



*'Promoting Quality in British Sign Language'*

# **Qualification Specification**

Entry Level Award in British Sign Language

QAN: 501/0708/2

*Revised May 2012*



*'Promoting Quality in British Sign Language'*

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# Qualification Specification

## IBSL Entry Level Award in British Sign Language

QCF Accreditation Number: 501/0708/2

IBSL Qualification Reference: IBSLEA

### Qualification Aim

This qualification aims to introduce learners to simple and basic skills in British Sign Language (BSL) to enable them to communicate with Deaf people on everyday topics in accordance with the National Language Standards at Entry Level.

### Qualification Structure

The qualification is divided into three units as follows:

IBSLEA1: Understand Basic Information in BSL	Unit Number: K6019641
IBSLEA2: Produce Basic Personal and Work-Related Information in BSL	Unit Number: D6019586
IBSLEA3: Take part in and follow basic conversations in BSL	Unit Number: M6019642

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

Assessment procedures are detailed on pages 7-10, 16-19 of this qualification specification.

The recommended learning time is 10 hours per unit, making a total of 30 hours including assessment time.

The total value of credits available for this qualification is THREE (one credit per unit).

### Qualification Objectives

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

- Understand simple, basic information presented to them in BSL;
- Develop the ability to provide simple, basic information of a personal, social and work-related nature;
- Partake in simple conversation with Deaf people, whether in social situations or work-related.

These objectives relate to the National Language Standards at Entry Level

## **Target Group**

The Entry Level Award in BSL is suitable for those who:

- wish to acquire basic British Sign Language skills for the purpose of holding simple communication with Deaf people, including by family, friends and colleagues;
- need to acquire BSL skills 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 British Sign Language is required for entry into a programme leading to the Entry Level Award in BSL.

## **Progression Routes**

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

- 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 each unit will be carried out by a trained IBSL assessor (who may be the course tutor), and will be recorded on film through DVD or USB or similar means and will be sampled by IBSL either through a visit by an External Examiner or by random sampling at the IBSL offices.

## Unit Specification: IBSLEA1: Understand Basic Information in BSL (QCF accreditation number: K/601/9641)

### Unit Summary, Learning Outcomes and Assessment Criteria

#### Topics and Content: General Information (Mandatory)

- **Common courtesies** (greeting people, taking leave of people, asking for clarification, i.e. *Please repeat*, terms such as thank you, sorry, excuse me, how are you)
- **Personal Information** (fingerspelling names & places, signs for immediate family members. i.e. *mother, father, brother, sister, husband, wife, partner, son, daughter, children*,
- **Work, school and/or college** (name and type of work/educational institution, job role or courses being learnt in school or college)
- **Using numbers** (use of local numbering systems for counting people, things, telling the time, age and currency variants)
- **Weather** (basic weather and seasonal variants)
- **Use of simple linking conventions and prepositions** (i.e. *use of sign structures linking words and phrases*)
- **Signing Structure** (understanding placement, use of verbs & phrases, non-manual features, sign order, handshapes, direction, orientation, simple question forms, adjectives & adverbs including basic colours)

#### Comprehension Skills (Mandatory)

- Learners should demonstrate they can understand their teacher and others, answer questions correctly, and can read fingerspelling delivered at a slower pace than normal;
- Learners should demonstrate they are able to understand BSL delivered at a slow pace and flow, using signing space correctly, with a range of vocabulary relevant to the unit;
- Learners should demonstrate they can understand appropriate placement, orientation and location of signs, and use of simple directional verbs.

Learning outcomes	Assessment Criteria
1. Be able to extract information from basic statements or descriptions in British Sign Language.	1.1 Identify a limited range of personal , social or work-related information, including polite conventions; 1.2 Understand brief instructions expressed in a limited range of signs and key phrases ; 1.3 Understand the main points of brief statements or descriptions.

