



'Promoting Quality in British Sign Language'

Qualification Specification

Level 4 Certificate in British Sign Language Studies

QAN: 600/3505/5

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'Promoting Quality in British Sign Language'

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Qualification Specification

IBSL Level 4 Certificate in British Sign Language Studies

RQF Accreditation Number: 600/3505/5
IBSL Qualification Reference: IBSL4A

Qualification Aim

This qualification aims to further learners' experiences and development in communication through British Sign Language (BSL) with Deaf people at an extended level. A Level 4 course will enable development in functional BSL communication in more depth than at earlier levels, requiring the ability to exchange, present and understand information, ideas, advice and opinions at normal speed, and also develop an awareness of cultural interaction with Deaf people who use BSL.

This qualification has been developed in accordance with the National Language Standards at Level 4 (2010) and (for one unit) the National Occupational Standards for Intercultural Working (2008).

Qualification Structure

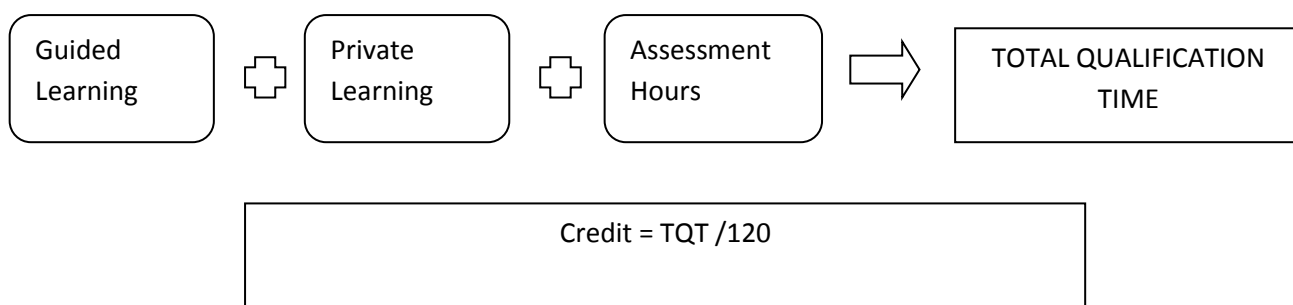
The qualification is divided into three units as follows:

IBSL4AUN: Understand Extended Signed Language in a range of work contexts	Unit Number: T/503/3712
IBSL4ASN: Sign using extended Signed Language in a range of work contexts	Unit Number: R/503/3717
IBSL4ALN: Exploring Linguistics in British Sign Language	Unit Number: F/503/3714

All three units can be achieved separately, but the full Level 4 Certificate in British Sign Language Studies can only be given if there is a PASS in each unit.

Assessment procedures are detailed on the relevant unit pages.

The Total Qualification Time is 120 hours with 60 hours of Guided Learning.



Qualification Objectives

At the end of the qualification, learners can:

- Handle most aspects of their day-to-day work, including the unpredictable;
- Understand and use relevant technical vocabulary;
- Distinguish most common accents or regional forms and the style/formality of the language;
- Understand detailed information from a range of sources but may miss details if you are not being communicated with directly;
- Communicate confidently over extended periods, though not always concisely or with complete accuracy;
- Follow discussions, films, live or televised debates, complaints or problems within your area of work;
- Understand and take part in discussions, meetings and negotiations, contributing formally if required;
- Make or deal with non-routine phone/video calls.

These objectives relate to the National Occupational Standards (2010) at Level 4 as developed by CILT, plus the National Occupational Standards for Intercultural Working (2008).

Target Group

The Level 4 Certificate in BSL Studies is suitable for those who:

- wish to acquire and utilise British Sign Language skills at normal speed over extended periods in a wide range of work and social situations, signing accurately enough to be easily understood;
- need to acquire and utilise BSL skills as part of a programme of professional development, for example, as a Communication Support Worker;
- wish to progress from the Level 3 Certificate;

The qualification is also suitable for Deaf people wishing to acquire a qualification in their own language, as part of a progression route towards Deaf Interpreter status.

