



'Promoting Quality in British Sign Language'

Qualification Specification

iBSL Level 3 Award in Education and Training for Sign Language
Teachers

Qualification No:

2022-2023

Please read through this Qualification Specification.

If you have any queries, please contact iBSL.

Qualification Specification

Section 1 – Qualification Overview	3
1.1 Introduction	
1.2 The Qualification	
1.3 Entry Requirement	
1.4 Qualification Completion	
Assessment and Qualification	6
1.6 Qualification Structure	
1.7 Assessment Method	
Section 3 – Mandatory Group – Detail of Assessments	7
(including unit specifications and assessment information)	

Section 1 - 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 meet the Ofqual General Conditions of Recognition.

1.2 The Qualification

This qualification offers an introduction to the education and training sector. This knowledge and skills-based teaching qualification has no minimum teaching practice requirement and therefore may be taken by individuals who are not in a teaching role. There is a minimum requirement for learners (trainees) to deliver a micro-teaching (peer teaching) session which involves planning an observed and assessed teaching session for a specific group of learners (usually the peer group of classmates), delivering and reviewing the session and responding to feedback from the observer and the 'learners'. Trainee teachers who are already in a teaching role may be able to use their usual workplace teaching for this observed teaching session. The qualification is for learners:

- who work or want to work as teachers/trainers in the further education and skills sector.
- who are not in a teaching/training role, or who have just started a teaching /training role.
- who want a short qualification to enable them to make career choices.
- who have already achieved some Learning and Development units that can be carried forward into this qualification.

- are delivering education and training in any learning environment.

The units of assessment for the award were originally produced by The Learning and Skills Improvement Service (LISI) and based on LISI's overarching professional standards for teachers, tutors and trainers in education and training.

1.3 Entry Requirement

There are no formal entry qualification requirements' but learners must be fluent in British Sign Language. Learners who are not fluent in British Sign language must be aiming to achieve a BSL Level 6 qualification and/or have native sign language at a high level. Learners must have experience in their subject/skill at an appropriate level.

Who is this qualification suitable for?

This qualification is suitable for learners aged 19 and over.

Progression Routes

The qualification allows learners to progress into employment as trainee teachers/trainers, as well as onto the following qualification:

- iBSL Level 4 Certificate in Education and Training for Sign Language teachers

What does the qualification involve?

This knowledge-based qualification will entail micro-teaching (peer teaching) which involves planning an observed and assessed teaching session for a specific group of learners (usually the peer group of classmates), delivering and reviewing the session and responding to feedback from the observer and the 'learners'. Trainee teachers who are already in a teaching role may be able to use their usual workplace teaching for this observed teaching session.

The qualification covers:

- Understanding roles, responsibilities and relationships in education and training
- Understanding and using inclusive teaching and learning approaches in education
- Understanding assessment in education and training

The Level 3 award offers limited opportunities for employment, but it may provide an informed basis for subsequent decision making in terms of further qualifications or progression.

1.4 Qualification completion

Upon successful completion of this qualification, learners will have an underlying understanding of the roles and responsibilities of a teacher/trainer in relation to legislation, equality, diversity, inclusivity and meeting the needs of learners.

They will develop skills that enable them to:

- plan and deliver teaching sessions
- use appropriate materials and resources
- utilise applicable teaching methods
- determine the components of effective assessment and feedback.

Section 2 – Assessment and Qualification

1.5 Qualification Structure

To achieve the Level 3 Award in Education and Training, learners must achieve 12 credits. There are three mandatory units.

The guided learning hours are 48 hours.

The Total Qualification Time (TQT) expected to be spent by a learner to achieve the qualification, including both guided learning hours and hours spent in preparation, study and assessment is 120 hours.