<p>2. Be able to extract specific vocabulary, data, tenses, grammatical structures and infinitives from basic information provided in British Sign Language.</p> <p>3. Be able to confirm and clarify meaning using appropriate reference sources.</p>	<p>2.1 Understand simple and limited forms of vocabulary, BSL structures, use of tenses and infinitives, numerical data in the form of time, age and money, and signs using simple question forms;</p> <p>2.2 Understand basic signs linked together;</p> <p>3.1 Demonstrate simple BSL conventions for clarifying and confirming signs not previously seen or understood;</p> <p>3.2 Identify relevant reference sources ;</p>
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# **IBSL Entry Level Award in British Sign Language**

## **Unit IBSLEA1**

### **ASSESSMENT SPECIFICATION**

The assessment for this unit will be by a filmed sequence (either using a DVD or through a computerised version) 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. An Application for Achievement form previously supplied by IBSL should be completed by the teacher-assessor.

Running time of the assessment will be approximately 15 minutes, and the Learners' answers will need to be ticked off or written down against each of 8 questions on a Q&A paper supplied by IBSL. The assessment material cannot be re-wound – once started, it must be played through to its end.

After completion of the assessment, all completed Q&A papers should be returned to IBSL where they will be marked by IBSL. The Application for Achievement form should also be sent to IBSL (a copy being retained by the Centre).

The DVD supplied for the assessment should not be copied, and should be returned along with the other papers to IBSL.

The pass mark for the assessment is 75%.

# IBSL Entry Level Award in British Sign Language

## Unit IBSLEA1

### 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

It is the responsibility of Centres to appoint a suitably qualified teacher-assessor for this unit, and to ensure that this teacher-assessor holds a current Trained Assessor Certificate from IBSL. The assessor does not have to be the teacher, so long as that person also holds IBSL's current Trained Assessor Certificate.

Each assessor should attend IBSL's annual standardisation meeting to keep updated on the assessment procedures.

## **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 Application for Achievement form to confirm this.

The whole of the assessment must be visually recorded by an approved means (DVD, USB or dedicated Computer File. Individual DVDs should be used for each assessment, and should be appropriately listed in a menu for ease of access by IBSL.

The assessment is carried out at a time agreed by the Centre, the Learner and the Teacher-Assessor, 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, although teacher-assessors may have their own material to help them with the assessment;
- must be set up correctly for the camera, taking into account the lighting, the background and the position of the participants.

'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 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 together with the completed Q&A papers and the DVD used in the assessment.

## **11. 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.

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

In the event of an appeal against assessment decisions, IBSL may review the completed papers using a different External Examiner.

**Unit Specification: IBSLEA2:**  
**Produce Basic Personal and Work-related Information in British Sign Language**  
**(QCF accreditation number: D/601/9586)**

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

**Topics and Content: General Information (Mandatory)**

- **Common courtesies** (greeting people, taking leave of people, asking for clarification, i.e. *Please repeat*, terms such as thank you, sorry, excuse me, how are you)
- **Personal Information** (fingerspelling names & places, signs for immediate family members. i.e. *mother, father, brother, sister, husband, wife, partner, son, daughter, children*)
- **Work, school and/or college** (name and type of work/educational institution, job role or courses being learnt in school or college)
- **Using numbers** (basic local numbering systems for counting people, things, telling the time, age and currency variants)
- **Weather** (basic weather and seasonal variants)
- **Timeframes** (at Entry level, use of timeframes will normally be basic and relevant to the present tense, but some additional timeframes may be taught as set phrases if required, i.e. *where've you been*)
- **Use of simple linking conventions and prepositions** (i.e. *use of sign structures linking words and phrases*)
- **Signing Structure** (understanding placement, use of simple verbs & phrases including expressions of like/dislike, non-manual features, sign order, handshapes, direction, orientation, simple question forms, adjectives & adverbs including basic colours)

**Production Skills (Mandatory)**

- Learners should demonstrate they can sign at a simple pace and flow, using signing space correctly, fingerspell correctly, and use a range of vocabulary relevant to the unit.
- Learners should demonstrate that when providing statements or descriptions, they are able to use simple, limited phrases that link the content of their narrations to everyday activities.
- All narrations must contain clear factual information, instructions or descriptions in proper sequence.

