four units as follows:

IBSL3AUN: Understand Varied Signed Language in a range of work contexts	Unit Number: K/602/4404
IBSL3ASN : Sign using varied language in a range of work contexts	Unit Number: H/602/4403
IBSL3ADC : Interact with people from different countries or diverse cultures	Unit Number: R/602/4431

All three units can be achieved separately, but the full Level 3 Certificate in British Sign Language Studies can only be given if there is a PASS in each unit.

Assessment procedures are detailed on the relevant unit pages.

The recommended learning time is 60 hours per unit for IBSL3AUN & IBSL3ASN, and 30 hours Unit IBSL3ADC, making a total of 150 hours including assessment time. Of these guided learning, up to 50 hours may be spent on out-of-class activities.

### **Qualification Objectives**

At the end of the qualification, learners will be able to:

- Understand and present information, ideas and opinions in a range of work-related and social contexts using BSL delivered at normal speed and in normally used social and work registers;
- Extract specific details and grasp overall meanings from a range of short passages in BSL delivered at normal speed and in normally used social and work registers, using varied language;

- Maintain business relationships and manage/follow uncomplicated negotiations relating to issues/concerns in your area of work delivered in BSL at normal speed and in normally used social and work registers;
- Take part in discussions relating to varied accounts, reports and instructions delivered in BSL at normal speed and in normally used social and work registers;
- Understand the main points and relevant details of news items, interviews, documentaries and social conversation delivered in BSL at normal speed and in normally used social and work registers, provided there are common interests;
- Develop interactive communication skills with Deaf people who have different cultural experiences and perspectives to your own and understand/appreciate why these differences exist;

These objectives relate to the National Occupational Standards (2010) at Level 3 as developed by CILT, plus the National Occupational Standards for Intercultural Working (2008).

## Target Group

The Level 3 Certificate in BSL Studies is suitable for those who:

- wish to acquire varied British Sign Language skills at normal speed and in normally used social and work registers for the purpose of working or interacting with Deaf people on a daily or regular basis;
- need to acquire varied BSL skills as part of a programme of study or professional development;
- are studying for personal development with a view to future employment;
- wish to progress from the Level 2 Certificate;

The qualification is also suitable for Deaf people wishing to acquire a qualification in their own language to meet with the requirements of the Tariff of Qualifications (ITT) as an approved qualification at Level 3 for evidencing personal literacy skills in order to gain QTLS.

## Entry Requirements

It is recommended that entrants should have the Level 2 Certificate in BSL Studies before embarking on the Level 3 Certificate programme.

## Progression Routes

Upon completion of this qualification, learners may progress to a Level 4 qualification (*in course of development*).

## Assessment Guidelines

In a naturally occurring context, the best way to use and learn British Sign Language (BSL) is through conversation and discussion with one or more users of the language where straightforward and informal social interaction is the norm. This means learners should be meeting people and being able to understand

and sign a range of varied BSL at normal speed. The interaction can be carried forward into uncomplicated, brief business negotiations within your area of work or in a social business context (i.e. negotiating a holiday booking or querying a domestic bill).

In the naturally occurring context, this also means that you can understand straightforward news items that might be delivered in BSL, understand the main context and detail of documentaries or stories told in BSL. You will also be able to take part in brief, uncomplicated interviews.

Within the interacting context, learners will be expected to understand and follow BSL conventions within their conversations and discussions, and be able to explain if need be the cultural background in dealing with a range of varied BSL language and different types of people that use the language.

It is not expected that any learner should do formal presentations at this stage, but learners should be able to follow and sign brief instructions, i.e. understanding/telling people what to do in the event of a fire or as an event participant/organiser, understand details of what will be happening at the event/signing details of the event's programme.

Good teaching practice would be to work through all units at the same time, covering all the issues in a global context.

IBSL's aim is to minimise the amount of paperwork needed to claim the qualification, but it is unavoidable that some paperwork will have to be used. Learners are allowed to use e-files if they so wish. Evidence will be collected in the following ways:

- A receptive skills assessment either in DVD format (currently used) or in e-assessment format (planned future use)
- A small number (no more than 3) of conversations and discussions will be recorded and marked by your teacher-assessor and the relevant mark sheets, plus video-recorded evidence, stored in a coursework file (or an *e-file* maintained electronically);
- One oral (i.e. signed) question and answer paper will be set to cover knowledge topics in one or more units – this should also be filmed;
- A 'live' assessment to be taken in the presence of an external Examiner from IBSL.

All the evidences, apart from the 'live' assessment, will be collected into a simple coursework file (or *e-file* if preferred).

## **Unit Specification: IBSL3AUN: Understand Varied Signed Language in a range of work contexts**

**(QCF unit accreditation number: K/602/4404)**

### **Unit Summary, Learning Outcomes and Assessment Criteria**

#### **Unit Summary, Guided Learning Hours and Total Credits**

The aim of this unit is to enable learners to understand information, ideas and opinions expressed in a varied range of work-related and social contexts including specific details to grasp overall meaning from a range of short passages signed at normal speed and in normally used social and work registers.

