



'Promoting Quality in British Sign Language'

Qualification Specification

Entry Level Award in British Sign Language (Entry 3)

QAN: 601/7539/4

Version: June 2016



'Promoting Quality in British Sign Language'

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Qualification Specification

IBSL Entry Level Award in British Sign Language (Entry 3)

Accreditation Number: 601/7539/4

IBSL Qualification Reference: IBSLEB

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:

IBSLEB1: Understand Basic Information in British Sign Language:

Unit Number: D/507/7591

IBSLEB2: Develop strategies to acquire simple and basic British Sign Language skills:

Unit Number: K/507/7593

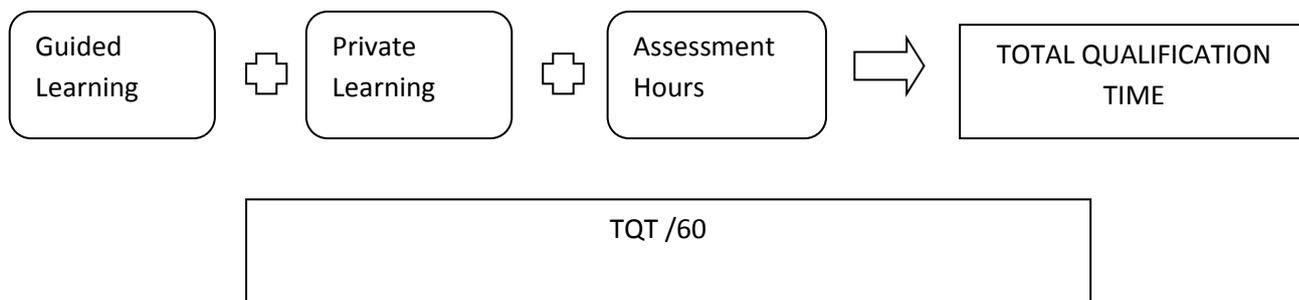
IBSLEB3: Take part in and follow simple conversations in British Sign Language:

Unit Number: M/507/7594

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, 12 and 15-18 of this qualification specification.

The Total Qualification Time is 60 hours, with a Guided Learning element of 30 hours Guided Learning. We show below how the Total Qualification Time is worked out:



Qualification Objectives

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

- Understand simple, basic information presented to them in BSL;
- Develop strategies to acquire simple, basic BSL 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 involve a variety of assessment methods, some of which may be recorded on DVD or USB.

Unit Specification: IBSLEB1: Understand Basic Information in BSL
(Accreditation number: D/507/7591)

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
<p>1. Be able to extract information from basic statements or descriptions in British Sign Language.</p> <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>1.1 Identify a limited range of personal , social or work-related information, including polite conventions;</p> <p>1.2 Understand brief instructions expressed in a limited range of signs and key phrases ;</p> <p>1.3 Understand the main points of brief statements or descriptions.</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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Unit IBSLEB1

ASSESSMENT SPECIFICATION

The assessment for this unit will be by observation of a filmed sequence (either using a DVD or a USB or through a computerised version) which will be supplied by IBSL. 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/USB 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 67%.

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Unit IBSLEB1

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 on-line portal. 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.

It is permissible for the Centre to appoint an invigilator from within its staff pool to oversee the assessment process.

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 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 the 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, 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 Application for Achievement forms must be correctly completed and returned to IBSL together with the completed Answer Papers and the DVD/USB within seven days of the assessment taking place.

11. The External Examiner

Whilst the marking of this assessment will generally be done by IBSL off-site, it is possible that an External Examiner 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 and retention of evidence

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

Unit Specification: IBSLEB2:
Develop strategies to acquire simple and basic British Sign Language skills
(Accreditation number: M/507/7594)

Unit Summary, Learning Outcomes and Assessment Criteria

Topics and Content: General Information

- **Knowledge of 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)
- **Identify use of personal information in social, work, school and/or college settings**
- **Understanding** the use of basic local numbering systems for counting people, things, telling the time, age and currency variants
- **Knowledge** of basic weather and seasonal variants plus simple use of timeframes.
- **Understanding the structure of British Sign Language** (simple 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)

