



*'Promoting Quality in British Sign Language'*

# **Qualification Specification**

Level 3 Award in Deafblind Communication

QAN: 601/2497/0

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# Qualification Specification

## IBSL Level 3 Award in Deafblind Communication

RQF Accreditation Number: 601/2497/0  
IBSL Qualification Reference: IBSL3DBC

### Qualification Aim

This qualification aims to further learners' experiences and development in communication Deafblind people on everyday topics daily life contexts. A Level 3 course will enable development in functional Deafblind communication to a level where there is ease in the working relationship between a Deafblind person and the communicator requiring the ability to exchange, present and understand information, ideas, advice and opinions at a normal speed.

This qualification has been developed in accordance with the National Language Standards at Level 3 (2010) and (for one unit) the National Occupational Standards for Intercultural Working (2008).

### Qualification Structure

The qualification is divided into three units as follows:

IBSL3DBCUN: Understand Varied Signed Language in a range of work (DB) contexts (F/505/9455)

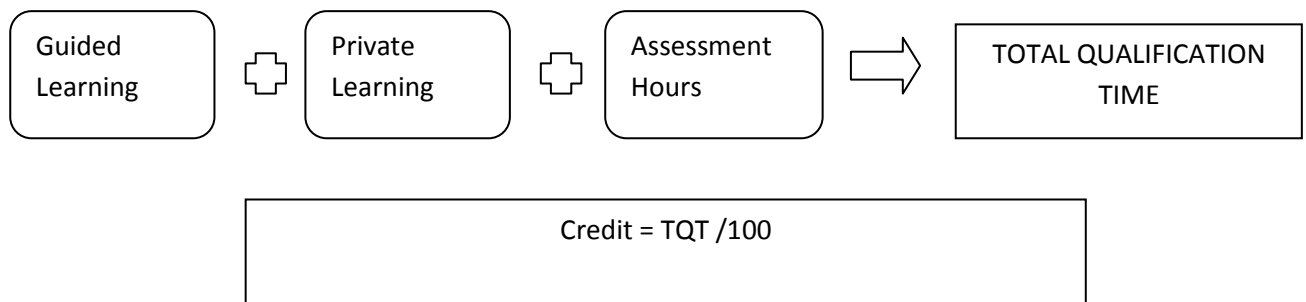
IBSL3DBCSN : Sign using varied language in a range of work (DB) contexts (J/505/9456)

IBSL3DBCC : Interact with Deafblind people (L/505/9457)

All three units can be achieved separately, but the full Level 3 Award in Deafblind Communication can only be given if there is a PASS in each unit.

Assessment procedures are detailed on the relevant unit pages.

The Total Qualification Time is 100 hours, with a Guided Learning element of 40 hours Guided Learning. We show below how Total Qualification Time is worked out:



Please note "private learning" includes live interaction with Deafblind people to learn to use different modes of communication.

## **Qualification Objectives**

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

- Understand and present information, ideas and opinions in a range of work-related and social contexts using a variety of Deafblind communication methods delivered at normal speed and in normally used social and work contexts. When using Deafblind Communication, it may be necessary at all stages to ensure that the Deafblind person is in a safe environment to conduct the conversation;
- Extract specific details and grasp overall meanings from a range of short passages in Deafblind communication delivered at normal speed and in normally used social and work contexts, using a variety of Deafblind communication methods;
- Maintain business relationships and manage/follow uncomplicated negotiations relating to issues/concerns in your area of work delivered in Deafblind communication at normal speed and in normally used social and work registers;
- Take part in discussions relating to varied accounts, reports and instructions delivered in Deafblind communication at normal speed and in normally used social and work registers;
- Develop interactive communication skills with Deafblind people who have different cultural experiences and perspectives to your own and understand/appreciate why these differences exist;
- evaluate and reflect on performance and promote personal professional development

These objectives relate to the National Occupational Standards (2010) at Level 3 as developed by CILT, plus the National Occupational Standards for Intercultural Working (2008).

## **Target Group**

The Level 3 Award in Deafblind Communication is suitable for those who:

- wish to acquire varied Deafblind communication skills at normal speed and in normally used social and work registers for the purpose of working or interacting with Deafblind people on a daily or regular basis;
- 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 2 Award in Deafblind Communication;

## **Entry Requirements**

It is recommended that entrants should have the Level 2 Award in Deafblind Communication Studies before embarking on the Level 3 Award Deafblind Communication Studies programme.