It is recommended that there are 60 guided learning hours for this unit, of which at least 20 hours should be allocated for study/practice time outside the classroom.

The total number of credits for this unit is 12.

#### **Relevance to National Standards**

This qualification relates to U3 of the National Occupational Standards for Languages (CILT, 2010), and is at Level 3 on the Qualification and Credit Framework (QCF). These standards are equivalent to Modern Foreign Languages at AS and A2 level and Level B2 of the Common European Framework, and the Higher level on the Scottish Qualifications Framework (Level 6).

#### **Explanation of work contexts**

Although the title refers to work contexts, the content and assessment criteria provide learners with opportunities to incorporate evidence from a wide range of contexts, including social contexts and social interaction.

#### **Topics and Content: Mandatory**

- **Meeting people through social interaction** (Areas to be covered in this category include introductions, greetings, thanks, leave-taking, cultural conventions, feelings/needs/preferences, humour, regional differences, opinions).
- **Work-related, school and/or college** (following enquiries/requests/instructions and recognising their urgency/priority, distinguishing between formal and informal language, recognising key work-related vocabulary, distinguishing opinion from facts).
- **Timeframes** (recognising different aspects of an event in time, showing continuation, continuity and frequency, using time sequences in the past, present, future or conditional).
- **Vocabulary, knowledge and understanding** (learners are expected to develop a broad range of vocabulary from more than one topic area and understand others on a wide range of issues,

sufficient and appropriate for the qualification at Level 3; learners are expected to demonstrate through their evidence samples appropriate knowledge and understanding rules, which are not assessed separately).

- **Topic areas** (It is not the intention of IBSL to enforced a wide spectrum of topics, but the following areas will be expected to be covered - employment, including job roles, details of normal day-to-day activities, details of company and personnel structures, training and learning; educational activities; home and leisure, including daily routines, holidays, hobbies, types of housing and utilities used; food and drink, including allergies, eating out, dislikes and likes; routine news items such as general elections and general political issues like the Budget, tax or benefit changes, natural disasters, weather. The aim here is to provide sufficient day-to-day, uncomplicated sources of vocabulary through which learners can maintain business and social negotiations/conversations/discussions).

### Comprehension Skills (Mandatory)

- Learners should demonstrate they can demonstrate their knowledge and understanding of varied BSL in everyday situations including specific details about personal, social or work circumstances/activities, and respond to short passages or information presented in BSL showing understanding of meaning and content

### Learning outcomes and assessment criteria for the IBSL3AUN unit

Learning outcomes: the Learner will...	Assessment Criteria: the Learner can...
1. Be able to understand communication in a range of work-related and social situations.	1.1 Identify from discussions and presentations: <ul style="list-style-type: none"> <li>a) Specific details</li> <li>b) The general meaning;</li> </ul> 1.2 Identify the timeframe of events (past, present, future or could happen in certain circumstances);           1.3 Follow enquiries or requests;           1.4 Recognise: <ul style="list-style-type: none"> <li>a) instructions</li> <li>b) their urgency or priority;</li> </ul> 1.5 Recognise opinions;           1.6 Recognise: <ul style="list-style-type: none"> <li>a) feelings or needs</li> <li>b) preferences.</li> </ul> <i>[continued on next page...]</i>

<p>2. Be able to follow interaction in a range of work-related or social situations.</p>	<p>2.1 Recognise:</p> <ul style="list-style-type: none"> <li>a) Introductions;</li> <li>b) Greetings;</li> <li>c) Thanks;</li> <li>d) Apologies;</li> <li>e) Leave-taking;</li> </ul> <p>2.2 Recognise cultural conventions;;</p> <p>2.3 Recognise humour;</p> <p>2.4 Distinguish between formal and informal language;</p> <p>2.5 Recognise common regional forms.</p>
<p>3. Be able to understand varied language.</p>	<p>3.1 Recognise:</p> <ul style="list-style-type: none"> <li>a) a broad general vocabulary;</li> <li>b) key work-related terms;</li> <li>c) language explaining numerical data;</li> </ul> <p>3.2 Use reference sources to clarify or confirm meaning;</p>

# IBSL Level 3 Certificate in British Sign Language Studies

## Unit IBSL3AUN

### ASSESSMENT SPECIFICATION

There shall be three assessments forming part of IBSL3AUN.

**The first** will be through video-recording consisting of a narrative signed in BSL, and consisting of questions that test learners' receptive skills and ability to understand and demonstrate ideas and opinion. The recording will run for approximately 25 minutes and cannot be stopped or replayed.

The signed narrative will include 12 simple questions that require an answer. Each part of the narrative will be repeated twice. Learners need to achieve a pass mark of 75%.

