Institute of British Sign Language

'Promoting Quality in British Sign Language'

Qualification Specification

iBSL Level 4 Certificate in Education and Training for Sign Language Teachers

Qualification No: 601/6580/7

2021-2022

Please read through this Qualification Specification.

If you have any queries, please contact iBSL.

Qualification Specification

Qualification Overview

1.1 Introduction

The Institute of British Sign Language (iBSL) is a national Awarding Organisation, offering a large number of Ofqual regulated qualifications at different levels and in subject areas that are mostly related to working with Deaf and Deafblind people. Our qualifications are flexible enough to be delivered in a range of settings, from small providers to large colleges and in the workplace both nationally and internationally.

We pride ourselves on offering the best possible customer service and are always on hand to support if you have any questions. Our desire is to be able to respond quickly to the requirements of customers and develop new products that meet their specific needs.

This Qualification Specification contains everything you need to know about this qualification/qualification suite and should be used by everyone involved with its planning, delivery and assessment.

This document is copyright protected but may be copied by approved centres for the purpose of assessing learners. Learners for their own use may also copy it.

This Qualification Specification is mapped to the Ofqual General Conditions of Recognition with references cited for each section, as appropriate. The whole document is mapped to Ofqual General Conditions of Recognition C2.5 and E3.2.

1.2 The Qualification

The iBSL Level 4 Certificate in Education and Training for Sign Language Teachers is designed to provide a pathway to lifelong learning for Deaf and Deafblind people seeking to teach British Sign Language. They will gain knowledge on the roles, responsibilities and relationships in education and training, inclusive teaching and learning approaches, facilitating learning and development with individuals or groups and the role of assessment in the teaching and learning process. Learners will have the opportunity to choose to study from a range of optional units to support the specialist knowledge required in the teaching of sign language as a specialist subject.

The iBSL Level 4 Certificate in Education and Training for Sign Language Teachers prepares trainee teachers to teach in a wide range of contexts. It requires observation and assessment of performance. It can meet the needs of a range of trainee teachers, including:

- individuals who are not currently teaching or training but who can meet the practice requirements, including observed and assessed practice requirements and the requirements of the qualification;
- individuals currently teaching or training (including those who have just begun teaching or training) including observed and assessed practice requirements and the requirements of the qualification;
- individuals currently working as assessors who wish to achieve a teaching qualification **at this level.**

There is a minimum practice requirement of 30 hours and there must be a minimum of three observations of practice, totalling a minimum of three hours.

This Certificate is offered at Level 4 only – progression can be to the iBSL Level 5 Diploma in Education and Training. **iBSL Level 3 and Level 4 Certificate in Education and Training could be used as RPL.** A resource pack containing assessment guidance will be included with this qualification for centres to use as an option.

1.3 Age

This qualification is suitable for learners **aged 19 years or over**.

1.4 Entry Guidance

All trainee teachers joining this qualification programme must undertake a diagnostic assessment of skills in English, mathematics and IT. They must record their development needs and, where applicable, agree an action plan with their teacher/mentor to address them. If trainees join the qualification programme having already undertaken a diagnostic assessment of their English, mathematics and IT skills, their record of development needs and any previous action taken to address them must be reviewed and updated as required.

There are no other nationally agreed entry requirements.

1.5 Certificate End-Date

All trainee teachers must complete this qualification by the end-date as determined by their teachers.

Institute of British Sign Language

Assessment and Qualification

1.6 Qualification Structure

The iBSL Level 4 Certificate in Education and Training for Sign Language Teachers is a 36-credit qualification.

Learners must achieve a minimum of 36 credits. 21 credits must be achieved from the mandatory units in group A, plus a minimum of 15 credits from the optional units in group B.

A minimum of 21 credits must be at Level 4 or above (therefore a minimum of 3 optional credits must be at level 4).

The Total Qualification Time for this course is 360 hours.

Ofqual Unit Reference Number	Unit title	Credit value	GLH	Unit Level
Mandatory Group A				
H/505/0053	Understanding roles, responsibilities and relationships in education and training	3	12	3
M/505/0122	Delivering education and training	6	24	4
L/505/0127	Using resources for education and training	3	15	4
F/505/0125	Assessing learners in education and training	6	24	4
A/505/1189	Planning to meet the needs of learners in education and training	3	15	4

Ofqual Unit Reference Number	Unit title	Credit value	GLH	Unit Level
Optional Group B				
K/502/9544	Identify individual learning and development needs	3	24	3
L/503/5384	Inclusive practice	15	50	4
T/507/2980	Principles and practice of sign language teaching	15	50	4
J/505/1096	Teaching in a specialist area	15	50	4

1.7 Method of Assessment

Internally assessed and externally moderated evidence will be collected into a portfolio.

Assessments will be marked as PASSED/NOT PASSED and assignments will be graded throughout the course.

1.8 How the Qualification is assessed

The assessment process is as follows:

- Learners are assessed internally at the centre, using assessments that are internally set at the centre by assessors, against the requirements detailed in the assessment criteria of the units
- The resulting portfolios of assessed evidence are internally verified by an internal verifier at the centre
- The portfolios of assessed evidence are externally verified by an external verifier appointed by AIM Awards

1.9 Links to Other Qualifications in the Education and Training Suite

Individuals are not required to have achieved a Level 3 Award in Education and Training before undertaking a Level 4 Certificate in Education and Training. However, some individuals undertaking the *iBSL Level 4 Certificate in Education and Training for Sign Language Teachers* may already have achieved a Level 3 Award in Education and Training **(previously known PTLLS).**

The Level 3 unit 'Understanding Roles, Responsibilities and Relationships in Education and Training' is also a mandatory unit in the Level 3 Award in Education and Training and it is recommended that this unit be delivered first before other units in this qualification. Those who have previously achieved the Level 3 Award will have this unit recorded as a RPL (Recognised Prior Learning) achievement.

Trainee teachers who have achieved the Level 4 Certificate in Education and Training for Sign Language Teachers and who are progressing to another AO accredited Level 5 Diploma in Education and Training should have their prior achievement recognised. Recognition of Prior Learning (RPL) will apply between the mandatory credit from the Certificate and the unit 'Teaching, Learning and Assessment in Education and Training' for the Level 5 Diploma in Education and Training.

They should not be required to present further evidence other than that required to demonstrate that their prior learning is at Level 4.

2.0 Requirements for Practice and Assessed Practice

There is a requirement for a minimum of 30 hours of practice for this qualification. There is no requirement to evidence working with groups of learners to achieve this qualification unless units are undertaken which specify that purpose. However, where trainee teachers are working solely with individuals, a programme may also include support and preparation for working with groups. There are different practice requirements for each unit in this qualification. These are detailed in the individual unit specifications.

Effective teaching practice experience should ideally include:
- different teaching practice locations/settings/contexts
- teaching across more than one level
- teaching a variety of learners
- teaching individuals and groups
- experience of non-teaching roles
- gaining subject-specialist knowledge through workplace mentoring

There must be a minimum of three observations totalling a minimum of three hours. This excludes any observed practice completed as part of the Level 3 Award in Education and Training. Any single observation must be a minimum of half an hour in duration.

Observations should be appropriately spaced throughout the whole programme and take into account a trainee teacher's progress. Assessors should use the Teaching Observation form provided in Appendix 3 to document the observation and evidence their judgment about whether a trainee teacher has met the required standard of practice in an observation.

iBSL stipulates that at least 1 hour of observed and assessed practice in observations linked to the mandatory units should meet the requirements for 'Good' (grade 2) criteria and grading characteristics for judging the quality of teaching, learning and assessment.

Assessed observations of practice judged 'Inadequate' (grade 4) should not count towards assessed observations of practice required for the qualification, though these observations should be recorded with feedback provided.

For the Education and Training units, practice must be in a teaching and learning environment. The three observations must be linked to the following mandatory units:
- Delivering education and training (Level 4)
- Assessing learners in education and training (Level 4)
- Using resources for education and training (Level 4)

To be eligible for the award of credit for any one of the above three units, a trainee teacher must be able to provide evidence of a minimum of one assessed observation of practice that meets the required standard of practice. To be eligible for the award of credit for all three units, a trainee teacher must be able to provide evidence of a minimum of three assessed observations of practice that meet the required standard of practice.

In addition, some optional units from the Education and Training suite may also require practice, including observation and assessment of practice. These requirements are specified in the assessment guidance for the individual units. For some optional units practice must be in a real work environment and in the appropriate context – with groups of learners or with individual learners. The number of practice hours required and the number of hours to be observed and assessed are not specified for Learning and Development units.

Unit of Assessment and Teacher Requirements

2.1 Units of Assessment

Achievement of units is internally set, internally marked, internally verified and externally verified tasks, as detailed above. Learners and teachers must ensure they are able to meet the assessment criteria to which the task is mapped with the evidence they generate through the completion of the task.

For the optional units and in cases where centres devise their own assessment tasks, the activity or activities set must enable the learners to meet the standards detailed in the assessment criteria. Centre devised assessments should be scrutinised by the internal verifier before use to ensure that they are fit for purpose. Once completed, centre approved assessments will be scrutinised by the external verifier to ensure reliability and validity of assessment.

Appendix 1 contains a Glossary of Assessment Terms to help Centres understand the Assessment Terminology used in each assessment criteria.