## Progression Routes

Upon completion of this qualification, learners may progress to:

- Level 4 BSL Studies
- Level 6 BSL Studies
- Level 6 Interpreting Studies

## Assessment Guidelines

In a naturally occurring context, the best way to use and learn Deafblind Communication skills is through conversation and discussion with one or more Deafblind users where straightforward and informal social interaction is the norm. This means learners should be meeting Deafblind people and being able to understand and use a range of communication methods at normal speed. The interaction can be carried forward into uncomplicated, brief business negotiations within your area of work or in a social business context.

Within the interacting context, learners will be expected to understand and follow Deafblind cultural conventions within their conversations and discussions, and be able to explain if need be the cultural background in dealing with a range of varied Deafblind modes of communication and different types of Deafblind people that use these communication methods.

Good teaching practice would be to work through all units at the same time, covering all the issues in a global context.

IBSL's aim is to minimise the amount of paperwork needed to claim the qualification, but it is unavoidable that some paperwork will have to be used. Learners are allowed to use e-files if they so wish. Evidence will be collected in the following ways:

- A short assessments (one for reception and one for production) that are one-way dialogues.
- Two conversations and discussions recorded and marked by your teacher-assessor and the relevant mark sheets, plus video-recorded evidence, stored in a coursework file (or an *e-file* maintained electronically);
- A "relay" assessment where the Learner relays a summarisation of a lecture to the Deafblind person
- One written question and answer paper will be set to cover knowledge topics in one or more units. As an alternative, this may be done in an oral (signed) version – this should also be filmed;
- One evaluative assignment

All the evidences will be collected into a simple coursework file (or *e-file* if preferred).

**Unit Specification: IBSL3ADBUN: Understand Varied Deafblind Communication in a range of work contexts**  
**(Accreditation number: F/505/9455)**

**Unit Summary and Assessment Criteria**

**Unit Summary**

The aim of this unit is to enable learners to understand information, ideas and opinions expressed in a varied range of work-related and social contexts including specific details to grasp overall meaning from a range of short passages delivered in varied Deafblind communication modes at normal speed and in normally used social and work registers.

**Relevance to National Standards**

This qualification relates the National Occupational Standards for Languages (CILT, 2010), and is at Level 3 on the Regulated Qualifications Framework. These standards are equivalent to Modern Foreign Languages at AS and A2 level and Level B2 of the Common European Framework, and the Higher level on the Scottish Qualifications Framework (Level 6).

**Explanation of work contexts**

Although the title refers to work contexts, the content and assessment criteria provide learners with opportunities to incorporate evidence from a wide range of contexts, including social contexts and social interaction.

**Topics and Content: Mandatory**

- **Meeting people through social interaction** (Areas to be covered in this category include introductions, greetings, thanks, leave-taking, cultural conventions, feelings/needs/preferences, humour, regional differences, and opinions).
- **Work-related, school and/or college** (following enquiries/requests/instructions and recognising their urgency/priority, distinguishing between formal and informal language, recognising key work-related vocabulary, distinguishing opinion from facts).
- **Timeframes** (recognising different aspects of an event in time, showing continuation, continuity and frequency, using time sequences in the past, present, future or conditional ).
- **Vocabulary, knowledge and understanding** (learners are expected to develop a broad range of vocabulary from more than one topic area and understand others on a wide range of issues, sufficient and appropriate for the qualification at Level 3; learners are expected to demonstrate through their evidence samples appropriate knowledge and understanding rules, which are not assessed separately).

- **Topic areas** (It is not the intention of IBSL to enforced a wide spectrum of topics, but the following areas will be expected to be covered - employment, including job roles, details of normal day-to-day activities, details of company and personnel structures, training and learning; educational activities; home and leisure, including daily routines, holidays, hobbies, types of housing and utilities used; food and drink, including allergies, eating out, dislikes and likes; routine news items such as general elections and general political issues like the Budget, tax or benefit changes, natural disasters, weather. The aim here is to provide sufficient day-to-day, uncomplicated sources of vocabulary through which learners can maintain business and social negotiations/conversations/discussions).

### Comprehension Skills (Mandatory)

- Learners should demonstrate they can demonstrate their knowledge and understanding of varied modes of Deafblind Communication in everyday situations including specific details about personal, social or work circumstances/activities, and show understanding of meaning and content delivered in short passages or information through Deafblind modes.

