



*'Promoting Quality in British Sign Language'*

# **Qualification Specification**

Level 1 Award in British Sign Language Studies

QAN: 501/1279/X

2019-2020

*“The specification has been updated to provide greater clarity and improved information on assessment only. The learning outcomes and assessment requirements themselves are unchanged from the previous version of this specification.”*



*‘Promoting Quality in British Sign Language’*

**Please read through this Qualification Specification.**

**If you have any queries, please contact iBSL.**

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## Qualification Specification

### iBSL Level 1 Award in British Sign Language Studies

RQF Accreditation Number: 501/1279/X

iBSL Qualification Reference: IBSL1A1

#### Qualification Aim

This qualification aims to enable Learners to develop suitable and sufficient skills to communicate with Deaf people in British Sign Language (BSL) on everyday topics in accordance with the National Language Standards at Level 1.

#### Qualification Structure

The qualification is divided into three units as follows:

**IBSL1A1:** Receptive skills in British Sign Language

Unit Number: T/601/9643

**IBSL1A2:** Descriptive skills in British Sign Language

Unit Number: A/601/9644

**IBSL1A3:** Conversational skills in British Sign Language

Unit Number: F/601/9645

All three units can be achieved separately, but the full Level 1 Award in British Sign Language can only be given if there is a **PASS** in each unit.

Unit Code	Guided Learning Hours (GLH)	Additional Study Hours	Total Qualification Time (TQT)	Credits at Level 1
<b>IBSL 1A1</b>	22	8	30	3
<b>IBSL 1A2</b>	22	8	30	3
<b>IBSL 1A3</b>	22	8	30	3
<b>Total</b>	<b>66</b>	<b>24</b>	<b>90</b>	<b>9</b>

Guided Learning Hours (GLH) includes assessment time. Additional Study Hours includes homework, practise and private study. The Total Qualification Time (TQT) is **90** hours.

## Qualification Objectives

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

- Understand narrations of simple information presented to them in BSL
- Develop the ability to describe events, issues or matters in BSL, particularly at work, school or college
- Engage in simple conversation with Deaf people, both in social situations and in the workplace or at school/college.

These objectives relate to the National Language Standards at Level 1

## Target Group

The Level 1 Award in BSL Studies is suitable for those who:

- wish to acquire basic British Sign Language skills for the purpose of holding simple conversations with Deaf people, including family, friends and colleagues.
- need to acquire BSL skills as part of a programme of study or professional development.
- are studying for personal development with a view to future employment.

## Entry Requirements

No previous experience of British Sign Language is required for entry into a programme leading to the Level 1 Award in BSL Studies.

## Progression Routes

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

- iBSL Level 2 Certificate in British Sign Language Studies

## Assessment

The assessment for each unit is different. It is recommended that the first unit, IBSL1A1, should be taken first, before Units IBSL1A2 and IBSL1A3. The assessment for each unit will be internally assessed by the Teacher-Assessor and will be checked and verified by an iBSL Examiner. The assessment materials for units IBSL1A1 must be scanned and uploaded to iBSL's portal, as well as unit IBSL1A2 and IBSL1A3, which must be filmed and uploaded to the portal.

## iBSL Level 1 Award in British Sign Language Studies

### Unit Specification: IBSL1A1

### Receptive skills in British Sign Language

(RQF Accreditation Number: T/601/9643)

### Unit Summary, Learning Outcomes and Assessment Criteria

#### Topics and Content: Mandatory

- **Meeting people** (identifying common courtesies and information, understanding simple question forms and the fingerspelling of names and places)
- **Work, school and/or college** (identifying types of work or educational institutions, occupations or courses being studied, length of time worked or number of years in school/college, e.g. final year)
- **Using numbers** (use of local numbering systems for counting people, things, telling the time, age and currency variants)
- **Weather** (identifying comments about the weather and seasonal variants)
- **Instructions and directions** (being able to understand instructions and directions of what to do/where to go/how to do something)
- **Opinions and ideas** (understanding the difference between facts and ideas/opinions in simple descriptions or statements)
- **Use of simple linking conventions and prepositions** (i.e. *use of sign structures, linking words and phrases*)
- **Signing structure** (understanding placement, use of verbs and phrases, non-manual features, sign order, handshapes, direction, orientation)

#### Comprehension Skills: Mandatory

- Learners should demonstrate that they can understand their teacher and others, answer questions correctly and can read fingerspelling in BSL delivered at a pace and flow appropriate to the level.
- Learners should be able to differentiate between facts and ideas/opinions in brief statements or descriptions.
- Learners should demonstrate that they can understand instructions being given to them, using appropriate placement, orientation and location of signs and use of simple directional verbs.

