



'Promoting Quality in British Sign Language'

Qualification Specification

Entry Level Award in British Sign Language (Entry Level 3)

QAN: 601/7539/4

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 Entry Level Award in British Sign Language (Entry Level 3)

Accreditation Number: 601/7539/4

iBSL Qualification Reference: IBSLEB

Qualification Aim

This qualification aims to introduce Learners to simple and basic skills in British Sign Language (BSL) to enable them to communicate with Deaf people on everyday topics in accordance with the National Language Standards at Entry Level.

Qualification Structure

The qualification is divided into three units as follows:

IBSLEB1: Understand basic information in British Sign Language Unit Number: D/507/7591

IBSLEB2: Develop strategies to acquire simple and basic British Sign Language Unit Number: K/507/7593

IBSLEB3: Take part in and follow simple conversations in British Sign Language Unit Number: M/507/7594

All three units can be achieved separately, but the full Entry Level 3 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 Entry Level 3
IBSL EB1	14	8	22	1
IBSL EB2	10	4	14	1
IBSL EB3	16	8	24	1
Total	40	20	60	3

Guided Learning Hours (GLH) includes assessment time. Additional Study Hours includes homework, practise and private study. The Total Qualification Time (TQT) is **60** hours.

Qualification Objectives

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

- Understand simple, basic information presented to them in BSL
- Develop strategies to acquire simple, basic BSL information of a personal, social and work-related nature;
- Partake in simple conversation with Deaf people, whether in social situations or work-settings.

These objectives relate to the National Language Standards at Entry Level 3.

Target Group

The Entry Level 3 Award in BSL is suitable for those who:

- wish to acquire basic British Sign Language skills for the purpose of holding simple communication 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 Entry Level 3 Award in BSL.

Progression Routes

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

- iBSL Level 1 Award in British Sign Language Studies

Assessment

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 IBSLEB1 and IBSLEB2 must be scanned and uploaded to iBSL's portal, as well as unit IBSLEB3, which must be filmed and uploaded to the portal.

iBSL Entry Level Award in British Sign Language
Unit Specification: IBSLEB1
Understand basic information in British Sign Language
(Accreditation number: D/507/7591)

Unit Summary, Learning Outcomes and Assessment Criteria

Topics and Content: Mandatory

- **Common courtesies** (greeting people, taking leave, asking for clarification, i.e. *“Please repeat”,* terms such as *“thank you”, “sorry”, “excuse me”, “how are you?”*)
- **Personal information** (fingerspelling names & places, signs for immediate family members. i.e. *‘mother’, ‘father’, ‘brother’, ‘sister’, ‘husband’, ‘wife’, ‘partner’, ‘son’, ‘daughter’, ‘children’,*
- **Work, school and/or college** (name and type of work/educational institution, job role or courses being studied in school or college)
- **Using numbers** (use of local numbering systems for counting people, things, telling the time, age and currency variants)
- **Weather** (basic weather and seasonal variants)
- **Use of simple linking conventions and prepositions** (i.e. *use of sign structures, linking words and phrases*)
- **Signing structure** (understanding placement, use of verbs & phrases, non-manual features, sign order, handshapes, direction, orientation, simple question forms, adjectives & adverbs including basic colours)

Comprehension Skills: Mandatory

- Learners should demonstrate that they can understand their teacher and others, answer questions correctly, and read fingerspelling delivered at a slower pace than normal.
- Learners should demonstrate that they are able to understand BSL delivered at a slow pace and flow, using signing space correctly, with a range of vocabulary relevant to the unit.
- Learners should demonstrate that they can understand appropriate placement, orientation and location of signs, and use of simple directional verbs.

Learning Outcomes and Assessment Criteria for the IBSLEB1 Unit

Learning outcomes	Assessment Criteria
1. Be able to extract information from basic statements or descriptions in British Sign Language.	1.1 - Identify a limited range of personal, social or work-related information, including politeness conventions. 1.2 - Understand brief instructions expressed in a limited range of signs and key phrases. 1.3 - Understand the main points of brief statements or descriptions.
2. Be able to extract specific vocabulary, data, tenses, grammatical structures and infinitives from basic information provided in British Sign Language.	2.1 - Understand simple and limited forms of vocabulary, BSL structures, use of tenses and infinitives, numerical data in the form of time, age and money, and signs using simple question forms. 2.2 - Understand basic linking signs and connective phrases.
3. Be able to confirm and clarify meaning using appropriate reference sources.	3.1 - Demonstrate simple BSL conventions for clarifying and confirming signs not previously seen or not understood. 3.2 - Identify relevant reference sources.

iBSL Entry Level Award in British Sign Language

Unit IBSLEB1: Understand basic information in BSL

ASSESSMENT SPECIFICATION

Assessment 1 (IBSLEB1)

This is the **Receptive Skills** assessment. The 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 **15 minutes**, and the Learner will need to answer all **8 questions** on the question and answer paper. The question paper has two parts, 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 IBSLEB1**).