2.2 Teacher Requirements

Any person delivering units and/or observing and assessing practice for the *Level 4 Certificate in Education and Training for Sign Language Teachers* must have all of the following:
a teaching qualification, this does **not** include qualifications that only provide an introduction to teaching, for example, the Level 3 Award in Education and Training or the Level 3 or Level 4 PTLLS Awards.

- evidence of teaching experience in an education and training context
- access to appropriate guidance and support
- on-going participation in related programme quality assurance processes

There are additional requirements for those who assess the Learning and Development unit (K502/9544: Identify Individual Learning and Development Needs). They must:

- already hold the qualification they are assessing (or a recognised equivalent) and have successfully assessed learners for other qualifications (if assessing quality assurance roles, they must have experience as a qualified quality assurance practitioner of carrying out internal or external quality assurance of qualifications for a minimum of two assessors:
- have up-to-date working knowledge and experience of best practice in assessment and quality assurance;
- hold one of the following qualifications or their recognised equivalent:
  - o Level 3 Award in Assessing Competence in the Work Environment or
  - o Level 3 Certificate in Assessing Vocational Achievement or

- Level 3 Certificate in TAQA (Training, Assessment and Quality Assurance) or
- A1 Assess candidate performance using a range of methods; orD32 Assess candidate performance and D33 Assess candidate using differing sources of evidence; and
- Show current evidence of continuing professional development in assessment and quality assurance.

All those who are involved in the internal quality assurance of the Learning and Development unit (K502/9544: Identify Individual Learning and Development Needs) of this qualification must:
have up-to-date working knowledge and experience of best practice in assessment and quality assurance;

- hold one of the following assessor qualifications or their recognised equivalent:
  - Level 3 Award in Assessing Competence in the Work Environment or
  - Level 3 Certificate in Assessing Vocational Achievement
  - A1 Assess candidate performance using a range of methods;
  - or D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence;
- hold one of the following internal quality assurance qualifications or their recognised equivalent:
  - Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice or
  - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice or
  - V1 Conduct internal quality assurance of the assessment process; or
  - D34 Internally verify the assessment process;
  - and show current evidence of continuing professional development in assessment and quality assurance

2.3 Methods of Assessment

All internally set assessment tasks should be transparent, current, fair, inclusive, reliable, relevant and sufficient and allow learners to produce work that is authentic. Learners must be assessed in English in England, English or Welsh in Wales and English or Irish in Northern Ireland or English/Welsh and BSL/ISL if the qualification is specifically about learning a sign language.

Assessment tasks must allow all learners to generate evidence of their achievement of all unit criteria in a manner that is appropriate for the assessment criteria, type of unit and learner:

Written tasks

Where the tasks require learners to produce written work, this may be handwritten or typed. The language of the task must be based on the assessment verb(s) - please refer to Appendix 1 '**Glossary of Assessment Terms**' for further explanation. The quality and quantity of written evidence provided will depend on the level and context of the unit.

Practical ability

Evidence must be provided of the learners **individually and actively completing** tasks that demonstrate achievement of the assessment criteria. Evidence must consist of at least two of the following: annotated photographs, detailed witness statements, video (with narration or written log), learner log/evaluation, peer observation report. Where photographs/videos are used you must clearly identify each individual learner.

Oral question and answer

Evidence must include the questions asked as well as a transcript of the learner's exact responses. This could be written or a video recording in BSL/ISL.

Group discussion

Details must be provided of the topic/task set. Evidence of each learner achieving each assessment criteria covered by the group discussion task(s) must be provided. Evidence must include at least two of the following: transcript or video of learners' responses, learner log/evaluation, and peer observation report, detailed witness statement explaining what each learner contributed and how they behaved during the discussion.

Artefact/Product

Where the unit requires learners to produce an artefact or physical product, the artefact or product must be provided for the Internal and External Verifier unless this is impractical (for example if the

product is consumable), in which case several annotated photographs, audio or video recordings of the artefact are acceptable evidence.

Learner evidence must include:

- details of the tasks set for learners to complete, mapped against the assessment criteria of the units addressed

- a learner declaration that all work produced is their own summative learner generated assessment evidence - teaching materials must not be included as evidence.

2.4 Marking Tasks
(Mapped to Ofqual General Conditions of Recognition: H5.1/H5.2/H5.3/H5.4)

Once learners have completed work against the assessment tasks, the Assessor must mark the work against the assessment criteria to ensure that it is at the correct level for the unit and is sufficient, appropriate and authentic. Centres must ensure that evidence generated by individual learners in an assessment are generated by that learner, i.e. that plagiarism does not occur.

Assessors must judge and mark whether each assessment criteria is either achieved or not achieved. Units are only achieved when all assessment criteria have been achieved.

All reasonable steps must be taken to avoid any part of the assessment of a Learner (including Verification) being undertaken by any person who has a personal interest in the result of the assessment.

2.5 Recording Achievement

Assessors must make it clear to the Internal and External Verifiers where achievement of each assessment criteria has been evidenced. Once the work has been marked and signed off as meeting the assessment criteria by the Assessor final feedback should be provided to the learner. The Assessor must tick the RAC (Recommendation for the Award of Credit) form to indicate which unit(s) each learner has achieved and then sign to confirm the certification.

The completed marked work should be presented to the Internal Verifier for sampling according to the internal verification plan. Once this process has been completed the Internal Verifier must sign the RAC.

2.6 External Verification

Once the learner work has been completed, assessed and internally verified according to the Centre IV plan, it should be presented for external verification. The EV will expect to be able to look at all completed and assessed learner work that is being claimed for on the RAC(s). The EV will want to review records of assessment, IV documentation, feedback to learners, any reasonable adjustments applied. The completed RACs must also be available for the EV to review. If the EV is satisfied with the standards of assessment and verification they will approve the RACs by signing them and learners will then be certificated.

2.7 Reasonable Adjustments
(Mapped to Ofqual General Conditions of Recognition H5.2)

Reasonable Adjustments are adjustments made to an assessment for a qualification so as to enable a learner to demonstrate their knowledge, skills and understanding. The nature of any reasonable adjustments depends on the learner's particular requirements as well as on the qualification and assessment methods. Reasonable adjustments are generally not appropriate where the learner's particular difficulty directly affects performance in the actual attributes to be assessed.

The Internal Verifier may give permission for reasonable adjustments for a learner without having to apply to **i**BSL for approval, provided that such arrangements do not confer an unfair advantage. The Internal Verifier must approve and record the details of all reasonable adjustments made at the discretion of the centre and must make this available for external verification. Further details are provided in **your Centre Manual or our Access Arrangements** document available on our website.

2.8 Special Consideration

Special Consideration is consideration to be given to a learner who has temporarily experienced an illness or injury, or some other event outside of their control which has had or is reasonably likely to have had an effect on their ability to take an assessment or on their level of attainment in an assessment. Special consideration is not appropriate for a minor illness or a minor disturbance. It may not be possible to apply special consideration where an assessment requires the learner to demonstrate practical competence. In some circumstances it may be more appropriate to offer the learner an opportunity to take the assessment at a later date rather than apply special consideration.

A '**Request for Special Consideration'** form (available from your **Centre Manual or** on our website) should be completed for each learner requesting special consideration with supporting evidence, which may include medical/psychological evidence or a statement from the invigilator/verifier.

Further details are provided in our **Access Arrangements** document available **in your Central Manual or** on our website.

2.9 Qualification Standardisation

Where iBSL holds qualification standardisation activities, centres will be required to provide samples of assessment tasks for the activity. Qualification standardisation is a process that promotes consistency in the understanding and application of standards and provides important information for the qualification review process.

It is a requirement of the Centre Agreement that each centre offering the units from the qualification must contribute assessment materials and learners' evidence for standardisation if requested. Samples will be requested if necessary.

Outcomes from qualification standardisation will be made available to those centres using that qualification.

3.0 Qualification Approval

Any centre seeking approval to offer the qualification must also show that they have in place specific resources and/or that their Assessors/ Internal Verifiers hold certain qualifications. Where this is the case, centres must provide evidence of resources/staff qualifications when completing the Qualification Approval Request.

3.1 Fees and Charges

The **i**BSL Fees booklet can be found on our website and includes all qualification charges. Please note that registrations will not be processed if centre fees have not been paid.

3.2 Registration and Certification

Once a centre has approval to offer the qualification, learners must be registered onto the correct programme (a programme is the centre's chosen set of units from their approved qualification). Centres should also check that the correct units are listed. All learner registrations must be checked carefully in order to avoid maladministration and malpractice issues from arising.

A Recommendation for the Award of Credit (RAC) form will be produced for each programme once learners are registered. Centres will be able to download their RAC forms within four weeks of receipt of correctly submitted registrations. The RAC is used to claim the learners' achievements at the end of the course and details must be checked carefully as these will appear on any certificates issued.

Once the RAC has been correctly completed and has been received by AIM Awards, certificates and a summary of credit achievement will be produced and issued. Learners that have achieved a qualification will be issued with a qualification certificate with details of the qualification and units achieved. Learners that have not achieved a qualification will be issued with a unit certificate with details of the units and credits achieved.