Entry Requirements

It is recommended that entrants should have the Level 3 Certificate in BSL Studies before embarking on the Level 4 Certificate programme.

Progression Routes

Upon completion of this qualification, learners may progress to BSL Level 6 Studies or Interpreting qualification.

Assessment Guidelines

In a naturally occurring context, the best way to use and acquire British Sign Language (BSL) skills is through conversation and discussion with one or more users of the language where straightforward and informal social interaction is the norm. This means learners should be meeting people and being able to understand and sign a range of extended BSL at normal speed. The interaction can be carried forward into business negotiations within your area of work or in a social context.

In the naturally occurring context, this also means that you can understand discussions, debates or live shows that might be delivered in BSL (for example, through a Deaf Comedy Evening by one of the top BSL Deaf comedians, and understand the main context and detail of documentaries or stories told in BSL. You will also be able to non-routine telephone/video calls, and negotiate complaints and problems.

Within the linguistics context, learners will be expected to develop an understanding of the role of signed languages and how they differ from spoken languages; learners should also be able to demonstrate how the study of linguistics changes people's beliefs as signed languages devolve over time.

IBSL does not expect that any learner should do formal presentations at this stage. However, learners should be able to show that they are able to follow and actively take part in live debates over an extended period of time.

Good teaching practice would be to work through all units at the same time, covering all the issues in a global context.

IBSL's aim is to minimise the amount of paperwork needed to claim the qualification, but it is unavoidable that some paperwork will have to be used. These papers will be stored in a coursework file. Evidence will be collected through a series of multi-format assessments (*see assessment overview chart at the back of this Qualification Specification*)

All the evidences, apart from the 'live' assessment, will be collected into the coursework file (or *e-file* if preferred) and will be available for inspection by an External Examiner at the end of the programme.

**Unit Specification: IBSL4AUN: Understand Extended Signed Language in a wide range of work situations
(RQF unit accreditation number: T/503/3712)**

Unit Summary and Assessment Criteria

Unit Summary

The aim of this unit is to enable learners to understand detailed information from a range of sources, and follow discussions, debates, arguments and lines of reasoning, negotiations, films or televised excerpts of most aspects of work-related and social contexts. The learner will be familiar with most common accents or regional forms and can distinguish the style and formality of the language. The learner will be able to deal with non-routine telephone or video calls in which BSL is used.

Relevance to National Standards

This qualification relates to CILTEXTU of the National Occupational Standards for Languages (CILT, 2010), and is at Level 4 on the Regulated Qualification Framework. These standards are equivalent to a Higher National Certificate, Level 4 of the European Qualifications Framework (EQF), and to Level 7 on the Scottish Credit and Qualifications Framework (SCQF).

Explanation of work contexts

Although the title refers to work contexts, the content and assessment criteria provide learners with opportunities to incorporate evidence from a wide range of contexts, including social contexts and social interaction.

Topics and Content:

The topics and content of any learning on this unit by the learners are expected to be wide-ranging, with vocabulary that is sufficiently technical as to be unpredictable. The key aspect of this unit is that learners should be able to understand the delivery of BSL at normal speed *over extended periods*. This should be taken to mean passages of five minutes or more.

Learning outcomes and assessment criteria for the IBSL4AUN unit

Learning outcomes: the Learner will...	Assessment Criteria: the Learner can...
<p>1. Be able to understand extended communication in a range of work-related and social situations.</p>	<p>1.1 Identify from discussions and presentations:</p> <ul style="list-style-type: none"> a) Specific ideas or opinions b) The general meaning; c) The supporting arguments. <p>1.2 Follow sustained use of timeframes of (past, present, future or could happen in certain circumstances);</p> <p>1.3 Follow extended enquiries or requests;</p> <p>1.4 Recognise:</p> <ul style="list-style-type: none"> a) extended instructions b) their urgency or priority; <p>1.5 Recognise opinions;</p> <p>1.6 Recognise a wide range of:</p> <ul style="list-style-type: none"> a) beliefs, feelings or needs b) preferences.
<p>2. Follow interaction in a range of work-related or social situations.</p>	<p>2.1 Recognise a wide range of:</p> <ul style="list-style-type: none"> a) Introductions; b) Greetings; c) Thanks; d) Apologies; e) Leave-taking; <p>2.2 Recognise the right use of signed and non-verbal cultural conventions;;</p> <p>2.3 Recognise the extended use of humour;</p> <p>2.4 Distinguish between formal and informal language</p> <p>2.5 Recognise a wide range of regional forms;</p> <p>2.6 Adopt a range of networking strategies.</p>
<p>3. Understand extended language.</p>	<p>3.1 Recognise:</p> <ul style="list-style-type: none"> a) a broad range of vocabulary; b) an extended range of technical language; c) a wide range of language explaining numerical data; d) Extended use of register <p>3.2 Use reference sources to clarify or confirm meaning;</p>
<p>4. Use strategies to convey information informally from this language into your own language</p>	<p>4.1 Relay information informally from British Sign Language into your language.</p>