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 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 **Entry Level BSL Assessment Overview**
- See Appendix B for **Assessment Regulations**

iBSL Entry Level Award in British Sign Language Unit IBSLEB1: Understand basic information in BSL

Guidance Notes for IBSLEB1 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 two parts, with 4 multiple choice questions to answer in each part.

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. **8 multiple choice questions** will follow, separated into **two 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 **two 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. The assessment will **end** when the clip has finished.

The duration of this assessment is approximately 15 minutes.

iBSL Entry Level Award in British Sign Language

Unit Specification: IBSLEB2:

Develop strategies to acquire simple and basic British Sign Language skills (Accreditation number: M/507/7594)

Unit Summary, Learning Outcomes and Assessment Criteria

Topics and Content: Mandatory

- **Knowledge of common courtesies** (greeting people, taking leave, asking for clarification, i.e. “Please repeat”, terms such as “thank you”, “sorry”, “excuse me”, “how are you?”)
- **Identify use of personal information in social, work, school and/or college settings**
- **Understand** the use of basic local numbering systems for counting people, things, telling the time, age and currency variants
- **Knowledge** of basic weather and seasonal variants plus simple use of timeframes.
- **Understand the structure of British Sign Language** (simple placement, use of simple verbs & phrases including expressions of like/dislike, non-manual features, sign order, handshapes, direction, orientation, simple question forms, adjectives & adverbs including basic colours)

Learning Outcomes and Assessment Criteria for the IBSLEB2 Unit

Learning outcomes	Assessment Criteria
1. Understand how to identify and take responsibility for areas of self-development in British Sign Language.	1.1 - Identify an area for self-development in BSL. 1.2 - Describe a personal skill in BSL that they need to develop. 1.3 - Describe how they will develop their personal skills. 1.4 - Suggest a suitable target to work towards and agree this with an appropriate person. 1.5 - Identify the support and resources needed to help them work towards the agreed target. 1.6 - Work through activities to develop the agreed skills.
2. Be able to demonstrate how they have developed personal skills in British Sign Language.	2.1 - Review the progress they have made. 2.2 - Review what went well and what did not go well. 2.3 - Review choices about how they will continue to develop their personal skills in BSL.

iBSL Entry Level Award in British Sign Language

Unit IBSLEB2: Develop strategies to acquire simple and basic BSL skills

ASSESSMENT SPECIFICATION

Assessment 2 (IBSLEB2)

The assessment for this unit will be in the form of a **Reflective Learning Log** which is a record of the Learner's learning experiences, thoughts, feelings and reflections. It is not just a diary of what the Learner has done, but a critical assessment of how s/he has progressed. It is less formal than other kinds of assignments - for example, Learners should write in the first person.

It will be expected that the Learner should ask questions of her/himself such as:

- What have I achieved?
- Have I made progress?
- Have I developed new skills?
- How might I use these skills in the future (socially or in the workplace)?
- How have I changed my learning style?
- What would happen if I continued to practise this new skill?

The Reflective Learning Log should be a minimum of one and maximum of two A4 pages. The Learner may film signs that s/he has learnt and should save this on USB as evidence.

At the end of the course, the completed Reflective Learning Logs along with the filmed evidence must be uploaded onto iBSL's portal.

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

iBSL Entry Level Award in British Sign Language

Unit Specification: IBSLEB3:

Take part in and follow basic conversations in British Sign Language (Accreditation number: K/507/7593)

Unit Summary, Learning Outcomes and Assessment Criteria

Topics and Content: Mandatory

- **Common courtesies** (greeting people, taking leave, asking for clarification, i.e. *“Please repeat”,* terms such as *“thank you”, “sorry”, “excuse me”, “how are you?”*)
- **Personal information** (fingerspelling names & places, signs for immediate family members. i.e. *‘mother’, ‘father’, ‘brother’, ‘sister’, ‘husband’, ‘wife’, ‘partner’, ‘son’, ‘daughter’, ‘children’*)
- **Work, school and/or college** (name and type of work/educational institution, job role or courses being studied in school or college)
- **Using numbers** (basic local numbering systems for counting people, things, telling the time, age and currency variants)
- **Simple day-to-day activities of self and others** (functional information about favourite activities)
- **Food and drink** (descriptions of favourite foods, drink and meals)
- **Weather** (basic weather and seasonal variants)
- **Timeframes** (at Entry Level, use of timeframes will normally be basic and relevant to the present tense, but some additional timeframes may be taught as set phrases if required, i.e. *“where have you been?”*)
- **Personal pronouns and possessives** (*‘I’, ‘you’, ‘s/he’, ‘it’, ‘we’, ‘they’, ‘my’, ‘his/her’, ‘their’, ‘its’, ‘mine’, ‘our’*)
- **Use of simple linking conventions and prepositions** (i.e. *use of sign structures, linking words and phrases*)
- **Signing structure** (understanding placement, use of simple verbs and phrases including expressions of like/dislike, non-manual features, sign order, handshapes, direction, orientation, simple question forms, adjectives and adverbs including basic colours)

Comprehension and Production Skills: Mandatory

- Learners should demonstrate that they can understand their teacher and others, answer questions correctly and read fingerspelling at a pace appropriate to the level.
- 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 basic, set 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 IBSLEB3 Unit**

