



'Promoting Quality in British Sign Language'

Qualification Specification

Level 2 Certificate in British Sign Language Studies

QAN: 501/0707/0

Version: June 2016



'Promoting Quality in British Sign Language'

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Qualification Specification

IBSL Level 2 Certificate in British Sign Language Studies

RQF Accreditation Number: 501/0707/0

IBSL Qualification Reference: IBSL2A

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 social life and at work, school or college. A Level 2 course will enable development in functional BSL communication in more depth than at Level 1, requiring a wider grasp of grammar to cope with some non-routine language exchanges.

This qualification has been developed in accordance with the National Language Standards at Level 2.

Qualification Structure

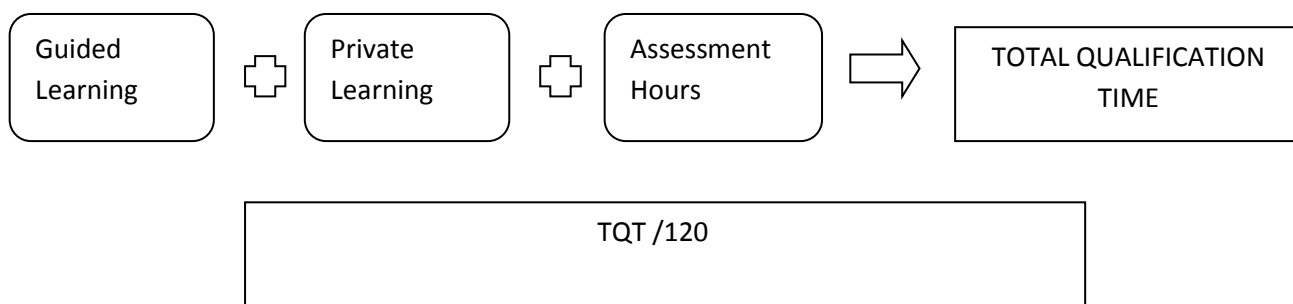
The qualification is divided into four units as follows:

IBSL2A1: Receptive Skills in British Sign Language	Unit Number: J/601/9646
IBSL2A2: Developing BSL Presentation Skills	Unit Number: L/601/9647
IBSL2A3: Understand and take part in routine conversations in BSL	Unit Number: R/601/9648
IBSL2A4: Understand and use routine BSL in everyday contexts	Unit Number: Y/601/9649

All four units can be achieved separately, but the full Level 2 Certificate in British Sign Language can only be given if there is a PASS in each unit.

Assessment procedures are detailed on pages 7-10, 13-16, 19-22, 25-28.

The Total Qualification Time is 120 hours, with a Guided Learning Element of 70 hours Guided Learning. We show below how Total Qualification Time is worked out:



Qualification Objectives

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

- Acquire sufficient language to enable communication with Deaf people, including those in the workplace or at school/college, at an intermediate level;
- Develop the ability to present personal, social and work-related information in BSL;
- Exchange routine information with Deaf people in social life and/or the workplace or at school and college.
- Understand and give advice and instructions about everyday work and/or social matters

These objectives relate to the National Language Standards at Level 2

Target Group

The Level 2 Certificate in BSL Studies is suitable for those who:

- Wish to acquire extended British Sign Language skills for the purpose of holding more detailed communication with Deaf people, including by family, friends and colleagues at work, school or college;
- 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;
- Wish to progress from the Level 1 Award.

The qualification is also suitable for Deaf people wishing to acquire a qualification in their own language.

Entry Requirements

It is recommended that entrants should have the Level 1 Award in BSL before embarking on the Level 2 Certificate programme.

Progression Routes

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

- IBSL Level 3 Certificate in British Sign Language Studies

Assessment

The assessment for each unit is different, and it is recommended that the first three units, IBSL2A1 and IBSL2A2 and IBSL2A3, should be taken first, and arrangements made for an External Examiner to visit the Centre when the final unit IBSL2A4 is to be assessed.

Unit IBSL2A1 will be by means of an e-assessment (or substituted video file on DVD or other means). This will be externally assessed.