Unit Accreditation Number	Unit Title	Credit Value	GLH
Mandatory Units			
H/505/053	Understanding roles, responsibilities and relationships in education and training	3	12
D/505/0052	Understanding and using inclusive teaching and learning approaches in education and training	6	24
R/505/0050	Understanding assessment in education and training	3	12

1.7 Assessment Method

The Learners must compile a coursework file of evidence which:

- evidences the completion of assessments in BSL or by written assessments
- evidences that learners have taken part in one hour micro-teaching session (to include at least 15 minutes of observed delivery) or actual classroom teaching.

Learners must supply sufficient evidence to meet the assessment criteria for each unit.



Section 3:

Mandatory Units Detail of Assessments

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/2022/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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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/2022/E&T001
Unique Reference Number:	H/505/0053

ASSESSMENT INFORMATION

Specific requirements for assessment and delivery of this unit

Assessment and delivery information

The unit is normally assessed by centre-devised assessment tasks that are approved by the Internal Quality Assurer prior to delivery of the qualification.

Unit Summary

The purpose of the unit is to enable learners to understand the role and responsibilities of a teacher in education and training and the relationship between different professionals in education and training. It includes responsibility for maintaining a safe and supportive learning environment for their learners.

Assessment Requirements

- Each assessment criterion needs to be evidenced only once at the appropriate level, although it is envisaged that some will be evidenced many times throughout 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/2022/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/2022/E&T001

Unique Reference Number: H/505/0053

Owner:	IBSL/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

Books

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.

Machin, Hindmarch, Murray Richardson & Hall (2016) A concise Guide to the Level 3 Award in Education and Training, Critical Publishing, 2nd Edition

INSTITUTE OF BRITISH SIGN LANGUAGE

Unit Title: Understanding and using inclusive teaching and learning approaches in education and training

Unit Level: Three.

Unit Credit Value: 6

GLH: 24

IBSL Unit Code: IBSL/2022/E&T002

Unique Reference Number: D/505/0052

This unit has five learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will: 1. Understand inclusive teaching and learning approaches in education and training	The learner can: <ul style="list-style-type: none">• describe features of inclusive teaching and learning• compare the strengths and limitations of teaching and learning approaches used in own area of specialism in relation to meeting individual learner needs• explain why it is important to provide opportunities for learners to develop their English, Mathematics, ICT and wider skills.
2. Understand ways to create an inclusive teaching and learning environment.	<ul style="list-style-type: none">• explain why it is important to create an inclusive teaching and learning environment• explain why it is important to select teaching and learning approaches, resources and assessment methods to meet individual learner needs• explain ways to engage and motivate learners• summarise ways to establish ground rules with learners.
3. Be able to plan inclusive teaching and	<ul style="list-style-type: none">• devise an inclusive teaching and

learning	learning plan <ul style="list-style-type: none">• justify own selection of teaching and learning approaches, resources and assessment methods in relation to meeting individual learner needs.
4. Be able to deliver inclusive teaching and learning	<ul style="list-style-type: none">• use teaching and learning approaches, resources and assessment methods to meet individual learner needs• communicate with learners in ways that meet their individual needs• provide constructive feedback to learners to meet their individual needs.
5. Be able to evaluate the delivery of inclusive teaching and learning	<ul style="list-style-type: none">• review the effectiveness of own delivery of inclusive teaching and learning• identify areas for improvement in own delivery of inclusive teaching and learning.

INSTITUTE OF BRITISH SIGN LANGUAGE

Unit Title:	Understanding and using inclusive teaching and learning approaches in education and training
Unit Level:	Three.
Unit Credit Value:	6
GLH:	24
IBSL Unit Code:	IBSL/2022/E&T002
Unique Reference Number:	D/505/0052

ASSESSMENT INFORMATION

Specific requirements for assessment and delivery of this unit

Assessment and delivery information

The unit is normally assessed by centre-devised assessment tasks that are approved by the Internal Quality Assurer prior to delivery of the qualification.