### Learning outcomes and assessment criteria for the IBSL3ADBUN unit

Learning outcomes: the Learner will...	Assessment Criteria: the Learner can...
1. Be able to understand Deafblind communication in a range of work-related and social situations.	1.1 Identify from discussions and presentations: <ul style="list-style-type: none"> <li>a) Specific details</li> <li>b) The general meaning;</li> </ul> 1.2 Identify the timeframe of events (past, present, future or could happen in certain circumstances);           1.3 Follow enquiries or requests;           1.4 Recognise: <ul style="list-style-type: none"> <li>a) instructions</li> <li>b) their urgency or priority;</li> </ul> 1.5 Recognise opinions;           1.6 Recognise: <ul style="list-style-type: none"> <li>a) feelings or needs</li> <li>b) preferences.</li> </ul> 1.7 Demonstrate an awareness for the need of the Deafblind person to communicate within a safe environment.  <i>[continued on next page...]</i>

<p>2. Be able to follow interaction in a range of work-related or social situations.</p>	<p>2.1 Recognise:</p> <ul style="list-style-type: none"> <li>a) Introductions;</li> <li>b) Greetings;</li> <li>c) Thanks;</li> <li>d) Apologies;</li> <li>e) Leave-taking;</li> </ul> <p>2.2 Recognise cultural conventions;;</p> <p>2.3 Recognise humour;</p> <p>2.4 Distinguish between formal and informal language;</p> <p>2.5 Recognise common regional forms.</p>
<p>3. Be able to understand varied forms of Deafblind communication.</p>	<p>3.1 Recognise within varied modes of Deafblind communication:</p> <ul style="list-style-type: none"> <li>a) a broad general vocabulary;</li> <li>b) key work-related terms;</li> <li>c) language explaining numerical data;</li> </ul> <p>3.2 Use reference sources to clarify or confirm meaning;</p>



# IBSL Level 3 Award in Deafblind Communication

## Unit IBSL3ADBUN

### ASSESSMENT SPECIFICATION

There shall be three assessments forming part of IBSL3ADBUN.

**Assessment 1** (as listed in the Coursework file's Learner Record Sheet) is a joint assessment with IBSL3ADBSN will take the form of a short conversation using the Deafblind Manual alphabet. The Learner will be required manually fingerspell his/her part of the conversation whilst the Deafblind participant can use whatever mode is preferred to respond to the Learner. The assessment should be video-recorded. The Teacher-Assessor is responsible for marking the assessment.

After completion of the assessment, the invigilator or Teacher-Assessor will need to complete the Application for Achievement form which must be sent to IBSL within SEVEN days of the assessment taking place, together with the Mark sheet and recording of the Learner's response. The Centre should retain a copy in a safe place as required by the Assessment Regulations.

IBSL will issue a Credit Achievement Sheet that confirms the achievement of the learner, and this should be inserted in the coursework file (or *e-file*) as evidence of their achievement. Re-sits for this part of the assessment are available upon application to IBSL if required.

**Assessment 3** (as listed in the Coursework file's Learner Record Sheet) is a joint assessment with IBSL3ADBSN which will take the form of a video-recorded dialogue between a Deafblind person lasting approximately 10-15 minutes during which they will have a conversation/discussion of the Deafblind person's choice. This dialogue will be done using the Visual Frame sign language method. As part of this assessment, the Learner will be required to ensure that the Deafblind person is in a safe environment to carry out the conversation.

This will be independently observed by the Teacher-Assessor who will, after the assessment, complete a Mark sheet a copy of which should be inserted into the learner's coursework file (or *e-file*) as evidence of their achievement. The Mark Sheet must be dated and signed by both the Teacher-Assessor and the Learner.

After completion of the assessment, the invigilator or Teacher-Assessor will be required to complete the Application for Achievement form which must be sent to IBSL within SEVEN days of the assessment taking place, together with the other copy of the signed Mark Sheet and the video recording of the dialogue. The Centre should retain a copy in a safe place as required by the Assessment Regulations. IBSL will confirm the result within 28 working days, and this confirmation should also be inserted into the Learner's coursework file.

**Assessment 5** (as listed in the Coursework file's Learner Record Sheet) is a joint assessment with IBSL3ADBSN which will take the form of a video-recorded dialogue between a Deafblind person lasting

approximately 10-15 minutes during which they will have a conversation/discussion of the Deafblind person's choice. This dialogue will be done using the Hands-on sign language method. As part of this assessment, the Learner will be required to ensure that the Deafblind person is in a safe environment to carry out the conversation.

