

Qualification Specification

IBSL Level 1 Award in Deafblind Awareness

QCF Accreditation Number: 501/1418/9

IBSL Qualification Reference: IBSLDBA

Qualification Aim

This qualification introduces the learner to a basic-level knowledge and understanding about deafblind awareness, and what it means to be deafblind and what can be done to improve access in society for this group of people.

Qualification Structure

The qualification consists of just one stand-alone unit of the same title.

Assessment procedures are detailed on pages 5-8 of this qualification specification.

The recommended learning time is 10 hours inclusive of assessment time for the full qualification, of which at least 6 hours is taught in class or in a workshop environment, and at least three hours is pre-course study, and one hour follow-up study. This qualification is suitable for those who arrange one-day courses, with a follow-up assessment at the end.

The total value of credits available for this qualification is ONE.

Qualification Objectives

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

- Know how to describe the different types of d/Deaf people and have hearing loss.
- Identify common causes of deafness.
- Know the numbers and types of d/Deaf people in Britain, including those with hearing loss and those who are deafblind.
- Understand the meaning of Deaf Identity.
- Identify unnecessary barriers for Deaf people which have a hearing focus.

These objectives relates to relevant National Occupational Standards for Intercultural Working (2008).

Target Group

The Level 1 Award in Deafblind Awareness is suitable for those who:

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- wish to acquire a basic understanding and awareness of deafblindness and deafblind people;
- need to acquire the knowledge as part of a programme of study or professional development;
- are studying for personal development with a view to future employment.

Entry Requirements

No previous experience of deafblindness is required for entry into a programme leading to the Level 1 Award in Deafblind Awareness.

Progression Routes

Upon completion of this qualification, learners may progress as follows:

- IBSL Level 2 Award in BSL Awareness and Heritage
- IBSL Level 1 Award in British Sign Language Studies
- IBSL Level 2 Award in British Sign Language Studies
- IBSL Level 3 Certificate in British Sign Language Studies

Assessment

The assessment for the qualification will be a 20-minute e-assessment consisting of multi-choice questions. Following submission, the e-assessment should generate automatic electronic results.

Learning Outcomes and Assessment Criteria

Learning outcomes The Learner will...	Assessment Criteria The Learner can...
1. Know the four basic categories of deafblindness and their causes.	1.1 Describe the most common causes of deafblindness; 1.2 Give examples of different types of Usher's Syndrome; 1.3 Explain three different causes of visual impairment;
2. Be able to identify key facts relating to the numbers of deafblind people in Britain.	2.1 Detail proportions of people in the UK; who are or who become deafblind; 2.2 Give the proportion of deafblind people develop Usher's Syndrome; 2.3 State the proportion of those deafblind who are elderly;

<p>3. Be able to understand the different ways that deafblind people may communicate, and how other equipment that assist in their daily lives.</p>	<p>3.1 Explain methods of using the hands for alphabet systems; 3.2 Give examples of how a BSL-user may be able to communicate; 3.3 Give examples of equipment that help deafblind people to communicate; 3.4 Give examples of equipment that help deafblind people to function in their daily lives;</p>
<p>4. Know how deafblind people may be helped to read.</p>	<p>4.1 Describe different methods through which deafblind people are able to use reading materials;</p>
<p>5. Identify unnecessary barriers for Deafblind people which have a hearing and/or visual focus.</p>	<p>5.1 List barriers excluding Deafblind people which are linked to: a) people’s attitudes or ignorance; b) equipment; c) provision of information; 5.2 Give examples of solutions to overcoming these barriers, which may be applied to learners’ place(s) of work as well as in general society.</p>

Topic Content (General Information for Learners & Teachers):

About different categories of deafblindness and their causes:

- Pre-mature birth
- CHARGE syndrome
- Rubella
- Genetic (Usher syndrome)
- Other syndromes
- Illness, e.g. meningitis,
- Ageing

About numbers of people with deafblindness:

- The numbers of people in the UK who are, or become, deafblind;
- The numbers of people with who have Usher syndrome;
- The numbers of people become deafblind through age.