Unit Summary

This unit aims to prepare trainees to use inclusive teaching and learning approaches in order to meet the needs of learners. Learners will learn how to create a learning environment that engages and motivates them, as well as how to plan, deliver, and evaluate inclusive instruction. The trainee is required to conduct a one-hour microteaching session and to evaluate their own delivery.

Assessment Requirement

- At least one hour of microteaching must be performed by trainee teachers. The trainee teacher must deliver at least one 15-minute micro-teaching session that is observed and assessed by a member of the delivery team. The trainee teacher can either deliver additional microteaching sessions or observe microteaching sessions being conducted by other trainee teachers for the additional 45 minutes.
- Each assessment criterion must be demonstrated only once at the appropriate level, although it is anticipated that some will be demonstrated multiple times.

INSTITUTE OF BRITISH SIGN LANGUAGE

Unit Title:	Understanding and using inclusive teaching and learning approaches in education and training
Unit Level:	Three.
Unit Credit Value:	6
GLH:	24
IBSL Unit Code:	IBSL/2022/E&T002
Unique Reference Number:	D/505/0052

Indicative Content

- Planning/delivery for learning
- Active learning and learner-centred approaches in subject specialist area
- Schemes of work and session plans: awarding body requirements, content, aims, learning outcomes, teaching and learning strategies; assessment for and of learning; differentiation; resources/materials; providing opportunities for learners to develop English, maths, IT and wider skills
- Selecting from a range of resources, e.g., texts, diagrams, artefacts, charts, audio-visual aids, new and emerging technologies that meet the needs of learners and learning outcomes
- Strengths and limitations of resources and approaches in meeting individual needs of learners
- Awareness and understanding of pedagogical approaches in specialist area that promote inclusion
- How to become a reflective practitioner
- How to evaluate own practice and identify own development needs in relation to inclusive practice

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 and using inclusive teaching and learning approaches in education and training

Unit Level: Three.

Unit Credit Value: 6

GLH: 24

IBSL Unit Code: IBSL/2022/E&T002

Unique Reference Number: D/505/0052

Owner:	IBSL/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

Books

Beere J – The Perfect (Ofsted) Lesson (Crown House Publishing, 2010) ISBN 9781845904609

Petty G – Teaching Today: A Practical Guide, 4th Edition (Nelson Thornes, 2009)
ISBN 9781408504154 (supported by website materials at www.geoffpetty.com)

Powell S and Tummons J – Inclusive Practice in the Lifelong Learning Sector (Achieving QTLS), 1st Edition (Learning Matters, 2011) ISBN 9780857251022

Roffey-Barentsen J and Malthouse R – Reflective Practice in the Lifelong Learning Sector (Achieving QTLS), 1st Edition (Learning Matters, 2009) ISBN 9781844451845

Rogers J – Adults Learning, 5th Edition (Open University Press, 2007) ISBN 9780335206773

Wallace S – Teaching, Tutoring and Training in the Lifelong Learning Sector (Achieving QTLS), 4th Edition (Learning Matters, 2011) ISBN 9780857250629

Websites

www.excellencegateway.org.uk Learning and Skills Improvement Service (LSIS) Excellence Gateway



www.geoffpetty.com Education specialist

www.niace.org.uk The National Institute of Adult Continuing Education (England and Wales) (NIACE)

www.skillsfundingagency.bis.gov.uk Skills Funding Agency (SFA)

Education & Training Foundation (ETF) (2014) Professional Standards for Teachers and Trainers in Education and Training- England (Online) Available at: www.et_foundation.co.uk/supporting/support-practioners/professional-standard/ (accessed December 2015)

INSTITUTE OF BRITISH SIGN LANGUAGE

Unit Title:	Understanding assessment in education and training
Unit Level:	Three.
Unit Credit Value:	3
GLH:	12
IBSL Unit Code:	IBSL/2022/E&T003
Unique Reference Number:	R/505/0050