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Unit IBSL4AUN

ASSESSMENT SPECIFICATION

The unit will be assessed by four instruments of assessment, each of which will focus on separate areas requiring the learner to demonstrate competence in comprehension skills in the use of BSL.

Assessment 1 (titled **IBSL 4.1**) will be conducted under controlled and supervised conditions. It will consist of material that will be supplied by IBSL and shall be a DVD of a presentation in BSL from which the learner will have to identify specific ideas/opinions, the general meaning of the presentation and the arguments that support the reasoning.

Learners will be allowed a maximum of 15 minutes to complete the assessment.

The assessment will be marked at source by IBSL, who will produce a mark sheet giving the achievement of the learner, which should be inserted in the coursework file as evidence of their achievement.

Assessment 2 (titled **IBSL 4.4**) will be conducted through a dialogue using a videophone or webcam with your Teacher-Assessor, who will deliver in BSL a set of instructions or information over an extended period of approximately three minutes, and the learner will have to relay these instructions of information verbally through voice-activated recording.

Assessment 3 (titled **IBSL 4.3**) will be a one-to-one dialogue between the Teacher-Assessor and lasting approximately 15 minutes during which they will have a discussion from topics provided by IBSL. During this dialogue, the Learner is expected to demonstrate as much of the Knowledge & Understanding criteria as possible.

After the assessment, the Teacher-Assessor will give the Learner a Mark sheet which should be inserted into the learner's coursework file as evidence of their achievement, together with the video-recorded assessment (either on DVD/USB). The Mark Sheet must be dated and signed by both the Teacher-Assessor and the Learner. This is a **joint assessment** that also forms part of the IBSL4ASN evidence.

Assessment 4 (titled **IBSL 4.8**) will take the form of a final 'live' debate in the presence of an External Examiner. This will be video-recorded for monitoring purposes. The External Examiner will mark this assessment.

The topic for the 'live' debate will be chosen on the day by the External Examiner from a short-list previously supplied by IBSL so that there is sufficient unpredictability involved to test the learner. The debate may involve three or more persons.

This is a joint assessment that also forms part of the IBSL4ASN evidence.

Please also see the Assessment Chart overview at the back of this Qualification Specification.

IBSL Level 4 Certificate in British Sign Language

Unit IBSL4AUN

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 website. The **assessment date** must be shown on the Learner Registration form together with the learner's date of birth, and Unique Learner Number (ULN). Centres are responsible for obtaining Learner ULNs (unique learner numbers). IBSL is unable to process registration of Learners without the ULN of each (SCN in Scotland).

2. Acknowledgement of Learner Registration

Upon receipt of the Learner Registration Form(s), IBSL will send to the Centre Application for Achievement forms.

Additional learners may be registered for the Unit after this point upon payment of the Late Entry fee as stated in the Fees Policy. Any Learner not completing the unit 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 what reasonable adjustments may be granted.

4. Invigilator

It is the responsibility of Centres to appoint a suitably qualified invigilator to oversee and co-ordinate Assessments IBSL4.1 & IBSL4.4 & 4.5, 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 assessment invigilator and the Teacher-Assessor must sign the appropriate Learner Assessment Record form to confirm this.

All assessments are 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 each assessment, taking into account the lighting, the background and the position of the participants.