This will be independently observed by the Teacher-Assessor who will, after the assessment, complete a Mark sheet a copy of which should be inserted into the learner's coursework file (or *e-file*) as evidence of their achievement. The Mark Sheet must be dated and signed by both the Teacher-Assessor and the Learner.

After completion of the assessment, the invigilator or Teacher-Assessor will be required to complete the Application for Achievement form which must be sent to IBSL within SEVEN days of the assessment taking place, together with the other copy of the signed Mark Sheet and the video recording of the dialogue. The Centre should retain a copy in a safe place as required by the Assessment Regulations. IBSL will confirm the result within 28 working days, and this confirmation should also be inserted into the Learner's coursework file.

# **IBSL Level 3 Certificate in Deafblind Communication**

## **Unit IBSL3ADBUN**

### **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 website under *Key Documents*.

#### **2. Acknowledgement of Learner Registration**

Upon receipt of the Learner Registration Form(s), IBSL will send to the Centre appropriate assessment paperwork and materials.

Additional learners may be registered for the Unit after this point upon payment of the Late Entry fee as stated in the Fees Policy. Any Learner not completing the unit forfeits their fee.

#### **3. Reasonable Adjustments**

Centres that request a reasonable adjustment on behalf of their Learner(s) should complete a Reasonable Adjustment form (a copy of this can be found in the Centre Portal on IBSL's website) 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. Invigilator**

It is the responsibility of Centres to appoint a suitably qualified invigilator to oversee and co-ordinate the receptive skills assessment (part one of the assessment process), ensuring that they are briefed and familiar with IBSL's regulations for external assessments.

#### **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 invigilator and the Teacher-Assessor must sign the appropriate Learner Assessment Record form to confirm this.

All assessments are carried out at a time agreed by the Centre, the Learner and IBSL, and each Learner must identify themselves at the start of the assessment in the appropriate place.

#### **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 each assessment, taking into account the lighting, the background and the position of the participants.

‘Examination conditions’ also mean that during e-assessments:

- 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;
- invigilators must operate and initiate the e-assessment equipment themselves;
- invigilators must ensure that the e-assessment material is not paused or re-wound at any stage of the assessment;
- learners are supervised throughout the assessment;
- there is no distraction or disturbance during the assessment.

During assessments which involve live dialogues between a Deafblind person and the Learner, the following apply:

- 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;
- Teacher-Assessors must operate and initiate the assessment equipment themselves;
- Teacher-Assessors must ensure that the recording is not paused or re-wound at any stage of the assessment;
- there is no distraction or disturbance during the assessment.
- The Learner must ensure that any conversation or interaction with the Deafblind person is carried out in as safe an environment as possible.

## **7. Misconduct**

If the invigilator or assessment co-ordinator observes any misconduct, the assessment must be stopped immediately, and complete a Misconduct Report Form (available from the IBSL Centre 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.

## **8. Emergencies**

If an emergency should occur, eg. 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).

## **9. After the assessment**

It must be ensured that the Application for Achievement form is correctly completed and that all learners have checked their names are spelt correctly, and that they have signed the form. The form is then sent to IBSL within 7 days of the assessment taking place.

## **10. Moderation**

IBSL will carry out moderation of all assessments as appropriate, either at source in the case of e-assessments, or in the Centre during a pre-arranged visit by an External Examiner.

## **11. Issue of results**

IBSL will issue the results of the combined assessments within 14 working days of the final assessments taking place, together with any forms or certificates for onward forwarding to the learners.

## **12. Appeals and retention of evidence**

IBSL expects the Centre to retain all assessment material for a period of 12 months in case of any appeal, which should be done in accordance with the Appeals Policy as stated in the Centre Portal.

**Unit Specification: IBSL3ADBSN: Sign Varied Deafblind communication in a range of work contexts**  
**(Accreditation number: J/505/9456)**

**Unit Summary and Assessment Criteria**

**Unit Summary**

The aim of this unit is to enable learners to express information, ideas and opinions in a varied range of work-related and social contexts signed in short passages at normal speed and in normally used social and work registers.

**Relevance to National Standards**

This qualification relates to S3 of the National Occupational Standards for Languages (CILT, 2010), and is at Level 3 on the Regulated Qualification Framework. These standards are equivalent to Modern Foreign Languages at AS and A2 level and Level B2 of the Common European Framework, and the Higher level on the Scottish Qualifications Framework (Level 6).

