



'Promoting Quality in British Sign Language'

Qualification Specification

Level 2 Certificate in British Sign Language Awareness & Heritage

QAN: 501/1402/5

From September 2011 to August 2012



'Promoting Quality in British Sign Language'

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Qualification Specification

IBSL Level 2 Award in BSL Awareness and Heritage

QCF Accreditation Number: 501/1402/5

IBSL Qualification Reference: IBSLBAH

Qualification Aim

This qualification introduces the learner to the origins and development of signed languages from the earliest times to the present day, and includes research that led to the emergence of British Sign Language (BSL) and the campaign for its recognition as an official language.

Qualification Structure

The qualification consists of just one stand-alone unit of the same title, with Unit Number D/602/4383.

Assessment procedures are detailed on pages 4-7 of this qualification specification.

The recommended learning time is 30 hours assessment time for the full qualification.

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

Qualification Objectives

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

- Understand the role of British Sign Language within Britain's Deaf Community and how it has evolved throughout history.
- Understand the attributes of a signed language and its relationship to local Deaf communities.
- Know the key political and historical factors that affected the development of British Sign Language.

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

Target Group

The Level 2 Award in BSL Awareness and Heritage is suitable for those who:

- wish to acquire an understanding and awareness of the development of BSL as a language;
- 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 British Sign Language is required for entry into a programme leading to the Level 2 Award in BSL Awareness and Heritage.

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

Although it is planned to have e-assessments for this qualification, these are currently not available, and the assessment will be a paper-assessment consisting of a mixture of multi-choice and short answer questions that should be answered within 60 minutes.

Topics: General Information (Mandatory)

1. **About BSL Users:**
 - i) Range of people who use BSL;
 - ii) How BSL is acquired;
 - iii) How and why a Deaf Identity may be acquired;
 - iv) How use of BSL in the workplace has given Deaf people a sense of equality
2. **About the history of signed languages and BSL:**
 - i) How signed languages have developed;
 - ii) How BSL has developed;
 - iii) The importance and impact of a particular International Conference;
 - iv) How historical events and legislation have affected developments of BSL
3. **About deaf communities:**
 - i) How signed languages have enriched cultures and identities;
 - ii) How the campaign for recognition of BSL has impacted on deaf communities.

Learning Outcomes and Assessment Criteria

Learners need to achieve the learning outcomes on the chart detailed on the next page:

Learning outcomes The Learner will...	Assessment Criteria The Learner can...
<p>1. Understand the role of British Sign Language within Britain’s Deaf Community and how it has evolved throughout history.</p> <p>2. Understand the attributes of a signed language and its relationship to local Deaf communities.</p> <p>3. Know the key political and historical factors that affected the development of British Sign Language.</p>	<p>1.1 Identify the range of users of British Sign Language;</p> <p>1.2 Give examples of how BSL is acquired;</p> <p>1.3 Describe the history of the development of signed languages;</p> <p>1.4 Give an example of how a sense of Deaf identity is acquired through the use of BSL;</p> <p>2.1 Describe how linguistic diversity in signed languages has enriched cultures and identities of local deaf communities;</p> <p>2.2 Describe how use of BSL in the workplace has provided Deaf people with a sense of equality;</p> <p>3.1 Identify the International Conference that aimed to suppress all signed languages;</p> <p>3.2 Describe the impact of the key resolutions of this conference on Deaf people in Britain;</p> <p>3.3 Describe the impact on deaf communities of the campaign leading to recognition of BSL.</p> <p>3.4 Describe how historical events and legislation have affected the development of BSL;</p>

Topic Content (General Information for Learners & Teachers):

About BSL Users:

- The terminology and statistics relating to the range of people who use BSL and how they acquire BSL, i.e through Deaf families or membership of deaf communities including schools;
- Terms used to describe the meaning of Deaf Identity and how this identity may be acquired;
- How the development of BSL usage in the workplace has given Deaf people more opportunities through either legislation, the provision of equipment or equality measures including Access to Work provision.

About the history of signed languages and BSL:

- Learners should know how signed languages, including BSL, have developed either through community usage or through research;
- An overview of the Milan conference and its impact on signed languages should be considered as part of the course, together with an understanding of subsequent events of a historical significance and/or legislation on the development of BSL.

About deaf communities:

- How signed languages have enriched cultures and identities;
- How the campaign for recognition of BSL has impacted on deaf communities.

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IBSL Unit: IBSLBAH

ASSESSMENT SPECIFICATION

The assessment for this unit will be a written paper 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.

Learners taking paper-based assessments will be allowed a time of 60 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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IBSL Unit: IBSLBAH

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.