Institute of British Sign Language

Section 2:

Mandatory Units

INSTITUTE OF BRITISH SIGN LANGUAGE

Unit Title:	**Understanding Roles, Responsibilities and Relationships in Education and Training**
Unit Level:	**Three.**
Unit Credit Value:	**3**
GLH:	**12**
IBSL Unit Code:	**IBSL/2015/E&T001**
Unique Reference Number:	**H/505/0053**

This unit has three learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand the teaching role and responsibilities in education and training	• Explain the teaching role and responsibilities in education and training • Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities • Explain ways to promote equality and value diversity • Explain why it is important to identify and meet individual learner needs
2. Understand ways to maintain a safe and supportive learning environment	• Explain ways to maintain a safe and supportive learning environment • Explain why it is important to promote appropriate behaviour and respect for others
3. Understand the relationships between teachers and other professionals in education and training	• Explain how the teaching role involves working with other professionals • Explain the boundaries between the teaching role and other professional roles • Describe points of referral to meet the individual needs of learners

INSTITUTE OF BRITISH SIGN LANGUAGE

Unit Title:	**Understanding Roles, Responsibilities and Relationships in Education and Training**
Unit Level:	**Three**
Unit Credit Value:	**3**
GLH:	**12**
IBSL Unit Code:	**IBSL/2015/E&T001**
Unique Reference Number:	**H/505/0053**

ASSESSMENT INFORMATION

Specific requirements for assessment and delivery of this unit

Assessment and delivery information

This unit would normally be assessed through completion of centre-devised assessment tasks, provided they are approved by the Internal Verifier before commencement of delivery.

Unit Summary

The purpose of the unit is to enable the learner to understand the role and responsibilities of a teacher in education and training and the relationship between different professionals in education and training.

Assessment Requirements and Recommendations

- The units of assessment for the award were originally written by LSIS, based on LSIS overarching professional standards for teachers, tutors and trainers in education and training.
- Each assessment criterion needs to be evidenced only once at the appropriate level, although it is envisaged that some will be evidenced many times through the duration of the course.

INSTITUTE OF BRITISH SIGN LANGUAGE

Unit Title:	**Understanding Roles, Responsibilities and Relationships in Education and Training**
Unit Level:	**Three**
Unit Credit Value:	**3**
GLH:	**12**
IBSL Unit Code:	**IBSL/2015/E&T001**
Unique Reference Number:	**H/505/0053**

Indicative Content

- Education and training contexts, e.g. FECs, community based provision, work-based learning;

- Introduction to national policy issues in education and training

- Policies relevant to the development, care and safety of young people and vulnerable adults, e.g., the Children's agenda, *Every Child Matters*, safeguarding

- Teacher responsibilities in relation to equality and diversity

- The role of the teacher, tutor or trainer in education and training

- Understanding the teacher's role in identifying and meeting learners' needs (e.g., identifying English and Maths course requirements, embedding English and Maths into programmes of study)

- The range and roles of professionals involved in teaching, supporting and referral of learners

- Maintaining professional relationships and working within professional boundaries

- Managing a safe and supportive learning environment to promote and encourage individual and group learning

Delivery Requirements/Recommendations

- Appropriate physical resources will be required to deliver and assess this unit.

- See qualification specification for the requirements for those delivering units and/or observing and assessing practice.

INSTITUTE OF BRITISH SIGN LANGUAGE

Unit Title:	**Understanding Roles, Responsibilities and Relationships in Education and Training**
Unit Level:	**Three**
Unit Credit Value:	**3**
GLH:	**12**
IBSL Unit Code:	**IBSL/2015/E&T001**
Unique Reference Number:	**H/505/0053**

Owner:	**Ascentis**
Unit Grading Structure	**PASS**
Sector Subject Areas (SSA)	**13.1 Teaching and Lecturing**
Unit Review Date (dd/mm/yyyy)	**31/08/2022**
Availability for Use	**Shared**
Restricted organisations	**N/A**
Assessment Guidance	**N/A**
Equivalences	**N/A**

Recommended Reading

Zaidi N (2015) Award in Education and Training, Book 1 Understand Roles, Responsibilities and relationship in Education and Training, CreateSpace Independent Publishing Platform; 1st edition.

Gravells A (2014) The Award in Education and Training, Learning Matters, Revised Edition.

Gravells A and Smith S (2017) The Certificate in Education and Training, Learning Matters, 1st Edition.

INSTITUTE OF BRITISH SIGN LANGUAGE

Unit Title:	**Planning to Meet the Needs of Learners in Education and Training**
Unit Level:	**Four**
Unit Credit Value:	**3**
GLH:	**15**
IBSL Unit Code:	**IBSL/2015/E&T002**
Unique Reference Number:	**A/505/1189**

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Be able to use initial and diagnostic assessment to agree individual learning goals with learners	• Analyse the role and use of initial and diagnostic assessment in agreeing individual learning goals • Use methods of initial and diagnostic assessment to negotiate and agree individual learning goals with learners • Record learners' individual learning goals
2. Be able to plan inclusive teaching and learning in accordance with internal and external requirements	• Devise a scheme of work in accordance with internal and external requirements • Design teaching and learning plans which meet the aims and individual needs of all learners and curriculum requirements • Explain how own planning meets the individual needs of learners • Explain ways in which teaching and learning plans can be adapted to meet the individual needs of learners • Identify opportunities for learners to provide feedback to inform inclusive practice

Continued…

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
3. Be able to implement the minimum core elements* in planning inclusive teaching and learning.	• Analyse ways in which minimum core elements can be demonstrated in planning inclusive teaching and learning • Apply minimum core elements in planning inclusive teaching and learning
4. Be able to evaluate own practice when planning inclusive teaching and learning	• Review effectiveness of own practice when planning to meet the individual needs of learners, taking account of the views of learners and others • Identify areas for improvement in own planning to meet the individual needs of learners

Note: Minimum Core Elements – All teachers should have a knowledge and understanding of literacy language, numeracy and information technology.

INSTITUTE OF BRITISH SIGN LANGUAGE

Unit Title:	**Planning to Meet the Needs of Learners in Education and Training**
Unit Level:	**Four**
Unit Credit Value:	**3**
GLH:	**15**
IBSL Unit Code:	**IBSL/2015/E&T002**
Unique Reference Number:	**A/505/1189**

ASSESSMENT INFORMATION

Specific requirements for assessment and delivery of this unit.

ASSESSMENT AND DELIVERY INFORMATION

This unit would normally be assessed through completion of centre-devised assessment tasks, provided they are approved by iBSL before commencement of delivery.

Unit Summary

The purpose of the unit is to enable the learner to agree individual learning goals with their learners, to plan inclusive teaching and learning approaches in accordance with internal processes and external requirements, and to evaluate their own practice in planning teaching and learning. It covers expectations in relation to the minimum core elements in planning inclusive teaching and learning.

Assessment Requirements/Recommendations

- The units of assessment for the Certificate were written by LSIS, based on LSIS overarching professional standards for teachers, tutors and trainers in education and training

- Each assessment criterion needs to be evidenced once only at the appropriate level, although it is envisaged that some will be evidenced many times over the duration of the course.

INSTITUTE OF BRITISH SIGN LANGUAGE

Unit Title:	**Planning to Meet the Needs of Learners in Education and Training**
Unit Level:	**Four**
Unit Credit Value:	**3**
GLH:	**15**
IBSL Unit Code:	**IBSL/2015/E&T002**
Unique Reference Number:	**A/505/1189**

Indicative Content

- Identifying learners' needs: initial and diagnostic assessment: e.g. assessment tools and methodologies, questioning techniques, ways of collecting and recording information on individual learning needs and aims; negotiation

- Planning learning: schemes of work, lesson plans; aims and outcomes, curriculum requirements, methods of assessment, resources, strategies for differentiation, functional skills integration

- Learning and teaching strategies: e.g. the range of learning activities and resources available to promote learning: small group, pairs, role play, presentations, demonstrations, instruction, coaching etc

- Equality and Diversity issues and the relevant legislation: e.g. Equality Act 2010, Health and Safety, demonstrating and developing own English and maths and ICT in line with minimum core requirements and awareness of personal, social and cultural factors influencing English, maths and ICT development of learners; minimum core integration into specialist area

- Reflection, evaluation and feedback: personal reflection on planning and delivery and how to develop skills further; using feedback from others to improve own practice (e.g. role, methods, content of reflection, importance of feedback)

Recommended Reading

Avis J, Fisher R and Thompson R (Eds.) (2010) Teaching in Lifelong Learning: A Guide to Theory and Practice. Maidenhead. Open University Press.

Florian L Rose R and Tilstone C (2006) Promoting Inclusive Practice. London. Routledge
Petty G (2005) Teaching Today: A Practical Guide. London. Nelson Thornes

Reece I and Walker S (2000) Teaching, Training and Learning. Sunderland.

