



*'Promoting Quality in British Sign Language'*

# **Qualification Specification**

IBSL Level 2 Award in Deafblind Communication

QAN: 601/2498/2

Version: September 2017



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# Qualification Specification

## IBSL Level 2 Award in Deafblind Communication

QCF Accreditation Number: 601/2498/2

IBSL Qualification Reference: IBSL2DBC

### Qualification Aim

This qualification aims to further Learners' experiences and development in communication awareness through British Sign Language (BSL) with Deafblind people in everyday life socially or at work, in school or college. A Level 2 course will enable a Learner to build upon a previously-taken DeafBlind Awareness course and develop in functional Deafblind communication.

This qualification has been developed in accordance with the Language National Occupational Standards (NOS) relevant to Level 2.

### Qualification Overview

There are two units in the qualification, as follows:

Understand and take part in routine conversations using Deafblind Communication IBSL Code: IBSL2ADB1

Ofqual Unit Number: T/505/9453

Understand and use Deafblind Communication in everyday contexts

IBSL Code: IBSL2ADB2

Ofqual Unit Number: A/505/9454

Although both units can be achieved separately, the full Level 2 Deafblind Communication can only be given if there is a PASS in each unit.

The Total Qualification Time (TQT) for the full qualification is 60 hours, apportioned as 30 hours for each unit.

### Skills-based approach

The specification offers a skills-based approach to the study of Deafblind Communication. Our assessments have been designed to inspire and motivate Learners, providing appropriate stretch and challenge whilst ensuring, as far as possible, that the assessments are accessible to the full range of Learners.

### Entry Requirements

It is strongly recommended that Learners have achieved the Level 1 Award in Deafblind Awareness before embarking on the Level 2 Award in Deafblind Communication.

It is also a prerequisite that Learners have achieved the IBSL Level 2 Certificate in BSL Studies.

However, it is at the Centre's discretion how Learners are recruited.

### Progression Routes

Upon completion of this qualification, Learners may progress as follows:

- IBSL Level 3 Award in Deafblind Communication, as the next step.

## **Subject Content**

Learners will draw upon a range of Deafblind disciplines and have opportunities to demonstrate communication skills in a range of everyday topics such as:

- Presenting information and ideas to Deafblind person, including selecting and organising the information and ideas in an effective manner
- Responding to spoken or signed language when with Deafblind person, including listening to and responding appropriately to any questions and feedback for the benefit of Deafblind person
- Expressing ideas using client-preferred modes of Deafblind Communication.

## **Assessment**

The assessments for this qualification will consist of:

- One assessment for each unit recorded on film through DVD or USB or similar means and internally assessed by the Teacher-Assessor, and externally moderated by IBSL.
- This will be guided by the Centre and the Teacher/Assessor
- Coursework that will consist of a written or signed journal that reflects on the Learner's contact time with Deafblind people.

## Unit Specification: IBSL2ADB1:

### Understand and take part in Routine Conversations using Deafblind Communication (RQF accreditation number: T/505/9453)

#### Unit Summary, Learning Outcomes and Assessment Criteria

##### Topics and Content: Mandatory

- Meeting people** (Areas to be covered in this category include the ability to ask and respond to questions about the following sub-topics: people including extended family members, friends and colleagues or those that are met regularly at work, school or college; behaviours/actions and feelings relating to people)
- Work, school and/or college** (details about daily routines, and not-so-daily routines such as going on special courses, future plans)
- Personal and social lifestyle choices** (experiences, hobbies and interests, events and activities)
- Timeframes** (areas to be covered include showing different aspects of an event in time, showing continuation, continuity and frequency, and using time sequences)
- Use of routine linking conventions and prepositions** (i.e. *use of sign structures linking words and phrases*)
- Signing Structure and key grammatical features** (placement, use of verbs & phrases, non-manual features, sign order and sign forms, handshapes, direction, orientation, question forms, negation & affirmation, characterisation, timelines, conditionality, signing space, fluency, listing and itemising, using vocabulary in correct context, making comparisons, using numbers).
- Routine guidance advice and instructions** (use of Deafblind Communication modes in guiding the person in familiar and unfamiliar locations)

##### Comprehension and Production Skills (Mandatory)

- Learners should demonstrate they can understand their teacher and Deafblind people, answer questions correctly, and understand brief descriptions of personal, social or work circumstances;
- Learners should demonstrate they can use appropriate models of Deafblind Communication at an appropriate pace and flow, using appropriate grammatical features correctly and provide brief descriptions of personal, social or work circumstances at reasonable speed using a range of vocabulary relevant to the topic.