'Examination conditions' also mean that during Assessment 1:

- 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 filmed narrative/e-assessment equipment themselves;
- invigilators must ensure that the narrative or e-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.

During Teacher-Assessor and Learner assessments (Assessment 2), the following apply:

- 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 and initiate the assessment recording equipment themselves;
- Teacher-Assessors must ensure that the recording is not paused or re-wound at any stage of the assessment;
- there is no distraction or disturbance during the assessment.

During 'live' assessments (Assessment 3) in the presence of the External Examiner, the following apply:

- 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 and initiate the assessment equipment themselves;
- the recording may not be paused or re-wound at any stage of the assessment;
- there is no distraction or disturbance during the assessment;
- The External Examiner shall have no involvement in the operation of recording equipment.

7. Misconduct

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

It must be ensured 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 all assessments as appropriate, either at source in the case of Assessment 1, or in the Centre during their visit for the 'live' assessments.

11. Issue of results

IBSL will issue the results of the combined assessments within 28 working days of the final assessments taking place, together with any forms or certificates for onward forwarding to the learners.

13. Appeals and retention of evidence

IBSL expects the Centre to retain all assessment material for a period of 12 months in case of any appeal, which should be done in accordance with the Appeals Policy on the IBSL Online Portal.

Unit Specification: IBSL4ASN: Sign Using Extended Signed Language in a range of work situations

(RQF unit accreditation number: R/503/3717)

Unit Summary and Assessment Criteria

Unit Summary

The aim of this unit is to enable learners to handle most aspects of their day-to-day work, including the unpredictable. The Learner should be able to communicate confidently in a range of discussions, debates, arguments and lines of reasoning, negotiations, using their language skills. The learner may not always use these skills concisely or with complete accuracy, but should sign accurately enough to be easily understood. The learner will be familiar with most common accents or regional forms and can distinguish the style and formality of the language. The learner will be able to deal with non-routine telephone or video calls in which BSL is used.

Relevance to National Standards

This qualification relates to CILTEXTS of the National Occupational Standards for Languages (CILT, 2010), and is at Level 4 on the Regulation Qualification Framework. These standards are equivalent to a Higher National Certificate, Level 4 of the European Qualifications Framework (EQF), and to Level 7 on the Scottish Credit and Qualifications Framework (SCQF).

Explanation of work contexts

Although the title refers to work contexts and/or situations, the content and assessment criteria provide learners with opportunities to incorporate evidence from a wide range of contexts, including social contexts and social interaction.

Topics and Content:

The topics and content of any learning on this unit by the learners are expected to be wide-ranging, with vocabulary that is sufficiently technical as to be unpredictable. The key aspect of this unit is that learners should be able to sustain their delivery of BSL at normal speed *over extended periods*. This should be taken to mean passages of five minutes or more.

Learning outcomes and assessment criteria for the IBSL4ASN unit

Learning outcomes: the Learner will...	Assessment Criteria: the Learner can...
1. Use extended communication in a range of Work-related and social situations.	1.1 Contribute spontaneously to meetings and discussions; 1.2 Respond appropriately to questions, comments and arguments, developing them further; 1.3 Make prepared presentations by: a) providing facts; b) providing ideas and opinions; c) supporting arguments; 1.4 Make proposals; 1.5 Give extended instructions or advice; 1.6 Make extended requests or enquiries; 1.7 Express a wide range of beliefs, feelings & opinions.
2. Sustain communication in a range of contexts.	2.1 Initiate social contact; 2.2 Use the right signed and non-verbal cultural conventions; 2.3 Adapt register appropriate to the subject matter and context. 2.4 Find alternative ways to express unfamiliar terms; 2.5 Use a range of strategies to keep conversations going smoothly.
3. Use extended BSL accurately and fluently in a wide range of contexts	3.1 Maintain fluency in extended contributions; 3.2 Maintain fluency and accuracy in shorter contributions; 3.3 Use accurate: a) intonation; b) pronunciation/articulation; c) stress; so that your message can be easily understood.
4. Use extended BSL	4.1 Sign accurately enough to be understood in a wide range of work-related and social situations; 4.2 Use and adapt a wide range of vocabulary with some complex grammatical structures. 4.3 Use technical language appropriate to the subject matter
5. Use strategies to convey information informally from your own language into BSL	5.1 Relay information informally from your language into BSL

IBSL Level 4 Certificate in British Sign Language Studies

Unit IBSL4ASN

ASSESSMENT SPECIFICATION

The unit will be assessed by **four** instruments of assessment, each of which will focus on separate areas requiring the learner to demonstrate competence in production skills in the use of BSL.

