



'Promoting Quality in British Sign Language'

Qualification Specification

Level 1 Award in Deaf Awareness

QAN: 501/1493/1

Version: June 2016



'Promoting Quality in British Sign Language'

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Unit Specification

IBSL Level 1 Award in Deaf Awareness
RQF Accreditation Number: 501/1493/1 IBSL
Qualification Reference: IBSLDFA

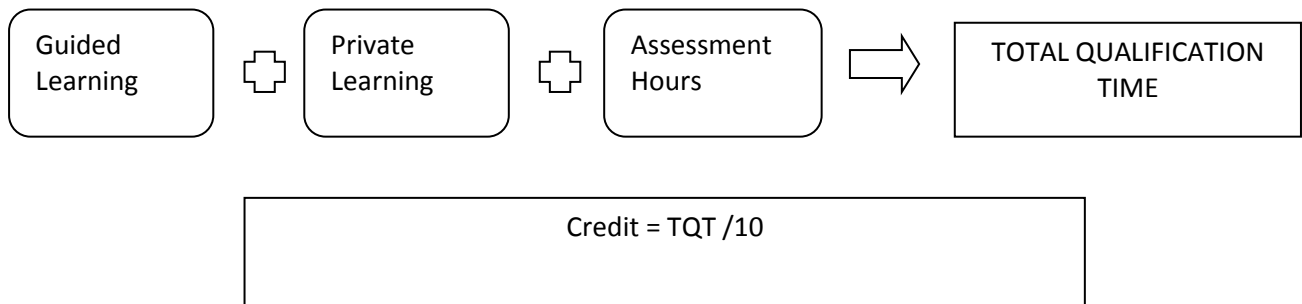
Qualification Aim

This qualification introduces the learner to a basic-level knowledge and understanding about deaf awareness, and what it means to be deaf and what can be done to improve access for d/Deaf people in society.

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 Total Qualification Time is 10 hours, with a Guided Learning element of 6 hours Guided Learning. We show below how Total Qualification Time is worked out:



This qualification is suitable for those who arrange one-day courses, where at least 6 hours is taught in class or a workshop environment with a follow-up assessment at the end.

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 Deaf Awareness is suitable for those who:

- wish to acquire a basic understanding and awareness of deafness and deaf 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 British Sign Language is required for entry into a programme leading to the Level 1 Award in Deaf Awareness.

Progression Routes

Upon completion of this qualification, candidates 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 30-minute written assessment consisting of multi-choice questions which are marked at IBSL.

In future, the assessment may switch to being an electronic version.

Learning Outcomes and Assessment Criteria

Learning outcomes The Learner will...	Assessment Criteria The Learner can...
<p>1. Know how to describe the different types of d/Deaf people and have hearing loss.</p> <p>2. Be able to identify common causes of deafness.</p> <p>3. Know the numbers and types of d/Deaf people in Britain, including those with hearing loss and those who are deafblind.</p> <p>4. Be able to understand the meaning of Deaf Identity.</p> <p>5. Identify unnecessary barriers for Deaf people which have a hearing focus.</p>	<p>1.1 Identify people who use British Sign Language (BSL) and those who do not;</p> <p>1.2 Give examples why Deaf BSL users have different needs from deaf people who use other types of communication;</p> <p>1.3 Explain how deaf people who do not use BSL communicate;</p> <p>1.4 Show that Deaf BSL users require recognition as a minority group with its own language and culture;</p> <p>2.1 Describe common causes of deafness;</p> <p>3.1 Describe different groups of d/Deaf people in the UK;</p> <p>3.2 Identify proportions of Deaf people with hearing parents and numbers of those families that learn BSL;</p> <p>3.3 Explain the average age at which Deaf people access their natural language and how they access it.</p> <p>4.1 Explain what Deaf identity is;</p> <p>4.2 Give an example of how a sense of Deaf identity is acquired through the use of BSL;</p> <p>4.3 Explain what is meant by:</p> <ul style="list-style-type: none"> a) the medical model of deafness; b) the social model of disability c) the cultural/linguistic model of deafness. <p>5.1 List barriers excluding Deaf people which are linked to:</p> <ul style="list-style-type: none"> a) people's attitudes; b) equipment; c) provision of information; <p>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>

5.3 examples of solutions to overcoming

these barriers, which may be applied to learners' place(s) of work as well as in general society.

Topic Content (General Information for Learners & Teachers):

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About different communication types D/d people use:

- The range of people who use BSL and how they acquire BSL, i.e through Deaf families or membership of deaf communities including schools;
- The range of people who use other methods of communication in preference to BSL;
- Know how a deaf person's language and cultural background affects communication;
- Understand why deaf people who use BSL may identify themselves as a minority group.

About causes of deafness:

- Identify the principal causes of deafness

About different groups of D/d people:

- Terms used to describe types of deafness;
- The numbers of people in the UK who are deaf, hard-of-hearing, deafened or deafblind;
- The numbers of people with deaf parents, or Deaf people with hearing parents;
- The numbers of people that use BSL, and the average age that Deaf people access the language;

About the meaning of Deaf Identity:

- Terms used to describe the meaning of Deaf Identity and how this identity may be acquired;

- What is meant by the medical model of deafness, the social model of deafness and the cultural/linguistic model of deafness.

About barriers for d/Deaf people:

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

IBSL Level 1 Award in Deaf Awareness

IBSL Unit: IBSLDFA

ASSESSMENT SPECIFICATION

The assessment for this unit is currently by a written Q&A paper set by IBSL, and the Learners will be required to select answers from a series of multiple choice questions relevant to the content of material previously 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.

Learners will have 30 minutes to complete the Q&A paper under supervised conditions.

After completion of the assessment, the teacher-assessor or invigilator should return to IBSL the completed Q&A papers together with the Application for Achievement form.

The pass mark for the assessment is 60% overall.

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IBSL Unit: IBSLDFA

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 from the Centre Portal in IBSL's website. The **assessment date** must be shown on the Learner Registration form together with the Learner's date of birth, and ULN

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 Centre Portal) 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 Centre Portal).

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 in the IBSL Centre Portal should be followed.