**Explanation of work contexts**

Although the title refers to work contexts, the content and assessment criteria provide learners with opportunities to incorporate evidence from a wide range of contexts, including social contexts and social interaction.

**Topics and Content: Mandatory**

- **Meeting people through social interaction** (areas to be covered in this category include initiating social contact, making introductions, greetings, thanks, leave-taking, cultural conventions, feelings/needs/preferences, humour, regional differences, expressing opinions or beliefs, responding appropriately to questions, adapting choice and style of language for formal and informal contexts, finding alternative ways to explain if required, checking to see if the other person has understood or is following a conversation, asking for repetition or time to think).
- **Work-related, school and/or college** (making enquiries/requests/suggestions and giving instructions; using key work-related vocabulary, using numerical terms and numerical data, responding appropriately to questions and comments).
- **Maintaining business and social relationships and other communication in a range of contexts** (areas to be covered include contributing to discussions and negotiating outcomes in straightforward business situations, ability to modify language appropriate to the context of the relationship, using strategies to maintain accuracy and fluency in familiar work-related and social situations).

- **Timeframes** (using signs to signify different aspects of an event in time, showing continuation, continuity and frequency, using time sequences in the past, present, future or conditional ).
- **Vocabulary, knowledge and understanding** (learners are expected to develop a broad range of vocabulary from more than one topic area and understand others on a wide range of issues, sufficient and appropriate for the qualification at Level 3; learners are expected to demonstrate through their evidence samples appropriate knowledge and understanding rules, which are not assessed separately).
- **Topic areas** (It is not the intention of IBSL to enforced a wide spectrum of topics, but the following areas will be expected to be covered - employment, including job roles, details of normal day-to-day activities, details of company and personnel structures, training and learning; educational activities; home and leisure, including daily routines, holidays, hobbies, types of housing and utilities used; food and drink, including allergies, eating out, dislikes and likes; routine news items such as general elections and general political issues like the Budget, tax or benefit changes, natural disasters, weather. The aim here is to provide sufficient day-to-day, uncomplicated sources of vocabulary through which learners can maintain business and social negotiations/conversations/discussions).

### **Production Skills (Mandatory)**

- Learners should demonstrate using appropriate Deafblind communication modes their knowledge and understanding of these modes in everyday situations including specific details about personal, social or work circumstances/activities. This includes the production of short passages or information in varied Deafblind communication demonstrating meaning and content.
- Learners are expected to be able to maintain accuracy and fluency in familiar situations, and articulate accurately, and know how to use reference sources to clarify or confirm meaning.

## Learning outcomes and assessment criteria for the IBSL3ADBSN unit

Learning outcomes: the Learner will...	Assessment Criteria: the Learner can...
<p>1. Be able to communicate in a range of work-related and social situations.</p>	<p>1.1 Contribute to discussions on familiar subjects;            1.2 Respond appropriately to questions and comments;            1.3 Provide detailed information about events:                a) in the past;                b) in the present;                c) in the future;                d) which may or might happen (conditional);            1.4 Make suggestions;            1.5 Give instructions or advice;            1.6 Make requests or enquiries;            1.7 Express opinions or beliefs.</p>
<p>2. Be able to maintain communication in a range of contexts.</p>	<p>2.1 Initiate social contact;            2.2 Ensure that the Deafblind person is in a safe environment            2.3 Use appropriate cultural conventions;            2.4 Adapt choice and style of language for:                a) formal contexts;                b) informal contexts.            2.4 Find alternative ways to explain when needed;            2.6 Check the other person has understood;            2.7 Show if he/she is following a conversation or not;            2.8 Ask for repetition or explanation;            2.9 Ask for time to think.</p>
<p>3. Be able to use varied Deafblind communication modes accurately and fluently in familiar contexts</p>	<p>3.1 Maintain accuracy in familiar situations;            3.2 Articulate accurately;            3.3 Use strategies to maintain fluency in familiar situations;            3.4 Use reference sources to clarify or confirm meaning.</p>
<p>4. Be able to maintain business and social relationships. This includes ensuring that the Deafblind person is in a safe environment</p>	<p>4.1 Modify language appropriate to the context of the relationship;            4.2 Negotiate an outcome in a straightforward business situation.            4.3 Ensure that there is a safe environment for the business and social relationship to take place.</p>



5. Be able to use varied Deafblind communication modes	5.1 Use a broad general vocabulary; 5.2 Use key work-related terms; 5.3 Use numerical terms; 5.4 Explain numerical data
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# IBSL Level 3 Award in Deafblind Communication

## Unit IBSL3ADBSN

### ASSESSMENT SPECIFICATION

There shall be four assessments forming part of IBSL3ADBSN.

