



*'Promoting Quality in British Sign Language'*

# Qualification Specification

Level 3 Certificate in British Sign Language Studies

QAN: 501/1347/1

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# Qualification Specification

## IBSL Level 3 Certificate in British Sign Language Studies

RQF Accreditation Number: 501/1347/1

IBSL Qualification Reference: IBSL3A

### 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 work and social contexts. A Level 3 course will enable development in functional BSL communication in more depth than at Level 2, 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 3 (2010) and (for one unit) the National Occupational Standards for Intercultural Working (2008).

### Qualification Structure

The qualification is divided into three units as follows:

IBSL3AUN: Understand Varied Signed Language in a range of work contexts Unit Number: K/602/4404

IBSL3ASN: Sign using varied language in a range of work contexts Unit Number: H/602/4403

IBSL3ADC: Interact with people from different countries or diverse cultures Unit Number: R/602/4431

All three units can be achieved separately, but the full Level 3 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 150 hours, with a Guided Learning element of 100 hours of Guided Learning. We show below how Total Qualification Time is worked out:

Unit Code	Guided Learning Hours (GLH)	Private Learning	Total Learning Time
IBSL3AUN	40	20	60
IBSL3ASN	40	20	60
IBSL3ADC	20	10	30
TQT	100	50	150

## Qualification Objectives

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

- Understand and present information, ideas and opinions in a range of work-related and social contexts using BSL delivered at normal speed and in normally used social and work registers;
- Extract specific details and grasp overall meanings from a range of short passages in BSL delivered at normal speed and in normally used social and work registers, using varied language;
- Maintain business relationships and manage/follow uncomplicated negotiations relating to issues/concerns in your area of work delivered in BSL at normal speed and in normally used social and work registers;
- Take part in discussions relating to varied accounts, reports and instructions delivered in BSL at normal speed and in normally used social and work registers;
- Understand the main points and relevant details of news items, interviews, documentaries and social conversation delivered in BSL at normal speed and in normally used social and work registers, provided there are common interests;
- Develop interactive communication skills with Deaf people who have different cultural experiences and perspectives to your own and understand/appreciate why these differences exist;

These objectives relate to the National Occupational Standards (2010) at Level 3 as developed by CILT, plus the National Occupational Standards for Intercultural Working (2008).

## Target Group

The Level 3 Certificate in BSL Studies is suitable for those who:

- Wish to acquire varied British Sign Language skills at normal speed and in normally used social and work registers for the purpose of working or interacting with Deaf people on a daily or regular basis;
- Need to acquire varied 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 2 Certificate;

The qualification is also suitable for Deaf people wishing to acquire a qualification in their own language to meet with the requirements of the Tariff of Qualifications (ITT) as an approved qualification at Level 3 for evidencing personal literacy skills in order to gain QTLS.

## Entry Requirements

It is recommended that entrants should have achieved the Level 2 Certificate in BSL Studies before embarking on the Level 3 Certificate in BSL programme.

## Progression Routes

Upon completion of this qualification, Learners may progress to the following qualification:

- IBSL Level 4 Certificate in British Sign Language Studies

## Assessment

In a naturally occurring context, the best way to use and learn British Sign Language (BSL) 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 varied BSL at normal speed. The interaction can be carried forward into uncomplicated, brief business negotiations within your area of work or in a social business context (i.e. negotiating a holiday booking or querying a domestic bill).

In the naturally occurring context, this also means that you can understand straightforward news items that might be delivered in BSL; understand the main context and detail of documentaries or stories told in BSL. You will also be able to take part in brief, uncomplicated interviews.

Within the interacting context, Learners will be expected to understand and follow BSL conventions within their conversations and discussions and be able to explain if need be the cultural background in dealing with a range of varied BSL language and different types of people that use the language.

It is not expected that any learner should do formal presentations at this stage, but Learners should be able to follow and sign brief instructions, i.e. understanding/telling people what to do in the event of a fire or as an event participant/organiser, understand details of what will be happening at the event/signing details of the event's programme.

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. Evidence will be collected in the following ways:

The assessment for each unit is different. It is recommended that IBSL3.1; IBSL3.2; IBSL3.3; IBSL3.4; IBSL3.5 should be taken before the External Examiner visit.