Business Education Tummons J (2007) Assessing Learning in the Lifelong Learning Sector. (2nd ed.). Exeter. Learning Matters

Delivery Requirements/Recommendations

- Appropriate physical resources will be required to deliver and assess this unit

- See full specification for the requirements for those delivering units and/or observing and assessing practice

INSTITUTE OF BRITISH SIGN LANGUAGE

Unit Title:	**Planning to Meet the Needs of Learners in Education and Training**
Unit Level:	**Four**
Unit Credit Value:	**3**
GLH:	**15**
IBSL Unit Code:	**IBSL/2015/E&T002**
Unique Reference Number:	**A/505/1189**

Owner:	Ascentis
Unit Grading Structure	PASS
Sector Subject Areas (SSA)	13.1 Teaching and Lecturing
Unit Review Date	31/08/2022
Availability for Use	Shared
Restricted organisations	N/A
Assessment Guidance	N/A
Equivalences	N/A

INSTITUTE OF BRITISH SIGN LANGUAGE

Unit Title:	**Delivering Education and Training**
Unit Level:	**Four**
Unit Credit Value:	**6**
GLH:	**24**
IBSL Unit Code:	**IBSL/2015/E&T003**
Unique Reference Number:	**M/505/0122**

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to use inclusive teaching and learning approaches in accordance with internal and external requirements	• Analyse the effectiveness of teaching and learning approaches used in own area of specialism in relation to meeting the individual needs of learners • Create an inclusive teaching and learning environment • Demonstrate an inclusive approach to teaching and learning in accordance with internal and external requirements
2. Be able to communicate with learners and other learning professionals to promote learning and progression	• Analyse benefits and limitations of communication methods and media used in own area of specialism • Use communication methods and media to meet individual learner needs • Communicate with other learning professionals to meet individual learner needs and encourage progression
3. Be able to use technologies in delivering inclusive teaching and learning	• Analyse benefits and limitations of technologies used in own area of specialism • Use technologies to enhance teaching and meet individual learner needs

Continued…/

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
4. Be able to implement the minimum core elements when delivering inclusive teaching and learning	• Analyse ways in which minimum core elements can be demonstrated when delivering inclusive teaching and learning • Apply minimum core elements in delivering inclusive teaching and learning
5. Be able to evaluate own practice in delivering inclusive teaching and learning	• Review the effectiveness of own practice in meeting the needs of individual learners, taking account of the views of learners and others • Identify areas for improvement in own practice in meeting the individual needs of learners

INSTITUTE OF BRITISH SIGN LANGUAGE

Unit Title: **Delivering Education and Training**
Unit Level: **Four**
Unit Credit Value: **6**
GLH: **24**
IBSL Unit Code: **IBSL/2015/E&T003**
Unique Reference Number: **M/505/0122**

ASSESSMENT INFORMATION

Specific requirements for assessment and delivery of this unit.

ASSESSMENT AND DELIVERY INFORMATION

This unit would normally be assessed through completion of centre-devised assessment tasks, provided they are approved by iBSL before commencement of delivery.

Unit Summary

The purpose of the unit is to enable the learner to use inclusive teaching and learning approaches in accordance with internal processes and external requirements, to communicate with learners and to evaluate own delivery practice. It provides the learner with an understanding of how technology can enhance teaching and learning and covers expectations in relation to the minimum core elements in delivering inclusive teaching and learning.

Assessment Requirements/Recommendations

- The units of assessment for the Certificate were written by LSIS, based on LSIS overarching professional standards for teachers, tutors and trainers in education and training

- Each assessment criterion needs to be evidenced once only at the appropriate level, although it is envisaged that some will be evidenced many times over the course

- The learning outcomes must be assessed in a teaching and learning environment - simulation is not permitted

INSTITUTE OF BRITISH SIGN LANGUAGE

Unit Title:	**Delivering Education and Training**
Unit Level:	**Four**
Unit Credit Value:	**6**
GLH:	**24**
IBSL Unit Code:	**IBSL/2015/E&T003**
Unique Reference Number:	**M/505/0122**

Indicative Content

- Learning environment: e. e.g. health and safety, ground rules- trust, support, respect, confidentiality, promoting learner participation, challenging inappropriate behaviour, layout of room, physical and psychological comfort, equality and diversity issues (Equality Act 2010, H&S) etc

- Communication: e.g. types of communication: verbal, non-verbal, facial expressions, body language, cultural differences, active listening, how to avoid bias, clarity of information and expression, listening and responding to learners, questioning techniques, managing discussion etc.

- Liaison with fellow professionals to enhance learning: e.g. Learning and Resource Centre, Learning/Learner Support, functional skills workshops

- Technology: e.g. IWB, range of audio-visual aids, ICT, internet, intranet, new and emerging technologies e.g. podcasting, voting pads etc

- Demonstrating and developing own English, maths and ICT in line with minimum core requirements and awareness of personal, social and cultural factors influencing English, maths and ICT development of learners, minimum core integration into specialist area

- Reflection, evaluation and feedback: personal reflection on planning and delivery and how to develop skills further, using feedback from others to improve own practice e.g. role, methods, content of reflection, importance of feedback

Recommended Reading

Avis, J., Fisher, R. and Thompson, R. (Eds.) (2010) Teaching in Lifelong Learning: A Guide to Theory and Practice. Maidenhead. Open University Press.

Florian L, Rose R and Tilstone C (2006) Promoting Inclusive Practice. London. Routledge Petty G (2005) Teaching Today: A Practical Guide. London. Nelson Thornes

Reece I, and Walker S, (2003) Teaching, Training and Learning: A Practical Guide. London. Routledge.

Rogers J (2001) Adults Learning. Buckingham. Open University Press

Delivery Requirements/Recommendations

- Appropriate physical resources will be required to deliver and assess this unit

- See full specification for the requirements for those delivering units and/or observing and assessing practice

INSTITUTE OF BRITISH SIGN LANGUAGE

Unit Title: **Delivering Education and Training**
Unit Level: **Four**
Unit Credit Value: **6**
GLH: **24**
IBSL Unit Code: **IBSL/2015/E&T003**
Unique Reference Number: **M/505/0122**

Owner:	Ascentis
Unit Grading Structure	PASS
Sector Subject Areas (SSA)	13.1 Teaching and lecturing
Unit Review Date (dd/mm/yyyy)	31/08/2022
Availability for Use	Shared
Restricted organisations	N/A
Assessment Guidance	The learning outcomes must be assessed in a teaching and learning environment. Simulation is not permitted. There is a requirement to observe and assess practice in this unit. To be eligible for the award of credit for this unit, a trainee teacher must be able to provide evidence of a minimum of one assessed observation of practice that has met the required standard of practice.
Equivalences	N/A

INSTITUTE OF BRITISH SIGN LANGUAGE

Unit Title:	**Using Resources for Education and Training**
Unit Level:	**Four**
Unit Credit Value:	**3**
GLH:	**15**
IBSL Unit Code:	**IBSL/2015/E&T004**
Unique Reference Number:	**L/505/0127**

This unit has three learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Be able to use resources in the delivery of inclusive teaching and learning	• Analyse the effectiveness of resources used in own area of specialism in relation to meeting the individual needs of learners • Use resources to promote equality, value diversity and meet the individual needs of learners • Adapt resources to meet the individual needs of learners
2. Be able to implement the minimum core elements when using resources in the delivery of inclusive teaching and learning	• Analyse ways in which minimum core elements can be demonstrated when using resources for inclusive teaching and learning • Apply minimum core elements when using resources for inclusive teaching and learning
3. Be able to evaluate own use of resources in the delivery of inclusive teaching and learning	• Review the effectiveness of own practice in using resources to meet the individual needs of learners, taking account of the views of learners and others • Identify areas for improvement in own use of resources to meet the individual needs of learners

INSTITUTE OF BRITISH SIGN LANGUAGE

Unit Title: **Using Resources for Education and Training**
Unit Level: **Four**
Unit Credit Value: **3**
GLH: **15**
IBSL Unit Code: **IBSL/2015/E&T004**
Unique Reference Number: **L/505/0127**

ASSESSMENT INFORMATION

Specific requirements for assessment and delivery of this unit.

ASSESSMENT AND DELIVERY INFORMATION

This unit would normally be assessed through completion of centre-devised assessment tasks, provided they are approved by iBSL before commencement of delivery.

Unit Summary

The purpose of the unit is to enable the learner to use resources in the delivery of inclusive learning and to be able to evaluate that use. It covers expectations in relation to the minimum core elements in relation to using resources for inclusive teaching and learning.

Assessment Requirements/Recommendations

- The units of assessment for the Certificate were written by LSIS, based on LSIS overarching professional standards for teachers, tutors and trainers in education and training

- Each assessment criterion needs to be evidenced only once at the appropriate level, although it is envisaged that some will be evidenced many times over the course

- The learning outcomes must be assessed in a teaching and learning environment - simulation is not permitted

INSTITUTE OF BRITISH SIGN LANGUAGE

Unit Title:	**Using Resources for Education and Training**
Unit Level:	**Four**
Unit Credit Value:	**3**
GLH:	**15**
IBSL Unit Code:	**IBSL/2015/E&T004**
Unique Reference Number:	**L/505/0127**

Indicative Content

- Resource range, e.g. handouts, worksheets, case studies, diagrams and charts, textbooks, journals, range of audio-visual resources, OHP, IWB, tape recorder, Dictaphone, electronic recordings, associated strengths and limitations

- Design principles: e.g. accuracy, fitness for purpose, tone, structure, language, layout, clarity, differentiation; how materials chosen or adapted meet the preferred learning styles and needs of learners and contribute to inclusion

- Potential barriers: e.g. English, maths, ICT skills, personal, social and cultural factors: e.g. learners' cultural, linguistic and educational backgrounds, learning difficulties and disabilities and ways to overcome them

- Demonstrating and developing own English, maths and ICT in line with minimum core requirements, minimum core integration into specialist area

- Reflection, evaluation and feedback: personal reflection on planning and delivery and how to develop skills further; using f

- Feedback from others to improve own practice, e.g. role, methods, content of reflection, importance of feedback

Recommended Reading

Florian L, Rose R and Tilstone C (2006) Promoting Inclusive Practice. London.