Learning outcomes	Assessment Criteria
1. Be able to hold a basic conversation in British Sign Language.	1.1 - Exchange basic key phrases to understand and express greetings, leave-taking, thanks and apologies. 1.2 - Exchange basic information about familiar personal, social and work-related facts, using and understanding basic question and response forms. 1.3 - Use and understand a limited range of signs and key phrases relating to simple emotions, feelings, needs and preferences.
2. Be able to confirm and clarify meaning using appropriate reference sources.	2.1 - Demonstrate simple BSL conventions for clarifying and confirming signs not previously seen or not understood. 2.2 - Identify relevant reference sources (this also cross-references with the Reflective Learning Log for Unit IBSLEB2)

iBSL Entry Level Award in British Sign Language

Unit IBSLEB3: Take part in and follow basic conversations in BSL

ASSESSMENT SPECIFICATION

Assessment 3 (IBSLEB3)

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 given. Topics are supplied by iBSL.

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. There will also be a requirement to include the weather in the conversation.

The duration of this assessment will be **3-5 minutes**.

The Teacher-Assessor is to complete the **IBSLEB3 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 **IBSLEB3 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 **32 points** (60%).

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

iBSL Entry Level Award in British Sign Language Knowledge and Understanding

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

Knowledge and understanding required for **BASIC** language proficiency at Entry Level 3 as follows:

Vocabulary	
K1	Use and understand a small number of words/signs in everyday use
K2	Use and understand the most important words/signs needed for your work
K3	Use and understand basic everyday connectors in BSL (e.g. <i>'why', 'mean'</i>)
K4	Use and understand a small number of set phrases expressing politeness (e.g. <i>please, thank you, introductions and greetings</i>)
K5	Use and understand basic calendar signs (e.g. <i>days of the week, months, time, yesterday/today/tomorrow</i>)
K6	Use and understand basic numerical terms (e.g. <i>1-20, money, clock, date, age</i>)
Grammatical Forms	
K7	Use short expressions to convey a small number of verbs in the present tense (e.g. <i>I like/I want/I prefer; I have/you have; it is hot/broken</i>) and a few other common verbs
K8	Use and understand basic negatives (e.g. <i>"I don't like"; "I'm not going"</i>)
K9	Use and understand a few common instructions (e.g. <i>"turn right"; "Stop!"</i>)
K10	Use and understand a few short questions (e.g. <i>What is your name? When? How much?</i>)
K11	Use facial expressions to convey basic emotions and ask questions
K12	Use and understand basic compound signs (e.g. <i>'true', 'believe'</i>)
Non-verbal Cultural Conventions	
K13	Use key non-verbal politeness conventions (e.g. <i>greetings, spatial distance, touch, eye contact</i>)
Reference Sources	
K14	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 Entry Level Award in British Sign Language

Assessments: IBSLEB1 / IBSLEB2 / IBSLEB3

ASSESSMENT OVERVIEW

Assessment No	Assessment Description	Unit	Duration of Assessment	Marked By	Pass Mark
1 EB1	<p>Receptive Skills: 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. Assessment media to be issued by iBSL via online portal</p>	IBSLEB1	Approx. 15 minutes	iBSL Examiner	67%
2 EB2	<p>Reflective Skills: Learner to record learning experience and to reflect on learning and developing new skills. **Reflective Learning Log provided by iBSL via online portal</p>	IBSLEB2	Throughout the course	T/A's results are *provisional and subject to change by the iBSL Examiner	100%
3 EB3	<p>Conversation Skills: Learner to choose one topic and have a conversation with Teacher-Assessor which demonstrates productive and receptive skills. It must be film-recorded. Assessment topics to be supplied by iBSL via online portal</p>	IBSLEB3	3-5 minutes	T/A's results are *provisional and subject to change by the iBSL Examiner	32 (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.*

*** The **Reflective Learning Log** should be a minimum of one and maximum of two A4 pages and **must** be completed at the **end of course**.*

Appendix B

iBSL Entry Level Award in British Sign Language

Assessments: IBSLEB1 / IBSLEB2 / IBSLEB3

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 the registration of Learners without the ULN of each (SCN in Scotland). Centres requiring ULNs can go to 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 IBSLEB1 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's online portal **on the day of the assessment date**.

For IBSLEB2 Assessment:

The Reflective Learning Logs and Application for Achievement Form will be available from iBSL's online portal; this assessment will be **completed by the end of course**.

For IBSLEB3 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-Assessors 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 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 IBSLEB1 Assessment:

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

For IBSLEB2 Assessment:

The assessment is to be carried out at the end of course agreed by the Centre, the Learner and iBSL.

For IBSLEB3 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 IBSLEB1 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 IBSLEB2 Assessment:

The **completed Reflective Learning Logs** along with the **Application for Achievement Form** must be uploaded to iBSL's online portal at the **end of the course**.

For IBSLEB3 Assessment:

The **IBSLEB3 Mark Sheet** 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**
- The completed and signed **IBSLEB3 Mark Sheet**
- The signed **Application for Achievement Form**

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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