## Learning Outcomes and Assessment Criteria for the IBSL1A1 Unit

Learning Outcomes	Assessment Criteria
1. Be able to extract information in British Sign Language.	1.1 - Identify personal or social facts from statements or descriptions consisting of simple set phrases.  1.2 - Identify work-related facts from statements or descriptions consisting of simple set phrases.  1.3 - Understand instructions and directions given using simple set phrases.  1.4 - Understand the main points of simple statements or descriptions.
2. Be able to extract simple ideas and opinions in British Sign Language.	2.1 - Understand personal, social or work-related ideas and opinions from statements or descriptions consisting of simple set phrases.

## iBSL Level 1 Award in British Sign Language Studies

### Unit IBSL1A1: Receptive skills in British Sign Language

## ASSESSMENT SPECIFICATION

### Assessment 1 (IBSL1A1)

This is the **Receptive Skills** assessment. The approved Centre will receive a notification email when the assessment media is issued, and it will contain a link to the online video (this is watermarked for authentication purposes). This link will **only be active** for a few hours before and after the **assessment date and time** (e.g. 2 hours before and 2 hours afterwards). These windows of time will be standard and set by iBSL for all videos on the portal. The Learners will be required to complete a question and answer paper supplied by iBSL.

The duration of the assessment will be approximately **20 minutes** and the Learner will need to answer all **12 questions** on the question and answer paper. The question paper has three parts along with 4 questions to answer in each part. The online video must be played through to its end and **must not be stopped, paused or interrupted for any reason** (see **Guidance Notes for IBSL1A1**).

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

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

After completion of the assessment, the Centre is required to upload the assessment materials onto iBSL's portal within **10 working days**:

- The Learner's completed **question and answer papers**
- The signed **Application for Achievement Form**

This assessment will be marked by an iBSL Examiner and the Centre will receive the results within **6-8 weeks**.

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

- See Appendix A for **Level 1 BSL Assessment Overview**
- See Appendix B for **Assessment Regulations**
- See **Guidance Notes for IBSL1A1**



## **iBSL Level 1 Award in British Sign Language Studies**

### **Unit IBSL1A1: Receptive skills in British Sign Language**

### **Guidance Notes for IBSL1A1 Assessment**

#### **Online video via iBSL's portal**

Learners will be assessed on their receptive skills by watching a signed clip via iBSL's online portal. The question paper has **three parts**, with **4 questions** to answer in each part. There are **12 questions** in total, some are **multiple choice questions** and a few are **standard questions** that require the Learner to give their own answer independently.

1. Start the assessment by pressing play on the online video on the portal. The online video should be left to play for the duration of the assessment and is **not allowed to be paused or stopped**.
2. Read the questions for **60 seconds** before the 1st viewing of the signed information. **12 questions** will follow, separated into **three groups of four questions**.
3. On the **1st viewing**, watch the signed story in full. **Learners are not allowed to answer the questions during the first viewing**.
4. The signed story will be repeated a **second time** and split into **three parts**. **Learners are not allowed to answer the questions during the second viewing**.
5. After watching the **first section of the 2nd viewing**, Learner must complete the exam paper by answering questions 1, 2, 3 and 4. The time allowed for answering these four questions is **90 seconds**.
6. After watching the **second section of the 2nd viewing**, Learner must complete the exam paper by answering questions 5, 6, 7 and 8. The time allowed for answering these four questions is **90 seconds**.
7. After watching the **third section of the 2nd viewing**, Learner must complete the exam paper by answering questions 9, 10, 11 and 12. The time allowed for answering these four questions is **90 seconds**.
8. The assessment will **end** when the clip has finished.

