



'Promoting Quality in British Sign Language'

Qualification Specification

Level 2 Award in Deafblind Communication

QAN: 601/2498/2

Version: June 2016



'Promoting Quality in British Sign Language'

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Qualification Specification

IBSL Level 2 Award in Deafblind Communication

Accreditation Number: 601/2498/2

IBSL Qualification Reference: IBSL2DBC

Qualification Aim

This qualification aims to further learners' experiences and development in communication awareness through British Sign Language (BSL) with Deafblind people in everyday life socially or at work, in school or college. A Level 2 course will enable development in functional Deafblind communication in more depth than at Level 1.

This qualification has been developed in accordance with the National Language Standards at Level 2.

Qualification Structure

The qualification is divided into two units as follows:

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

Unit Number: T/505/9453

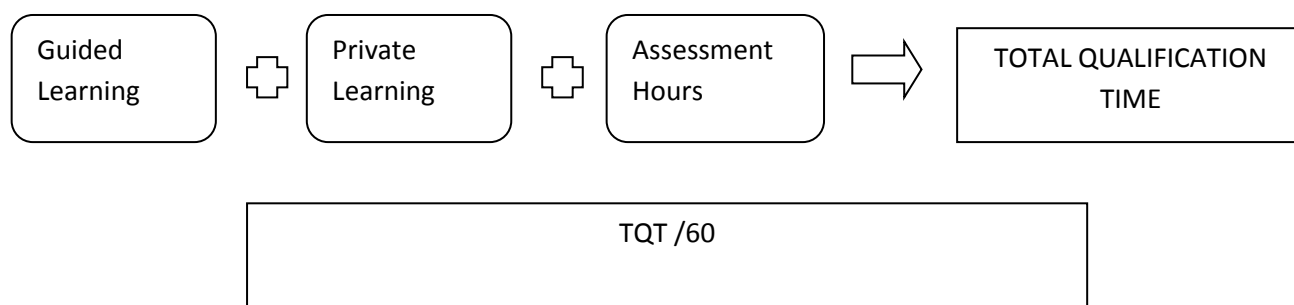
IBSL2ADB2: Understand and use Deafblind Communication in everyday contexts

Unit Number: A/505/9454

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

Assessment procedures are detailed on pages 7 & 13.

The Qualification time is 60 hours, with a Guided Learning element of 30 hours Guided Learning. We show below how Total Qualification Time is worked out:



Qualification Objectives

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

- Acquire sufficient communication skills with Deafblind people, including those in the workplace or at school/college, at an intermediate level;
- Understand and give advice & information to Deafblind people about everyday work and/or social matters using appropriate communication at an intermediate level.

These objectives relate to the National Language Standards at Level 2

Target Group

The Level 2 Award in Deafblind Communication is suitable for those who:

- Wish to acquire Deafblind Communication skills at an intermediate level for the purpose of holding more detailed communication with Deafblind people;
- Need to acquire Deafblind Communication skills as part of a programme of study or professional development;
- Are studying for personal development with a view to future employment;
- Wish to progress from the Level 1 Deafblind Awareness Award.

Entry Requirements

It is recommended that entrants should have the Level 1 Award in Deafblind Awareness before embarking on the Level 2 Award in Deafblind Communication. Ideally, entrants should also hold the Level 2 Certificate in BSL Studies.

Progression Routes

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

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

Assessment

There will be one assessment for each unit which will be recorded on film through DVD or USB or similar means and internally assessed by the teacher-assessor, and externally moderated by IBSL.

Unit Specification: IBSL2ADB1:
Understand and take part in routine conversations using Deafblind
Communication
(RQF accreditation number: T/505/9453)

Unit Summary and Assessment Criteria

Topics and Content: Mandatory

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

Comprehension and Production Skills (Mandatory)

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

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

IBSL Level 2 Award in Deafblind Communication

Unit IBSL2ADB1

ASSESSMENT SPECIFICATION

The assessment for this unit will be carried out in a 1:1 format between the learner and a Deafblind person, and observed by the teacher-assessor, on a topic that is given in advance by the Deafblind person. The mode of communication to be used in the assessment will be a choice by the Learner between Visual-Frame sign language and Hands-On sign language, according to the normal communication needs of the Deafblind person. The assessment should be video-recorded in an approved format.