**Assessment 1** (as listed in the Coursework file's Learner Record Sheet) is a joint assessment with IBSL3ADBSN which will take the form of a short conversation using the Deafblind Manual alphabet. The Learner will be required manually fingerspell his/her part of the conversation whilst the Deafblind participant can use whatever mode is preferred to respond to the Learner. The assessment should be video-recorded. The Teacher-Assessor is responsible for marking the assessment.

After completion of the assessment, the invigilator or Teacher-Assessor will need to complete the Application for Achievement form which must be sent to IBSL within SEVEN days of the assessment taking place, together with the Mark sheet and recording of the Learner's response. The Centre should retain a copy in a safe place as required by the Assessment Regulations.

IBSL will issue a Credit Achievement sheet that confirms the achievement of the learner, and this should be inserted in the coursework file (or *e-file*) as evidence of their achievement. Re-sits for this part of the assessment are available upon application to IBSL if required.

**Assessment 3** (as listed in the Coursework file's Learner Record Sheet) is a joint assessment with IBSL3ADBSN which will take the form of a video-recorded dialogue between a Deafblind person lasting approximately 10-15 minutes during which they will have a conversation/discussion of the Deafblind person's choice. This dialogue will be done using the Visual Frame sign language method. As part of this assessment the Learner will be required to ensure that the Deafblind person is in a safe environment to carry out the conversation.

This will be independently observed by the Teacher-Assessor who will, after the assessment, complete a Mark sheet a copy of which should be inserted into the learner's coursework file (or *e-file*) as evidence of their achievement. The Mark Sheet must be dated and signed by both the Teacher-Assessor and the Learner.

After completion of the assessment, the invigilator or Teacher-Assessor will be required to complete the Application for Achievement form which must be sent to IBSL within SEVEN days of the assessment taking place, together with the other copy of the signed Mark Sheet and the video recording of the dialogue. The Centre should retain a copy in a safe place as required by the Assessment Regulations. IBSL will confirm the result within 28 working days, and this confirmation should also be inserted into the Learner's coursework file.

**Assessment 5** (as listed in the Coursework file's Learner Record Sheet) is a joint assessment with IBSL3ADBSN which will take the form of a video-recorded dialogue between a Deafblind person lasting

approximately 10-15 minutes during which they will have a conversation/discussion of the Deafblind person's choice. This dialogue will be done using the Hands-on sign language method. As part of this assessment the Learner will be required to ensure that the Deafblind person is in a safe environment to carry out the conversation.

This will be independently observed by the Teacher-Assessor who will, after the assessment, complete a Mark sheet a copy of which should be inserted into the learner's coursework file (or *e-file*) as evidence of their achievement. The Mark Sheet must be dated and signed by both the Teacher-Assessor and the Learner. This assessment is a joint assessment that is also part of evidence for IBSL3ADBUN.

After completion of the assessment, the invigilator or Teacher-Assessor will be required to complete the Application for Achievement form which must be sent to IBSL within SEVEN days of the assessment taking place, together with the other copy of the signed Mark Sheet and the video recording of the dialogue. The Centre should retain a copy in a safe place as required by the Assessment Regulations. IBSL will confirm the result within 28 working days, and this confirmation should also be inserted into the Learner's coursework file.

**Assessment 7** (as listed in the Coursework file's Learner Record Sheet) will take the form of a one-way "relay" of information from a spoken or signed narrative delivered as part of a lecture in a college or a statement delivered at a meeting. The "relay" will be between 5-8 minutes in length and will be delivered using a Deafblind mode of communication of the Learner's choice to a Deafblind "audience" or "participant" in the lecture or meeting.

This will be independently observed by the Teacher-Assessor who will, after the assessment, complete a Mark sheet a copy of which should be inserted into the learner's coursework file (or *e-file*) as evidence of their achievement. The Mark Sheet must be dated and signed by both the Teacher-Assessor and the Learner.