Arrangements must be made for an External Examiner to visit the Centre when the final assessment IBSL3.6 is to be assessed.

IBSL3.1 will be by means of an e-assessment (or substituted video file on DVD or other means). This will be externally assessed.

IBSL3.2 will be recorded on film through DVD or USB or similar means and included in a Coursework File, which will be internally assessed by the Teacher/Assessor, and externally moderated by IBSL during the visit of the External Examiner.

IBSL3.3 and IBSL3.4 will be recorded on film through DVD or USB or similar means and included in a Coursework File, which will be internally assessed by the Teacher/Assessor, and externally moderated by IBSL during the visit of the External Examiner.

IBSL3.5 will be by means of a question answer paper to cover knowledge of Deaf Culture. This will be externally assessed.

IBSL3.6 will be taken in the presence of an External Examiner and assessed 'live' by the EE.

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

# **Unit Specification: IBSL3AUN**

## **Understand Varied Signed Language in a Range of Work Contexts**

### **(RQF unit accreditation number: K/602/4404)**

#### **Unit Summary and Assessment Criteria**

The aim of this unit is to enable Learners to understand information, ideas and opinions expressed in a varied range of work-related and social contexts including specific details to grasp overall meaning from a range of short passages signed at normal speed and in normally used social and work registers.

#### **Relevance to National Standards**

This qualification relates to U3 of the National Occupational Standards for Languages (CILT, 2010), and is at Level 3 on the Regulated Qualification Framework. These standards are equivalent to Modern Foreign Languages at AS and A2 level and Level B2 of the Common European Framework, and the Higher level on the Scottish Qualifications Framework (Level 6).

#### **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: Mandatory**

- **Meeting people through social interaction** (Areas to be covered in this category include introductions, greetings, thanks, leave-taking, cultural conventions, feelings/needs/preferences, humour, regional differences, and opinions).
- **Work-related, school and/or college** (following enquiries/requests/instructions and recognising their urgency/priority, distinguishing between formal and informal language, recognising key work-related vocabulary, distinguishing opinion from facts).
- **Timeframes** (recognising different aspects of an event in time, showing continuation, continuity and frequency, using time sequences in the past, present, future or conditional).
- **Vocabulary, knowledge and understanding** (Learners are expected to develop a broad range of vocabulary from more than one topic area and understand others on a wide range of issues, sufficient and appropriate for the qualification at Level 3; Learners are expected to demonstrate through their evidence samples appropriate knowledge and understanding rules, which are not assessed separately).
- **Topic areas** (It is not the intention of IBSL to enforce a wide spectrum of topics, but the following areas will be expected to be covered - employment, including job roles, details of normal day-to-day activities, details of company and personnel structures, training and learning; educational activities; home and leisure, including daily routines, holidays, hobbies, types of housing and utilities used; food and drink, including allergies, eating out, dislikes and likes; routine news items such as general elections and general political issues like the Budget, tax or benefit changes, natural disasters, weather. The aim here is to provide sufficient day-to-day, uncomplicated sources of vocabulary through which Learners can maintain business and social negotiations/conversations/discussions).

## **Comprehension Skills (Mandatory)**

- Learners should demonstrate they can demonstrate their knowledge and understanding of varied BSL in everyday situations including specific details about personal, social or work circumstances/activities, and respond to short passages or information presented in BSL showing understanding of meaning and content

## Learning Outcomes and Assessment Criteria for the IBSL3AUN unit

Learning Outcomes:	Assessment Criteria:
<p>1. Be able to understand 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"> <li>a) Specific details</li> <li>b) The general meaning</li> </ul> <p>1.2 Identify the timeframe of events (past, present, future or could happen in certain circumstances)</p> <p>1.3 Follow enquiries or requests.</p> <p>1.4 Recognise:</p> <ul style="list-style-type: none"> <li>a) Instructions</li> <li>b) Their urgency or priority</li> </ul> <p>1.5 Recognise opinions</p> <p>1.6 Recognise:</p> <ul style="list-style-type: none"> <li>a) Feelings or needs</li> <li>b) Preferences.</li> </ul>
<p>2. Be able to follow interaction in a range of work-related or social situations.</p>	<p>2.1 Recognise:</p> <ul style="list-style-type: none"> <li>a) Introductions</li> <li>b) Greetings</li> <li>c) Thanks</li> <li>d) Apologies</li> <li>e) Leave-taking</li> </ul> <p>2.2 Recognise cultural conventions.</p> <p>2.3 Recognise humour.</p> <p>2.4 Distinguish between formal and informal language.</p> <p>2.5 Recognise common regional forms.</p>
<p>3. Be able to understand varied language.</p>	<p>3.1 Recognise:</p> <ul style="list-style-type: none"> <li>a) A broad general vocabulary</li> <li>b) Key work-related terms</li> <li>c) Language explaining numerical data</li> </ul> <p>3.2 Use reference sources to clarify or confirm meaning.</p>