The assessment will be set out in a way so that the learner has opportunities to demonstrate their range of Deafblind Communication skills during the assessment, and should continue until the teacher-assessor is satisfied that all the required performance criteria have been covered. This includes the Learner meeting the Deafblind person at the door and guiding him/her to the pre-arranged seating positions. The assessment will be for **a minimum of 5 minutes and a maximum of 8 minutes**.

The teacher-assessor should then complete the Observation sheet relating to the assessment, taking into account any comments stated by the Deafblind person after the assessment.

After completion of the assessment, the Centre should send the filmed evidence and relevant paperwork plus the Application for Achievement form to IBSL for external moderation.

IBSL Level 2 Award in Deafblind Communication
Unit IBSL2ADB1: Understand and take part in routine conversations using
Deafblind Communication

ASSESSMENT REGULATIONS

1. Registration of Learners

Registration of learners for this assessment must be carried out in accordance with IBSL's Learner Registrations Guidelines and Deadlines document to be found on the IBSL's Online Portal.

2. Acknowledgement of Learner Registration

Upon receipt of the Learner Registration Form(s), IBSL will send to the Centre Application for Achievement forms.

No additional learners may be registered for the assessment after this point, and any learner not completing the assessment forfeits their fee.

3. Reasonable Adjustments

Reasonable adjustments will not normally be permitted for this assessment but if a Centre is of the opinion that such a Reasonable Adjustment should be permitted, it should complete a Reasonable Adjustment form (a copy of this can be found on IBSL's Online Portal) and returned to IBSL with the Learner Registration Form. IBSL will contact the Centre within two weeks to indicate whether the request has been approved.

4. The Assessor(s) and Deafblind Participant

The assessor(s) for this assessment may be the Centre's teacher-assessor or other suitably qualified person. The assessor should hold a current Trained Assessor Certificate from IBSL.

The Deafblind participant should be chosen with care. It must be a person not known to the Learner group and be competent in either Visual-Frame or Hands-On communication. The Centre has responsibility for securing this participant and settling payment details with him/her.

5. Carrying out assessments

All assessments must be carried out under appropriate 'examination conditions' and no learner must receive help from anyone during the assessment. The teacher-assessor will sign the Learner Assessment Record form to confirm this.

The whole of the assessment must be visually recorded by an approved means (DVD, USB or dedicated Computer File), both the learner and the Deafblind participant being visible in the recording. Individual DVDs should be used for each assessment, and should be appropriately listed in a menu for ease of access.

The assessment is carried out at a time agreed by the Centre, the Learner and IBSL, and each learner must fingerspell their names at the start of the assessment. This will be part of the assessment criteria, and marked accordingly. A 'log' must be compiled of each DVD showing the order in which each learner is assessed.

6. The assessment room

'Examination conditions' mean that the assessment room:

- Must be identified by an appropriate sign outside the room;
- Must not contain displays of material which could assist the learner;
- Must be set up correctly for the camera, taking into account the lighting, the background and the position of the participants.

'Examination conditions' also mean that:

- Mobile telephones must be switched off;
- Each learners' ID must be confirmed;
- All unauthorised items/materials/belongings are placed out of reach of the learners;
- Learners are informed they are subject to the rules of the assessment;
- Assessors must operate the recording equipment themselves;
- Learners are supervised throughout the assessment;
- There is no distraction or disturbance during the assessment.

7. The Safe Environment

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

8. The Learner Assessment Record Form

Only the official Learner Assessment Record Forms available from IBSL must be used. A separate form is required for each learner. These forms are available on the IBSL's Online Portal.

9. Misconduct

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

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

10. Emergencies

If an emergency should occur, e.g. Fire alarm, the assessment room must be evacuated immediately in accordance with the instructions of the appropriate authority, and a report detailing the time and date of the incident sent to IBSL. *If there is a Deafblind person with the Learner or in the Assessment room, the Learner must assume responsibility for that person's well-being until his or her carer is able to take charge.*

Depending on the circumstances, the assessment may be (a) resumed if there has been no breach of assessment security, or (b) cancelled to be rearranged at a later date or (c) if the assessment was almost completed, a Special Consideration form should be completed on behalf of the learner(s).

11. After the assessment

All Learner Assessment Record forms must be correctly completed and all learner DVDs or other appropriate recordings should be checked to ensure that they are viewable, and each recording should be labelled with the assessment ID and, if appropriate, the learner's ID and the 'log' compiled. The Application for Achievement form should then be correctly completed and signed and all documents posted to IBSL for external moderation.