Routledge Petty G (2005) Teaching Today: A Practical Guide. London. Nelson Thornes

Reece I and Walker S (2000) Teaching Training and Learning. London. Business Education

Delivery Requirements/Recommendations
- Appropriate physical resources will be required to deliver and assess this unit

- See full specification for the requirements for those delivering units and/or observing and assessing practice

INSTITUTE OF BRITISH SIGN LANGUAGE

Unit Title: Using Resources for Education and Training
Unit Level: Four
Unit Credit Value: 3
GLH: 15
IBSL Unit Code: IBSL/2015/E&T004
Unique Reference Number: L/505/0127

Owner:	Ascentis
Unit Grading Structure	PASS
Sector Subject Areas (SSA)	13.1 Teaching and lecturing
Unit Review Date (dd/mm/yyyy)	31/08/2022
Availability for Use	Shared
Restricted organisations	N/A
Assessment Guidance	The learning outcomes must be assessed in a teaching and learning environment. Simulation is not permitted. There is a requirement to observe and assess practice in this unit. To be eligible for the award of credit for this unit, a trainee teacher must be able to provide evidence of a minimum of one assessed observation of practice that has met the required standard of practice.
Equivalences	N/A

INSTITUTE OF BRITISH SIGN LANGUAGE

Unit Title:	**Assessing Learners for Education and Training**
Unit Level:	**Four**
Unit Credit Value:	**6**
GLH:	**24**
IBSL Unit Code:	**IBSL/2015/E&T005**
Unique Reference Number:	**F/505/0127**

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Be able to use types and methods of assessment to meet the needs of individual learners	• Explain the purposes of types of assessment used in education and training • Analyse the effectiveness of assessment methods in relation to meeting the individual needs of learners • Use types and methods of assessment to meet the individual needs of learners • Use peer- and self-assessment to promote learners' involvement and personal responsibility in the assessment for, and of, their learning • Use questioning and feedback to contribute to the assessment process

Continued…/

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
2. Be able to carry out assessments in accordance with internal and external requirements	• Identify the internal and external assessment requirements and related procedures of learning programmes • Use assessment types and methods to enable learners to produce assessment evidence that is valid, reliable, sufficient, authentic and current • Conduct assessments in line with internal and external requirements • Record the outcomes of assessments to meet internal and external requirements • Communicate assessment information to other professionals with an interest in learner achievement
3. Be able to implement the minimum core elements when assessing learners	• Analyse ways in which minimum core elements can be demonstrated in assessing learners • Apply minimum core elements in assessing learners
4. Be able to evaluate own assessment practice	• Review the effectiveness of own assessment practice taking account of the views of learners and others • Identify areas for improvement in own assessment practice

INSTITUTE OF BRITISH SIGN LANGUAGE

Unit Title:	**Assessing Learners for Education and Training**
Unit Level:	**Four**
Unit Credit Value:	**6**
GLH:	**24**
IBSL Unit Code:	**IBSL/2015/E&T005**
Unique Reference Number:	**F/505/0127**

ASSESSMENT INFORMATION

Specific requirements for assessment and delivery of this unit.

ASSESSMENT AND DELIVERY INFORMATION

This unit would normally be assessed through completion of centre-devised assessment tasks, provided they are approved by iBSL before commencement of delivery.

Unit Summary

The purpose of the unit is to enable the learner to use types and methods of assessment, to conduct and record assessment in accordance with internal and external processes and requirements and to evaluate their own assessment practice. It covers expectations in relation to the minimum core elements in assessing learners in lifelong learning.

Assessment Requirements/Recommendations

- The units of assessment for the Certificate were written by LSIS, based on LSIS overarching professional standards for teachers, tutors and trainers in education and training

- Each assessment criterion needs to be evidenced only once at the appropriate level, although it is envisaged that some will be evidenced many times over the course

- The learning outcomes must be assessed in a teaching and learning environment - simulation is not permitted.

INSTITUTE OF BRITISH SIGN LANGUAGE

Unit Title:	**Assessing Learners for Education and Training**
Unit Level:	**Four**
Unit Credit Value:	**6**
GLH:	**24**
IBSL Unit Code:	**IBSL/2015/E&T005**
Unique Reference Number:	**F/505/0127**

Indicative Content

- Key concepts and purposes of assessment, e.g., diagnostic, formative, summative, comparative, ipsative, norm- and criterion-referenced assessment, reliability and validity, self- assessment, peer assessment, setting standards, recognising achievement, motivation, evaluation of teaching and learning

- Types of assessment instrument and range of assessment methods, e.g. oral and written questions, projects, simulations, witness statements, learning journals, portfolios, observation, essays, coursework, examinations, multiple choice questions etc

- Applications of formal and informal assessment and their roles in learning and evaluation e.g. self-assessment, question and answer, discussion, paper based tasks, practical tasks
- Strengths, limitations and constraints of types and methods of assessment in relation to individual and group learning needs

- Systems and procedures for recording assessment information: e.g. internal and external requirements, flow of information, learner involvement, confidentiality

- Equality and diversity issues for the assessment of learning e.g. reasonable adjustments Assessment procedures: e.g. internal and external requirements, confidentiality, learner involvement

- Feedback: e.g. nature of constructive feedback (focussing on specifics, product, not person etc), effective feedback (identification of strengths/areas for development), role of feedback in promoting learner progress and achievement

- Demonstrating and developing own English, maths and ICT in line with minimum core requirements; minimum core integration into specialist area

- Reflection and evaluation: e.g. role, methods and content of evaluations, the importance of feedback to improve own learning and performance

Recommended Reading

Brown S, Race P and Smith B (1996) 500 Tips on Assessment. London. Kogan Page

Gravells A (2009) Principles and Practice of Assessment in the Lifelong Learning Sector. Exeter. Learning Matters

Reece I and Walker S (2003) Teaching, Training and Learning: A Practical Guide. London. Routledge.

Tummons J (2007) Assessing Learning in the Lifelong Learning Sector. (2nd ed). Exeter. Learning Matters

Delivery Requirements/Recommendations

- Appropriate physical resources will be required to deliver and assess this unit

- See full specification for the requirements for those delivering units and/or observing and assessing practice

INSTITUTE OF BRITISH SIGN LANGUAGE

Unit Title:	**Assessing Learners for Education and Training**
Unit Level:	**Four**
Unit Credit Value:	**6**
GLH:	**24**
IBSL Unit Code:	**IBSL/2015/E&T005**
Unique Reference Number:	**F/505/0127**

Owner:	Ascentis
Unit Grading Structure	PASS
Sector Subject Areas (SSA)	13.1 Teaching and Lecturing
Unit Review Date (dd/mm/yyyy)	31/08/2022
Availability for Use	Shared
Restricted organisations	N/A
Assessment Guidance	The learning outcomes must be assessed in a teaching and learning environment. Simulation is not permitted. There is a requirement to observe and assess practice in this unit. To be eligible for the award of credit for this unit, a trainee teacher must be able to provide evidence of a minimum of one assessed observation of practice that has met the required standards of practice.
Equivalences	N/A

Section 3:

Optional Units

INSTITUTE OF BRITISH SIGN LANGUAGE

Unit Title:	**Identify Individual Learning and Development Needs**
Unit Level:	**Three**
Unit Credit Value:	**3**
GLH:	**24**
IBSL Unit Code:	**IBSL/2015/E&T006**
Unique Reference Number:	**F/502/9544**

This unit has three learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand the principles and practices of learning needs analysis for individuals	1.1. Explain the principles and practices of learning needs analysis for individuals 1.2. Analyse the factors that influence individual learning needs, preferences andstyles 1.3. Compare methods used to assess individual learning needs
2. Be able to conduct learning needs analysisfor individuals	2.1. Agree the purpose, aims and methodologyof the learning needs analysis with individuals 2.2. Apply learning needs analysis methodology to assess the individual's current level of achievement and potential 2.3. Analyse learning needs and communicateto the learner

3. Be able to agree individual learning and development needs	3.1. Agree and prioritise individual learning and development needs
	3.2. Advise individuals about learning and development options to meet:
	    learner priorities learning
	    preferenceslearning styles

INSTITUTE OF BRITISH SIGN LANGUAGE

Unit Title:	**Identify Individual Learning and Development Needs**
Unit Level:	**Three**
Unit Credit Value:	**3**
GLH:	**24**
IBSL Unit Code:	**IBSL/2015/E&T006**
Unique Reference Number:	**F/502/9544**

ASSESSMENT INFORMATION

Specific requirements for assessment and delivery of this unit.

ASSESSMENT AND DELIVERY INFORMATION

Centre-devised assessment tasks should be approved by iBSL before delivery takes place to ensure the assessment is fit for purpose and meets the standards required.

Unit Summary

The purpose of the unit is to enable the learner to use types and methods of assessment, to conduct and record assessment in accordance with internal and external processes and requirements and to evaluate their own assessment practice. It covers expectations in relation to the minimum core elements in assessing learners in lifelong learning.

Assessment Requirements/Recommendations

- The units of assessment for the Certificate were written by LSIS, based on LSIS overarching professional standards for teachers, tutors and trainers in education and training

- The unit assesses occupational competence

- Evidence for learning outcomes 2 and 3 must come from performance in the work environment: simulations, projects or assignments are not allowed.

