



*'Promoting Quality in British Sign Language'*

# **Qualification Specification**

Level 3 Certificate in British Sign Language Studies

QAN: 501/1347/1

Version: 2018-19





*'Promoting Quality in British Sign Language'*

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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.

Unit Code	Guided Learning Hours (GLH)	Additional Study Hours	Total Qualification Time(TQT)	Credits at Level 3
IBSL3AUN	60	40	100	10
IBSL3ASN	60	40	100	10
IBSL3ADC	30	50	80	8
<b>Total</b>	<b>150</b>	<b>130</b>	<b>280</b>	<b>28</b>

Guided Learning Hours (GLH) includes assessment time. Additional Study Hours includes homework, practise and private study. The Total Qualification Time (TQT) is **280** hours.

## **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 as follows:

- IBSL Level 4 Certificate in British Sign Language Studies

## **Assessment**

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 should 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 watching a BSL video clip (USB) and transcribe the signed narrative into written English on a transcript sheet. This will be externally assessed.

IBSL3.2 is 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.

IBSL3.3 and IBSL3.4 is 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.

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

#### Unit Summary

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 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).

### **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>2. Be able to follow interaction in a range of work-related or social situations.</p> <p>3. Be able to understand varied language.</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>2.1 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>3.1 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**  
**Understand Varied Signed Language in a Range of Work Contexts**

**ASSESSMENT SPECIFICATION**

There are **THREE** assessments forming part of IBSL3AUN.

**Assessment 1 (IBSL3.1)** 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) and a Transcript paper

There is no question paper for this assignment.

The Learner will be required to watch a video clip of a signed narrative provided by IBSL.

This assessment will be for **30 minutes**, once the video clip has started, it must be played to the end.

The Learner may watch and rewind the signed narrative as many times as they wish during the 30-minute assessment.

The Learner will then transcribe the signed narrative into written English on a transcript sheet provided by IBSL.

On completion of the Receptive Skills assessment, the **Application for Achievement Form** is to be signed by the Learners, Invigilator & 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 **Transcription Answer Paper** 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 3 BSL Assessment Overview**

See Appendix B for **Assessment Regulations**

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

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.

**Assessment 2 (IBSL3.3 and IBSL3.4)** This is the 1:1 Conversation Assessment.

This will be between the Learner and the Teacher/Assessor.

The Learner must choose one topic provided by IBSL 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.

This is a **joint assessment** that is also used to cover evidence for IBSL3ASN

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

The Teacher/Assessor is to complete **IBSL3.3/3.4 Mark Sheet** and sign the document accordingly.

On completion of the Mark Sheet, 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 **IBSL3.3/3.4 Mark Sheet**, together with the video-recorded assessment (either USB or online storage) that 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.

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 **48 points (60%)**

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

See Appendix B for **Assessment Regulations**

**Assessment 3 (IBSL 3.6)** This is the Live Observation Assessment.

This will take the form of a final 'live' discussion in the presence of an External Examiner.

This is also a **joint assessment** with Unit IBSL3ASN.

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

The assessment topic for the live debate 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 External Examiner will mark this assessment

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

After completion of the assessment, the **Teacher/Assessor** will be required to complete and sign the **Application for Achievement Form**.

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 **10 working days**.

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 their Coursework File.

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

See Appendix B for **Assessment Regulations**

# 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

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
<p>1. Be able to communicate in a range of work-related and social situations.</p>	<p>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.</p>
<p>2. Be able to maintain communication in a range of contexts.</p>	<p>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.</p>
<p>3. Be able to use BSL accurately and fluently in familiar contexts</p>	<p>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.</p>
<p>4. Be able to maintain business and social relationships</p>	<p>4.1 Modify language appropriate to the context of the relationship            4.2 Negotiate an outcome in a straightforward business situation.</p>
<p>5. Be able to use varied BSL</p>	<p>5.1 Use a broad general vocabulary            5.2 Use key work-related terms            5.3 Use numerical terms            5.4 Explain numerical data</p>

**IBSL Level 3 Certificate in British Sign Language Studies**  
**Unit IBSL3ASN**  
**Sign Using Varied Signed Language in a Range of Work Contexts**

**ASSESSMENT SPECIFICATION**

There are **THREE** assessments for this unit.

**Assessment 1 (IBSL3.2)** This is the Presentation Assessment.

It 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, the Teacher/Assessor will give the Learner the completed and signed **IBSL3.2 Mark Sheet** together with the video-recorded assessment (either on USB or online storage) which 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 **10 working days**.

The pass mark for this assessment is **45 points (60%)**

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

See Appendix B for **Assessment Regulations**

See Appendix C for **Reference Source Form**



**Assessment 2 (IBSL3.3 and IBSL3.4)** This is the 1:1 Conversation Assessment.

This will be between the Learner and the Teacher/Assessor.

The Learner must choose one topic provided by IBSL 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.

This is a **joint assessment** that is also used to cover evidence for IBSL3ASN

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

The Teacher/Assessor is to complete **IBSL3.3/3.4 Mark Sheet** and sign the document accordingly.

On completion of the Mark Sheet, 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 **IBSL3.3/3.4 Mark Sheet**, together with the video-recorded assessment (either USB or online storage) that 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.

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 **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.

**Assessment 3 (IBSL 3.6)** This is the Live Observation Assessment.

This will take the form of a final 'live' discussion in the presence of an External Examiner.

This is also a **joint assessment** with Unit IBSL3ASN.

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

The assessment topic for the live debate 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%)**

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 their Coursework File.