**The duration of this assessment is approximately 20 minutes.**

## iBSL Level 1 Award in British Sign Language Studies

### Unit Specification: IBSL1A2

### Descriptive skills in British Sign Language (RQF accreditation number: A/601/9644)

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

##### Topics and Content: Mandatory

- **People and personal information, issues, events** (describing people or issues, such as current affairs, events such as holidays, birthdays, special occasions. Descriptions of people and personal information could include family information, work colleagues, work roles, pets.)
- **Descriptions using numbers** (relating to people, age, time, money, objects purchased in shops, food and drink, travel and accommodation, e.g. '3-hour flight', 'villa with 5 bedrooms'. Vocabulary range should also include parts of the hour ('o'clock', 'half past', 'quarter to' etc), the sign differences between *pounds (money)* and *pounds (weight)*, locations and/or handshapes/hand-movements for age, time and money. Vocabulary range should also include 'young', 'youngest', 'old', 'older', 'elderly', 'before', 'past', 'future'.
- **Using the calendar** (Using information about 'when' and describing periods of the day/night, days of the week, months of the year, the seasons and special days of the year, 'yesterday', 'tomorrow', 'today', 'next week', 'weekend' etc).
- **Signing structure** (placement, use of verbs & phrases, non-manual features, sign order, handshapes, direction, orientation, signing space and fluency)
- **Use of simple linking conventions and prepositions** (i.e. *use of sign structures, linking words and phrases*)
- **Work, school and/or college** (describing activities that happen at work, school or college, including products, services, training or learning activities.)
- **Expressing attitudes, opinions, likes and dislikes** (narrations using BSL terms such as 'good', 'bad', 'better', 'awful', 'worse', 'best', 'possible', 'impossible', 'agree', 'disagree', 'upset', 'disappointed', 'worried' etc).

##### Production Skills: Mandatory

- Learners should demonstrate that they can sign at an appropriate pace and flow, using signing space correctly, fingerspell correctly and with reasonable speed, and use a range of vocabulary relevant to the unit.
- Learners should demonstrate that, when providing statements or descriptions in a narrative mode, they are able to use simple set phrases that link the content of their narrations to everyday activities.
- All narrations must contain clear factual information, instructions or descriptions in proper sequence.

## Learning Outcomes and Assessment Criteria for the IBSL1A2 Unit

Learning Outcomes	Assessment Criteria
1. Be able to provide simple, prepared statements or descriptions in British Sign Language of personal, social or work-related facts.	1.1 - Provide a simple, prepared statement containing standard work-related information, i.e. products, services, orders, quantities OR personal/social-related facts.
2. Be able to express everyday emotions and preferences, using a limited range of set phrases.	2.1 - Provide a short, prepared description incorporating personal and/or social-related facts, ideas or opinions using everyday emotions or preferences (i.e. dislikes, likes)
3. Be able to provide a simple narration linked to the calendar	3.1 - Describe a series of events linked to their own personal calendar.

## **iBSL Level 1 Award in British Sign Language Studies**

### **Unit IBSL1A2: Descriptive skills in British Sign Language**

#### **ASSESSMENT SPECIFICATION**

##### **Assessment 2 (IBSL1A2)**

This is the **Descriptive Skills** assessment. This will be a one-to-one assessment between the Learner and the Teacher-Assessor. The assessment should be film-recorded in an approved format. The Learner will choose **one** topic from the list given and have **four weeks to prepare** for the assessment. Topics are supplied by iBSL.

The assessment will entail the Learner describing an everyday personal or social activity that enables emotions, attitudes or opinions to be expressed regarding the activity. This gives the Learner an opportunity to demonstrate productive skills during the assessment. The Teacher-Assessor may interrupt to clarify one or two points, but **not to comment on or discuss what is presented**. This should continue until the Teacher-Assessor is satisfied that all the required performance criteria have been covered.

The duration of this assessment will be **4-6 minutes**.

The Teacher-Assessor is to complete the **IBSL1A2 Mark Sheet** and sign the document accordingly.

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

After completion of the assessment, the Centre is required to upload the following assessment materials onto iBSL's portal within **10 working days**:

- The Learner's completed **filmed evidence** in an approved format
- The completed and signed **IBSL1A2 Mark Sheet**
- The signed **Application for Achievement Form**

The Centre must retain copies of the above for evidence purposes for a period of 12 months.

The pass mark for this assessment is **36 points (60%)**.

- See Appendix A for **Level 1 BSL Assessment Overview**
- See Appendix B for **Assessment Regulations**