Units IBSL2A2 and IBSL2A3 will be recorded on film through DVD or USB or similar means and included in a coursework file, which will be internally assessed by the teacher-assessor, and externally moderated by IBSL during the visit of the External Examiner. Unit IBSL2A4 will be assessed 'live' by an External Examiner.

Unit Specification: IBSL2A1: Receptive Skills in British Sign Language (RQF accreditation number: J/601/9646)

Unit Summary and Assessment Criteria

Topics and Content: Mandatory

- **Meeting people** (Areas to be covered in this category include the following sub-topics: people including extended family members, friends and colleagues or those that are met regularly at work, school or college; behaviours/actions and feelings to people)
- **Work, school and/or college** (details about daily routines, and not-so-daily routines such as going on special courses, future plans)
- **Lifestyle choices** (experiences, hobbies and interests, events and activities)
- **Timeframes** (areas to be covered include showing different aspects of an event in time, showing continuation, continuity and frequency, and using time sequences)
- **Use of routine linking conventions and prepositions** (i.e. *use of sign structures linking words and phrases*)
- **Signing Structure and key grammatical features** (placement, use of verbs & phrases, non-manual features, sign order and sign forms, handshapes, direction, orientation, question forms, negation & affirmation, characterisation, timelines, conditionality, signing space, fluency, listing and itemising, using vocabulary in correct context, making comparisons, using numbers). [*See also Knowledge & Skills Section on page 29*]

Comprehension Skills (Mandatory)

- Learners should demonstrate they can understand routine language in everyday situations including specific details about personal, social or work circumstances/activities.

Learning outcomes	Assessment Criteria
<p>1. Be able to extract information from a variety of routine statements, descriptions or explanations in British Sign Language;</p> <p>2. Be able to understand the main points of routine statements, descriptions or explanations.</p>	<p>1.1 Understand specific personal or social details from variety of sources in British Sign Language;</p> <p>1.2 Understand step-by-step instructions or directions or other forms of advice given in British Sign Language;</p> <p>1.3 Show within context an understanding of simple BSL combinations of structures and set phrases, including verbs, adverbs, adjectives, question forms, affirmative and/or negation signs;</p> <p>2.1 Understand the main points of a message in delivered British Sign Language;</p> <p>2.2 Show within context an understanding of simple BSL combinations of structures and set phrases, including verbs, adverbs, adjectives, question forms, affirmative and/or negation signs;</p>

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Unit IBSL2A1

ASSESSMENT SPECIFICATION

The assessment for this unit will be through a Receptive Skills assessment on a DVD that has been supplied by IBSL. Learners will be required to select answers to questions posed on the DVD, and write down their answers on the Answer Paper supplied by IBSL. The assessment should be video-recorded in an approved format and the Application for Achievement form will require to be completed by the Teacher-Assessor.

Running time of the assessment will be approximately 10-12 minutes, and once started the DVD must be played through to its end.

Note: The e-assessments are currently still in course of development, and until these are developed, IBSL are substituting a DVD of the same assessment to be used in lieu of the e-assessment. Learners' answers will be in paper-based format.

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

After completion of the assessment, the **Application for Achievement form should be sent to IBSL** (a copy being retained by the Centre) together with the completed answer papers and the DVD. The marking will be done at IBSL and the results sent to the Centre within 28 working days.

The pass mark for this assessment is 67%

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Unit IBSL2A1

ASSESSMENT REGULATIONS

1. Registration of Learners

Registration of learners for this assessment, together with the appropriate fees, will be required four weeks prior to the assessment date, using the Learner Registration form provided on IBSL's Online Portal. The **assessment date** must be shown on the Learner Registration form together with the learner's date of birth, and Unique Learner4 Number (ULN)

Centres authorised by IBSL to pay by invoices may register their Learners online no later than *2 weeks* prior to the assessment date.

2. Acknowledgement of Learner Registration

Upon receipt of the Learner Registration Form(s), IBSL will send to the Centre 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 Online 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. Invigilator

It is the responsibility of Centres to appoint a suitably qualified invigilator to oversee and co-ordinate this assessment, 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 invigilator must sign the Learner Assessment Record form to confirm this.

