



*'Promoting Quality in British Sign Language'*

# **Qualification Specification**

Level 2 Certificate in British Sign Language Studies

QAN: 501/0707/0

Version: 2018-2019



*'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.

Unit Code	Guided Learning Hours (GLH)	Additional Study Hours	Total Qualification Time (TQT)	Credits at Level 2
IBSL 2A1	20	10	30	3
IBSL 2A2	40	20	60	6
IBSL 2A3	20	10	30	3
IBSL 2A4	20	10	30	3
<b>Total</b>	<b>100</b>	<b>50</b>	<b>150</b>	<b>15</b>

Guided Learning Hours (GLH) includes assessment time. Additional Study Hours includes homework, practise and private study. The Total Qualification Time (TQT) is **150** hours.

## **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 achieved Level 1 Award in BSL before embarking on the Level 2 Certificate in BSL 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. It is recommended that the first three units, IBSL2A1, IBSL2A2 and IBSL2A3, should be taken first.

Arrangements should be 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 a question and answer paper assessment. This will be externally assessed.

Units IBSL2A2 and IBSL2A3 are to be recorded on film to USB or online storage 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 taken in the presence of an External Examiner and assessed 'live' by an EE.

All the above evidence, apart from the 'live' assessment will be collated into a Coursework File.

# 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 16]*

#### 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 and Assessment Criteria for the IBSL2A1 Unit

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>

# IBSL Level 2 Certificate in British Sign Language Studies

## Unit IBSL2A1

### Receptive Skills in British Sign Language

#### ASSESSMENT SPECIFICATION

**Assessment 1 (IBSL2A1)** This is the Receptive Skills Assessment.

The assessment material will be supplied by IBSL in the form of an USB (This USB **must not** be copied)

The Learners will be required to complete a multiple-choice question and answer paper supplied by IBSL.

Once the video clip on the USB has started, it must be played through to its end.

This assessment will be for **20 minutes**.

On completion of the Receptive Skills assessment, the **Application for Achievement Form** is to be signed by the Teacher/Assessor.

*Note: IBSL intends to develop e-assessments in the future but they are currently still in course of development. Until these are developed, IBSL will be using an assessment in USB format. Learners' answers will be in paper-based format.*

After completion of the assessment, the Teacher/Assessor or the Centre is required to send the following to IBSL within **10 working days**:

- The Learners completed **Question and Answer papers** and the **USB**
- The signed **Application for Achievement Form**

The Centre is to retain copies of the above for record purposes

The marking will be done by IBSL and the results sent to the Centre within **4-6 weeks**.

The pass mark for this assessment is **67%**.

See Appendix A for **Level 2 BSL Assessment Overview**

See Appendix B for **Assessment Regulations**

**Only an Invigilator or Teacher-Assessor and Learners will be allowed in the assessment room**

# 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 the coursework file.
- Learners should also prepare a glossary for inclusion in the coursework file. *[See also Knowledge & Skills Section on page 16]*
- 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 and Assessment Criteria for the IBSL2A2 Unit

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>

# IBSL Level 2 Certificate in British Sign Language Studies

## Unit IBSL2A2: Developing BSL Presentation Skills

### ASSESSMENT SPECIFICATION

**Assessment 2 (IBSL2A2)** This is the Presentation Assessment.

This will be 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 must be the Teacher/Assessor)* and video-recorded in an approved format.

The delivery of this report will be for **4-6 minutes**, to be followed by a **3-4 minutes** 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.

This assessment will be for **7-10 minutes** (Presentation and follow-up session)

The Teacher/Assessor is to complete the **IBSL2A2 Mark Sheet** and sign the document accordingly.

On completion of the Presentation Assessment, the **Application for Achievement Form** is to be signed by the Teacher/Assessor.

After completion of the assessment, the Teacher-Assessor is to give the Learner the completed and signed **IBSL2A2 Mark Sheet**, together with the video-recorded assessment (on USB or online storage) that is to be collated into a Coursework File. The Learner is to add the **Reference Source Form** (see Appendix C).