Learning outcomes	Assessment Criteria
<p>1. Be able to brief statements or descriptions in British Sign Language.</p> <p>2. Be able to use specific vocabulary and grammatical structures in basic information provided in British Sign Language.</p>	<p>1.1 Use a limited range of personal, social and work-related signed information, including polite conventions;</p> <p>1.2 Express a limited range of signs and key phrases relating to personal, social or work-related facts;</p> <p>1.3 Express a limited range of signs and key phrases relating to simple emotions and feelings.</p> <p>2.1 Show and use simple and limited forms of vocabulary, BSL structures, numerical data in the form of time, age and money, and signs using simple question forms;</p> <p>2.2 Link together basic signs in everyday use;</p>

# **IBSL Entry Level Award in British Sign Language**

## **Unit IBSLEA2**

### **ASSESSMENT SPECIFICATION**

The assessment for this unit will be a 1:1 assignment between the teacher-assessor done jointly with Unit IBSLEA3. Please see that unit (on the following pages) for assessment specification and guidelines.

**Unit Specification: IBSLEA3:**  
**Take part in and follow basic conversations in British Sign Language**  
**(QCF accreditation number: M/601/9642)**

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

**Topics and Content: General Information (Mandatory)**

- **Common courtesies** (greeting people, taking leave of people, asking for clarification, i.e. *Please repeat*, terms such as thank you, sorry, excuse me, how are you)
- **Personal Information** (fingerspelling names & places, signs for immediate family members. i.e. *mother, father, brother, sister, husband, wife, partner, son, daughter, children*)
- **Work, school and/or college** (name and type of work/educational institution, job role or courses being learnt in school or college)
- **Using numbers** (basic local numbering systems for counting people, things, telling the time, age and currency variants)
- **Simple day-to-day activities of self and others** (functional information about favourite activities, or meals)
- **Weather** (basic weather and seasonal variants)
- **Timeframes** (at Entry level, use of timeframes will normally be basic and relevant to the present tense, but some additional timeframes may be taught as set phrases if required, i.e. *where've you been*)
- **Personal Pronouns and Possessives** (I, you, s/he, it, we, they, my, his/her, their, its, mine, our)
- **Use of simple linking conventions and prepositions** (i.e. *use of sign structures linking words and phrases*)
- **Signing Structure** (understanding placement, use of simple verbs & phrases including expressions of like/dislike, non-manual features, sign order, handshapes, direction, orientation, simple question forms, adjectives & adverbs including basic colours)

**Comprehension and Production Skills (Mandatory)**

- Learners should demonstrate they can understand their teacher and others, answer questions correctly, and can read fingerspelling at a pace appropriate to the level (i.e. at a slower, simple delivery pace)
- Learners should demonstrate they can sign at an appropriate pace and flow, using signing space correctly, fingerspell correctly and with reasonable speed, and use a range of vocabulary relevant to the unit.
- Learners should demonstrate they are able to use a basic, set range of sign-related phrases, verbs, adverbs and adjectives in the conversation.
- Learners should be aware of BSL conventions for interrupting, asking for clarification, greeting unfamiliar people and closing conversations.)

Learning outcomes	Assessment Criteria
<p>1. Be able to take hold a basic conversation in British Sign Language.</p> <p>2. Be able to confirm and clarify meaning using appropriate reference sources.</p>	<p>1.1 Exchange basic key phrases to understand and express greetings, leave-taking, thanks and apologies;</p> <p>1.2 Exchange basic information about familiar personal, social and work-related facts, using and understanding basic question and response forms;</p> <p>1.3 Use and understand a limited range of signs and key phrases relating to simple emotions, feelings, needs and preferences.</p> <p>2.1 Demonstrate simple BSL conventions for clarifying and confirming signs not previously seen or understood;</p> <p>2.2 Identify relevant reference sources ;</p>

# IBSL Entry Level Award in British Sign Language

## Unit IBSLEA3

### ASSESSMENT SPECIFICATION

The assessment for this unit will be a 1:1 assignment between the teacher-assessor and the Learner done jointly with Unit IBSLEA2, using material that has been supplied by IBSL. The assessment should be video-recorded in an approved format, and the Learner Assessment Record form completed by the teacher.

Learners will be required to participate in a dialogue with a minimum of 15 simple phrases produced through the dialogue which will include one question and a phrase to clarify understanding from the Learner. In part of the dialogue, the Learner will be expected to do a brief description of a daily work-related activity or social activity. The minimum of 15 simple phrases are in addition to those that are used to express greetings, and close conversations.