This unit has four learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will: 1. Understand types and methods of assessment used in education and training	The learner can: <ul style="list-style-type: none">• explain the purpose of different methods of assessment used in education and training• describe characteristics of different methods of assessment in education and training• compare the strengths and limitations of different assessment methods in relation to meeting individual learner needs• explain how different assessment methods can be adapted to meet individual learner needs.
2. Understand how to involve learners and others in the assessment process	<ul style="list-style-type: none">• explain why it is important to involve learners and others in the assessment process• explain the role and use of peer and self-assessment in the assessment process• identify sources of information that should be made available to learners and others involved in the assessment process.
3. Understand the role and use of constructive feedback in the assessment process	<ul style="list-style-type: none">• describe key features of constructive feedback• explain how constructive feedback contributes to the assessment

	<p>process</p> <ul style="list-style-type: none">• explain ways to give constructive feedback to learners
<p>4. Understand requirements for keeping records of assessment in education and training</p>	<ul style="list-style-type: none">• explain the need to keep records of assessment of learning• summarise the requirements for keeping records of assessment in an organisation, etc

INSTITUTE OF BRITISH SIGN LANGUAGE

Unit Title:	Understanding assessment in education and training
Unit Level:	Three.
Unit Credit Value:	3
GLH:	12
IBSL Unit Code:	IBSL/2022/E&T003
Unique Reference Number:	R/505/0050

ASSESSMENT INFORMATION

Specific requirements for assessment and delivery of this unit

Assessment and delivery information

The unit is normally assessed by centre-devised assessment tasks that are approved by the Internal Quality Assurer prior to delivery of the qualification.

Unit Summary

The aim of this unit is to enable learners to understand the different types and methods of assessment that are used in education and training. This includes ways to involve learners in assessment and requirements for record keeping.

Assessment Requirements

- 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.

INSTITUTE OF BRITISH SIGN LANGUAGE

Unit Title:	Understanding assessment in education and training
Unit Level:	Three.
Unit Credit Value:	3
GLH:	12
IBSL Unit Code:	IBSL/2022/E&T003
Unique Reference Number:	R/505/0050

Indicative Content

- Using terms like formative, summative, ipsative, normative, and criteria to describe assessment concepts.
- To set up the referenced evaluation, reliability and validity, self-assessment, and peer evaluation.
- Assessment objectives, including conceptions of sustainability and the link between assessment and evaluation.
- Assessment's role in the learning process.
- To screen, initial evaluation, diagnostic evaluation, and needs analysis
- Monitor the evaluation process, which includes everything from planning to implementation to providing feedback and keeping track of accomplishments.
- Reviewing and deciding on a course of action.
- Different forms of assessment instruments and methodologies, such as oral and written questions, projects, simulations, witness statements, learning diaries, portfolios, and observation
- Moderation/standardisation.
- Recording requirements and justifications for them in an organisational evaluation

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 assessment in education and training
Unit Level:	Three.
Unit Credit Value:	3
GLH:	12
IBSL Unit Code:	IBSL/2022/E&T003
Unique Reference Number:	R/505/0050

Owner:	IBSL/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

Books

Gravells A - Principles and Practice of Assessment in the Lifelong Learning Sector (Learning Matters, 2011)
ISBN 9780857252609

Wallace S - Teaching, Tutoring and Training in the Lifelong Learning Sector (Achieving QTLS), 4th Edition
(Learning Matters, 2011) ISBN 9780857250629

William D - Embedded Formative Assessment, 1st Edition (Solution Tree Press, 2011) ISBN 9781934009307

Race, Brown and Smith – 500 tips on Assessment, 2nd Edition (Routledge) ISBN 978-0-415-34279-7

Websites

www.excellencegateway.org.uk Learning and Skills Improvement Service (LSIS) Excellence Gateway

www.geoffpetty.com Education specialist

www.niace.org.uk The National Institute of Adult Continuing Education (England and Wales) (NIACE)

www.skillsfundingagency.bis.gov.uk Skills Funding Agency (SFA)

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

©iBSL July 2022