*Please note: Currently IBSL are unable to provide e-assessments and therefore a DVD will be substituted instead.*

*Only an invigilator and learners will be allowed in the assessment room.*

After completion of the assessment, the invigilator will be required to complete the Application for Achievement form which must be sent to IBSL. The Centre should retain a copy in a safe place as required by the Assessment Regulations.

IBSL will produce a mark sheet giving the achievement of the learner, which should be inserted in the coursework file (or *e-file*) as evidence of their achievement. Re-sits for this part of the assessment are available upon application to IBSL if required.

**The second assessment** will take the form of a Teacher-Assessor and Learner video-recorded dialogue lasting approximately 10-15 minutes during which they will have a conversation/discussion of the Learner's choice chosen from one of the topic areas on page 7. During this dialogue, the Learner is expected to demonstrate as much of the Knowledge & Understanding criteria as possible, and also the assessment criteria on pages 7 & 8

After the assessment, the Teacher-Assessor will give the Learner a Mark sheet which should be inserted into the learner's coursework file (or *e-file*) as evidence of their achievement, together with the video-recorded assessment (either on DVD/USB or electronically in the e-file). The Mark Sheet must be dated and signed by both the Teacher-Assessor and the Learner. This assessment is a **joint assessment** that is also used to produce evidence for IBSL3ASN.

**The third assessment** will take the form of a 'live' assessment in the presence of an External Examiner. The assessment will involve a group of Learner together the Teacher-Assessor in the form of a social interaction lasting approximately 20 minutes. This assessment will be marked by the External Examiner and also

incorporate Unit IBSL3ASN (which see.) The social interaction will be learner-led. The social interaction situation(s) will be decided by IBSL.

# **IBSL Level 3 Certificate in British Sign Language**

## **Unit IBSL3AUN**

### **ASSESSMENT REGULATIONS**

#### **1. Registration of Learners**

Registration of learners for this unit, together with the appropriate fees, will be required at the start of the programme, using the Learner Registration form provided on IBSL's website. The Learner Registration form must show the Learner's date of birth, and the anticipated date of the first assessment. Centres are responsible for obtaining Learner ULNs (unique learner numbers). IBSL is unable to process registration of Learners without the ULN of each (SCN in Scotland).

Centres authorised by IBSL to pay by invoices may register their Learners online as appropriate.

#### **2. Acknowledgement of Learner Registration**

Upon receipt of the Learner Registration Form(s), IBSL will send to the appropriate paperwork and Application for Achievement forms.

Additional learners may be registered for the Unit after this point upon payment of the Late Entry fee as stated in the Fees Policy. Any Learner not completing the unit forfeits their fee.

#### **3. Reasonable Adjustments**

Centres that request a reasonable adjustment on behalf of their Learner(s) should complete a Reasonable Adjustment form (a copy of this can be found on IBSL's website) and returned to IBSL with the Learner Registration Form. IBSL will contact the Centre within two weeks to indicate whether the request has been approved.

#### **4. Invigilator**

It is the responsibility of Centres to appoint a suitably qualified invigilator to oversee and co-ordinate the assessment (part one of the assessment process), ensuring that they are briefed and familiar with IBSL's regulations for external assessments.

#### **5. Carrying out assessments**

All assessments must be carried out under appropriate 'examination conditions', and no Learner must receive help from anyone during the assessment. The assessment invigilator and the Teacher-Assessor must sign the appropriate Learner Assessment Record form to confirm this.

All assessments are carried out at a time agreed by the Centre, the Learner and IBSL, and each Learner must identify themselves at the start of the assessment in the appropriate place.

## 6. The assessment room

'Examination conditions' mean that the assessment room:

- must be identified by an appropriate sign outside the room;
- must not contain displays of material which could assist the Learner;
- must be set up correctly for each assessment, taking into account the lighting, the background and the position of the participants.

'Examination conditions' also mean that during e-assessments:

- mobile telephones must be switched off;
- each learners' ID must be confirmed;
- all unauthorised items/materials/belongings are placed out of reach of the learners;
- learners are informed they are subject to the rules of the assessment;
- invigilators must operate and initiate the e-assessment equipment themselves;
- invigilators must ensure that the e-assessment material is not paused or re-wound at any stage of the assessment;
- learners are supervised throughout the assessment;
- there is no distraction or disturbance during the assessment.

During Teacher-Assessor and Learner assessments (part two of the assessment process), the following apply:

- mobile telephones must be switched off;
- each learners' ID must be confirmed;
- all unauthorised items/materials/belongings are placed out of reach of the learners;
- learners are informed they are subject to the rules of the assessment;
- Teacher-Assessors must operate and initiate the assessment equipment themselves;
- Teacher-Assessors must ensure that the recording is not paused or re-wound at any stage of the assessment;
- there is no distraction or disturbance during the assessment.