The assessment is 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 the e-assessment, 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;
- Invigilators must operate and initiate the assessment equipment themselves;
- Invigilators must ensure that the 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.

7. Misconduct

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

8. Emergencies

If an emergency should occur, e.g. 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

Invigilators must ensure 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 the assessment at source.

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.

13. Appeals and retention of evidence

IBSL will retain the assessment documents for a period of 12 months in case of any appeal, which should be done in accordance with the Appeals Policy on the website.

Unit Specification: IBSL2A2: Developing BSL Presentation Skills (RQF Accreditation number: L/601/9647)

Unit Summary and Assessment Criteria

Topics and Content: Mandatory

- **Describing day-to-day activities of self and others in personal or social circumstances** (functional information about self and others, personal or social activities/tasks carried out on an everyday basis using appropriate terminology)
- **Describing day-to-day activities of self and others at work, school or college** (functional information about work, school or college, activities/tasks carried out daily at work, school or college using appropriate terminology)
- **Lifestyle choices** (experiences, hobbies and interests, events and activities)
- **Timeframes** (areas to be covered include showing different aspects of an event in time, showing continuation, continuity and frequency, and using time sequences)
- **Use of routine linking conventions and prepositions** (i.e. *use of sign structures linking words and phrases*)
- **Signing Structure and key grammatical features** (placement, use of verbs & phrases, non-manual features, sign order and sign forms, handshapes, direction, orientation, question forms, negation & affirmation, characterisation, timelines, conditionality, signing space, fluency, listing and itemising, using vocabulary in correct context, making comparisons, using numbers). *[See also Knowledge & Skills Section on page 29]*

Production Skills (Mandatory)

- Learners should demonstrate they can sign at an appropriate pace and flow, using signing space and grammatical features correctly, and with reasonable speed, using a range of vocabulary relevant to the Level of the Award, the unit and the topic.
- Learners need to demonstrate they are able to put together and present a structured report or presentation, and to respond to questions raised after the presentation.
- Learners need to demonstrate they are able to distinguish between the use of formal and informal register.

Research and Referencing Skills

- Learners need to demonstrate that they have researched the topic or subject of their presentation, and reference their research in a short coursework file.
- Learners should also prepare a glossary for inclusion in the coursework file. *[See also Knowledge & Skills Section on page 29]*

- Learners have an additional 30 hours for this learning outcome, which should take place out-of-class. It is because of this element that this unit has 6 credits, whereas all the other units have 3 credits.

Learning outcomes	Assessment Criteria
<p>1. Be able to deliver short reports in British Sign Language.</p> <p>2. Respond to questions and/or comments arising from the reports.</p> <p>3. Be able to research a report or presentation topic</p>	<p>1.1 Research and present a report in British Sign Language about a personal or social issue.</p> <p>1.2 Research and present a report in British Sign Language about a work-related issue.</p> <p>2.1 Answer questions arising from the presentation of the report/description</p> <p>2.2 Respond to comments arising from the presentation of the report/ description</p> <p>3.1 Show evidence of research and preparation for the signed reports/ descriptions;</p> <p>3.2 Demonstrate through a glossary how clarification and confirmation of meaning has been achieved.</p>

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Unit IBSL2A2: Developing BSL Presentation Skills

ASSESSMENT SPECIFICATION

The assessment for this unit will consist of the presentation of a report of a work-related or social/community activity of the learner's choice, which should have been researched. The report will involve a presentation delivered to *an audience of two (one of whom should be the teacher-assessor)* and video-recorded in an approved format. The delivery of this report shall be for **a minimum of 4 minutes and a maximum of 6 minutes**, to be followed by a 3-4 minute session during which the audience of two people ask questions or raise comments about the presentation. This can either be a Q&A session or a discussion between the presenter and the audience participants. The whole clip (presentation and follow-up session) should be **between 7 and 10 minutes in total**.

The filmed evidence should be collated into a short coursework file, together with evidence of the research, plus **referencing if appropriate**, and a glossary.