After completion of the assessment, the invigilator or Teacher-Assessor will be required to complete the Application for Achievement form which must be sent to IBSL within SEVEN days of the assessment taking place, together with the other copy of the signed Mark Sheet and the video recording of the dialogue. The Centre should retain a copy in a safe place as required by the Assessment Regulations. IBSL will confirm the result within 28 working days, and this confirmation should also be inserted into the Learner's coursework file.

# **IBSL Level 3 Certificate in Deafblind Communication**

## **Unit IBSL3ADBSN**

### **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 in the Centre Portal on IBSL's website.

#### **2. Acknowledgement of Learner Registration**

Upon receipt of the Learner Registration Form(s), IBSL will send to the Centre appropriate assessment paperwork and materials.

Additional learners may be registered for the Unit after this point upon payment of the Late Entry fee as stated in the Fees Policy. Any Learner not completing the unit forfeits their fee.

#### **3. Reasonable Adjustments**

Centres that request a reasonable adjustment on behalf of their Learner(s) should complete a Reasonable Adjustment form (a copy of this can be found on IBSL's Centre 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. Conducting the assessments**

Unless otherwise stated, all assessments in this Unit will be carried out by the Teacher-Assessor. The exceptions will be where the External Examiner will be present.

#### **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 must sign the appropriate Learner Assessment Record form to confirm this.

All assessments are carried out at a time agreed by the Centre, the Learner and IBSL, and each Learner must identify themselves at the start of the assessment in the appropriate place.

#### **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 each assessment, taking into account the lighting, the background and the position of the participants.

During Teacher-Assessor and Learner assessments, the following apply:

- 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;
- Teacher-Assessors must operate and initiate the assessment equipment themselves;
- Teacher-Assessors must ensure that the recording is not paused or re-wound at any stage of the assessment;
- there is no distraction or disturbance during the assessment.
- The Learner must ensure that any conversation or interaction with the Deafblind person is carried out in as safe an environment as possible.

## **7. Misconduct**

If the invigilator or assessment co-ordinator observes any misconduct, the assessment must be stopped immediately, and complete a Misconduct Report Form (available from the IBSL Centre 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.

## **8. Emergencies**

If an emergency should occur, eg. 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).

## **9. After the assessment**

It must be ensured that the Application for Achievement form is correctly completed and that all learners have checked their names are spelt correctly, and that they have signed the form. The form is then sent to IBSL within 7 days of the assessment taking place.

## **10. Moderation**

IBSL will carry out moderation of all assessments as appropriate, either at source in the case of e-assessments, or in the Centre during a pre-arranged visit by an External Examiner.

## **11. Issue of results**

IBSL will issue the results of the combined assessments within 14 working days of the final assessments taking place, together with any forms or certificates for onward forwarding to the learners.

## **12. Appeals and retention of evidence**

IBSL expects the Centre to retain all assessment material for a period of 12 months in case of any appeal, which should be done in accordance with the Appeals Policy as stated in the website.

## **Unit Specification: IBSL3ADBC: Interact with Deafblind people (Accreditation number: L/505/9457)**

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

#### **Unit Summary, Guided Learning Hours and Total Credits**

The aim of this unit is to provide learners with a basic introduction to the study of language structure of British Sign Language-based Deafblind communication and the culture surrounding that language.

#### **Relevance to National Standards**

This qualification relates to the National Occupational Standards Intercultural Working (CILT, 2008), and is at Level 3 on the Regulated Qualifications Framework. These standards are equivalent to Modern Foreign Languages at AS and A2 level and Level B2 of the Common European Framework, and the Higher level on the Scottish Qualifications Framework (Level 6).

#### **Explanation of different countries or diverse cultures**

Although the title refers to different countries or diverse cultures, the content and assessment criteria relate to social interaction with Deafblind people who use accepted Deafblind modes of communication, and have a culture based on the use of these communication methods, with regional and national variations.

#### **Topics and Content: Mandatory**

- **Meeting people through social interaction** (this includes initiating social contact, understanding and using the correct etiquette, understanding and using cultural conventions regarding BSL-based Deafblind communication, body language, making sure the Deafblind person is in a safe environment for communication, gestures and emphasis, responding to the challenges of communicating with people of another culture, finding ways to minimise misunderstanding and improving communication, understanding that other people may have different attitudes, perceptions, expectations and service ethics).
- **Maintaining positive working practices** (this includes understanding and balancing other peoples' perceptions and expectations with the need to achieve stated objectives and service ethics including making sure the Deafblind person is in a safe environment, using strategies to communicate with people from another culture with different perceptions and expectations, using strategies to provide a flexible and positive response to people from another culture).