During 'live' assessments (part three of the assessment process) in the presence of the external Examiner, the following apply:

- mobile telephones must be switched off;
- each learners' ID must be confirmed;
- all unauthorised items/materials/belongings are placed out of reach of the learners;
- learners are informed they are subject to the rules of the assessment;
- Teacher-Assessors must operate and initiate the assessment equipment themselves;

- the recording may not be paused or re-wound at any stage of the assessment;
- there is no distraction or disturbance during the assessment;
- The external Examiner shall have no involvement in the operation of recording equipment.

## **7. Misconduct**

If the invigilator or assessment co-ordinator observes any misconduct, the assessment must be stopped immediately, and complete a Misconduct Report Form (available from the IBSL website).

The time of the action must be noted, and the Learner informed of the procedure. The Application for Achievement should be annotated with a brief statement describing the incident.

## **8. Emergencies**

If an emergency should occur, eg. fire alarm, the assessment room must be evacuated immediately in accordance with the instructions of the appropriate authority, and a report detailing the time and date of the incident sent to IBSL.

Depending on the circumstances, the assessment may be (a) resumed if there has been no breach of assessment security, or (b) cancelled to be rearranged at a later date or (c) if the assessment was almost completed, a Special Consideration form should be completed on behalf of the Learner(s).

## **9. After the assessment**

It must be ensured that the Application for Achievement form is correctly completed and that all learners have checked their names are spelt correctly, and that they have signed the form. The form is then sent to IBSL within 7 days of the assessment taking place.

## **10. Moderation**

IBSL will carry out moderation of all assessments as appropriate, either at source in the case of Receptive skills assessments, or in the Centre during their visit for the 'live' assessments.

## **11. Issue of results**

IBSL will issue the results of the combined assessments within 28 working days of the final assessments taking place, together with any forms or certificates for onward forwarding to the learners.

## **13. Appeals and retention of evidence**

IBSL expects the Centre to retain all assessment material for a period of 12 months in case of any appeal, which should be done in accordance with the Appeals Policy in the Centre Handbook/website.

## **Unit Specification: IBSL3ASN: Sign Using Varied Signed Language in a range of work contexts**

**(QCF unit accreditation number: H/602/4403)**

### **Unit Summary, Learning Outcomes and Assessment Criteria**

#### **Unit Summary, Guided Learning Hours and Total Credits**

The aim of this unit is to enable learners to express information, ideas and opinions in a varied range of work-related and social contexts signed in short passages at normal speed and in normally used social and work registers.

It is recommended that there are 60 guided learning hours for this unit, of which at least 20 hours should be allocated for study/practice time outside the classroom.

The total number of credits for this unit is 12.

#### **Relevance to National Standards**

This qualification relates to S3 of the National Occupational Standards for Languages (CILT, 2010), and is at Level 3 on the Qualification and Credit Framework (QCF). These standards are equivalent to Modern Foreign Languages at AS and A2 level and Level B2 of the Common European Framework, and the Higher level on the Scottish Qualifications Framework (Level 6).

#### **Explanation of work contexts**

Although the title refers to work contexts, the content and assessment criteria provide learners with opportunities to incorporate evidence from a wide range of contexts, including social contexts and social interaction.

#### **Topics and Content: Mandatory**

- **Meeting people through social interaction** (areas to be covered in this category include initiating social contact, making introductions, greetings, thanks, leave-taking, cultural conventions, feelings/needs/preferences, humour, regional differences, expressing opinions or beliefs, responding appropriately to questions, adapting choice and style of language for formal and informal contexts, finding alternative ways to explain if required, checking to see if the other person has understood or is following a conversation, asking for repetition or time to think).
- **Work-related, school and/or college** (making enquiries/requests/suggestions and giving instructions; using key work-related vocabulary, using numerical terms and numerical data, responding appropriately to questions and comments).

- **Maintaining business and social relationships and other communication in a range of contexts** (areas to be covered include contributing to discussions and negotiating outcomes in straightforward business situations, ability to modify language appropriate to the context of the relationship, using strategies to maintain accuracy and fluency in familiar work-related and social situations).
- **Timeframes** (using signs to signify different aspects of an event in time, showing continuation, continuity and frequency, using time sequences in the past, present, future or conditional ).
- **Vocabulary, knowledge and understanding** (learners are expected to develop a broad range of vocabulary from more than one topic area and understand others on a wide range of issues, sufficient and appropriate for the qualification at Level 3; learners are expected to demonstrate through their evidence samples appropriate knowledge and understanding rules, which are not assessed separately).
- **Topic areas** (It is not the intention of IBSL to enforced a wide spectrum of topics, but the following areas will be expected to be covered - employment, including job roles, details of normal day-to-day activities, details of company and personnel structures, training and learning; educational activities; home and leisure, including daily routines, holidays, hobbies, types of housing and utilities used; food and drink, including allergies, eating out, dislikes and likes; routine news items such as general elections and general political issues like the Budget, tax or benefit changes, natural disasters, weather. The aim here is to provide sufficient day-to-day, uncomplicated sources of vocabulary through which learners can maintain business and social negotiations/ conversations/discussions).