- This unit requires performance evidence of the practitioner working with real learners in a real organisational context

- Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one criterio

INSTITUTE OF BRITISH SIGN LANGUAGE

Unit Title:	**Identify Individual Learning and Development Needs**
Unit Level:	**Three**
Unit Credit Value:	**3**
GLH:	**24**
IBSL Unit Code:	**IBSL/2015/E&T006**
Unique Reference Number:	**F/502/9544**

Indicative Content

- Principles and practices of learning needs analysis for individuals e.g. types of analysis (skills, tasks, functional), identification of needs, (behaviours, knowledge, occupational, professional, skills), current and future capability, changes in working practices, legislation, personal factors (prior experience, disabilities, age, gender), etc.

- Methods, e.g. competency assessment, initial and diagnostic assessment, appraisal, feedback, questioning, skills matrix etc.

- Learning needs analysis for individual e.g. formulation of plan appropriate to individual, context and organisation, determine occupational and professional needs, identify current level of skills, knowledge and understanding, determine means and methods of communication, identify methods of gaining feedback, agree and prioritise needs, etc.

- Agree individual learning and development needs e.g. identification of areas for development and opportunities, prioritising, agree recording documentation and dissemination, action planning, factors affecting options etc.

Delivery Requirements/Recommendations

- Appropriate physical resources will be required to deliver and assess this unit.

- See full specification for the requirements for those delivering units and/or observing and assessing practice.

INSTITUTE OF BRITISH SIGN LANGUAGE

Unit Title:	**Identify Individual Learning and Development Needs**
Unit Level:	**Three**
Unit Credit Value:	**3**
GLH:	**24**
IBSL Unit Code:	**IBSL/2015/E&T006**
Unique Reference Number:	**F/502/9544**

Owner:	Ascentis
Unit Grading Structure	PASS
Sector Subject Areas (SSA)	**13.1** Teaching and Lecturing **13.2** Direct Learning Support
Unit Review Date	31/08/2022
Availability for Use	Shared
Restricted organisations	N/A
Assessment Guidance	This unit assesses occupational competence. Evidence for learning outcomes 2 and 3 must come from performance in a work environment. Simulations, projects or assignments are not allowed for these learning outcomes.
Equivalences	N/A

INSTITUTE OF BRITISH SIGN LANGUAGE

Unit Title:	**Inclusive Practice Teaching**
Unit Level:	**Four**
Unit Credit Value:	**15**
GLH:	**50**
IBSL Unit Code:	**IBSL/2015/E&T007**
Unique Reference Number:	**L/503/5384**

This unit has 6 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand factors which influence learning	• Review the impact of personal, social and cultural factors on learning. • Review the impact of different cognitive, physical, and sensory abilities on learning.
2. Understand the impact of policy and regulatory frameworks on inclusive practice	• Summarise policy and regulatory frameworks relating to inclusive practice. • Explain how policy and regulatory frameworks influence organisational policies relating to inclusive practice • Explain how policy and regulatory frameworks influence own inclusive practice
3. Understand roles and responsibilities relating to inclusive practice	• Summarise own responsibilities relating to inclusive practice. • Explain the relationship between own role and the roles of other professionals involved in inclusive practice. • Identify points of referral available to meet individual learning needs

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LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
4. Understand how to create and maintain an inclusive learning environment	• Review key features and benefits of an inclusive learning environment • Analyse ways to promote equality and value diversity • Analyse ways to promote inclusion • Review strategies for effective liaison between professionals involved in inclusive practice
5. Understand how to evaluate own inclusive practice	• Review the effectiveness of own practice • Identify own strengths and areas for improvement in relation to inclusive practice • Plan opportunities to improve own skills in inclusive practice

INSTITUTE OF BRITISH SIGN LANGUAGE

Unit Title: **Inclusive Practice**
Unit Level: **Four**
Unit Credit Value: **15**
GLH: **50**
IBSL Unit Code: **IBSL/2015/E&T007**
Unique Reference Number: **L/503/5384**

ASSESSMENT INFORMATION

Specific requirements for assessment and delivery of this unit.

ASSESSMENT AND DELIVERY INFORMATION

Centre devised assessment tasks should be approved by iBSL before delivery takes place in order to ensure the assessment is fit for purpose and meets the standards required.

Unit Summary

The aim of this unit is to develop learners' understanding of inclusive practice. It includes factors influencing learning and legislation relating to inclusive practice. It also includes roles and responsibilities relating to inclusive practice, how to create and maintain an inclusive learning environment and evaluating own inclusive practice.

Assessment Requirements/Recommendations
- Each assessment criterion needs to be evidenced only once at the appropriate level, although it is envisaged that some will be evidenced many times over the course

- The learning outcomes must be assessed in a teaching and learning environment

- There is a requirement to observe and assess teaching practice in this unit.

Delivery Requirements/Recommendations
- Appropriate physical resources will be required to deliver and assess this unit.

- See full specification for the requirements for those delivering units and/or observing and assessing practice.

Recommended Reading

Gravells A and Simpson S (2009) Equality and Diversity in the Lifelong Learning Sector, Learning Matters; 1st Edition

Powell S and Tummons J (2011) Inclusive Practice in the Lifelong Learning Sector, Learning Matter; 1st Edition

INSTITUTE OF BRITISH SIGN LANGUAGE

Unit Title:	**Inclusive Practice**
Unit Level:	**Four**
Unit Credit Value:	**15**
GLH:	**50**
IBSL Unit Code:	**IBSL/2015/E&T007**
Unique Reference Number:	**L/503/5384**

Owner:	Ascentis
Unit Grading Structure	PASS
Sector Subject Areas (SSA)	13.1 Teaching and lecturing
Unit Review Date (dd/mm/yyyy)	31/08/2022
Availability for Use	Shared
Restricted organisations	N/A
Assessment Guidance	The learning outcomes must be assessed in a teaching and learning environment.
Equivalences	N/A

INSTITUTE OF BRITISH SIGN LANGUAGE

Unit Title:	**Principles and Practice of Sign Language Teaching**
Unit Level:	**Four**
Unit Credit Value:	**15**
GLH:	**50**
IBSL Unit Code:	**IBSL/2015/E&T008**
Unique Reference Number:	**T/507/2980**

This unit has 6 Learning Outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand the physiological processes and psychological functions of sign language learning and teaching	1.1 Identify the cultural, linguistic and educational backgrounds relevant to the learning and teaching of sign languages 1.2 Identify motivations for the learning and teaching of sign languages 1.3 Analyse multilingualism and the role of first languages
2. Understand ways in which the learning and teaching of sign languages are optimized by users of those languages	2.1 Analyse learning and teaching styles in use with sign languages 2.2 Explain and demonstrate the context for learning and teaching sign language 2.3 Explain the reasons for variation in the same sign language
3. Understand concepts and terminology used in sign language learning and teaching	3.1 Explain the basic concepts and terminology for describing form and meaning in sign language use 3.2 Analyse key strategies and approaches for developing language knowledge in learning and teaching

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**

4. Understand the grammatical frameworks of rules and conventions relating to signs, sentences, sign formation and structure in the learning and teaching of sign languages	4.1 Explain and demonstrate:
	    a) the grammatical frameworks or rules and conventions relating to signs, sentences and structure
	    b) Sign formation, including the meaning and use in context
	    c) the formation and description of sign language phonemes and morphemes
	    d) aspect, manner and mood in sign language
	    e) other sign language features and functions

5. Be able to use specialist techniques and methodology for teaching sign language	5.1 Explain and demonstrate:
	    a) basic concept and terminology used for developing sign language receptive skills
	    b) decoding meaning in receptive skills
	    c) basic concept and terminology used for developing sign language production skills
	    d) paralinguistic features
	    e) phonemic systems
	5.2 Evaluate potential barriers for good receptive skills in sign language

6. Be able to use strategies and approaches for the development of learning and teaching sign language at a range of levels	6.1 Evaluate the practical skills needed for learning and teaching at a range of levels, from the basic to the advanced.

INSTITUTE OF BRITISH SIGN LANGUAGE

Unit Title:	**Principles and Practice of Sign Language Teaching**
Unit Level:	**Four**
Unit Credit Value:	**15**
GLH:	**50**
IBSL Unit Code:	**IBSL/2015/E&T008**
Unique Reference Number:	**T/507/2980**

ASSESSMENT INFORMATION

Specific Requirements for Assessment and delivery of this unit.

ASSESSMENT AND DELIVERY INFORMATION

This unit would normally be assessed through completion of centre-devised assessment tasks, provided they are approved by IBSL before commencement of delivery.

Unit Summary

The aim of this unit is to provide learners with the specialist knowledge, understanding, and specialist techniques needed to become an effective teacher of sign language to adults.

Assessment Requirements/Recommendations

- The units of assessment for the Certificate were written by LSIS, based on LSIS overarching professional standards for teachers, tutors and trainers in education and training

- Each assessment criterion needs to be evidenced once only at the appropriate level, although it is envisaged that some will be evidenced many times over the course

- The learning outcomes must be assessed in a teaching and learning environment - simulation is not permitted.

- There is a requirement to observe and assess teaching practice in this unit.

Delivery Requirements/Recommendations

- Appropriate physical resources will be required to deliver and assess this unit.

- See full specification for the requirements for those delivering units and/or observing and assessing practice.