# IBSL Level 3 Certificate in British Sign Language Studies

## Unit IBSL3AUN

### ASSESSMENT SPECIFICATION

There will be **THREE** assessments forming part of IBSL3AUN.

The first assessment (**IBSL3.1**) for this unit will be a Receptive Skills assessment using material that has been supplied by IBSL.

It consists of 12 questions that test Learners' receptive skills and ability to understand and demonstrate ideas and opinion. Questions 1 -11 are multiple choice and Question 12 is an open question.

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

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

This assessment will be for 20 minutes, once the DVD has started, it must be played through to its end.

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

After completion of the assessment, the **Application for Achievement Form** should be sent to IBSL (a copy being retained by the Centre) together with the Learners **completed Question and Answer papers** and the **DVD** (which must not be copied) within **7 working days**.

The marking will be done by IBSL and the results sent to the Centre within 28 working days.

If successful, the Learner will receive a Certificate of Achievement (CAS) with the results, from IBSL. This CAS should be inserted in the Learner's Coursework File as evidence of their achievement.

Re-sits for this part of the assessment are available upon application to IBSL if required.

The pass mark for this assessment is 67%

**The second assessment (IBSL3.3 and IBSL3.4)** will be a 1:1 conversation between the Learner and the Teacher/Assessor. The Learner to choose their own topic for this assessment

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. During this dialogue, the Learner is expected to demonstrate as much of the Knowledge & Understanding criteria as possible, and also the assessment criteria on pages 22. This is a **joint assessment** that is also used to cover evidence for IBSL3ASN

This assessment will be for 10-15 minutes

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 the Teacher-Assessor. This assessment is a **joint assessment** that is also used to produce evidence for IBSL3ASN.

**The third assessment (IBSL 3.6)** will take the form of a 'live' assessment in the presence of an External Examiner. This is also a **joint assessment** with Unit IBSL3ASAN.

The assessment topic for discussion will be chosen and given out on the day by the External Examiner. The group of Learners will be given 15 minutes to practice the given topic before their "live" assessment.

The External Examiner will provide a list of topics to choose from on the day.

The group of Learners are expected to choose their topic and will be given 15 minutes to practice before their "live" assessment.

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**.

This assessment will be marked by the External Examiner.

After completion of the assessment, the Teacher/Assessor will be required to complete and sign the **Application for Achievement Form**. The Centre should retain the filmed evidence in a safe place as required by the Assessment Regulations.

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

**Unit Specification: IBSL3ASN:  
Sign Using Varied Signed Language in a Range of Work Contexts  
(RQF unit accreditation number: H/602/4403)**

**Unit Summary and Assessment Criteria**

**Unit Summary and Assessment Criteria**

The aim of this unit is to enable Learners to express information, ideas and opinions in a varied range of work-related and social contexts signed in short passages at normal speed and in normally used social and work registers.

**Relevance to National Standards**

This qualification relates to S3 of the National Occupational Standards for Languages (CILT, 2010), and is at Level 3 on the Regulations Qualification Framework. These standards are equivalent to Modern Foreign Languages at AS and A2 level and Level B2 of the Common European Framework, and the Higher level on the Scottish Qualifications Framework (Level 6).