The teacher-assessor should then complete the cover sheet for the coursework file confirming that the evidence is the learner's own work.

After completion of the assessment, the Centre should retain the filmed evidence and mark sheets in a safe place until it is required to be produced at the visit of the External Examiner who shall attend the Centre for the purpose of observing assessment IBSL2A4. All coursework files and evidence by learners taking this unit will then be randomly sampled by the External Examiner on the occasion of that visit. **The Application for Achievement form should be completed by the Centre prior to the visit of the External Examiner.**

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Unit IBSL2A2

ASSESSMENT REGULATIONS

1. Registration of Learners

Registration of learners for this assessment, together with the appropriate fees, will be required at least 8 weeks prior to the assessment date, using the Learner Registration form provided on IBSL's Online Portal. The **assessment date** must be shown on the Learner Registration form together with the learner's date of birth and ULNs. The **assessment date** must be the same date as the date of the assessment requiring the visit of the External Examiner for Unit IBSL2A4

2. Acknowledgement of Learner Registration

Upon receipt of the Learner Registration Form(s), IBSL will send to the Centre 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 Online Portal) and returned to IBSL with the Learner Registration Form. IBSL will contact the Centre within two weeks to advise whether the request has been approved and how the assessment may be completed.

4. Teacher-assessors

It is the responsibility of Centres to appoint a suitably qualified teacher-assessor for this unit to "sign off" the learner's mark sheet, 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 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 audience of two being visible in the recording. All participants' faces must be visible within the frame. Individual DVDs or USBs 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.

The learner is allowed to use a PowerPoint aid but care must be taken to ensure that light reflected by the data projector does not "blacken out" the participants' faces.

6. The assessment room

'Examination conditions' mean that the assessment room:

- Must be identified by an appropriate sign outside the room;
- 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 Online Portal.

8. Misconduct

If the teacher-assessor or assessment co-ordinator observes any misconduct, the assessment must be stopped immediately, and complete the Misconduct Report Form (available from the IBSL Online 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, e.g. 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 must be correctly completed and 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 documents and recordings should be collated into a short coursework file and retained by the Centre in a safe place.

The Application for Achievement form should then be correctly completed and sent to IBSL within seven days of the assessment taking place.

11. The visit of the External Examiner

The External Examiner shall visit the Centre for the final live assessment as part of IBSL's quality assurance process and shall check the coursework files, sampling recorded evidence as required; therefore this assessment must have been completed by then. The External Examiner shall initial appropriate forms in the presence of the teacher-assessor (or appropriate assessment co-ordinator) after sampling and shall take them away, leaving the coursework files, DVDs or other appropriate recordings with the Centre.

12. Issue of results

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

13. Appeals and retention of evidence

The Centre must retain the learners' DVD evidence for a period of 12 months following the visit of the External Examiner. In the event of an appeal against assessment decisions, IBSL may require access to this evidence.

Unit Specification: IBSL2A3:
Understand and take part in routine conversations in BSL
(RQF accreditation number: R/601/9648)

Unit Summary and Assessment Criteria

Topics and Content: Mandatory

- **Meeting people** (Areas to be covered in this category include the ability to ask and respond to questions about the following sub-topics: people including extended family members, friends and colleagues or those that are met regularly at work, school or college; behaviours/actions and feelings relating to people)
- **Work, school and/or college** (details about daily routines, and not-so-daily routines such as going on special courses, future plans)
- **Personal and social lifestyle choices** (experiences, hobbies and interests, events and activities)
- **Timeframes** (areas to be covered include showing different aspects of an event in time, showing continuation, continuity and frequency, and using time sequences)
- **Use of routine linking conventions and prepositions** (i.e. *use of sign structures linking words and phrases*)
- **Signing Structure and key grammatical features** (placement, use of verbs & phrases, non-manual features, sign order and sign forms, handshapes, direction, orientation, question forms, negation & affirmation, characterisation, timelines, conditionality, signing space, fluency, listing and itemising, using vocabulary in correct context, making comparisons, using numbers). *[See also Knowledge & Skills Section on pages 29 & 30]*