Learning Outcomes	Assessment Criteria
<p>1. Be able to engage in routine conversations with Deafblind people in a safe environment</p> <p>2. Be able to understand and express routine opinions, ideas and views in using appropriate Deafblind Communication</p>	<p>1.1 Understand and use routine questions and responses about everyday personal, social and work-related topics;</p> <p>1.2 Understand and use routine questions, set phrases and structures to receive and make requests and/or clarify understanding;</p> <p>1.3 Use language and vocabulary that is appropriate to the situation, subject and context, taking into account appropriate use of Deafblind Communication in a safe environment;</p> <p>1.4 Respond and interact appropriately to questions, instructions or information from the Deafblind person in routine conversation.</p> <p>2.1 Understand and express routine opinions, ideas and views;</p> <p>2.2 Understand the main points of routine conversations;</p> <p>2.3 Make the appropriate use of Deafblind conventions for interrupting, clarifying, seeking attention and turn-taking.</p> <p>2.4 Ensure that the environment is safe for any communication.</p>

# IBSL Level 2 Award in Deafblind Communication

## Unit IBSL2ADB1

### ASSESSMENT SPECIFICATION

The assessment for this unit will be carried out in a 1:1 format between the Learner and a Deafblind person, on topics that have been provided by IBSL for the Deafblind person to choose from.

The mode of communication to be used in the assessment will be determined by the Learner.

This being ***Visual-Frame and/or Hands-On signing***, according to the normal communication needs of the Deafblind person.

The assessment must be video-recorded in an approved format.

This assessment will be observed and marked by the Teacher-Assessor.

***One main method of DeafBlind Communication should be chosen for this assessment.***

The assessment will be set out in a way so that the Learner has opportunities to demonstrate their range of Deafblind Communication skills during the assessment. This should continue until the Teacher-Assessor is satisfied that all the required performance criteria have been covered.

This assessment includes the Learner meeting the Deafblind person at the door and guiding him/her to the pre-arranged seating positions.

This assessment will be for **5 - 8 minutes**.

The Teacher-Assessor will then complete the **Mark Sheet (IBSL2ADB1)** taking into account any comments stated by the Deafblind person after the assessment and sign the document accordingly.

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

After completion of the assessment, the Centre should send the following to IBSL within **7 working days**:

- Application for Achievement Form (for external moderation)
- Filmed evidence
- Observation Record Form Assessment 1

The Centre should retain the following in a safe place as required by the Assessment Regulations:

- Copy of Application for Achievement Form (for external moderation)
- Copy of Filmed evidence
- Copy of Observation Record Form Assessment 1

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

See Appendix B for **Assessment Regulations**

See Appendix C for the **Reference Source Form**

## Unit Specification: IBSL2ADB2:

### Understand and use Deafblind Communication in everyday contexts (RQF accreditation number: A/505/9454)

#### Unit Summary, Learning Outcomes and Assessment Criteria

##### Topics and Content: Mandatory

- Meeting people** (Areas to be covered in this category include the ability to ask and respond to questions about the following sub-topics: people including extended family members, friends and colleagues or those that are met regularly at work, school or college; behaviours/actions and feelings relating to people)
- Work, school and/or college** (details about daily routines, and not-so-daily routines such as going on special courses, future plans)
- Personal and social lifestyle choices** (experiences, hobbies and interests, events and activities)
- Timeframes** (areas to be covered include showing different aspects of an event in time, showing continuation, continuity and frequency, and using time sequences)
- Use of routine linking conventions and prepositions** (i.e. *use of sign structures linking words and phrases*)
- Signing Structure and key grammatical features** (placement, use of verbs & phrases, non-manual features, sign order and sign forms, handshapes, direction, orientation, question forms, negation & affirmation, characterisation, timelines, conditionality, signing space, fluency, listing and itemising, using vocabulary in correct context, making comparisons, using numbers)
- Routine guidance advice and instructions** (use of Deafblind Communication modes in guiding the person in familiar and unfamiliar locations)