Recommended Reading

Gravells A (2017) Principles and Practice of Teaching and Training, Learning Matters; 1st Edition

INSTITUTE OF BRITISH SIGN LANGUAGE

Unit Title:	**Principles and Practice of Sign Language Teaching**
Unit Level:	**Four**
Unit Credit Value:	**15**
GLH:	**50**
IBSL Unit Code:	**IBSL/2015/E&T008**
Unique Reference Number:	**T/507/2980**

Owner:	Institute of British Sign Language
Unit Grading Structure	PASS
Sector Subject Areas (SSA)	13.1 Teaching and lecturing
Unit Review Date (dd/mm/yyyy)	31/08/2022
Availability for Use	Shared
Restricted organisations	N/A
Assessment Guidance	The learning outcomes must be assessed in a teaching and learning environment. Simulation is not permitted
Equivalences	N/A

INSTITUTE OF BRITISH SIGN LANGUAGE

Unit Title:	**Teaching in a Specialist Area**
Unit Level:	**Four**
Unit Credit Value:	**15**
GLH:	**50**
IBSL Unit Code:	**IBSL/2015/E&T009**
Unique Reference Number:	**J/505/1096**

This unit has 6 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand the aims and philosophy of education and training in own specialist area	• Explain key aims of education and training in own specialist area • Analyse philosophical issues relating to education and training in own specialist area
2. Understand the aims and structure of key qualifications and learning programmes available to learners in a specialist area	• Describe the aims and structure of key qualifications in own specialist area • Describe the aims and structure of learning programmes in own specialist area • Explain how own approach to planning and preparation for the delivery of a learning programme in own specialist area enables its aims to be met
3. Understand principles of inclusive teaching and learning and key curriculum issues in a specialist area	• Analyse the inclusiveness of own approach to the planning and preparation of a learning programme in own specialist area • Explain how own approach to the planning and preparation of a learning programme in own specialist area takes account of key curriculum issues, including the role of new and emerging technologies

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
4. Understand how to use resources for inclusive teaching and learning in a specialist area	• Analyse ways in which teaching and learning resources, including new and emerging technologies, meet the individual needs of learners in own specialist area • Analyse the inclusiveness of own use of teaching and learning resources in a specialist area
5. Be able to work with others within a specialist area to develop own practice	• Liaise with others within a specialist area to develop own practice • Review the impact of liaison with other teachers and trainers within own specialist area on own practice
6. Be able to evaluate, improve and update own knowledge and skills in a specialist area	• Review the effectiveness of own knowledge and skills in a specialist area • Identify own strengths and areas for improvement in relation to practice in a specialist area • Identify opportunities to improve and update own knowledge and skills in a specialist area

INSTITUTE OF BRITISH SIGN LANGUAGE

Unit Title:	**Teaching in a Specialist Area**
Unit Level:	**Four**
Unit Credit Value:	**15**
GLH:	**50**
IBSL Unit Code:	**IBSL/2015/E&T009**
Unique Reference Number:	**J/505/1096**

ASSESSMENT INFORMATION

Specific requirements for assessment and delivery of this unit.

ASSESSMENT AND DELIVERY INFORMATION

Centre devised assessment tasks should be approved by the internal or external verifier for the course before delivery takes place in order to ensure the assessment is fit for purpose and meets the standards required.

Unit Summary

The unit aims to develop learners' knowledge and skills in relation to teaching in a specialist area. The specialist area may be a vocational or subject area. It includes consideration of the aims and philosophy of education and training in a specialist area and the aims and structure of key qualifications and learning programmes qualifications available to learners. It also includes curriculum issues, inclusive teaching and learning, and evaluating and improving own practice in a specialist area.

Assessment Requirements/Recommendations

- The units of assessment for the Certificate were written by LSIS, based on LSIS overarching professional standards for teachers, tutors and trainers in education and training

- Each assessment criterion needs to be evidenced only once at the appropriate level, although it is envisaged that some will be evidenced many times over the course

Delivery Requirements/Recommendations

- Appropriate physical resources will be required to deliver and assess this unit.

- See full specification for the requirements for those delivering units and/or observing and assessing practice.

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Indicative Content

- Practitioner's obligations relating to: planning, regulating delivery and quality assurance structure of a range of courses and qualifications available to learners in own specialist area.

- Curriculum requirements and interpretation e.g. awarding/professional organisation requirements, specifications, outcomes, schemes of work, lesson plans.

- Key features of relevant legislation and national codes of professional practice relating to subject specialist area

- Inclusive learning and ways to promote inclusiveness in specialist area.

- Analysis of the notions of specialism and subject specialist pedagogy.

- Characteristics of the specialist subject area e.g. the nature of its knowledge, methodology and application.

- Key pedagogical principles relating to the specialist area and their implications for teaching, learning and assessment.

- Embedding LLN in teaching and learning in the specialist area.

- The support and enhancement of learning in the specialist area by means of ICT. New developments in the specialist area.

- Working with other specialists e.g. peers, managers, colleagues, mentors, online communities etc.

- Knowledge of key curriculum issues within specialist area.

- Investigation of resources for specialist teaching and learning, including: learning materials and equipment, books, journals and online resources.

- Providing effective feedback for learner progress in subject specialism.
  Awareness of opportunities to develop and improve own practice: e.g. CPD, staff development opportunities.

Recommended Reading

Craft A, Jeffrey B and Leibling M. (Eds.) (2001) Creativity in Education. London.

Continuum Eastwood L, Coates J, Dixon L, Harvey J, Ormondroyd C & Williamson S (2009) A Toolkit for Creative Teaching in Post-Compulsory Education. Maidenhead. Open University Press Fisher

R and Webb K (2006) Subject specialist pedagogy and initial teacher training for the Learning and Skills sector in England. Journal of Further and Higher Education Vol. 30 No. 4 pp. 337-349

Hattie J (2009) Visible Learning. Abingdon. Routledge

Hillier Y (2005) Reflective Teaching in Further and Adult Education. 2nd ed. London. Continuum International Publishing Group

Petty G (2009) Evidence Based Teaching: A Practical Approach. 2nd ed. Cheltenham. Nelson Thornes

Sutherland R, Robertson S and John P (2008) Improving Classroom Learning with ICT. Abingdon. Routledge

Associate Online http://oursubject.hud.ac.uk
The Institute for Learning http://www.ifl.ac.uk
The Higher Education Academy http://www.heacademy.ac.uk

Delivery Requirements/Recommendations

- Appropriate physical resources will be required to deliver and assess this unit.

- See full specification for the requirements for those delivering units and/or observing and assessing practice

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Unit Level: **Four**
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Unique Reference Number: **J/505/1096**

Owner:	Ascentis
Unit Grading Structure	PASS
Sector Subject Areas (SSA)	13.1 Teaching and lecturing
Unit Review Date (dd/mm/yyyy)	31/08/2022
Availability for Use	Shared
Restricted organisations	N/A
Assessment Guidance	N/A
Equivalences	N/A

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Appendix 1

Glossary of Assessment Terms

Glossary of Assessment Terms

There are two main types of assessment: summative and formative. The key to good assessment practice is for Assessors to understand what each method contributes and to build their practice to maximise the effectiveness of each.

Assessment Criteria: descriptions by which the Assessor determines whether a learner has demonstrated achievement of the intended learning outcomes for a particular level.

Formative Assessment: designed to provide learners with feedback on progress and inform development.

Summative Assessment: provides a measure of achievement in respect of a learner's performance in relation to the intended learning outcomes. It contributes to the overall result of achieved/not achieved.

Assessment Terms

Analyse	Identify separate factors, show how they are related and how each one contributes to the whole
Appraise	Consider the positive and negative points and give a reasoned judgement
Assess	Give consideration to all the factors or events that apply and then make a careful and valued judgement as to which are the most important or relevant
Comment critically	Give a view after consideration of all the evidence. In particular, decide the importance of all the relevant positive and negative aspects
Compare/Contrast	Using the main factors that apply in two or more situations unpick the similarities and differences or advantages and disadvantages
Define	Make clear what a particular term means and give an example, if appropriate, to show what is meant
Demonstrate	Show by example
Describe	Give a clear overview that includes all the relevant features – 'painting a picture with words'
Design	Create a plan, proposal or brief to illustrate a concept or idea

Discuss	Take part in a conversation about a topic
Draw conclusions	Use the evidence provided to reach a reasoned judgement
Evaluate	Decide the degree to which a statement is true or the importance or value of something by reviewing the information.
Explain	Set out in detail the meaning of something, with reasons. More complex than describe or list, so it can help to give an example to show what is meant. Introduce the topic then give the 'how' or 'why'
Identify	Pinpoint or choose the right one or give a list of the main features
Illustrate	Include examples, a diagram, pictures or photographs to show what is meant
Interpret	Give the meaning of something
List	Provide the information in a list, rather than in continuous writing
Outline	Give a brief overview
Plan	Work out and decide how to carry out a task or activity
Select	Choose from a given range
State	Give a clear but brief account
Summarise	Write or briefly articulate the main points or essential features

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Appendix 2

Ofsted Criteria and
Grading Characteristics

Ofsted criteria and grading characteristics for judging the quality of teaching, learning and assessment

The Initial Teacher Education (ITE) inspection handbook (Ofsted, 2012) states that, for outcomes for trainee teachers to be judged as at a good level, their teaching should be predominantly good, with examples of outstanding teaching. When making judgements about trainee teachers' practice, inspectors often use, as a point of reference, the criteria and grading characteristics for judging the quality of teaching, learning and assessment identified in the Handbook for the inspection of further education and skills (Ofsted, 2012). The criteria identify key elements of teaching, learning and assessment against which inspectors make judgements. The grading characteristics identify key features of practice at different standards in relation to the criteria.