### **Production Skills (Mandatory)**

- Learners should demonstrate they can demonstrate through using sign their knowledge and understanding of varied BSL in everyday situations including specific details about personal, social or work circumstances/activities. This includes using sign to produce short passages or information in BSL demonstrating meaning and content.
- Learners are expected to be able to maintain accuracy and fluency in familiar situations, and articulate accurately, and know how to use reference sources to clarify or confirm meaning.

## Learning outcomes and assessment criteria for the IBSL3ASN unit

Learning outcomes: the Learner will...	Assessment Criteria: the Learner can...
<p>1. Be able to communicate in a range of work-related and social situations.</p>	<p>1.1 Contribute to discussions on familiar subjects;            1.2 Respond appropriately to questions and comments;            1.3 Provide detailed information about events:                a) in the past;                b) in the present;                c) in the future;                d) which may or might happen (conditional);            1.4 Make suggestions;            1.5 Give instructions or advice;            1.6 Make requests or enquiries;            1.7 Express opinions or beliefs.</p>
<p>2. Be able to maintain communication in a range of contexts.</p>	<p>2.1 Initiate social contact;            2.2 Use appropriate cultural conventions;            2.3 Adapt choice and style of language for:                a) formal contexts;                b) informal contexts.            2.4 Find alternative ways to explain when needed;            2.5 Check the other person has understood;            2.6 Show if he/she is following a conversation or not;            2.7 Ask for repetition or explanation;            2.8 Ask for time to think.</p>
<p>3. Be able to use BSL accurately and fluently in familiar contexts</p>	<p>3.1 Maintain accuracy in familiar situations;            3.2 Articulate accurately;            3.3 Use strategies to maintain fluency in familiar situations;            3.4 Use reference sources to clarify or confirm meaning.</p>
<p>4. Be able to maintain business and social relationships</p>	<p>4.1 Modify language appropriate to the context of the relationship;            4.2 Negotiate an outcome in a straightforward business situation.</p>
<p>5. Be able to use varied BSL</p>	<p>5.1 Use a broad general vocabulary;            5.2 Use key work-related terms;            5.3 Use numerical terms;            5.4 Explain numerical data</p>

# IBSL Level 3 Certificate in British Sign Language Studies

## Unit IBSL3ASN

### ASSESSMENT SPECIFICATION

There will be **THREE** assessments for this unit.

**The first** will take the form of a Teacher-Assessor and Learner video-recorded dialogue lasting approximately 10-15 minutes during which they will be required to negotiate an outcome in a straightforward business situation. The topic will be supplied by IBSL. During this dialogue, the Learner is expected to demonstrate as much of the Knowledge & Understanding criteria as possible, and also the assessment criteria on pages 15 & 16.

After the assessment, the Teacher-Assessor will give the Learner a Mark sheet which should be inserted into the learner's coursework file (or *e-file*) as evidence of their achievement, together with the video-recorded assessment (either on DVD/USB or electronically in the e-file). The Mark Sheet must be dated and signed by both the Teacher-Assessor and the Learner.

**The second** will take the form of a Teacher-Assessor and Learner video-recorded dialogue lasting approximately 10-15 minutes during which they will have a conversation/discussion of the Learner's choice chosen from one of the topic areas on page 15. During this dialogue, the Learner is expected to demonstrate as much of the Knowledge & Understanding criteria as possible, and also the assessment criteria on pages 15 & 16. This assessment is a joint one that is also used to cover evidence for IBSL3AUN.

After the assessment, the Teacher-Assessor will give the Learner a Mark sheet which should be inserted into the learner's coursework file (or *e-file*) as evidence of their achievement, together with the video-recorded assessment (either on DVD/USB or electronically in the e-file). The Mark Sheet must be dated and signed by both the Teacher-Assessor and the Learner.

**The last assessment** will take the form of a 'live' assessment in the presence of an external Examiner. The assessment will involve the Learner in a group of Learners with the Teacher-Assessor in the form of a social interaction lasting approximately 20 minutes. This assessment will be marked by the External Examiner and incorporate evidence for the Unit IBSL3AUN (which see). The social interaction will be Learner-led. The social interaction scenarios will be decided by IBSL.

# **IBSL Level 3 Certificate in British Sign Language**

## **Unit IBSL3ASN**

### **ASSESSMENT REGULATIONS**

#### **1. Registration of Learners**

Registration of learners for this unit, together with the appropriate fees, will be required at the start of the programme, using the Learner Registration form provided on IBSL's website. The Learner Registration form must show the Learner's date of birth, and the anticipated date of the first assessment. Centres are responsible for obtaining Learner ULNs (unique learner numbers). IBSL is unable to process registration of Learners without the ULN of each (SCN in Scotland).

Centres authorised by IBSL to pay by invoices may register their Learners online as appropriate.

#### **2. Acknowledgement of Learner Registration**

Upon receipt of the Learner Registration Form(s), IBSL will send to the appropriate paperwork and Application for Achievement forms.