Comprehension and Production Skills (Mandatory)

- Learners should demonstrate they can understand their teacher and others, answer questions correctly, and understand brief descriptions of personal, social or work circumstances;
- Learners should demonstrate they can sign at an appropriate pace and flow, using appropriate grammatical features correctly and provide brief descriptions of personal, social or work circumstances at reasonable speed using a range of vocabulary relevant to the topic.
- Learners should produce language that is reasonably accurate and be able to achieve the Knowledge and Skills criteria.
- Learners need to demonstrate they are able to distinguish between the use of formal and informal register.

Learning outcomes	Assessment Criteria
<p>1. Be able to engage in routine conversations in British Sign Language.</p>	<p>1.1 Understand and use routine questions and responses about everyday personal, social and work-related topics;</p> <p>1.2 Understand and use routine questions, set phrases and structures to receive and make requests and/or clarify understanding;</p> <p>1.3 Use language and vocabulary that is appropriate to the situation, subject and context, taking into account appropriate use of BSL sign structures and key grammatical features, such as BSL mouth patterns, sign articulation and non-manual features;</p> <p>1.4 Respond and interact appropriately to questions, instructions or information from other participants in routine conversation.</p>
<p>2. Be able to understand and express routine opinions, ideas and views in British Sign Language</p>	<p>2.1 Understand and express routine opinions, ideas and views;</p> <p>2.2 Understand the main points of routine conversations;</p> <p>2.3 Make the appropriate use of BSL conventions for interrupting, clarifying, seeking attention and turn-taking.</p>

IBSL Level 2 Certificate in British Sign Language Studies

Unit IBSL2A3

ASSESSMENT SPECIFICATION

The assessment for this unit will be carried out in a 1:1 format between the learner and the teacher-assessor, using material that has been supplied by IBSL. The assessment should be video-recorded in an approved format. The Learner Assessment Record forms will be completed by the teacher-assessor

The assessment will be set out in a way so that the learner has opportunities to demonstrate both productive and receptive skills during the assessment, and should continue until the teacher-assessor is satisfied that all the required performance criteria have been covered. The assessment will be for a **minimum of 7 minutes and a maximum of 10 minutes.**

The teacher-assessor should then complete the cover sheet for the coursework file confirming that the evidence is the learner's own work.

After completion of the assessment, the Centre should retain the filmed evidence and coursework files in a safe place until it is required to be produced at the visit of the External Examiner who shall attend the Centre for the purpose of observing assessment IBSL2A4. All coursework files and evidence by learners taking this unit will then be randomly sampled by the External Examiner on the occasion of that visit. **The Application for Achievement form should be completed by the Centre prior to the visit of the External Examiner.**

IBSL Level 2 Certificate in British Sign Language Studies

Unit IBSL2A3: Understand and take part in routine conversations in BSL

ASSESSMENT REGULATIONS

1. Registration of Learners

Registration of learners for this assessment, together with the appropriate fees, will be required at least 8 weeks prior to the assessment date, using the Learner Registration form provided on IBSL's Online Portal. The **assessment date** must be shown on the Learner Registration form together with the learner's date of birth and ULN.

2. Acknowledgement of Learner Registration

Upon receipt of the Learner Registration Form(s), IBSL will send to the Centre 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 Online Portal) and returned to IBSL with the Learner Registration Form. IBSL will contact the Centre within two weeks to advise whether the request has been approved and how the assessment may be completed.

4. The Assessor(s)

The assessor(s) for this assessment may be the Centre's teacher-assessor or other suitably qualified person. The assessor should hold a current Trained Assessor Certificate from IBSL.

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 will 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.

The assessment is carried out at a time agreed by the Centre, the Learner and IBSL, 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.

The assessment room should have enough space for the External Examiner to observe the process, if required.

'Examination conditions' also mean that:

- Mobile telephones must be switched off;
- Each learner's 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;
- 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 Online Portal.