**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: Mandatory**

- **Meeting people through social interaction** (areas to be covered in this category include initiating social contact, making introductions, greetings, thanks, leave-taking, cultural conventions, feelings/needs/preferences, humour, regional differences, expressing opinions or beliefs, responding appropriately to questions, adapting choice and style of language for formal and informal contexts, finding alternative ways to explain if required, checking to see if the other person has understood or is following a conversation, asking for repetition or time to think).
- **Work-related, school and/or college** (making enquiries/requests/suggestions and giving instructions; using key work-related vocabulary, using numerical terms and numerical data, responding appropriately to questions and comments).
- **Maintaining business and social relationships and other communication in a range of contexts** (areas to be covered include contributing to discussions and negotiating outcomes in straightforward business situations, ability to modify language appropriate to the context of the relationship, using strategies to maintain accuracy and fluency in familiar work-related and social situations).
- **Timeframes** (using signs to signify different aspects of an event in time, showing continuation, continuity and frequency, using time sequences in the past, present, future or conditional).
- **Vocabulary, knowledge and understanding** (Learners are expected to develop a broad range of vocabulary from more than one topic area and understand others on a wide range of issues, sufficient and appropriate for the qualification at Level 3; Learners are expected to demonstrate through their evidence samples appropriate knowledge and understanding rules, which are not assessed separately).

- **Topic areas** (It is not the intention of IBSL to enforced a wide spectrum of topics, but the following areas will be expected to be covered - employment, including job roles, details of normal day-to-day activities, details of company and personnel structures, training and learning; educational activities; home and leisure, including daily routines, holidays, hobbies, types of housing and utilities used; food and drink, including allergies, eating out, dislikes and likes; routine news items such as general elections and general political issues like the Budget, tax or benefit changes, natural disasters, weather. The aim here is to provide sufficient day-to-day, uncomplicated sources of vocabulary through which Learners can maintain business and social negotiations/ conversations/discussions).

### **Production Skills (Mandatory)**

- Learners should demonstrate they can demonstrate through using sign their knowledge and understanding of varied BSL in everyday situations including specific details about personal, social or work circumstances/activities. This includes using sign to produce short passages or information in BSL demonstrating meaning and content.
- Learners are expected to be able to maintain accuracy and fluency in familiar situations, and articulate accurately, and know how to use reference sources to clarify or confirm meaning.

## Learning outcomes and assessment criteria for the IBSL3ASN unit

Learning Outcomes	Assessment Criteria
1. Be able to communicate in a range of work-related and social situations.	1.1 Contribute to discussions on familiar subjects 1.2 Respond appropriately to questions and comments 1.3 Provide detailed information about events: a) in the past b) in the present c) in the future d) which may or might happen (conditional) 1.4 Make suggestions 1.5 Give instructions or advice 1.6 Make requests or enquiries 1.7 Express opinions or beliefs.
2. Be able to maintain communication in a range of contexts.	2.1 Initiate social contact 2.2 Use appropriate cultural conventions 2.3 Adapt choice and style of language for: a) formal contexts; b) informal contexts. 2.4 Find alternative ways to explain when needed 2.5 Check the other person has understood 2.6 Show if he/she is following a conversation or not 2.7 Ask for repetition or explanation 2.8 Ask for time to think.
3. Be able to use BSL accurately and fluently in familiar contexts	3.1 Maintain accuracy in familiar situations 3.2 Articulate accurately 3.3 Use strategies to maintain fluency in familiar situations; 3.4 Use reference sources to clarify or confirm meaning.
4. Be able to maintain business and social relationships	4.1 Modify language appropriate to the context of the relationship 4.2 Negotiate an outcome in a straightforward business situation.
5. Be able to use varied BSL	5.1 Use a broad general vocabulary 5.2 Use key work-related terms 5.3 Use numerical terms 5.4 Explain numerical data

# IBSL Level 3 Certificate in British Sign Language Studies

## Unit IBSL3ASN

### ASSESSMENT SPECIFICATION

There will be **THREE** assessments for this unit.

**The first assessment (IBSL3.2)** will be conducted under controlled and supervised conditions. This assessment will be a Project Presentation in BSL. The assessment topics will be supplied by IBSL. The presentation will be 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 presentation will be for **7-10 minutes**, to be followed by a **3-5 minute** 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 **10-15 minutes** (Presentation and follow up discussion)

The Teacher/Assessor is to complete **IBSL3.2 Mark Sheet** and sign the document accordingly. On completion of the Presentation Skills Assessment, the **Application for Achievement Form** is to be signed by the Learners & Teacher/Assessor.

After completion of the whole assessment, will give the Learner the completed and signed **IBSL3.2 Mark Sheet** together with the video-recorded assessment (either on DVD/USB) and **Reference Source Form** (see appendix C). which is to be collated into a 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.