## iBSL Level 1 Award in British Sign Language Studies

### Unit Specification: IBSL1A3

### Conversational skills in British Sign Language (RQF accreditation number: F/601/9645)

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

##### Topics and Content: Mandatory

- **Meeting people** (exchanging common courtesies and information, using simple question forms, fingerspelling names and places, demonstrating clarification & turn-taking techniques and attracting attention. This includes giving and asking for information about people, e.g. “my wife is a school teacher”, “what does your partner do?”)
- **Work, school and/or college** (name and type of work/educational institution, occupation or courses being studied, length of time worked or number of years in school/college, e.g. ‘final year’)
- **Describing day-to-day activities of self and others** (functional information about social activities, or work, school or college, activities/tasks carried out daily at home, work, school or college using appropriate terminology)
- **Using numbers** (use of local numbering systems for social activities or work, school or college, i.e. counting people, objects, telling the time)
- **Food and drink** (descriptions of refreshment breaks and timings, favourite foods, meals and drinks, types of food and drink)
- **Asking for and giving simple directions** (the relevant range of vocabulary should include ‘exits’, ‘toilets’, ‘stairs’, ‘lifts’, ‘up’, ‘down’, ‘through doors’, ‘crossroads’, ‘roundabouts’, ‘T-junctions’, ‘traffic lights’, ‘bearing left/right’, ‘opposite’ [e.g. ‘opposite the Black Bear pub’], places like the post office, library, supermarket, bank.)
- **Use of simple linking conventions and prepositions** (i.e. use of sign structures, linking words and phrases)
- **Signing structure** (placement, use of verbs & phrases, non-manual features, sign order, handshapes, directional verbs, orientation, using timelines)

##### Comprehension and Production Skills: Mandatory

- Learners should demonstrate that they can understand their teacher and others, answer questions correctly and read fingerspelling.
- Learners should demonstrate that they can sign at an appropriate pace and flow, using signing space correctly, fingerspell correctly and with reasonable speed and use a range of vocabulary relevant to the unit.
- Learners should demonstrate that they are able to use a wide range of sign-related phrases, verbs, adverbs and adjectives in the conversation.
- Learners should be aware of BSL conventions for interrupting, asking for clarification, greeting unfamiliar people and closing conversations.

## Learning Outcomes and Assessment Criteria for the IBSL1A3 Unit

Learning Outcomes	Assessment Criteria
1. Be able to take part in and follow simple, predictable conversations in British Sign Language.	1.1 - Exchange common greeting courtesies in a social and work context.  1.2 - Use and understand simple, set phrases to exchange information about familiar personal or social or work-related matters.  1.3 - Use and understand simple, set phrases to express feelings, needs and preferences.  1.4 - Respond appropriately to questions, instructions or information from other participants in the conversation.
2. Be able to understand and make requests in British Sign Language.	2.1 - Use and understand simple, set phrases to make or receive requests in order to clarify understanding, using appropriate question forms and signed conventions.

## iBSL Level 1 Award in British Sign Language Studies

### Unit IBSL1A3: Conversational skills in British Sign Language

#### ASSESSMENT SPECIFICATION

##### Assessment 3 (IBSL1A3)

This is the **Conversational Skills** assessment. This will be a conversation between the Learner and the Teacher-Assessor. The assessment should be film-recorded in an approved format. On the day of the assessment date, the Learner will choose **one** topic from the list provided and be given **10 minutes' preparation** before the start of the assessment. Topics are supplied by iBSL.

Centre should set up three rooms for waiting, preparation and examination on the day of the assessment.

The assessment should be set out in a way so that the Learner has opportunities to demonstrate both productive and receptive skills during the assessment and should continue until the Teacher-Assessor is satisfied that all the required performance criteria have been covered.

The duration of this assessment will be **5-8 minutes**.

The Teacher-Assessor is to complete the **IBSL1A3 Mark Sheet** and sign the document accordingly.

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

After completion of the assessment, the Centre is required to upload the following assessment materials onto iBSL's portal within **10 working days**:

- The Learner's completed **filmed evidence** in an approved format
- The completed and signed **IBSL1A3 Mark Sheet**
- The signed **Application for Achievement Form**

The Centre must retain copies of the above for evidence purposes for a period of 12 months.

The pass mark for this assessment is **36 points** (60%).

- See Appendix A for **Level 1 BSL Assessment Overview**
- See Appendix B for **Assessment Regulations**

## iBSL Level 1 Award in British Sign Language Studies

### Knowledge and Understanding

Knowledge and understanding are not assessed separately; they are achieved through the Assessment Criteria.