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 whole assessment, the Teacher/Assessor or the Centre is required to send the following to IBSL within **10 working days**:

- The signed **Application for Achievement Form**

The Centre is to retain copies of the above for record purposes

The pass mark for this assessment is **39 points (60%)**

See Appendix A for **Level 2 BSL Assessment Overview**

See Appendix B for **Assessment Regulations**

On completion of the assessment, the Centre must retain the filmed evidence and Coursework Files in a safe place as it will be required to be produced at the External Examiners visit who will attend the Centre for the purpose of observing assessment IBSL2A4.

At the External Examiner visit the EE will randomly sample the Learners evidence from the Coursework File.

# 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 page 16]*

#### 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 and Assessment Criteria for the IBSL2A3 Unit

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: Understand and take part in Routine Conversations in BSL

### ASSESSMENT SPECIFICATION

**Assessment 3 (IBSL2A3)** This is the Conversation Assessment.

This will be carried out in a 1:1 between the Learner and the Teacher/Assessor, using material that has been supplied by IBSL.

The assessment is to be video-recorded in an approved format.

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 **7-10 minutes**.

The Teacher/Assessor is to complete the **IBSL2A3 Mark Sheet** and sign the document accordingly.

On completion of the Conversation Assessment, the **Application for Achievement Form** is to be signed by the Teacher/Assessor.

After completion of the assessment, the Teacher/Assessor is to give the Learner the completed and signed **IBSL2A3 Mark Sheet** together with the video-recorded assessment (on USB or online storage) that should be kept in the Coursework File.

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 whole assessment, the Teacher/Assessor or the Centre is required to send the following to IBSL within **10 working days**:

- The signed **Application for Achievement Form**

The Centre is to retain a copy of the above for record purposes

The pass mark for this assessment is **39 points (60%)**

See Appendix A for **Level 2 BSL Assessment Overview**

See Appendix B for **Assessment Regulations**

All Learners' evidence should be collated into a Coursework File.

On completion of the assessment, the Centre must retain the filmed evidence and Coursework Files in a safe place as it will be required to be produced at the External Examiners visit who will attend the Centre for the purpose of observing assessment IBSL2A4.

At the External Examiner visit the EE will randomly sample the Learners evidence from the Coursework File.

# 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 page 16]*

#### 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 and Assessment Criteria for the IBSL2A4 Unit

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 &amp; 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>  <i>I dislike working on night shift.</i>  <i>This order is urgent and has to go out by this Friday.</i></p>	<p>1.1 Introduce self and other people.</p> <p>1.2 Exchange information and/or other details about a personal area of work or study environment.</p> <p>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.</p> <p>2.2 Express likes, dislikes and/or preferences about work products and/or services.</p> <p>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: Understand and use Routine BSL in Everyday Contexts

### ASSESSMENT SPECIFICATION

**Assessment 4 (IBSL2A4)** This is the Live Observation Assessment. This will take the form of a “live” discussion in the presence of an External Examiner.

The Teacher/Assessor will also take part in the live discussion.

The “Live” assessment must be filmed by the Teacher/Assessor or the Centre.

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 Examiner is satisfied that all the required performance criteria have been covered.

The assessment topic for the live discussion will be chosen on the day by the External Examiner (from a short list issued by IBSL) and given to the Teacher/Assessor a few minutes before the live assessment starts.

The social interaction will be **Learner-led** and will involve a group of Learners together with the Teacher/Assessor in the form of a social interaction in a simulated gathering. i.e a Deaf Club, a Café; or a Pub

This assessment will be for **10-15 minutes**

The assessment will be marked by the External Examiner.

The pass mark for this assessment is **17 points (60%)**

See Appendix A for **Level 2 BSL Assessment Overview**

See Appendix B for **Assessment Regulations**

After completion of the assessment, the **Teacher/Assessor** will be required to complete and sign the **Application for Achievement Form** and send to IBSL within **10 working days**.

The Centre must retain the filmed evidence in a safe place as required by the Assessment Regulations.

At the External Examiner visit the EE will randomly sample the Learners evidence from their Coursework File.