The Teacher/Assessor is required to send the **Application for Achievement Form** to IBSL (a copy being retained by the Centre for record purposes) within **7 working days**

The pass mark for this assessment is 48 points (60%)

See Appendix A for **Level 3 BSL Assessment Overview**

See Appendix B for **Assessment Regulations**

**The second assessment (IBSL3.3 and IBSL3.4)** will be a 1:1 conversation between the Learner and the Teacher/Assessor. The Learner to choose their own topic for this assessment

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. During this dialogue, the Learner is expected to demonstrate as much of the Knowledge & Understanding criteria as possible, and also the assessment criteria on page 22. This is a **joint assessment** that is also used to cover evidence for IBSL3AUN.

The assessment will be for **10-15 minutes**.

The Teacher/Assessor is to complete **IBSL3.3 and IBSL3.4 Mark Sheet** and sign the document accordingly. On completion of the Conversation Skills Assessment, the **Application for Achievement Form** is to be signed by the Learners & Teacher/Assessor.

After completion of the assessment, the Teacher-Assessor is to give the Learner the completed and signed **IBSL3.3 and IBSL3.4 Mark Sheet**, together with the video-recorded assessment (either on DVD/USB) 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.

The Teacher/Assessor or Centre is required to send the **Application for Achievement Form** to **IBSL** (a copy being retained by the Centre for record purposes) within **7 working days**.

The pass mark for this assessment is 48 points (60%)

See Appendix A for **Level 3 BSL Assessment Overview**

See Appendix B for **Assessment Regulations**

The Centre must retain the filmed evidence and mark sheets in a safe place until it is required to be produced at the External Examiner visit. The EE will attend the Centre for the purpose of observing assessment IBSL3A6.

**The third assessment (IBSL3.6)** will take the form of a 'live' assessment in the presence of an External Examiner. This is a **joint assessment** with IBSL3AUN.

The assessment topic for discussion will be chosen and given out on the day by the External Examiner. The group of Learners will be given 15 minutes to practice the given topic before their "live" assessment

The External Examiner will provide a list of topics to choose from on the day.

The group of Learners are expected to choose their topic and will be given 15 minutes to practice before their "live" assessment.

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.

After completion of the assessment, the Teacher/Assessor will be required to complete and sign the **Application for Achievement Form**. The Centre should retain the filmed evidence in a safe place as required by the Assessment Regulations.

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

**Unit Specification: IBSL3ADC:  
Interact with People from Different Countries or Diverse Cultures  
RQF Accreditation number: R/602/4431**

**Unit Summary and Assessment Criteria**

**Unit Summary and Assessment Criteria**

The aim of this unit is to provide Learners with a basic introduction to the study of language structure of British Sign Language (BSL) and the culture surrounding that language.

**Relevance to National Standards**

This qualification relates to the National Occupational Standards Intercultural Working (CILT, 2008), and is at Level 3 on the Regulation Qualification Framework). These standards are equivalent to Modern Foreign Languages at AS and A2 level and Level B2 of the Common European Framework, and the Higher level on the Scottish Qualifications Framework (Level 6).

**Explanation of Different Countries or Diverse Cultures**

Although the title refers to different countries or diverse cultures, the content and assessment criteria relate to social interaction with Deaf people who use BSL, and have a culture based on that language, with regional and national variations.

**Topics and Content: Mandatory**

- **Meeting people through social interaction** (this includes initiating social contact, understanding and using the correct etiquette, understanding and using cultural conventions regarding language, body language, gestures and emphasis, responding to the challenges of communicating with people of another culture, finding ways to minimise misunderstanding and improving communication, understanding that other people may have different attitudes, perceptions, expectations and service ethics).
- **Maintaining positive working practices** (this includes understanding and balancing other peoples' perceptions and expectations with the need to achieve stated objectives and service ethics, using strategies to communicate with people from another culture with different perceptions and expectations, using strategies to provide a flexible and positive response to people from another culture).

**Production Skills (Mandatory)**

- Learners should demonstrate that through using their communication skills in everyday situations they are able to use correct etiquette, politeness and cultural conventions in communicating with people from a different culture, with different perceptions, expectations and attitudes.