The conversation should be for **a minimum of 3 minutes and a maximum of 5 minutes**.

After completion of the assessment, the teacher-assessor will be required to complete the Learner Assessment Record forms and the completed Application for Achievement form, which should be sent to IBSL, copies being retained by the Centre. These should be sent to IBSL together with the filmed evidence to be externally moderated.

# IBSL Entry Level Award in British Sign Language

## Joint Units IBSLEA2 & IBSLEA3

### ASSESSMENT REGULATIONS

#### 1. Registration of Learners

Registration of Learners for this assessment, together with the appropriate fees, will be required **a minimum of 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.

#### 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

It is the responsibility of Centres to appoint a suitably qualified teacher-assessor for this unit, and to ensure that this teacher-assessor holds a current Trained Assessor Certificate from IBSL. The assessor does not have to be the teacher, so long as that person also holds IBSL's current Trained Assessor Certificate and attends IBSL's annual standardisation meeting to keep updated on the assessment procedures.

#### 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 Learner Assessment Record form to confirm this.

The whole of the assessment must be visually recorded by an approved means (DVD, USB or dedicated Computer File), both the Learner and the assessor being visible in the recording. Individual DVDs should be

used for each assessment, and should be appropriately listed in a menu for ease of access by the External Examiner.

The assessment is carried out at a time agreed by the Centre, the Learner and the Teacher-Assessor, and each Learner must fingerspell their names at the start of the assessment. This will be part of the assessment criteria, and marked accordingly. A 'log' must be compiled of each DVD showing the order in which each Learner is assessed.

## **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, although teacher-assessors may have their own material to help them with the assessment;
- must be set up correctly for the camera, taking into account the lighting, the background and the position of the participants.

'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 Learner Assessment Record Form**

Only the official Learner Assessment Record Forms available from IBSL must be used. A separate form is required for each Learner. These forms are available on the IBSL website.

## **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 Learner Assessment Record forms and the Application for Achievement form must be correctly completed and sent to IBSL within seven days of the assessment taking place.

All Learner DVDs or other appropriate recordings should be checked to ensure that they are viewable, and each recording should be labelled with the assessment ID and, if appropriate, the Learner's ID and the 'log' compiled. These recordings should be sent together with the Learner Assessment Record Forms and the Application for Assessment form to IBSL for moderation purposes.

## **11. Issue of results**

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

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

In the event of an appeal against assessment decisions, IBSL may review the completed papers and filmed evidence using a different External Examiner.

## IBSL Entry Level Award in British Sign Language: Knowledge and Skills

Learners will be expected to show in the course of their assessments that they are able to achieve the following Knowledge and Skills criteria.

### **Comprehension:** *The Learner can:*

- K1 understand a limited range of vocabulary in everyday use relevant to the occupational context in which the language is used.
- K2 understand a limited range of set phrases in a fixed form expressing polite conventions (e.g. forms of address, greetings, thanks, leave-taking).
- K3 understand numerical data (e.g. numbers, prices)
- K4 understand the infinitive (or other basic verb root) form where appropriate to the language.
- K5 understand the simplest ways of expressing the present tense.
- K6 understand a limited range of sentence structures for making positive and negative statements.
- K7 understand a limited range of basic, commonly used positive and negative question forms.
- K8 understand basic link signs in everyday use, e.g. but, and.
- K9 use reference sources (e.g. glossaries, dictionaries) to clarify and confirm meaning as necessary.

### **Production:** *The Learner can:*

- K1 use a limited range of vocabulary in everyday use relevant to the occupational context in which the language is used.
- K2 use a limited range of set phrases in a fixed form expressing polite conventions (e.g. forms of address, greetings, thanks, leave-taking).
- K3 use numerical data (e.g. numbers, prices)
- K4 use the infinitive (or other basic verb root) form where appropriate to the language.
- K5 use the simplest ways of expressing the present tense.
- K6 use a limited range of sentence structures for making positive and negative statements.
- K7 use a limited range of basic, commonly used positive and negative question forms.
- K8 use basic link signs in everyday use, e.g. but, and.
- K9 Pronounce the language clearly enough that a sympathetic native user would understand without undue difficulty
- K10 use reference sources (e.g. glossaries, dictionaries) to clarify and confirm meaning as necessary.