Assessment 1 (titled **IBSL4.2**) will be conducted under controlled and supervised conditions. It will consist of material that will be supplied by IBSL and shall be a project presentation in BSL from the learner of 7 -10 minutes duration to a small audience of two people, one of whom must be the teacher-assessor, in which the learner will have to express specific ideas/opinions, the general meaning of the presentation and the arguments that support the reasoning. There will be 3 – 5 minutes of questions from the small audience.

After the assessment, the Teacher-Assessor will give the Learner a Mark sheet which should be inserted into the learner's coursework file as evidence of their achievement, together with the video-recorded assessment (either on DVD/USB). The Mark Sheet must be dated and signed by both the Teacher-Assessor and the Learner.

Assessment 2 (titled **IBSL4.5**) will consist of the learner translating a voice-activated recording of spoken English into BSL. The voice-activated recording will be of at least 3 minutes duration and will be sufficiently technical and unpredictable to provide a true test of the learner's ability to relay information informally into BSL. The voice-activated recording will be supplied by IBSL.

Assessment 3 (titled **IBSL 4.3**) will be a one-to-one dialogue between the Teacher-Assessor and lasting approximately 15 minutes during which they will have a discussion of topics which are provided by IBSL. During this dialogue, the Learner is expected to demonstrate as much of the Knowledge & Understanding criteria as possible.

After the assessment, the Teacher-Assessor will give the Learner a Mark sheet which should be inserted into the learner's coursework file as evidence of their achievement, together with the video-recorded assessment (either on DVD/USB). The Mark Sheet must be dated and signed by both the Teacher-Assessor and the Learner.

This is **a joint assessment** that also forms part of the IBSL4AUN evidence.

Assessment 4 (titled **IBSL 4.8**) will take the form of a 'live' debate in the presence of an External Examiner. This will be video-recorded for monitoring purposes.

The topic for the 'live' debate will be chosen on the day by the External Examiner from a short-list previously supplied by IBSL so that there is sufficient unpredictability involved to test the learner. The debate will involve three or more persons. This will be marked by the External Examiner.

This is **a joint assessment** that also forms part of the IBSL4AUN evidence.

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Unit IBSL4ASN

ASSESSMENT REGULATIONS

1. Registration of Learners

Registration of learners for this unit, together with the appropriate fees, will be required at the start of the programme, using the Learner Registration form provided on IBSL's Online Portal. The Learner Registration form must show the Learner's date of birth, and the anticipated date of the first assessment. Centres are responsible for obtaining Learner ULNs (unique learner numbers). IBSL is unable to process registration of Learners without the ULN of each (SCN in Scotland).

2. Acknowledgement of Learner Registration

Upon receipt of the Learner Registration Form(s), IBSL will send to the Centre Application for Achievement forms.

Additional learners may be registered for the Unit after this point upon payment of the Late Entry fee as stated in the Fees Policy. Any Learner not completing the unit 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 any reasonable adjustment may be given.

4. Conducting the assessments

Unless otherwise stated, all assessments in this Unit will be carried out by the Teacher-Assessor. The exceptions will be where the External Examiner will be present.

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 appropriate Learner Assessment Record form to confirm this.

All assessments are 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 each assessment, taking into account the lighting, the background and the position of the participants.

During Teacher-Assessor and Learner assessment (Assessment 2), the following apply:

- 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 and initiate the assessment equipment themselves;
- Teacher-Assessors must ensure that the recording is not paused or re-wound at any stage of the assessment;
- there is no distraction or disturbance during the assessment.