## Learning outcomes and assessment criteria for the IBSL3ADC unit

Learning outcomes:	Assessment Criteria:
<p>1. Be able to interact in ways that promote better communication between Deaf and hearing people or between Deaf people of diverse cultures.</p>	<p>1.1 Explain how his/her use of language, body language, gestures and emphasis may appear to people from another culture;            1.2 Explain how other people’s use of language, body language, gestures and emphasis affect how they are perceived;            1.3 Suggest ways to minimise misunderstanding and improve communication with people with a different first language;            1.4 Describe the challenges of communicating with people from another culture who share the same first language;            1.5 Describe the challenges of communicating with people from another culture:                a) Through a third person                b) When one of them has Minimum Language Skills (MLS)</p>
<p>2. Be able to respect and maintain cultural values and etiquette in communication when interacting with people from different countries or a diverse culture.</p>	<p>2.1 Demonstrate how to use correct etiquette in:                a) Getting attention,                b) Starting a conversation,                c) Maintaining the conversation,                d) Ending the conversation:            2.2 Compare the politeness conventions used by self and the people from another culture;            2.3 Explain how these may affect people’s perceptions of each other;</p>
<p>3. Be able to show positive working practices that maintain respect for others</p>	<p>3.1 Give examples to show that people from different countries or diverse cultures may have different attitudes, expectations and service ethics;            3.2 Demonstrate how to balance other people’s expectations with the need to achieve stated objectives;            3.3 Demonstrate how to base opinions and actions towards people from a different country or culture on them as an individual;            3.4 Demonstrate working practices that include a flexible response to people from different countries or diverse cultures.</p>

# IBSL Level 3 Certificate in British Sign Language Studies

## Unit IBSL3ADC

### ASSESSMENT SPECIFICATION

There will be **TWO** assessments for this unit.

**The first assessment (IBSL3.5)** will require the Learner to complete a Question paper which will be issued by IBSL, consisting of five structured questions chosen from topics within the specification. Questions 1 & 10 will have multi-choice answers, and questions 11-13 will need a written answer.

This assessment will be for **90 minutes** open-book session organised within the centre.

Deaf Learners and others submitting a Reasonable Adjustment request form may complete the Question Paper in BSL instead of writing. In this case, each question will require a minimum of 3 minutes and a maximum of 6 minutes BSL. References and sources of quotes are necessary for this assessment to inform the assessment team where the Learner obtained the information from.

The pass mark for this assessment is **60%**.

After completion of the assessment, the **Application for Achievement Form** should be sent to **IBSL** (a copy being retained by the Centre) together with the Learners **completed written papers**, or in the case of a signed answer version, the video-recorded DVD/USB, to IBSL within **7 working days**.

The marking will be done by IBSL and the results sent to the Centre within 28 working days.

If successful, the Learner will receive a Certificate of Achievement (CAS) with the results, from IBSL. This CAS should be inserted in the Learner's Coursework File as evidence of their achievement.

**The second assessment (IBSL3.4)** will be done at the same time as the joint assessment IBSL3.3. The assessment will relate to Assessment Criteria 2.1 a) to d) of this Unit (see page 17).

The Mark Sheet for this assessment will be found in the Learner's coursework file (or *e-file*) as File No. 5 and the completed IBSL3.4 Mark Sheet should be inserted there after being signed and dated by the Teacher/Assessor. Each one of the assessment criteria 2.1 a)-d) is expected to be covered in this assessment.

# **IBSL Level 3 Certificate in British Sign Language**

## **Unit IBSL3ADC**

### **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).

Centres authorised by IBSL to pay by invoices may register their Learners online as appropriate.

#### **2. Acknowledgement of Learner Registration**

Upon receipt of the Learner Registration Form(s), IBSL will send to the appropriate paperwork and 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 the request has been approved and how the assessment may be carried out.

#### **4. Conducting the assessments**

Unless otherwise stated, all assessments in this Unit will be carried out by the Teacher-Assessor.

#### **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.

## 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 website/ 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 or the Question & Answer 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 website.