Additional learners may be registered for the Unit after this point upon payment of the Late Entry fee as stated in the Fees Policy. Any Learner not completing the unit forfeits their fee.

#### **3. Reasonable Adjustments**

Centres that request a reasonable adjustment on behalf of their Learner(s) should complete a Reasonable Adjustment form (a copy of this can be found on IBSL's website) and returned to IBSL with the Learner Registration Form. IBSL will contact the Centre within two weeks to indicate whether the request has been approved.

#### **4. Conducting the assessments**

Unless otherwise stated, all assessments in this Unit will be carried out by the Teacher-Assessor. The exceptions will be where the external Examiner will be present.

#### **5. Carrying out assessments**

All assessments must be carried out under appropriate 'examination conditions', and no Learner must receive help from anyone during the assessment. The Teacher-Assessor must sign the appropriate Learner Assessment Record form to confirm this.

All assessments are carried out at a time agreed by the Centre, the Learner and IBSL, and each Learner must identify themselves at the start of the assessment in the appropriate place.

## 6. The assessment room

'Examination conditions' mean that the assessment room:

- must be identified by an appropriate sign outside the room;
- must not contain displays of material which could assist the Learner;
- must be set up correctly for each assessment, taking into account the lighting, the background and the position of the participants.

During Teacher-Assessor and Learner assessments (in two of the assessment process), the following apply:

- mobile telephones must be switched off;
- each learners' ID must be confirmed;
- all unauthorised items/materials/belongings are placed out of reach of the learners;
- learners are informed they are subject to the rules of the assessment;
- Teacher-Assessors must operate and initiate the assessment equipment themselves;
- Teacher-Assessors must ensure that the recording is not paused or re-wound at any stage of the assessment;
- there is no distraction or disturbance during the assessment.

During 'live' assessments in the presence of the external Examiner, the following apply:

- mobile telephones must be switched off;
- each learners' ID must be confirmed;
- all unauthorised items/materials/belongings are placed out of reach of the learners;
- learners are informed they are subject to the rules of the assessment;
- Teacher-Assessors must operate and initiate the assessment equipment themselves;
- the recording may not be paused or re-wound at any stage of the assessment;
- there is no distraction or disturbance during the assessment;
- The external Examiner shall have no involvement in the operation of recording equipment.

## 7. Misconduct

If the invigilator or assessment co-ordinator observes any misconduct, the assessment must be stopped immediately, and complete a Misconduct Report Form (available from the IBSL website).

The time of the action must be noted, and the Learner informed of the procedure. The Application for Achievement should be annotated with a brief statement describing the incident.

## **8. Emergencies**

If an emergency should occur, eg. fire alarm, the assessment room must be evacuated immediately in accordance with the instructions of the appropriate authority, and a report detailing the time and date of the incident sent to IBSL.

Depending on the circumstances, the assessment may be (a) resumed if there has been no breach of assessment security, or (b) cancelled to be rearranged at a later date or (c) if the assessment was almost completed, a Special Consideration form should be completed on behalf of the Learner(s).

## **9. After the assessment**

It must be ensured that the Application for Achievement form is correctly completed and that all learners have checked their names are spelt correctly, and that they have signed the form. The form is then sent to IBSL within 7 days of the assessment taking place.

## **10. Moderation**

IBSL will carry out moderation of all assessments as appropriate, either at source in the case of e-assessments, or in the Centre during their visit for the 'live' assessments.

## **11. Issue of results**

IBSL will issue the results of the combined assessments within 28 working days of the final assessments taking place, together with any forms or certificates for onward forwarding to the learners.

## **13. Appeals and retention of evidence**

IBSL expects the Centre to retain all assessment material for a period of 12 months in case of any appeal, which should be done in accordance with the Appeals Policy in the Centre Handbook/website.

## **Unit Specification: IBSL3ADC: Interact with people from different countries or diverse cultures**

**(QCF unit accreditation number: R/602/4431)**

### **Unit Summary, Learning Outcomes and Assessment Criteria**

#### **Unit Summary, Guided Learning Hours and Total Credits**

The aim of this unit is to provide learners with a basic introduction to the study of language structure of British Sign Language (BSL) and the culture surrounding that language.

It is recommended that there are 30 guided learning hours for this unit, of which at least 10 hours should be allocated to study/practice time outside the classroom.

The total number of credits for this unit is 4.

#### **Relevance to National Standards**

This qualification relates to the National Occupational Standards Intercultural Working (CILT, 2008), and is at Level 3 on the Qualification and Credit Framework (QCF). These standards are equivalent to Modern Foreign Languages at AS and A2 level and Level B2 of the Common European Framework, and the Higher level on the Scottish Qualifications Framework (Level 6).

#### **Explanation of different countries or diverse cultures**

Although the title refers to different countries or diverse cultures, the content and assessment criteria relate to social interaction with Deaf people who use BSL, and have a culture based on that language, with regional and national variations.