Knowledge and understanding required for **PREDICTABLE** language proficiency at Level 1 as follows:

#### Competence Level:

- Limited range for familiar work and social purposes
- May be hesitant and inaccurate in unpredictable situations

Vocabulary	
K1	Use and understand simple set phrases and common words/signs in everyday use
K2	Use and understand common words/signs used in your work/social settings
K3	Use and understand simple everyday connectors in BSL (e.g. 'why', 'through', 'means')
K4	Use and understand common set phrases expressing politeness (e.g. <i>introductions and greetings, forms of address, leave-taking, mealtime conventions</i> )
K5	Use and understand simple calendar signs (e.g. <i>days of the week, months, time; 'yesterday', 'today', 'tomorrow'</i> )
K6	Use and understand simple numerical terms (e.g. <i>1-100, prices, 24 hour clock, dates</i> )
Grammatical Forms	
K7	Use some common pronouns (e.g. 'I', 'you', 'he', 'she', 'they')
K8	Use simple ways to distinguish past, present and future events (e.g. <i>using 'yesterday'; 'last year'; or verb forms if appropriate</i> )
K9	Use and understand simple positive and negative statements (e.g. "I don't like"; "I'm not going")
K10	Use and understand common questions (e.g. "Where?", "What time?", "Why?", "How many?", "What?", "Do you have a family?")
K11	Use simple ways to <ul style="list-style-type: none"> <li>▪ Give an opinion (e.g. "It's good!"; "Like/prefer"; "Don't like"; "It's awful!")</li> <li>▪ Ask permission ("Please can I?")</li> <li>▪ Give orders or instructions ("Sit down!"; "This way!"; "Look!")</li> </ul>
Non-verbal Cultural Conventions	
K12	Use key non-verbal politeness conventions (e.g. <i>greetings, spatial distance, touch, eye contact</i> )
Reference Sources	
K13	Use reference sources to find out or check meaning and/or accuracy (e.g. <i>glossaries, dictionaries, phrasebooks, basic on-line resources</i> )



## Appendix A

### iBSL Level 1 Award in British Sign Language Studies

Assessments: IBSL1A1 / IBSL1A2 / IBSL1A3

#### ASSESSMENT OVERVIEW

Assessment No	Assessment Description	Unit	Duration of Assessment	Marked By	Pass Mark
1 1A1	<p><b>Receptive Skills:</b> Learner to watch BSL online video via portal and answer questions on question paper. Assessment will be carried out in a supervised session with an Invigilator. <b>Assessment media to be issued by iBSL via online portal</b></p>	IBSL1A1	Approx. 20 minutes	iBSL examiner	67%
2 1A2	<p><b>Descriptive Skills:</b> Learner to choose <b>one</b> topic and describe a personal or social activity, followed by a few questions from Teacher-Assessor. <b>Assessment topics to be supplied by iBSL via online portal</b></p>	IBSL1A2	4-6 minutes	T/A's results are <b>*provisional</b> and subject to change by the iBSL examiner	36 (60%)
3 1A3	<p><b>Conversation Skills:</b> Learner to choose <b>one</b> topic and have a conversation with Teacher-Assessor which demonstrates productive and receptive skills. It must be film-recorded. <b>Assessment topics to be supplied by iBSL via online portal</b></p>	IBSL1A3	5-8 minutes	T/A's results are <b>*provisional</b> and subject to change by the iBSL examiner	36 (60%)

#### Note:

*\*Teacher-Assessor (T/A) given marks are **provisional** until the marks have been confirmed by the iBSL examiner. **Provisional marks are not certified**, and the official results will be issued by iBSL after the decision has been made by the iBSL examiner.*

## Appendix B

### iBSL Level 1 Award in British Sign Language Studies

#### Assessments: IBSL1A1 / IBSL1A2 / IBSL1A3

## ASSESSMENT REGULATIONS

### 1. Registration of Learners

iBSL **no longer uses LRF forms** for the registration of Learners. The Centre is required to register Learners through iBSL's online portal. The nominated person at the Centre who can access iBSL's portal with 'Centre' access rights must enter the Learner's details (including **Unique Learner Numbers**) onto the iBSL portal. Once entered and saved onto the portal, the Learners can then be allocated to the relevant course. It is essential that you first check to see if the Learner is already registered on the portal, as the system will not allow you to create multiple records with the same ULN.

Centres are **responsible for obtaining Unique Learner Numbers (ULNs)** from the Learning Records Service. iBSL are unable to process registration of Learners without the ULN of each (SCN in Scotland). Centres requiring ULNs can go to [www.lrs.education.gov.uk](http://www.lrs.education.gov.uk) to obtain them or contact them directly for further information. Please note that Learners **MUST** have a ULN (or SCN) before they can be registered for any Assessment.

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

### 2. Acknowledgement of Learner Registration

Upon the approval of Learner Registration, iBSL will then send an invoice to the Centre. Once payment has been received, assessment materials will be available to the Centre via iBSL's portal as follows:

#### For IBSL1A1 Assessment:

The question papers and Application for Achievement Form will be available from iBSL's online portal, and iBSL will **release the assessment online video** through iBSL online portal **on the day of the assessment date**.