## KNOWLEDGE AND UNDERSTANDING LEVEL 3 CERTIFICATE IN BRITISH SIGN LANGUAGE

Knowledge and understanding is not assessed separately. It is achieved through the Assessment Criteria  
**Knowledge and understanding required for VARIED language proficiency at Level 3 as follows:**

### Competence Level:

Good vocabulary in a range of situations

Fluent and flexible use of language on familiar ground, but may not easily express complex or abstract ideas

<b>Vocabulary</b>	
K1	A broad general vocabulary and key work-related terms
K2	A range of ways to link ideas and help clarity and fluency such as <ul style="list-style-type: none"><li>• Connectors (conjunctions: e.g. 'although', 'as long as'; adverbs: e.g. 'however' and enumerators: e.g. 'firstly')</li><li>• Pronouns</li></ul>
K3	A 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 feeling (e.g. wishes gratitude, regret, apology, annoyance)
K5	Numerical terms (e.g. all numbers, fractions, statistics) and ways to talk about them

<b>Grammatical Forms</b>	
K6	How to express the present, past, future and conditional (e.g. 'I would go...')
K7	How 'can, must, could, should and would' are expressed in this language
K8	Negatives, question forms and a range of commonly used grammatical structures
K9	How to ask permission and give instructions with varying formality and politeness
K10	A range of complex sentence combinations, of which some may be learned as set phrases

<b>Non-verbal Cultural Conventions</b>	
K11	Most common spoken/signed and non-verbal polite conventions (gestures, spatial distance, touch, eye contact)

<b>Reference Sources</b>	
K12	How to make effective use of relevant language reference sources (e.g. dictionaries, thesauruses, grammar books, on-line resources).

## Appendix A

# IBSL Level 3 Certificate in British Sign Language Studies

## Assessment Overview

Assessment No	Assessment Description	Unit	Duration of Assessment	Marked By	Pass mark
<b>1</b> <b>3.1</b>	<b>Receptive Skills:</b> Learner to watch DVD and answer questions from question paper DVD and Question Paper issued by IBSL	IBSL3AUN	20 minutes	<b>IBSL</b>	<b>67%</b>
<b>2</b> <b>3.2</b>	<b>Project Presentation:</b> Learner to present to two people one being T/A Topic given by IBSL	IBSL3ASN	10 - 15 minutes (7-10 minutes - Presentation 3-5 minutes - Discussion)	<b>T/A</b>	<b>45 (60%)</b>
<b>3</b> <b>3.3/4</b>	<b>Joint 1:1 Dialogue:</b> Learner and Teacher/Assessor Learner to choose own topic	IBSL3AUN IBSL3ASN	10 - 15 minutes	<b>T/A</b>	<b>45 (60%)</b>
<b>4</b> <b>3.5</b>	<b>Deaf Culture:</b> Written or signed Assessment material issued by IBSL	IBSL3ADC	90 minutes 1 – 10 multiple choice answers 11 – 13 – Written answers	<b>IBSL</b>	<b>60%</b>
<b>5</b> <b>3.6</b>	<b>Live Observation:</b> Discussion Min 3 people; Max 4 people Topic given and chosen on day by External Examiner	IBSL3AUN IBSL3ASN	10 - 15 minutes	<b>External Examiner</b>	<b>19 (60%)</b>

## Appendix B

# IBSL Level 3 Certificate in British Sign Language

## Unit IBSL3AUN/IBSL3ASN/IBSL3ADC

### 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).

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 Form

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

Once payment has been received, IBSL will send appropriate assessment papers to the Centre as follows:

##### For IBSL3.1 Assessment:

IBSL will send appropriate assessment papers together with DVD for the Receptive Skills assessment 4 weeks before the assessment date.

##### For IBSL3.2, IBSL3.3, IBSL3.4 and IBSL3.5 Assessment:

IBSL will send appropriate assessment papers 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 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 (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 IBSL3.1 Assessment:

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

Each Learner must input their names and Unique Learner Number (ULN) in the places provided at the start of the assessment.

### For IBSL3.2 Assessment:

The whole of the assessment must be visually recorded by an approved means (DVD, USB or dedicated Computer File), both the Learner and the audience of two being visible in the recording. All participants' faces must be visible within the frame. Individual DVDs or USBs should be used for each assessment and should be appropriately listed in a menu for ease of access by the External Examiner.

The assessment is carried out at a time agreed by the Centre, the Learner and IBSL. Each Learner must fingerspell their names at the start of the assessment. This will be part of the assessment criteria and marked accordingly. A 'log' must be compiled of each DVD showing the order in which each Learner is assessed.