About methods that aid deafblind people to communicate:

- The various types of alphabet used – deafblind, Block, BSL;
- The use of residual eyesight or hearing with voice;
- The case of people who have been born both deaf and blind and may never have had the chance to learn to communicate;
- The hands-on system.;

About the methods deafblind people are helped to read:

- Use of Braille;
- Large print materials;
- The Moon alphabet;
- Vision aids such as magnifiers

About barriers for deafblind people:

- Learners should know about barriers to deafblind people, whether in terms of equipment such as entry-phones to buildings, or other people's attitudes or ignorance (i.e. low expectations of deafblind people) or provision of information (i.e. announcements over tannoys or overhead information indicators), and suggest ways to remedy/overcome these barriers.

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ASSESSMENT SPECIFICATION

The assessment for this unit will be by an e-assessment using material that has been supplied by IBSL, and the Learners will be required to select answers from a series of multiple choice questions relevant to the content of the material supplied by IBSL. Prior to the assessment, the Application for Achievement form completed by the teacher-assessor or invigilator, ensuring that all Learners sign in the space opposite their names. There will be ONE e-assessment for this unit. *(NB: The e-assessments are still in course of development, and for the time being, there will be a paper-based assessment.)*

Running time of the e-assessment will be 20 minutes, and the Learners' answers will be automatically transmitted to IBSL once the Learner clicks the DONE button after each question and answer session. The e-assessment cannot be re-wound – once started, it must be played through to its end.

Learners taking paper-based assessments will be allowed a time of 30 minutes to complete the assessment.

After completion of the assessment, the teacher-assessor or invigilator should return to IBSL the Application for Achievement form and any other material that may have been supplied by IBSL for the assessment.

The pass mark for the assessment is 75% overall.

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ASSESSMENT REGULATIONS

1. Registration of Learners

Registration of learners for this assessment, together with the appropriate fees, will be required at least 4 weeks prior to the assessment date, using the Learner Registration form provided on IBSL's website. The **assessment date** must be shown on the Learner Registration form together with the learner's date of birth.

Centres authorised by IBSL to pay by invoices may register their Learners online no later than 2 weeks prior to the assessment date. (Please note the period required for consideration for reasonable adjustments when choosing assessment dates. *See clause 3 below*)

2. Acknowledgement of Learner Registration

Upon receipt of the Learner Registration Form(s), IBSL will send to the Centre learner unique learner IDs and Application for Achievement forms.

No additional learners may be registered for the assessment after this point, and any learner not completing the assessment 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. Teacher-assessors or Invigilator

It is the responsibility of Centres to appoint a suitably qualified teacher-assessor or invigilator to oversee the assessment.

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 or Invigilator must sign the Application for Achievement form to confirm this.

The assessment is carried out at a time agreed by the Centre, the Learner and the Teacher-Assessor/Invigilator, and each Learner must input their names and unique learner reference in the places provided at the start of the assessment.

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;

'Examination conditions' also mean that:

- 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 the recording equipment themselves;
- learners are supervised throughout the assessment;
- there is no distraction or disturbance during the assessment.

7. The Application for Achievement form

Only the official Application for Achievement form available from IBSL must be used. Each learner must sign the form, and the teacher-assessor/invigilator shall also sign to certify the assessment was carried out under examination conditions.

8. Misconduct

If the teacher-assessor 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.

9. 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).

10. After the assessment

All Application for Achievement forms must be correctly completed and returned to IBSL within seven days of the assessment taking place, together with any other documents that may have been supplied by IBSL.

11. Visit of the External Moderator

An External Moderator may visit the Centre as part of IBSL's quality assurance process and observe the assessment. Advance notice will be given of any such visit.

12. Issue of results

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

13. Appeals

If any Learner is dissatisfied with the result produced by IBSL, the Appeals procedure as outlined on the IBSL website should be followed.

CONTACT INFORMATION:

Institute of British Sign Language, 11-13 Wilson Patten Street, Warrington WA1 1PG

Email: admin@ibsl.org.uk