During 'live' assessments in the presence of the external moderator, the following apply:

- 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 and initiate the assessment equipment themselves;
- the recording may not be paused or re-wound at any stage of the assessment;
- there is no distraction or disturbance during the assessment;
- The External Examiner shall have no involvement in the operation of recording equipment.

7. Misconduct

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

It must be ensured 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 all assessments as appropriate, either at source in the case of e-assessments, or in the Centre during their visit for the 'live' assessments.

11. Issue of results

IBSL will issue the results of the combined assessments within 28 working days of the final assessments taking place, together with any forms or certificates for onward forwarding to the learners.

13. Appeals and retention of evidence

IBSL expects the Centre to retain all assessment material for a period of 12 months in case of any appeal, which should be done in accordance with the Appeals Policy on the IBSL's Online Portal.

Unit Specification: IBSL4ALN: Exploring Linguistics in British Sign Language (RQF unit accreditation number: F/503/3714)

Unit Summary

IBSL4ALN is a basic introduction to the study of language structure and to the linguistics of British Sign Language (BSL). It is a totally new concept within British Sign Language Studies, with the aim of giving learners the linguistic understanding of how BSL functions.

There will be a general introduction that encourages learners to think about languages differently. They will learn how languages are structured in different areas and how and why languages are different. Learners will learn that sign language can be thought of as a real language in that it shares many characteristics with spoken languages (i.e. language change, language families, language variation and so on). Learners will be introduced to ways in which languages can be analysed (e.g. at the word/sign level or sentence level) and will be taught to use appropriate terminology to describe how sign language is structured. Homework assignments will provide learners with the opportunity to engage with BSL data and to describe BSL independently.

Outcomes: Subject Specific: Knowledge, Understanding and Skills

- To look at languages differently and understand how languages (whether spoken or signed) are similar to and different from each other.
- To learn that sign language are real languages which have developed over time
- To understand different ways of looking at languages (e.g. at (and below) the word level and at sentence level) and how this can apply to both spoken and signed languages.
- To analyse BSL and learn to put into practice key terms used for describing language
- To understand how these descriptions can further our understanding of BSL in use today

Relevance to National Standards

This qualification relates to the National Occupational Standards Intercultural Working (CILT, 2008), and is at Level 4 on the Regulated Qualification Framework. These standards are equivalent to a Higher National Certificate, Level 4 of the European Qualifications Framework (EQF), and to Level 7 on the Scottish Credit and Qualifications Framework (SCQF).

Learning outcomes and assessment criteria for the IBSL4ALN unit

Learning outcomes: the Learner will...	Assessment Criteria: the Learner can...
<p>1. Be able to look at languages differently and understand how languages (whether spoken or signed) are similar to and different from each other.</p> <p>2. Be able to analyse BSL in terms that further understanding of signed languages in use today</p> <p>3. Be able to show how the study of linguistics may change people's values and beliefs as their own culture evolves or as they are exposed to a different culture;</p>	<p>1.1 Understand how languages (whether spoken or signed) can be similar to and at the same time different from each other;</p> <p>1.2 Understand different ways of looking at languages at word level and sentence level and how this can apply to both spoken and signed languages ;</p> <p>2.1 To analyse BSL and put into practice key terms for describing language;</p> <p>2.2 To understand how language descriptions can further understanding of BSL in use today ;</p> <p>3.1 To demonstrate that sign languages are real languages that have developed over time.</p>

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Unit IBSL4ALN

ASSESSMENT SPECIFICATION

The unit will be assessed by two instruments of assessment, each of which will focus on two chosen and separate areas requiring the candidate to demonstrate analytical skills in the use of BSL.

Assessment 1 (titled IBSL4.6) will be conducted under controlled and supervised conditions and will comprise of the observation of a filmed sequence featuring a Deaf person who uses BSL as their first language telling a story. You may replay the filmed clip, or part thereof, as many times as you wish.