Learning outcomes	Assessment Criteria
1. Understand how to identify and take responsibility for areas of self-development in British Sign Language.	1.1 Identify an area for self-development in BSL; 1.2 Describe a personal skill in BSL they need to develop; 1.3 Describe how they will develop their personal skill 1.4 Suggest a suitable target to work towards and agree this with an appropriate person. 1.5 Identify the support and resources needed to help them work towards the agreed target. 1.6 Work through activities to develop the agreed skill
2. Be able to demonstrate how they have developed personal skills in British Sign Language.	2.1 Review the progress they have made 2.2 Review what went well and what did not go well 2.3 Review choices about how they will continue to develop their personal skills in BSL

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Unit IBSLEB2

ASSESSMENT SPECIFICATION

The assessment for this unit will be in the form of a Reflective Learning Log, a record of the Learner's learning experiences, thoughts, feelings and reflections. It is not just a diary of what the Learner has done, but a critical assessment of how s/he has progressed. It is less formal than other kinds of assignments - for example Learners should write in the first person.

It will be expected that the Learner should ask questions of her/himself such as:

- What have I achieved?
- Have I made progress?
- Have I developed new skills?
- How might I use these skills in the future (socially or in the workplace)?
- How have I changed my learning style?
- What would happen if I continued to practice this new skill?

The Reflective Learning Log should be a minimum of one and maximum of two A4 pages. The Learner may include a short DVD or USB showing signs that s/he has learnt.

At the end of the course, the log should be sent to IBSL together with any supporting DVD/USB.

Unit Specification: IBSLEB3:
Take part in and follow basic conversations in British Sign Language
(Accreditation number: K/507/7593)

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.)

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Unit IBSLEB3

ASSESSMENT SPECIFICATION

The assessment for this unit will be by a pre-arranged conversation between the teacher-assessor and the Learner 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 10 simple phrases (4 produced by the Learner) from the material supplied by IBSL, which will include one question and a phrase to clarify understanding from the Learner. The minimum of 10 simple phrases are in addition to those that are used to express greetings, and close conversations.

There will also be a requirement to include the weather in the conversation.

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, together with the completed Application for Achievement form, which should be sent to IBSL, copies being retained by the Centre.

After completion of the assessment, the Centre should retain the filmed evidence in a safe place in case it is required to be produced as part of an IBSL sampling process.

IBSL Entry Level Award in British Sign Language

Unit IBSLEB3

ASSESSMENT REGULATIONS

1. Registration of Learners

Registration of Learners for this *joint* 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 on-line portal. 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.

2. Acknowledgement of Learner Registration

Upon receipt of the Learner Registration Form(s), IBSL will send to the Centre the relevant assessment documentation and Application for Achievement forms which will show the Unique Learner Numbers.

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 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 doing off-site marking.

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 the 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, 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 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 the Learner's ULN and the 'log' compiled. These recordings should be retained by the Centre in a safe place in case they need to be produced as part of a sampling process.

11. The External Examiner

Whilst the marking of this assessment will generally be done by IBSL off-site, it is possible that an External Examiner 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, 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. In the event of an appeal against assessment decisions, IBSL may require access to this evidence.

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

Knowledge required for **BASIC** language proficiency at Entry Level.

Vocabulary

- K1: a small number of words/signs in everyday use;
- K2: the most important words/signs needed for your work;
- K3: basic everyday connectors (e.g. *and, but*)
- K4: a small number of set phrases/signs expressing politeness (e.g. *please, thank you, introductions/greetings*)
- K5: days of the week, months, time, yesterday/today and tomorrow
- K6: basic numerical terms (*use 1-20; understand 1-60*)

Grammatical forms

- K7: short expressions to convey a small number of verbs in the present tense:
 - K7.1: I like/I want/I prefer; I have/you have; it's.. (e.g. *hot/broken*)
 - K7.2: a few other common verbs
- K8: basic negatives (e.g. *I don't like; I'm not going*)
- K9: a few common instructions (e.g. *turn right! Stop!*)
- K10: a small few questions (e.g. *what's your name? When? How much?*)
- K11: facial expressions to convey basic emotions and ask questions
- K12: basic compound signs (sign languages only)

Non-verbal cultural conventions

- K13: key non-verbal polite conventions (e.g. *greeting, spatial distance, touch, eye contact*)

Reference sources:

- K14: how to use reference sources to find out or check meaning and/or accuracy (e.g. *glossaries, dictionaries, phrase books, basic on-line resources*)