#### For IBSL1A2 Assessment:

The Application for Achievement Form will be available from iBSL's online portal, and iBSL will **release the assessment topics** through iBSL's portal **4 weeks before the assessment date**.

#### For IBSL1A3 Assessment:

The Application for Achievement Form will be available from iBSL's online portal, and iBSL will **release the assessment topics** through iBSL's portal **on the day of 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) must complete a Reasonable Adjustment form via iBSL's online portal. iBSL will contact the Centre within **four weeks** to advise whether or not the request has been approved and how the assessment will be carried out.

### 4. Teacher-Assessors

It is the responsibility of the Centre to appoint a suitably qualified Teacher-Assessor for these units. The Teacher-Assessor must have an appropriate Assessor qualification or equivalent.

Teacher-Assessor should attend iBSL's Annual Standardisation Meeting (ASM) in order to keep up to date with current assessment procedures.

### 5. Carrying out Assessments

The assessment is to be carried out at a time agreed by the Centre, the Learner and iBSL. All assessments must be carried out under appropriate '**Examination Conditions**' and no Learner must receive help from anyone during the assessment (except where a **Reasonable adjustment** (RA) has been agreed by iBSL).

The Teacher-Assessor must complete and sign the **Application for Achievement Form** and **Mark Sheet Form** (where applicable) to confirm this.

#### For IBSL1A1 Assessment:

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

#### For IBSL1A2 Assessment:

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

#### For IBSL1A3 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 and uploaded to iBSL's online portal. Centres may appoint an Invigilator to supervise the assessment.

- The Learner and the Teacher-Assessor must be visible in the recording.
- All participants' faces must be visible within the frame.
- Each Learner must fingerspell their full name at the start of the assessment. This is not part of the marked assessment, it is for verification purposes only. The Learner should fingerspell their full name as it was registered onto iBSL's portal.
- Centres should take care to ensure that assessment materials and clips are uploaded to the correct learner's record on the portal.

## 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 Learner's ID must be confirmed
- All unauthorised items/materials/belongings are placed out of reach of Learners
- Learners are informed that they are subject to examination conditions.
- Teacher-Assessors and/or Invigilators must operate the recording equipment themselves
- Learners must be supervised throughout the assessment
- There must be no distraction or disturbance during the assessment

## 7. iBSL Forms

Only the official **iBSL Application for Achievement Form** and **Mark Sheet Form** must be used.

These forms are available from iBSL's online portal.

- A separate **Mark Sheet Form** is required for each Learner.
- Photocopies are **not permitted**.
- Centres or Teacher-Assessors are **not permitted** to amend Application for Achievement Forms for any reason. Any changes to assessment details must be requested via iBSL's Administration Team and the appropriate fee paid. Please refer to the fee booklet on iBSL's website.

## 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's website) must be completed.

The time of the action must be noted and the Learner must be 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** must be signed by the Teacher-Assessor or Invigilator and uploaded to iBSL's online portal within **10 working days** of the assessment taking place, the Centre retaining a copy for its records. These records should be retained by the Centre in a safe place in case they need to be produced as part of iBSL's sampling process.

### For IBSL1A1 Assessment:

All **completed question papers** along with the **Application for Achievement Form** must be uploaded to iBSL's online portal within **10 working days**. The online video **must not** be copied.

### For IBSL1A2 and IBSL1A3 Assessments:

The **IBSL1A2** and **IBSL1A3 Mark Sheets** must be correctly completed and signed by the Teacher-Assessor. The filmed evidence for each learner should be checked to ensure that it is viewable.

Centres should take care to ensure that the correct assessment materials and clips are uploaded to each learner's record on the portal.

The Teacher-Assessor or the Centre is required to upload the following assessment materials to iBSL's online portal within **10 working days**:

- The Learner's **completed filmed evidence for IBSL1A2 and IBSL1A3**
- The completed and signed **IBSL1A2 and IBSL1A3 Mark Sheets**
- The signed **Application for Achievement Forms**

The Centre is to retain copies of the above for evidence purposes for a period of 12 months.

## 11. Issuing of Results

iBSL will issue the results of the assessment within **6-8 weeks** of receiving the assessment papers, together with any forms or certificates for onward forwarding to the Learners.

## 12. Appeals and Retention of Evidence

The Centre must retain the Learners' evidence for a period of **12 months**. 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's website. iBSL may review the completed papers using a different Examiner.

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