8. Misconduct

If the assessor or assessment co-ordinator observes any misconduct, the assessment must be stopped immediately, and complete Misconduct Report Form (available from the IBSL Online 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, e.g. 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 must be correctly completed and 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 retained by the Centre in a safe place.

The Application for Achievement form should then be correctly completed and signed and handed over to the external Examiner.

11. The visit of the External Examiner

The External Examiner shall visit the Centre for the final live assessment IBSL2A4 as part of IBSL's quality assurance process and shall check the coursework files, sampling recorded evidence as required. The External Examiner shall initial appropriate forms in the presence of the teacher-assessor (or appropriate assessment co-ordinator) after sampling and shall take them away, leaving the coursework files, DVDs or other appropriate recordings with the Centre.

12. Issue of results

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

An EE Visit Report will follow from the External Examiner within four weeks of the visit.

13. Appeals and retention of evidence

The Centre must retain the learners' DVD evidence for a period of 12 months following the visit of the External Examiner. In the event of an appeal against assessment decisions, IBSL may require access to this evidence.

Unit Specification: IBSL2A4: Understand and use routine BSL in everyday contexts (RQF accreditation number: Y/601/9649)

Unit Summary and Assessment Criteria

Topics and Content: Mandatory

- **Meeting people** (Areas to be covered in this category include the ability to ask and respond to questions about the following sub-topics: people including extended family members, friends and colleagues or those that are met regularly at work, school or college; behaviours/actions and feelings relating to people)
- **Work, school and/or college** (details about daily routines, and not-so-daily routines such as going on special courses, future plans)
- **Personal and social lifestyle choices** (experiences, hobbies and interests, events and activities)
- **Timeframes** (areas to be covered include showing different aspects of an event in time, showing continuation, continuity and frequency, and using time sequences)
- **Use of routine linking conventions and prepositions** (i.e. *use of sign structures linking words and phrases*)
- **Signing Structure and key grammatical features** (placement, use of verbs & phrases, non-manual features, sign order and sign forms, handshapes, direction, orientation, question forms, negation & affirmation, characterisation, timelines, conditionality, signing space, fluency, listing and itemising, using vocabulary in correct context, making comparisons, using numbers). *[See also Knowledge & Skills Section on pages 29]*

Comprehension and Production Skills (Mandatory)

- Learners should demonstrate they can understand and interact with their teacher and other people in groups, conversing using BSL to the best of their ability;
- Learners should demonstrate they can sign at an appropriate pace and flow, using appropriate grammatical features correctly and provide brief descriptions of personal, social or work circumstances at reasonable speed using a range of vocabulary relevant to the topic.
- Learners should produce language that is reasonably accurate and be able to achieve the Knowledge and Skills criteria.
- Learners need to demonstrate they are able to distinguish between the use of formal and informal register.

Learning outcomes	Assessment Criteria
<p>1. Be able to ask for and provide routine information relating to everyday contexts in British Sign Language, i.e. <i>How are you? How's your Mum & Dad? Where've you come from?</i></p> <p>2. Be able to ask for and provide general information in British Sign Language in personal, social or work-related matters, i.e. <i>I need a day-off for a doctor's appointment, is that ok? I dislike working on night shift. This order is urgent and has to go out by this Friday.</i></p>	<p>1.1 Introduce self and other people; 1.2 Exchange information and/or other details about a personal area of work or study environment; 1.3 Demonstrate within context a range of accurate use of simple BSL combinations of structures and set phrases.</p> <p>2.1 Ask for and provide ad hoc advice and information about everyday personal, social or work matters, including products/services relating to a personal work area or study environment; 2.2 Express likes, dislikes and/or preferences about work products and/or services; 2.3 Demonstrate within context a range of simple BSL combinations of structures and set phrases, including verbs, adverbs, adjectives, question forms, affirmative and/or negation signs;</p>

IBSL Level 2 Certificate in British Sign Language Studies

Unit IBSL2A4

ASSESSMENT SPECIFICATION

The assessment for this unit will be carried out by an External Examiner. The teacher-assessor shall also take part in the assessment process. The assessment shall take place in a group, in a setting that is a simulated social gathering, i.e. a deaf club, a café, or a pub.