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

See Appendix B for **Assessment Regulations**

# **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**

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**  
**Interact with People from Different Countries or Diverse Cultures**

**ASSESSMENT SPECIFICATION**

There are **TWO** assessments forming part of IBSL3ADC

**Assessment 1 (IBSL3.5)** This is the Deaf Culture Assessment.

The assessment material will be supplied by IBSL in the form of a question paper.

This assessment must be conducted under controlled and supervised conditions.

The Learner is required to complete the question paper by answering the questions

The question paper consists of structured questions chosen from topics within the specification.

Questions 1 to 10 will have multiple-choice answers

Questions 11 to 13 will need a written answer.

This assessment will be for **90 minutes maximum** and organised within the Centre.

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

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 paper**
- In the case of a signed version, **via online storage**
- 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**.

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.

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

See Appendix B for **Assessment Regulations**

**Assessment 2 (IBSL3.4)** This is the Deaf Culture Assessment.

It is done at the same time as the **joint assessment IBSL3.3**.

The assessment will relate to the Assessment Criteria 2.1 a) to d) of this Unit (see page 19).

Each one of the assessment criteria 2.1 a)-d) is expected to be covered in this assessment

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

The Teacher/Assessor is to complete **IBSL3.3/3.4 Mark Sheet** and sign the document accordingly.

On completion of the Mark Sheet, 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 **IBSL3.3/3.4 Mark Sheet**, together with the video-recorded assessment (either USB or online storage) that 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.

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 **48 points (60%) not for 3.4**

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.

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

See Appendix B for **Assessment Regulations**

## IBSL Level 3 Certificate in British Sign Language Units 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).

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

#### 2. Acknowledgement of Learner Registration

Upon receipt of the Learner Registration Form(s), IBSL will then send an invoice to the Centre. Once payment has been received, assessment papers will be available to the Centre as follows:

##### For IBSL3.1 Assessment:

Receptive Skills Assessment papers will be available from IBSL Online Portal **7 days** before the assessment date.

IBSL will send a USB with the video clip to the Centre **7 days** before the assessment date.

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

Assessment papers will be available from IBSL Online Portal **7 days** before the assessment date.

##### For IBSL3.6

Assessment papers will be available from IBSL Online Portal **7 days** 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. Invigilator or Teacher/Assessors

It is the responsibility of Centres to appoint a suitably qualified Invigilator or Teacher/Assessor to oversee and co-ordinate Assessments, ensuring that they are familiar with IBSL's regulations for external assessments.

It is also the responsibility of Centres 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, so 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**

### **Prior to assessments:**

Practice assessments should be carried out with adequate time for feedback to be given to learner by tutor.

**\*PRACTICE ASSESSMENT SHOULD NOT BE RUN ON THE SAME DAY AS ACTUAL ASSESSMENT\***

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.

### **For IBSL3.2 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 IBSL3.3/3.4 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 IBSL3.5 Assessment:**

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



### **For IBSL 3.6 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 **IBSL3.6 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 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 IBSL3.1 Assessment:**

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 IBSL3.2 Assessment:**

IBSL3.2 Mark Sheets must be correctly completed and signed by the Teacher/Assessor. The Learners USB or online storage should be checked to ensure that they are viewable.

Each recording should be labelled with the Assessment ID and if appropriate, the Learner's Name and ULN 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 /3.4 Assessment:**

IBSL3.3/3.4 Mark Sheets 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 IBSL3.5 Assessment:**

All completed paper-based answer papers must be sent to IBSL within **10 working days**.

Centres may appoint an Invigilator to oversee the above assessments.

### **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) will visit the Centre for the final Live Assessment as part of IBSL's quality assurance process and will check the Learners Coursework Files, by sampling recorded evidence as required.

Therefore, it is essential that IBSL3.1, IBSL3.2, IBSL3.3, IBSL3.4 and IBSL3.5 Assessments have been completed before the EE's visit.

## **12. Issue of Results**

IBSL will issue the results of the assessment within **4 to 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

## 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

Vocabulary	
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

Grammatical Forms	
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

**Non-verbal Cultural Conventions**

K11	Most common spoken/signed and non-verbal polite conventions (gestures, spatial distance, touch, eye contact)
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**Reference Sources**

K12	How to make effective use of relevant language reference sources (e.g. dictionaries, thesauruses, grammar books, on-line resources).
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## 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 BSL video clip (USB). To transcribe into written English on paper provided. <i>USB and Transcript paper issued by IBSL</i>	IBSL3AUN	30 minutes to complete	<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 <i>Assessment Topic given by IBSL</i>	IBSL3ASN	10 - 15 minutes (7-10 minutes - Presentation 3-5 minutes - Discussion)	<b>T/A</b>	<b>45 (60%)</b>
<b>3</b> <b>3.3/3.4</b>	<b>Conversation:</b> 1:1 Conversation between the Learner and Teacher/Assessor <i>Learner must choose one topic provided by IBSL</i>	IBSL3AUN IBSL3ASN	10 - 15 minutes	<b>T/A</b>	<b>48 (60%)</b>
<b>4</b> <b>3.5</b>	<b>Deaf Culture:</b> Learner to answer questions from question paper given. This can be written or signed. <i>Assessment Question Paper issued by IBSL</i>	IBSL3ADC	90 minutes maximum 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 between Learners and T/A. Min 3 people; Max 4 people including T/A <i>Topic given and chosen on day by External Examiner</i>	IBSL3AUN IBSL3ASN	10 - 15 minutes	<b>External Examiner</b>	<b>17 (60%)</b>



## Level 3 Certificate in British Sign Language Studies References

<b>Centre Number:</b>	<b>Assessment Reference:</b>	<b>Date of Assessment:</b>
<b>Name:</b>	<b>ULN:</b>	

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

New Vocabulary	Source/Reference

**Signature:** .....

**Date:** .....