There are **TWO** parts to this assessment. **Part A** as below:

There are **FOUR** linguistics questions - Learners will be asked to identify and write down **TWO** examples for **each** questions. The linguistic areas that you could find in the filmed clip:

1. **Two** signs relating to Sign Formation (i.e. using the same location but with different handshapes)
Example: Morning – Doctor
2. Two signs relating to phoneme(s) or Duality
Examples: Name - Afternoon
3. **Two** signs linked to mouth patterns (spoken components) where the mouth pattern is needed to distinguish the sign from others.
Examples: Metal – Finland
Aunt- Uncle
Battery-Uncle
4. **Two** signs linked to mouth patterns (spoken components) which have first letter signs.
Examples: Geography
Gloucester
Government
Garage
5. **Two** Negation signs (facial expressions or mouth patterns like downturned mouth or “pew” with hand moving across and away from mouth)
Examples: Nothing
Wasn’t any

6. Head Nods or Head shake (can either be a yes or no to a question OR answer to a rhetorical question that doesn't involve manual signs)
Examples: A nodding head in confirmation, a headshake (wasn't me!)

The learner should identify the sign with the timing on the clip.

The assessment will include an observation sheet to be completed by the learners.

Part B – There will be **FOUR** multiple choice questions about Linguistics. The Learner will be required to answer all **FOUR** questions – some of these may require more than **ONE** answer.

Assessment 2 (IBSL 4.7) will consist of a 1500-word (approximate) written essay on a specific Linguistics topic. A set of four topic papers are created by IBSL each year. Topics may change from year to year. Centres will be sent papers with one topic chosen by IBSL.

A sample topic paper is: *What do we mean by regional variation? Provide some examples in your argument.*

Deaf Learners can apply to have the choice of doing the essay in BSL, in a filmed format of **not less** than 10 minutes duration, which must be attached to this cover sheet when completed. The recording should be either on DVD or USB.

Both assessments will be externally marked, and a mark sheet supplied by IBSL for inclusion in the coursework file.

IBSL Level 4 Certificate in British Sign Language

Unit IBSL4ALN

ASSESSMENT REGULATIONS

1. Registration of Learners

Registration of learners for this unit, together with the appropriate fees, will be required at the start of the programme, using the Learner Registration form provided on IBSL's website. The Learner Registration form must show the Learner's date of birth, and the anticipated date of the first assessment. Centres are responsible for obtaining Learner ULNs (unique learner numbers). IBSL is unable to process registration of Learners without the ULN of each (SCN in Scotland).

2. Acknowledgement of Learner Registration

Upon receipt of the Learner Registration Form(s), IBSL will send to the Centre Application for Achievement forms.

Additional learners may be registered for the Unit after this point upon payment of the Late Entry fee as stated in the Fees Policy. Any Learner not completing the unit 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 advise whether the request has been approved and how the assessments may be completed

4. Conducting the assessments

All assessments in this Unit will be marked at source by IBSL

5. Carrying out the written 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 appropriate Learner Assessment Record form to confirm this. All assessments are 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.

The Teacher-Assessor shall sign the questions from the examination paper to the Learner in such a way that no visual help can be derived by the Learner from the questions.

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 each assessment, taking into account the lighting, the background and the position of the participants.

During the Teacher-Assessor and Learner assessments, the following apply:

- 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 and initiate the assessment equipment themselves;
- Teacher-Assessors must ensure that the recording is not paused or re-wound at any stage of the assessment;
- there is no distraction or disturbance during the assessment.

7. Misconduct

If the assessment co-ordinator observes any misconduct, the assessment must be stopped immediately, and complete a Misconduct Report Form (available from the IBSL's 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

It must be ensured 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, together with the DVD/USB and the Question paper.

10. Issue of results

IBSL will issue the results of the combined assessments within 28 working days of the final assessments taking place, together with any forms or certificates for onward forwarding to the learners.

11. Appeals and retention of evidence

IBSL expects the Centre to retain all assessment material for a period of 12 months in case of any appeal, which should be done in accordance with the Appeals Policy on the Online Portal.