The assessment will be set out in a way so that the learner has opportunities to demonstrate both productive and receptive skills with other people during the assessment, and should continue until the external assessor or Examiner is satisfied that all the required performance criteria have been covered. The assessment will be for **a minimum of 10 minutes and a maximum of 15 minutes.**

The setting shall be covered by at least two cameras to record the occasion.

This assessment is carried out by an External Examiner. For this reason, the assessment must be scheduled for a minimum of 6 weeks after completion of the assessments for IBSL2A1.

After completion of the assessment, the teacher-assessor will be required to complete and sign the Application for Achievement form. The Centre should retain the filmed evidence in a safe place as required by the Assessment Regulations.

IBSL Level 2 Award in British Sign Language Studies

Unit IBSL2A4

ASSESSMENT REGULATIONS

1. Registration of Learners

Registration of learners for this assessment, together with the appropriate fees, will be required at least 6 weeks prior to the assessment date, using the Learner Registration form provided on IBSL's Online Portal. 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.

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 Online Portal) and returned to IBSL with the Learner Registration Form. IBSL will contact the Centre within two weeks to advise whether the request has been approved and how the assessment may be completed.

4. The Assessor(s)

This assessment will be carried out by an External Examiner supplied by IBSL.

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 External Examiner will 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), all the learners and the teacher-assessor taking part 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.

The assessment is carried out at a time agreed by the Centre, the Learner and IBSL, 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.

There may be other Deaf people in the assessment who are not learners.

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 assessors may have their own material to help them with the assessment;
- Must be set up correctly for the two cameras, taking into account the lighting, the background and the position of the participants.

The assessment room should have enough space for the External Examiner to observe the process, if required, and for people to move around.

'Examination conditions' also mean that:

- Mobile telephones must be switched off;
- Each learner's 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;
- 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 Online Portal.

8. Misconduct

If the assessor or assessment co-ordinator observes any misconduct, the assessment must be stopped immediately, and complete the Misconduct Report Form (available from the IBSL Online 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, e.g. 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 must be correctly completed and 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 retained by the Centre in a safe place.

The Application for Achievement form should then be correctly completed and signed and handed over to the external assessor or Examiner.

11. The visit of the External Examiner

The External Examiner shall be for all of the assessment and shall also use the opportunity as part of IBSL's quality assurance process to sample the assessment evidence and check the coursework files for Units IBS2A2 and IBSL2A3. The External Examiner shall complete appropriate forms for this qualification after sampling and shall take them away, leaving the DVDs or other appropriate recordings and the coursework files with the Centre.

12. Issue of results

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

13. Appeals and retention of evidence

The Centre must retain the learners' DVD evidence for a period of 12 months following the visit of the External Examiner. In the event of an appeal against assessment decisions, IBSL may require access to this evidence.

IBSL Level 2 Award in British Sign Language Studies

Knowledge & Skills

Knowledge required for **ROUTINE** language proficiency at Level 2.

Vocabulary

K1: everyday vocabulary;

K2: common words/signs and set phrases used in your work;

K3: a range of everyday connectors (e.g. as Level 1 but adding *then, because, so*)

K4: polite ways to express:

K4.1 forms of address, greeting, leave-taking, mealtime conventions

K4.2 feelings (e.g. *wishes, gratitude, regret, apology*)

K4.3 agreement and disagreement

K5: routine numerical terms (e.g. *all numbers, time including years, dates, quantity*)

Grammatical forms

K6: the most common ways to express the past, present and the future

K7: positive and negative statements

K8: all common question structures/words/signs and common ways to ask questions (e.g. *did you? Have you?*)

K9: common ways to ask permission (*can/must*) and to give instructions (*what to do/what not to do*)

Non-verbal cultural conventions

K10: key everyday non-verbal polite conventions (e.g. *greeting, spatial distance, touch, eye contact*)

Reference sources:

K11: how to use reference sources to find out or check meaning and/or accuracy (e.g. *glossaries, dictionaries, phrase books, verb tables, simple on-line resources*)