##### Comprehension and Production Skills (Mandatory)

- Learners should demonstrate they can understand and interact with Deafblind people in everyday social or work contexts, including providing guidance of the Deafblind person as appropriate.
- Learners should demonstrate they can communicate at an appropriate pace and flow, using appropriate grammatical features correctly and provide brief descriptions of personal, social or work circumstances at reasonable speed using a range of vocabulary relevant to the topic.



Learning Outcome:	Assessment Criteria:
<p>1. Be able to ask for and provide routine information relating to everyday contexts using Deafblind Communication i.e. <i>How are you? How's your Mum &amp; Dad? Where've you come from?</i></p> <p>2. Be able to ask for and provide general information using appropriate Deafblind Communication modes and strategies</p> <p>.</p>	<p>1.1 Introduce self and other people;</p> <p>1.2 Exchange information and/or other details about a personal area of work or study environment;</p> <p>1.3 Demonstrate within context a range of accurate use of simple Deafblind communication modes.</p> <p>2.1 Ask for and provide ad hoc advice and information about everyday personal, social or work matters, including matters requiring some guidance in the assessment location where appropriate to ensure that the environment is safe.</p> <p>2.3 Use within context the range of Deafblind communication modes appropriate to the conversation</p>

# IBSL Level 2 Award in Deafblind Communication

## Unit IBSL2ADB2

### ASSESSMENT SPECIFICATION

The assessment for this unit will be carried out in a 1:1 format between the Learner and a Deafblind person, on topics that have been provided by IBSL for the Deafblind person to choose from.

The assessment will be carried out in a location that is not familiar to the Deafblind person.

The Learner has to act as guide in a small way to ensure the environment is safer (i.e. to move the Deafblind person from one part – possibly a waiting room or canteen - of the location to another using appropriate Deafblind communication strategies).

The assessment will be set out in a way so that the Learner has opportunities to demonstrate Deafblind Communication skills with the Deafblind person but also has to use these skills appropriately in moving and guiding the Deafblind person round in an unfamiliar location.

The assessment must be video-recorded in an approved format.

This assessment will be observed and marked by the Teacher-Assessor.

The setting shall be covered by at least two cameras to record the occasion

**Note: The Learner must use a communication mode in this assessment that is different from the mode used in IBSL2ADB1 (i.e. if the communication mode used in IBSL2ADB1 was the Visual Frame signing method, the mode that should be used in this assessment has to be the Hands-On signing method.)**

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

The Teacher-Assessor will then complete the **Mark Sheet (IBSL2ADB2)** taking into account any comments stated by the Deafblind person after the assessment and sign the document accordingly.

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

After completion of the assessment, the Centre should send the following to IBSL:

- Application for Achievement Form (for external moderation)
- Filmed evidence
- L2ADB2 Mark Sheet

The Centre should retain the following in a safe place as required by the Assessment Regulations:

- Copy of Application for Achievement Form (for external moderation)
- Copy of Filmed evidence
- Copy of L2ADB2 Mark Sheet

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

See Appendix B for **Assessment Regulations**

See Appendix C for the **Reference Source Form**

## KNOWLEDGE AND UNDERSTANDING LEVEL 2 AWARD IN DEAFBLIND COMMUNICATION

Knowledge and understanding is not assessed separately. It is achieved through the Assessment Criteria

**Knowledge and understanding required for ROUTINE language proficiency at Level 2 as follows:**

**Competence Level:**

Common everyday language for routine situations

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

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

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

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

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

## Appendix A

## Appendix B

### IBSL Level 2 Award in Deafblind Communication

#### Unit IBSL2ADB1/IBSL2ADB2

## ASSESSMENT REGULATIONS

### 1. Registration of Learners

Registration of Learners for this assessment must be carried out in accordance with IBSL's Learner Registrations Guidelines and Deadlines document to be found on the website under *Key Documents*.