IBSL Level 4 Certificate in British Sign Language Studies

Knowledge & Understanding (IBSL4AUN & IBSL4ASN)

Knowledge required for **EXTENDED** language proficiency at Level 4

Vocabulary

- K1: a broad general vocabulary and the technical language related to your work;
- K2: a wide range of ways to link ideas and help clarity and fluency, such as:
- K2.1 most connectors (e.g. conjunctions like: *unless, except that, while*; adverbs like: *yet, consequently, in addition*;
 - K2.2 all pronouns
- K3: a wide range of different forms of address, greeting, leave-taking, and other polite conventions to suit different occasions and degrees of formality;
- K4: ways to express feelings (e.g. *hot-tempered, criticism*)
- K5: numerical terms (e.g. *all numbers, fractions, percentages*) and ways to talk about them

Grammatical forms

- K6: all commonly used verb forms, positive and negative
- K6.1 all tenses or ways to show time frames
 - K6.2 all aspects if applicable
 - K6.3 all voices and moods if applicable (e.g. *passive, subjunctive*)
 - K6.4 How to express: *will, would, can, could, should, may, might, ought, will have, could have, should have etc.*
- K7: most commonly used grammatical structures, including those which are complex;
- K8: alternative terms and structures which modify style and register for different audiences and contexts;
- K9: aspect and manner (sign languages only);

Non-verbal cultural conventions

- K10: the most common spoken/signed and non-verbal polite conventions (e.g. *facial expression and gestures, spatial distance, touch, eye contact*)

Reference sources:

- K11: how to make effective use of relevant language reference sources (e.g. *bilingual & monolingual dictionaries, thesauruses, grammar books, on-line resources*)

Assessment Overview

This chart explains the multi-format assessment structure that will be part of this qualification. There are 8 assessments in total, and all except the final joint assessment must be completed before the visit of the External Examiner who will conduct this assessment.

Unit IBSL4AUN	Unit IBSL4ASN	Unit IBSL4ALN
<p>Assessment 1 (IBSL4.1):</p> <p>This will be a supervised session where Learners have to watch and answer questions relating to a DVD presentation.</p> <p><i>Marked at source by IBSL and a result sheet supplied</i></p>	<p>Assessment 1 (IBSL4.2):</p> <p>A project presentation from the Learner to an audience of two people of 7 – 10 minute duration. Plus a further 3 – 5 minute questions from the audience.</p> <p><i>Marked by the Teacher-Assessor</i></p>	<p>Assessment 1 (IBSL4.6):</p> <p>Observation of a filmed sequence, and describing on an Observation sheet typical uses of three areas of linguistics.</p> <p><i>Marked at source by IBSL and a result sheet supplied</i></p>
<p>Assessment 2 (IBSL4.4) :</p> <p>A video-phone, or webcam or other device that produces a visually-recorded dialogue with the Teacher-Assessor during which the learner must relay the instructions or information given into a voice-activated recording.</p> <p><i>The voice recording is marked at source by IBSL, and a result sheet supplied.</i></p>	<p>Assessment 2 (IBSL4.5):</p> <p>The learner will relay the contents of a voice-activated recording operated by the Teacher-Assessor into BSL.</p> <p><i>Marked at source by IBSL and a result sheet supplied</i></p>	<p>Assessment 2 (IBSL4.7):</p> <p>A written (1500 words) or signed (10 minutes) essay where learners will argue the case for sign language in answer to stated misconceptions.</p> <p><i>Marked at source by IBSL and a result sheet supplied</i></p>
<p>Assessment 3 (joint assessment) (IBSL 4.3):</p> <p>This will be a 1:1 dialogue between the Teacher-Assessor And the Learner lasting at least 15 minutes using a topic of the Learner's choice.</p> <p><i>Marked by the Teacher-Assessor</i></p>		<p>Notes</p> <p>1. As can be seen, each Learner will have to be competent in 8 separate assessments, two of which are joint assessments for two of the units.</p> <p>2. Deaf Learners will be given different assessment tasks for Assessment 2 of both units AUN & ASN.</p>
<p>Assessment 4 (joint assessment) (IBSL4.8):</p> <p>This will take the form of a 'live' debate in a scenario setting in the presence of an external moderator who shall be responsible for the marking, with the topic chosen on the day from a short-list previously supplied by IBSL. The debate shall involve a minimum of three persons and a maximum of 4 persons and shall last for at 15-20 minutes.</p> <p><i>Marked by the External Examiner</i></p>		