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

### For IBSL3.3 and IBSL3.4 Assessment:

The whole of the assessment must be visually recorded by an approved means (DVD, USB or dedicated Computer File), both the Learner and the assessor being visible in the recording. Individual DVDs should be used for each assessment and should be appropriately listed in a menu for ease of access.

The assessment is carried out at a time agreed by the Centre, the Learner and IBSL, and each Learner must fingerspell their names at the start of the assessment. This will be part of the assessment criteria and marked accordingly. A 'log' must be compiled of each DVD showing the order in which each Learner is assessed.

### For IBSL3.5 Assessment:

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

Each Learner must input their names and Unique Learner Number (ULN) in the places provided at the start of the assessment.

Centres may appoint an Invigilator to oversee the above assessments.

### For IBSL3.6 Assessment:

This 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 External Examiner will complete and sign the Application Achievement Form (AAF) to confirm this.

The External Examiner will complete and sign **IBSL3.6 Mark Sheet** form for each Learner

The whole of the assessment must be visually recorded by an approved means (DVD, USB or dedicated Computer File), all the Learners and the Teacher/Assessor taking part being visible in the recording.

Individual DVDs/USBs should be used for each assessment and must be appropriately listed in a menu for ease of access.

The assessment is carried out at a time agreed by the Centre, the Learner and IBSL, and each Learner must fingerspell their names at the start of the assessment. This will be part of the assessment criteria and marked accordingly. A 'log' must be compiled of each DVD showing the order in which each Learner is assessed.

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

## 6. The Assessment Room

'Examination conditions' mean that the assessment room:

- Must be identified by an appropriate sign outside the room;
- Must not contain displays of material which could assist the Learner, although 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** available from IBSL must be used for **IBSL3.2**, **IBSL3.3** and **IBSL3.4**. Photocopies of the AAF are not permitted. A separate **Mark Sheet Form** is required for each Learner and these will be found in the course work file issued by IBSL. These forms are available on the IBSL Online Portal.

## 8. Misconduct

If the Teacher/Assessor or assessment co-ordinator observes any misconduct, the assessment must be stopped immediately, 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 **7 working days** of the assessment taking place, the Centre retaining a copy for its records.

### For IBSL3.1 Assessment:

All paper-based answer papers must also be sent to IBSL with the completed **Application for Achievement Form**; each paper must contain the Learner's ULN in the appropriate place. The DVD should also be returned, and it must not be copied.

### For IBSL3.2 Assessment:

IBSL3.2 Mark Sheets must be correctly completed and signed by the Teacher/Assessor. The Learners DVDs 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 IBSL3.3 and IBSL3.4 Assessment:

IBSL3.3 and IBSL3.4 Mark Sheets must be correctly completed and signed by the Teacher/Assessor. The Learners DVDs 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 IBSL3.5 Assessment:

All paper-based answer papers, or in the case of a signed answer version, the video-recorded DVD/USB, must be sent to IBSL with the completed **Application for Achievement Form**; each paper must contain the Learner's ULN in the appropriate place.

### For IBSL3.6 Assessment:

IBSL3.6 Mark Sheet will be completed and signed by the External Examiner.

## 11. The External Examiner Visit.

The External Examiner (EE) shall visit the Centre for the final Live 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 IBSL3.2, IBSL3.3, IBSL3.4 and IBSL3.5 Assessments have been completed before the EE's visit. The External Examiner shall initial appropriate forms in the presence of the Teacher/Assessor (or appropriate assessment co-ordinator) after sampling and shall take them away, leaving the coursework files, DVDs or other appropriate recordings with the Centre.

## 12. Issue of Results

IBSL will issue the results of the assessment within **28 working days** 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' DVD evidence for a period of **12 months** following the visit of the External Examiner. In the event of an appeal against assessment decisions, IBSL may require access to this evidence.

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.

# Institute of British Sign Language

## Level 3 Certificate in British Sign Language Studies References

Assessment Reference:	Assessment Units:	Date of Assessment:
Name:	ULN:	

Please find below a list of vocabulary used, which was not taught or learnt during class sessions.

New Vocabulary	Source/Reference

Signature: .....

Date: .....