12. Issue of results

IBSL will issue the results of the assessment within 28 working days of the assessment, together with any forms or certificates for onward forwarding to the learners.

13. Appeals and retention of evidence

The Centre must retain the learners' DVD evidence for a period of 12 months following the assessment. In the event of an appeal against assessment decisions, IBSL may require access to this evidence.

Unit Specification: IBSL2ADB2:
Understand and use Deafblind Communication in everyday contexts
(RQF accreditation number: A/505/9454)

Unit Summary and Assessment Criteria

Topics and Content: Mandatory

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

Comprehension and Production Skills (Mandatory)

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

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

IBSL Level 2 Certificate in Deafblind Communication

Unit IBSL2ADB2

ASSESSMENT SPECIFICATION

The assessment for this unit will be carried out in a location that is not familiar to the Deafblind person, and the Learner not only has to start a conversation with the Deafblind person, but also has to act as guide in a small way to ensure the environment is safer (i.e. to move the Deafblind person from one part – possibly a waiting room or canteen - of the location to another using appropriate Deafblind communication strategies). The teacher-assessor will mark and observe the assessment process.

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

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

The assessment will be for **a minimum of 10 minutes and a maximum of 15 minutes.**

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

After completion of the assessment, the teacher-assessor will be required to complete and sign the Application for Achievement form, plus complete the Observation Record Form and forward these to IBSL for external moderation. The Centre should retain the filmed evidence in a safe place as required by the Assessment Regulations.

IBSL Level 2 Award in Deafblind Communication

Unit IBSL2ABD2

ASSESSMENT REGULATIONS

1. Registration of Learners

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

2. Acknowledgement of Learner Registration

Upon receipt of the Learner Registration Form(s), IBSL will send to the Centre learner unique learner IDs and Application for Achievement forms.

No additional learners may be registered for the assessment after this point, and any learner not completing the assessment forfeits their fee.

3. Reasonable Adjustments

Reasonable adjustments will not normally be permitted for this assessment but if a Centre is of the opinion that such a Reasonable Adjustment should be permitted, it should complete a Reasonable Adjustment form (a copy of this can be found on IBSL's Online Portal) and returned to IBSL with the Learner Registration Form. IBSL will contact the Centre within two weeks to indicate whether the request has been approved.

4. The Assessor(s) and Deafblind Participant

The assessor(s) for this assessment may be the Centre's teacher-assessor or other suitably qualified person. The assessor should hold a current Trained Assessor Certificate from IBSL.

The Deafblind participant should be chosen with care. It must be a person not known to the Learner group and be competent in either Visual-Frame or Hands-On communication. The Centre has responsibility for securing this participant and settling payment details with him/her.

5. Carrying out assessments

All assessments must be carried out under appropriate 'examination conditions' and no learner must receive help from anyone during the assessment.

The whole of the assessment must be visually recorded by an approved means (DVD, USB or dedicated Computer File), both the learner and the Deafblind person being visible in the recording. Individual DVDs should be used for each assessment, and should be appropriately listed in a menu for ease of access.

The assessment is carried out at a time agreed by the Centre, the Learner and IBSL, and each learner must state their name at the start of the assessment. A 'log' must be compiled of each DVD showing the order in which each learner is assessed.

6. The assessment room

'Examination conditions' mean that the assessment room:

- Must be identified by an appropriate sign outside the room;
- Must not contain displays of material which could assist the learner, although assessors may have their own material to help them with the assessment;
- Must be set up correctly for the two cameras, taking into account the lighting, the background and the position of the participants.

The assessment room should have enough space for people to move around as part of the guidance process.

'Examination conditions' also mean that:

- Mobile telephones must be switched off;
- Each learners' ID must be confirmed;
- All unauthorised items/materials/belongings are placed out of reach of the learners;
- Learners are informed they are subject to the rules of the assessment;
- Assessors must operate the recording equipment themselves;
- Learners are supervised throughout the assessment;
- There is no distraction or disturbance during the assessment.

7. The safe environment

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

8. The Learner Assessment Record Form

Only the official Learner Assessment Record Forms available from IBSL must be used. A separate form is required for each learner. These forms are available on the IBSL website.