## KNOWLEDGE AND UNDERSTANDING LEVEL 2 CERTIFICATE IN BRITISH SIGN LANGUAGE

Knowledge and understanding is not assessed separately. It is achieved through the Assessment Criteria  
**Knowledge and understanding required for ROUTINE language proficiency at Level 2 as follows:**

### Competence Level:

Common everyday language for routine situations

May lack fluency and be unable to adapt language outside familiar areas

Vocabulary	
K1	Everyday vocabulary
K2	Common words/signs and set phrases used in your work/social settings
K3	A range of everyday connectors in BSL (why through; means; “bad”)
K4	Polite ways to express <ul style="list-style-type: none"> <li>• Forms of address, greeting, leave-taking; mealtime conventions</li> <li>• Feelings (wishes, gratitude, regret, apology)</li> <li>• Agreement and Disagreement</li> </ul>
K5	Routine numerical terms (e.g. all numbers, time, dates, quantity)

Grammatical Forms	
K6	The most common ways to express past, present and future
K7	Positive and negative statements
K8	All common question words/signs and common ways to ask questions (Did you? Have you?)
K9	Common ways to ask permission (can, must) and give instructions (what to do and what not to do)

Non-verbal Cultural Conventions	
K10	Key non verbal polite conventions (greeting, spatial distance, touch, eye contact)

Reference Sources	
K11	How to use reference sources to find out or check meaning or accuracy (e.g. glossaries, dictionaries, phrase books, on-line resources).



## IBSL Level 2 Certificate in British Sign Language Studies

### Assessment Overview

Assessment No	Assessment Description	Unit	Duration of Assessment	Marked By	Pass Mark
<b>1</b> <b>2A1</b>	<b>Receptive Skills:</b> Learner to watch video clip (USB) and answer questions from question paper <i>USB and Question Paper issued by IBSL</i>	IBSL2A1	20 minutes	<b>IBSL</b>	67%
<b>2</b> <b>2A2</b>	<b>Presentation Skills:</b> Learner to present a report to 2 people; one being Teacher/Assessor, followed by questions or discussion <i>Learner to choose own topic</i>	IBSL2A2	7 - 10 minutes (4-6 minutes - Presentation) (3-4 minutes – Discussion)	<b>T/A</b>	39 (60%)
<b>3</b> <b>2A3</b>	<b>Conversation Skills:</b> 1:1 Conversation between the Learner and Teacher/Assessor <i>Assessment material issued by IBSL</i>	IBSL2A3	7 - 10 minutes	<b>T/A</b>	39 (60%)
<b>4</b> <b>2A4</b>	<b>Live Observation:</b> Group Discussion among Learners and T/A; Min 3 people; Max 4 people <i>Topic given and chosen on day by External Examiner</i>	IBSL2A4	10 – 15 minutes	<b>External Examiner</b>	17 (60%)

## IBSL Level 2 Certificate in British Sign Language Studies Unit IBSL2A1/IBSL2A2/IBSL2A3/IBSL2A4

### ASSESSMENT REGULATIONS

#### 1. Registration of Learners

Registration of Learners for these assessments, together with the appropriate fees, will be required at least 8 weeks prior to the assessment date, using the Learner Registration Form (LRF) provided on IBSL's Online Portal. The Learner Registration Form must be fully completed together with the assessment date(s) as required by IBSL.

Centres have a responsibility for obtaining Unique Learner Numbers (ULNs) from the Learning Records Service. IBSL is unable to process Registration of Learners without the ULN of each (SCN in Scotland).

(Please note the period required for consideration for reasonable adjustments when choosing assessment dates. *See clause 3 below*)

#### 2. Acknowledgement of Learner Registration Form

Upon receipt of the Learner Registration Form(s), IBSL will then send an invoice to the Centre.

Once payment has been received, assessment papers will be available to the Centre as follows:

##### For IBSL2A1 Assessment:

Receptive Skills Assessment papers will be available from IBSL Online Portal **4 weeks** before the assessment date.

IBSL will send USB with video clip to the Centre **4 weeks** before the assessment date.

##### For IBSL2A2 and IBSL2A3 Assessment:

Assessment papers will be available from IBSL Online Portal **4 weeks** before the assessment date.

##### For IBSL2A4 Assessment:

Assessment papers will be available from IBSL Online Portal **4 weeks** before the assessment date.

*No additional Learners may be registered for the assessment after this point; 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 will be carried out.