#### **Topics and Content: Mandatory**

- **Meeting people through social interaction** (this includes initiating social contact, understanding and using the correct etiquette, understanding and using cultural conventions regarding language, body language, gestures and emphasis, responding to the challenges of communicating with people of another culture, finding ways to minimise misunderstanding and improving communication, understanding that other people may have different attitudes, perceptions, expectations and service ethics).
- **Maintaining positive working practices** (this includes understanding and balancing other peoples' perceptions and expectations with the need to achieve stated objectives and service ethics, using strategies to communicate with people from another culture with different perceptions and expectations, using strategies to provide a flexible and positive response to people from another culture).

## Production Skills (Mandatory)

- Learners should demonstrate that through using their communication skills in everyday situations they are able to use correct etiquette, politeness and cultural conventions in communicating with people from a different culture, with different perceptions, expectations and attitudes.

## Learning outcomes and assessment criteria for the IBSL3ADC unit

Learning outcomes: the Learner will...	Assessment Criteria: the Learner can...
<p>1. Be able to interact in ways that promote better communication between Deaf and hearing people or between Deaf people of diverse cultures.</p> <p>2. Be able to respect and maintain cultural values and etiquette in communication when interacting with people from different countries or a diverse culture.</p> <p>3. Be able to show positive working practices that maintain respect for others</p>	<p>1.1 Explain how his/her use of language, body language, gestures and emphasis may appear to people from another culture;</p> <p>1.2 Explain how other people's use of language, body language, gestures and emphasis affect how they are perceived;</p> <p>1.3 Suggest ways to minimise misunderstanding and improve communication with people with a different first language;</p> <p>1.4 Describe the challenges of communicating with people from another culture who share the same first language;</p> <p>1.5 Describe the challenges of communicating with people from another culture:</p> <p style="padding-left: 20px;">a) through a third person</p> <p style="padding-left: 20px;">b) when one of them has Minimum Language Skills (MLS)</p> <p>2.1 Demonstrate how to use correct etiquette in:</p> <p style="padding-left: 20px;">a) getting attention,</p> <p style="padding-left: 20px;">b) starting a conversation,</p> <p style="padding-left: 20px;">c) maintaining the conversation,</p> <p style="padding-left: 20px;">d) ending the conversation:</p> <p>2.2 Compare the politeness conventions used by self and the people from another culture;</p> <p>2.3 Explain how these may affect people's perceptions of each other;</p> <p>3.1 Give examples to show that people from different countries or diverse cultures may have different attitudes, expectations and service ethics;</p> <p>3.2 Demonstrate how to balance other people's expectations with the need to achieve stated objectives;</p> <p>3.3 Demonstrate how to base opinions and actions towards people from a different country or culture</p>

	<p>on them as an individual;</p> <p>3.4 Demonstrate working practices that include a flexible response to people from different countries or diverse cultures.</p>
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# IBSL Level 3 Certificate in British Sign Language Studies

## Unit IBSL3ADC

### ASSESSMENT SPECIFICATION

There will be ONE main assessment for this unit, which will take the form of a maximum 30-minute oral (i.e. signed) question and answer session between the Teacher-Assessor and the Learner. The question paper will be supplied by IBSL, and it will consist of five structured questions chosen from topics within the specification (i.e. covering learning outcomes 1 & 3, and part of learning outcome 2 relating to assessment criterions 2.2 & 2.3).

This assessment shall take place at a time agreed with each individual learner and IBSL.

The assessment should be video-recorded and the DVD/USB sent to IBSL to be marked. The PASS mark will be 70%. The DVD/USB will be returned to the Centre with the result sheet for inclusion in the Learner's course work file (or *e-file*).

**In addition to the main assessment**, teacher-tutors will be provided with a separate Mark Sheet (Mark Sheet 3) for use during the second 10-15 minute Teacher-Assessor/Learner assessment in Unit IBSL3SN (where the Learner has the choice of topic). This Mark Sheet will relate to Assessment Criteria 2.1 a) to d) of this Unit (see page 20). This Mark Sheet will also go into the Learner's coursework file (or *e-file*) after being signed and dated by both the Teacher-Assessor and the Learner. Each of the assessment criteria 2.1 a)-d) is expected to be covered in this assessment.

# **IBSL Level 3 Certificate in British Sign Language**

## **Unit IBSL3ADC**

### **ASSESSMENT REGULATIONS**

#### **1. Registration of Learners**

Registration of learners for this unit, together with the appropriate fees, will be required at the start of the programme, using the Learner Registration form provided on IBSL's website. The Learner Registration form must show the Learner's date of birth, and the anticipated date of the first assessment. Centres are responsible for obtaining Learner ULNs (unique learner numbers). IBSL is unable to process registration of Learners without the ULN of each (SCN in Scotland).

Centres authorised by IBSL to pay by invoices may register their Learners online as appropriate.