9. Misconduct

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

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

10. Emergencies

If an emergency should occur, e.g. Fire alarm, the assessment room must be evacuated immediately in accordance with the instructions of the appropriate authority, and a report detailing the time and date of the incident sent to IBSL. *If there is a Deafblind person with the Learner or in the Assessment room, the Learner must assume responsibility for that person's well-being until his or her carer is able to take charge.*

Depending on the circumstances, the assessment may be (a) resumed if there has been no breach of assessment security, or (b) cancelled to be rearranged at a later date or (c) if the assessment was almost completed, a Special Consideration form should be completed on behalf of the learner(s).

11. After the assessment

All Application for Achievement and Observation Record forms must be correctly completed and sent to IBSL for external moderation. All learner DVDs or other appropriate recordings should be checked to ensure that they are viewable, and each recording should be labelled with the assessment ID and, if appropriate, the learner's ID and the 'log' compiled. These recordings should be retained by the Centre in a safe place. IBSL will ask for them if needed as part of the moderation process.

12. Issue of results

IBSL will issue the results of the assessment within 28 working days of the assessment, together with any forms or certificates for onward forwarding to the learners.

13. Appeals and retention of evidence

The Centre must retain the learners' DVD evidence for a period of 12 months following the assessment. In the event of an appeal against assessment decisions, IBSL may require access to this evidence.

DEAFBLIND UNIT OBSERVATION RECORD (Level 2)

This form is to be used to record Learner achievements in the assessments that form part of the achievement criteria for the Level 2 Award in Deafblind Communication.

Assessment 1

Description				
Learner conversation with Deafblind participant				
1. State Communication Mode Used (tick):	<i>Vision Frame</i>		<i>Hands-On</i>	
2. Did the Learner introduce self and use appropriate vocabulary in communicating with the Deafblind person? <i>(Please tick)</i>	Yes		No	
3. Did the Learner express routine opinions, ideas and views in Deafblind Communication? <i>(Please tick appropriate score)</i>	3	2	1	0
4. Did the Deafblind person understand the Learner? <i>(Please tick appropriate score)</i>	3	2	1	0
5. Did the Learner ask for and provide ad hoc advice and information about everyday personal, social or work matters/ <i>(Please tick appropriate score)</i>	3	2	1	0
6. Did the Learner make the appropriate use of Deafblind conventions during the conversation (i.e. interrupting, clarifying, seeking attention and turn-taking)? <i>(Please tick appropriate score)</i>	3	2	1	0
7. Was the Learner able to use appropriate strategies in assisting the Deafblind person to communicate and move around the assessment area? <i>(Please tick appropriate score)</i>	3	2	1	0
8. In the opinion of the assessor, how well did the Learner perform with the Deafblind person? <i>(Please tick appropriate score)</i>	3	2	1	0
Total Score:				
<p>Assessor Statement:</p> <p>I confirm that the Learner named above has carried out the above-mentioned assessment and that I have observed this and marked as appropriate</p> <p>Signed:</p> <p>(Name of Assessor in block letters) _____</p>				

DEAFBLIND UNIT OBSERVATION RECORD (Level 2)

This form is to be used to record Learner achievements in the assessments that form part of the achievement criteria for the Level 2 Award in Deafblind Communication.

Assessment 2

Description				
Learner conversation with Deafblind participant				
1. State Communication Mode Used (tick):	<i>Visual Frame</i>		<i>Hands-On</i>	
2. Did the Learner understand and use appropriate vocabulary in communicating with the Deafblind person? <i>(Please tick)</i>	Yes		No	
3. Did the Learner exchange information and/or other details about a personal area of work or study environment; <i>(Please tick appropriate score)</i>	3	2	1	0
4. Did the Deafblind person understand the Learner? <i>(Please tick appropriate score)</i>	3	2	1	0
5. Did the Learner respond and interact appropriately to questions, instructions or information from the Deafblind person? <i>(Please tick appropriate score)</i>	3	2	1	0
6. Did the Learner make the appropriate use of Deafblind conventions during the conversation (i.e. interrupting, clarifying, seeking attention and turn-taking)? <i>(Please tick appropriate score)</i>	3	2	1	0
7. Did the Learner maintain and sustain the conversation using appropriate strategies? <i>(Please tick appropriate score)</i>	3	2	1	0
8. In the opinion of the assessor, how well did the Learner perform with the Deafblind person? <i>(Please tick appropriate score)</i>	3	2	1	0
Total Score:				
<p>Assessor Statement:</p> <p>I confirm that the Learner named above has carried out the above-mentioned assessment and that I have observed this and marked as appropriate</p> <p>Signed:</p> <p>(Name of Assessor in block letters) _____</p>				