### 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, IBSL will send appropriate assessment papers to the Centre as follows:

#### For IBSL2ADB1 and IBSL2ADB2 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, and any Learner not completing the assessment forfeits their fee.

### 3. Reasonable Adjustments

Centres that request a Reasonable Adjustment on behalf of their Learner(s) should complete a Reasonable Adjustment form (a copy of this can be found on IBSL's 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/Assessor and Deafblind Participant

It is the responsibility of Centres to appoint a suitably qualified Teacher/Assessor for this assessment, 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.

The Deafblind participant should be chosen with care. It must be a person not known to the Learner group and be competent in either Visual-Frame or Hands-On communication.

The Centre is responsible for securing this participant.

### 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** to confirm this.

### **For IBSL2ADB1 and IBSL2ADB2 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 Deafblind participant 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.

## **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 the camera, taking into account the lighting, the background and the position of the participants.

'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;
- Assessors must operate the recording equipment themselves;
- Learners are supervised throughout the assessment;
- There is no distraction or disturbance during the assessment.

## **7. The Safe Environment**

### **For IBSL2ADB1:**

A safe environment for a Deafblind person means that the room does not have obstacles that might cause the Deafblind person to fall over and hurt him/herself. In this case, the Learner has a responsibility to make sure during the conversation that the Deafblind person feels safe. *See also emergencies.*

### **For IBSL2ADB2:**

In this assessment, the Learner has to greet the Deafblind person in one location (this could be a reception desk, a canteen or a waiting room) and guide the Deafblind person to the assessment room. This means the Learner has to help/guide the Deafblind person to negotiate any obstacles en route to the assessment room and seat the person in the pre-arranged places before conducting the assessment. During the conversation, the Learner has a responsibility to make sure that the Deafblind person feels safe. *See also emergencies.*

## **8. IBSL Forms**

Only the official **IBSL Application for Achievement** and the **Mark Sheet Form** available from IBSL must be used for **IBSL2ADB1** and **IBSL2ADB2**. No photocopies are permitted. These forms are issued by IBSL. A separate **Observation Record Form** is required for each Learner. These forms are available on the IBSL Online Portal.

## **9. Misconduct**

If the assessor or assessment co-ordinator observes any misconduct, the assessment must be stopped immediately, and complete a Misconduct Report Form (available from the IBSL website).

The time of the action must be noted, and the Learner informed of the procedure. The **Application for Achievement** must be noted with a brief statement describing the incident.

## 10. Emergencies

If an emergency should occur, eg. 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. *If there is a Deafblind person with the Learner or in the Assessment room, the Learner must assume responsibility for that person's well-being until his or her carer is able to take charge.*

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).

## 11. After the Assessment

The **Application for Achievement Form** should be signed by the 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 IBSL2ADB1 and IBSL2ADB2 Assessment:

**IBSL2ADB1 and IBSL2ADB2 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.

The **Application for Achievement Form** and completed **IBSL2ADB1 and IBSL2ADB2 Mark Sheets** should be signed by the Teacher/Assessor or Invigilator together with Learners DVD/USB video recording and sent to IBSL within **7 working days** of the assessment taking place.

The Centre is to keep copies for record purposes.

## 12. Issue of results

IBSL will issue the results of the assessment within **28 working days** of receiving the assessment papers, 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 assessment.

In the event of an appeal against the assessment decision, please follow IBSL's Appeals Policy which can be found on IBSL website

**Appendix C**

**IBSL Level 2 Award in Deafblind Communication  
Reference Source Form**

**References**

Name:.....

ULN:.....

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

<b>New Vocabulary</b>	<b>Source/Reference</b>

Signature:.....

Date:.....