#### 4. Teacher/Assessors

It is the responsibility of the Centre to appoint a suitably qualified Teacher/Assessor for these units. The Teacher/Assessor must have an appropriate Assessor qualification or equivalent. The Assessor does not have to be the Teacher, as long as that person also holds a recognised Assessor Certificate.

Each Assessor should attend IBSL's Annual Standardisation Meeting (ASM) 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 complete and sign the appropriate Mark Sheet form to confirm this.

### **For IBSL2A1 Assessment:**

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

### **For IBSL2A2 Assessment:**

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

The whole of the assessment must be visually recorded by an approved means (USB or online storage). Both the Learner and the audience of two being visible in the recording. All participants' faces must be visible within the frame.

Each Learners completed assessment must be appropriately listed in a menu (online storage) for ease of access by the External Examiner.

Each Learner must fingerspell their names at the start of the assessment.

A 'log' must be compiled of each USB or online storage 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.

### **For IBSL2A3 Assessment:**

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

The whole of the assessment must be visually recorded by an approved means (USB or online storage). Both the Learner and the Teacher/Assessor being visible in the recording. Both participants' faces must be visible within the frame.

Each Learners completed assessment must be appropriately listed in a menu (online storage) for ease of access by the External Examiner.

Each Learner must fingerspell their names at the start of the assessment.

A 'log' must be compiled of each USB or online storage showing the order in which each Learner is assessed.

Centres may appoint an Invigilator or Teacher-Assessor to oversee the above assessments.

### **For IBSL2A4 Assessment:**

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

The assessment will be carried out by an External Examiner from IBSL.

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

The whole assessment must be visually recorded by an approved means (USB or online storage).

All the Learners and the Teacher/Assessor taking part being visible in the recording.

A 'log' must be compiled of each USB showing the order in which each Learner is assessed.

Each Learners completed assessment must be appropriately listed in a menu (online storage)

The External Examiner will complete and sign **IBSL2A4 Mark Sheet** form for each Learner.

The Teacher/Assessor is to complete the **Application for Achievement Form** and send to IBSL within **10 working days**

## 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 viewing of the material, taking into account the lighting, the background and the position of the Learner.

'Examination conditions' also mean that:

- Mobile phones 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. IBSL Forms

Only the official **IBSL Application for Achievement** and **the Mark Sheet Forms** must be used.

These forms are available from IBSL Online Portal.

A separate **Mark Sheet Form** is required for each Learner.

Photocopies of the AAF are not permitted.

## 8. Misconduct

If the Teacher/Assessor or assessment co-ordinator observes any misconduct, the assessment must be stopped immediately, A **Misconduct Report Form** (available from IBSL website) must be completed

The time of the action must be noted and the Learner informed of the procedure. The **Application for Achievement Form** should be noted 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**

The **Application for Achievement Form** should be signed by the Learners, Teacher/Assessor or Invigilator and sent to IBSL within **10 working days** of the assessment taking place, the Centre retaining a copy for its records.

### **For IBSL2A1**

All completed paper-based answer papers must be sent to IBSL within **10 working days**. The USB must be returned and not be copied.

### **For IBSL2A2**

IBSL2A2 Mark Sheet must be correctly completed and signed by the Teacher/Assessor. The Learners USBs or other appropriate recordings should be checked to ensure that they are viewable.

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 Coursework File and retained by the Centre in a safe place.

### **For IBSL2A3**

IBSL2A3 Mark Sheet must be correctly completed and signed by the Teacher/Assessor. The Learners USBs or other appropriate recordings should be checked to ensure that they are viewable.

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 Coursework File and retained by the Centre in a safe place.

### **For IBSL2A4**

IBSL2A4 Mark Sheet will be completed and signed by the External Examiner.

## **11. The External Examiner Visit.**

The External Examiner (EE) will visit the Centre for the final Live Observation Assessment as part of IBSL's quality assurance process and shall check the Learners Coursework Files, by sampling recorded evidence as required. Therefore, it is essential that both IBSL2A2 and IBSL2A3 Assessments have been completed before the EE's visit.

## **12. Issue of Results**

IBSL will issue the results of the assessment within **4-6 weeks** following 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' USB or online storage 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.

In the event of an appeal against the assessment decision, please follow IBSL's Appeals Policy which can be found on IBSL website. IBSL may review the completed papers using a different External Examiner