AIM Awards stipulates that at least one hour of observed and assessed practice in observations linked to the mandatory units should meet the requirements for 'Good' (grade in order to achieve the Level 4 Certificate in Education and Training

Criteria

In judging the quality of teaching, learning and assessment, inspectors evaluate the extent to which:

- learners benefit from high expectations, engagement, care, support and motivation from staff;

- staff use their skills and expertise to plan and deliver teaching, learning and support to meet each learner's needs;

- staff initially assess learners' starting points and monitor their progress, set challenging tasks, and build on and extend learning for all learners;

- learners understand how to improve as a result of frequent, detailed and accurate feedback from staff following assessment of their learning;

- teaching and learning develop English, mathematics and functional skills, and support the achievement of learning goals and career aims;

- appropriate and timely information, advice and guidance support learning effectively.

- equality and diversity are promoted through teaching and learning.

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Grading Characteristics

Outstanding (Grade 1)

- Much teaching, learning and assessment for all age groups and learning programmes is outstanding and rarely less than consistently good. As a result, the very large majority of learners consistently make very good and sustained progress in learning sessions that may take place in a variety of locations, such as the classroom, workplace or wider community.

- All staff are highly adept at working with and developing skills and knowledge in learners from different backgrounds. Staff have consistently high expectations of all learners and demonstrate this in a range of learning environments.

- Drawing on excellent subject knowledge and/or industry experience, teachers, trainers, assessors and coaches plan astutely and set challenging tasks based on systematic, accurate assessment of learners' prior skills, knowledge and understanding. They use well-judged and often imaginative teaching strategies that, together with sharply focused and timely support and intervention, match individual needs accurately. Consequently, the development of learners' skills and understanding is exceptional. Staff generate high levels of enthusiasm for participation in, and commitment to, learning.

- Teaching and learning develop high levels of resilience, confidence and independence in learners when they tackle challenging activities. Teachers, trainers, and assessors check learners' understanding effectively throughout learning sessions. Time is used very well and every opportunity is taken to develop crucial skills successfully, including being able to use their literacy and numeracy skills on other courses and at work.

- Appropriate and regular coursework contributes very well to learners' progress. High quality learning materials and resources including information and communication technology (ICT) are available and are used by staff and learners during and between learning and assessment sessions.

- Marking and constructive feedback from staff are frequent and of a consistent quality, leading to high levels of engagement and interest.

- The teaching of English, mathematics and functional skills is consistently good with much outstanding. Teachers and other staff enthuse and motivate most learners to participate in a wide range of learning activities.

- Equality and diversity are integrated fully into the learning experience. Staff manage learners' behaviour skilfully; they show great awareness of equality and diversity in teaching sessions.

- Advice, guidance and support motivate learners to secure the best possible opportunities for success in their learning and progression.

Good (Grade 2)

- Teaching, learning and assessment are predominantly good, with examples of outstanding teaching. All staff are able to develop learners' skills and knowledge regardless of their backgrounds. As a result, learners make good progress.

- Staff have high expectations of all learners. Staff in most curriculum and learning programme areas use their well-developed skills and expertise to assess learners' prior skills, knowledge and understanding accurately, to plan effectively and set challenging tasks. They use effective teaching, learning and assessment strategies that, together with appropriately targeted support and intervention, match most learners' individual needs effectively.

- Teaching generally develops learners' resilience, confidence and independence when tackling challenging activities. Staff listen perceptively to, carefully observe, and skilfully question learners during learning sessions. Teaching deepens learners' knowledge and understanding consistently and promotes the development of independent learning skills. Good use of resources, including ICT, and regular coursework contribute well to learners' progress.

- Staff assess learners' progress regularly and accurately and discuss assessments with them so that learners know how well they have done and what they need to do to improve.

- The teaching of English, mathematics and functional skills is generally good. Teachers and other staff enthuse and motivate most learners to participate in a wide range of learning activities

- Equality and diversity are promoted and learners' behaviour is managed well, although some work is still needed to integrate aspects of equality and diversity into learning fully.

- Advice, guidance and support provide good opportunities for learners to be motivated and make the necessary connection between learning and successful progression.

Requires improvement (grade 3)

- Teaching, learning and assessment require improvement and are not yet good. They result in most learners, and groups of learners, making progress that is broadly in line with that made by learners nationally with similar starting points. However, there are weaknesses in areas of delivery, such as in learning or assessment.

- There is likely to be some good teaching, learning and assessment and there are no endemic inadequacies in particular courses, across levels or age groups, or for particular groups of learners. Staff work with and develop skills and knowledge in learners from different backgrounds satisfactorily. Staff expectations enable most learners to work hard and achieve satisfactorily and encourage them to make progress.

- Due attention is given to the careful initial assessment and ongoing assessment of learners' progress, but these are not always conducted rigorously enough, which may result in some unnecessary repetition of work for learners, and tasks being planned and set that do not fully challenge them.

- Staff monitor learners' work during learning sessions, set appropriate tasks and are capable of adjusting their plans to support learning. These adaptations are usually successful but occasionally are not timely or relevant, and this slows learning for some learners.

- Teaching strategies ensure that learners' individual needs are usually met. Staff deploy available additional support carefully, use available resources well and set appropriate coursework for learners.

- Learners are informed about the progress they are making and how to improve further through marking and dialogue with staff that is usually timely and encouraging. This approach ensures that most learners want to work hard and improve.

- The teaching of English, mathematics and functional skills is satisfactory overall.

- The promotion of equality and support for diversity in teaching and learning are satisfactory.

- Advice, guidance and support help to motivate learners to succeed in their learning and progress.

Inadequate (grade 4)

- Teaching, learning and assessment are likely to be inadequate where any of the following apply.

- As a result of weak teaching, learning and assessment over time, learners or groups of learners are making inadequate progress and have been unsuccessful in attaining their learning goals.

- Staff do not have sufficiently high expectations and, over time, teaching fails to excite, enthuse, engage or motivate particular groups of learners, including those with learning difficulties and/or disabilities.

- Staff lack expertise and the ability to promote learning.

- Learning activities and resources are not sufficiently well matched to the needs of learners and, as a result, they make inadequate progress.

- Teaching of English, mathematics and functional skills is inadequate and a significant proportion of learners do not receive appropriate support to address English, mathematics and language needs.

- Staff show insufficient understanding and promote equality and diversity insufficiently in teaching sessions.

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Appendix 3

Observation Forms

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TO1: Preparation for teaching observation

Learner	
Observer	
Teaching observation number:	Date	

1	2	3	Time (from/to)	

Development points: *provide details of any development points from your last observation and actions taken to address them*

Subject/topic: *provide a brief outline of the subject/topic of the learning session*

Rationale: *provide background information on the session and a rationale for your teaching and learning approaches, which makes reference to relevant theoretical perspectives*

Assessment and feedback: *explain how you will assess learning in the session and provide feedback to learners; what types of assessment will you use? (e.g. peer and self-assessment) and your purpose in using them; how will you record assessment?*

Resources: *what resources will you be using in the learning session?; in what ways do they promote equality, value diversity and meet the needs of learners?; have you adapted any resources to meet the needs of learners?*

Inclusion and differentiation: *explain how you have planned for inclusive learning and differentiation in the session*

Core skills: *identify any relevant English, mathematics and ICT issues in the session and how you will address them*

Specific feedback: *identify any area(s) on which you would like specific feedback*

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TO2: Teaching observation report form

Learner	
Observer	

Teaching observation number:			Date	
1	2	3	Time (from/to)	

Planning and preparation
Learning and teaching strategies
Resources
Subject knowledge
Communication and interaction

Assessment and feedback *(particularly questioning and peer assessment)*
Inclusion and differentiation
Use of new and emerging technologies
Support for English, maths and ICT needs
Quality of learner learning in observed session

Strengths	Areas for development

The learner has demonstrated acceptable professional standards of teaching	Yes	No
Observer signature	Date	

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TO3: Teaching observation - reflections

Learner				
Observer				
Teaching observation number:			**Date**	
1	**2**	**3**	**Time (from/to)**	

Effectiveness of teaching and learning approaches: *how effective were your approaches?; how could you adapt/modify to meet needs of learners? etc*

Communication: *what were the benefits and limitations of your methods and any media that you use?; how well did you communicate with learners and learners with each other? etc*

Use of technologies: *what technologies did you use?; benefits and limitations of media etc*

Assessment: *how effective were your assessment methods?; assessment for learning, assessment of learning etc*

Resources: *how effective were your resources in meeting the needs of learners and contributing to your learning outcomes? etc*

General reflections: *how well did your learners learn in the session? how effective were your learning outcomes – were they met? how might you use the feedback you have received to develop your practice? etc*

Contact Details:

Institute of British Sign Language
Ground Floor, Office 8
Strawberry Fields Digital Hub
Euxton Lane,
Chorley
PR7 1PS

Email: admin@iBSL.org.uk   *Website:* *www.iBSL.org.uk*

Telephone: *01257 221326*   *Mobile:* *07554605184*

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