#### **2. Acknowledgement of Learner Registration**

Upon receipt of the Learner Registration Form(s), IBSL will send to the appropriate paperwork and Application for Achievement forms.

Additional learners may be registered for the Unit after this point upon payment of the Late Entry fee as stated in the Fees Policy. Any Learner not completing the unit forfeits their fee.

#### **3. Reasonable Adjustments**

Centres that request a reasonable adjustment on behalf of their Learner(s) should complete a Reasonable Adjustment form (a copy of this can be found on IBSL's website) and returned to IBSL with the Learner Registration Form. IBSL will contact the Centre within two weeks to indicate whether the request has been approved.

#### **4. Conducting the assessments**

Unless otherwise stated, all assessments in this Unit will be carried out by the Teacher-Assessor.

#### **5. Carrying out the written assessments**

All assessments must be carried out under appropriate 'examination conditions', and no Learner must receive help from anyone during the assessment. The Invigilator must sign the appropriate Learner Assessment Record form to confirm this. All assessments are carried out at a time agreed by the Centre, the Learner and IBSL, and each Learner must identify themselves at the start of the assessment in the appropriate place.

The Teacher-Assessor shall sign the questions from the examination paper to the Learner in such a way that no visual help can be derived by the Learner from the questions.

## **6. The assessment room**

'Examination conditions' mean that the assessment room:

- must be identified by an appropriate sign outside the room;
- must not contain displays of material which could assist the Learner;
- must be set up correctly for each assessment, taking into account the lighting, the background and the position of the participants.

During the Teacher-Assessor and Learner assessments, the following apply:

- mobile telephones must be switched off;
- each learners' ID must be confirmed;
- all unauthorised items/materials/belongings are placed out of reach of the learners;
- learners are informed they are subject to the rules of the assessment;
- Teacher-Assessors must operate and initiate the assessment equipment themselves;
- Teacher-Assessors must ensure that the recording is not paused or re-wound at any stage of the assessment;
- there is no distraction or disturbance during the assessment.

## **7. Misconduct**

If the assessment co-ordinator observes any misconduct, the assessment must be stopped immediately, and complete a Misconduct Report Form (available from the IBSL website).

The time of the action must be noted, and the Learner informed of the procedure. The Application for Achievement should be annotated with a brief statement describing the incident.

## **8. Emergencies**

If an emergency should occur, eg. fire alarm, the assessment room must be evacuated immediately in accordance with the instructions of the appropriate authority, and a report detailing the time and date of the incident sent to IBSL.

Depending on the circumstances, the assessment may be (a) resumed if there has been no breach of assessment security, or (b) cancelled to be rearranged at a later date or (c) if the assessment was almost completed, a Special Consideration form should be completed on behalf of the Learner(s).

## **9. After the assessment**

It must be ensured that the Application for Achievement form is correctly completed and that all learners have checked their names are spelt correctly, and that they have signed the form. The form is then sent to IBSL within 7 days of the assessment taking place, together with the DVD/USB and the Question paper.

## **10. Issue of results**

IBSL will issue the results of the combined assessments within 14 working days of the final assessments taking place, together with any forms or certificates for onward forwarding to the learners.

## **11. Appeals and retention of evidence**

IBSL expects the Centre to retain all assessment material for a period of 12 months in case of any appeal, which should be done in accordance with the Appeals Policy in the Centre Handbook/website.

### ***Note:***

Assessment regulations outlined on page 17 (IBSL3SN) for the second Teacher-Assessor & Learner assessment apply for the assessment of assessment criteria 2.1 a)-d).

# IBSL Level 3 Certificate in British Sign Language Studies

## Knowledge & Understanding

Knowledge required for **VARIED** language proficiency at Level 3

### Vocabulary

K1: a broad general vocabulary and key work-related terms;

K2: a range of ways to link ideas and help clarity and fluency, such as:

K2.1 connectors (e.g. conjunctions like: *although, as long as*; adverbs like: *however*; and enumerators like: *firstly, secondly*)

K2.2 pronouns

K3: a range of different forms of address, greeting, leave-taking, and other polite conventions to suit different occasions and degrees of formality;

K4: ways to express feelings (e.g. *wishes, gratitude, regret, apology, annoyance*)

K5: numerical terms (e.g. *all numbers, fractions, statistics*) and ways to talk about them

### Grammatical forms

K6: how to express the past, present, future and the conditional (e.g. *I would go...*)

K7: how *can, must, should, could and would* are expressed in this language (i.e. BSL)

K8: negatives, question forms and a range of commonly used grammatical structures;

K9: how to use classifiers;

K10: how to ask permission and give instructions with varying formality and politeness

K11: a range of complex sentence combinations, some of which may be learned asset phrases;

### Non-verbal cultural conventions

K12: the most common spoken/signed and non-verbal polite conventions (e.g. *gestures, spatial distance, touch, eye contact*)

### Reference sources:

K13: how to make effective use of relevant language reference sources (e.g. *dictionaries, thesauruses, grammar books, on-line resources*)