## Production Skills (Mandatory)

- Learners should demonstrate that through using their communication skills in everyday situations they are able to use correct etiquette, politeness and cultural conventions in communicating with people from a different culture, with different perceptions, expectations and attitudes.

## Learning outcomes and assessment criteria for the IBSLADBC unit

Learning outcomes: the Learner will...	Assessment Criteria: the Learner can...
<p>1. Be able to interact in ways that promote better communication between Deafblind and hearing people or between Deaf people and Deafblind people, including making sure the Deafblind person is in a safe environment for the communication to take place.</p> <p>2. Be able to respect and maintain cultural values and etiquette in communication when interacting with people from different countries or a diverse culture, including making sure the environment is safe for a Deafblind person.</p> <p>3. Be able to show positive working practices that maintain respect for others, including making sure the environment is safe for a Deafblind person.</p>	<p>1.1 Explain how his/her use of language, body language, gestures and emphasis may appear to people from another culture;</p> <p>1.2 Explain how other people's use of language, body language, gestures and emphasis affect how they are perceived;</p> <p>1.3 Suggest ways to minimise misunderstanding and improve communication with people with a different first language in a safe environment;</p> <p>1.4 Describe the challenges of communicating with people from another culture who share the same first language;</p> <p>1.5 Describe the challenges of communicating with people from another culture:</p> <ul style="list-style-type: none"> <li>a) through a third person</li> <li>b) when one of them has Minimum Language Skills (MLS)</li> </ul> <p>2.1 Demonstrate how to use correct etiquette in:</p> <ul style="list-style-type: none"> <li>a) getting attention,</li> <li>b) starting a conversation,</li> <li>c) maintaining the conversation,</li> <li>d) ending the conversation,</li> <li>e) ensuring the environment is safe.</li> </ul> <p>2.2 Compare the politeness conventions used by self and the people from another culture;</p> <p>2.3 Explain how these may affect people's perceptions of each other;</p> <p>3.1 Give examples to show that Deafblind people from different countries or diverse cultures may have different attitudes, expectations and service ethics;</p> <p>3.2 Demonstrate how to balance Deafblind people's expectations with the need to achieve stated objectives, including making sure the environment is</p>



	<p>safe;</p> <p>3.3 Demonstrate how to base opinions and actions towards Deafblind people from a different country or culture on them as an individual;</p> <p>3.4 Demonstrate working practices that include a flexible response to Deafblind people including making sure their environment is safe.</p> <p>3.5 Demonstrate an awareness that different medical conditions relating to visual impairment can affect communication in different ways, and include this in a positive approach to working practices.</p> <p>3.6 Demonstrate how working with Deafblind people and being involved in the diversity of their culture has impacted on your own working practices.</p>
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# IBSL Level 3 Certificate in Deafblind Communication

## Unit IBSL3ADBC

### ASSESSMENT SPECIFICATION

There are **THREE** assessments for this unit.

**Assessment 6** (as listed in the Coursework file's Learner Record Sheet) will be undertaken in supervised and controlled conditions of **90 minutes maximum**.

This assessment requires that for Questions 1 to 10 which are multiple choice questions, the Learner ticks off a box that represents what they know to be the answer. There are 4 points available for each multiple choice answer.

For questions 11, 12 and 13, the Learner has to make a written or a signed response. For these questions, a Learner may use a laptop or other device that can print out a response **OR** set up a camera and sign their response to the camera.

Note – Learners may be choose to answer the questions in BSL in the form of a video-presentation of answers to each question.

This assessment shall take place at a time agreed with each individual learner, the centre and IBSL.

The oral (signed) the assessment should be video-recorded on DVD/USB and sent to IBSL to be marked.

Whether written or presented on video, both versions should be sent to IBSL to be marked.

The PASS mark will be 60%.

A Credit Achievement Sheet will be issued to the Centre for successful achievers for inclusion in the Learner's course work file (or *e-file*).

**Assessment 4** (as listed in the Coursework file's Learner Record Sheet), teacher-tutors will be provided with a separate Mark Sheet for use during either the Visual Frame sign language assessment or the Hands-on sign language assessment. This Mark Sheet will relate to Assessment Criteria 2.1 a) to e) of this Unit (see page 23). This Mark Sheet will also go into the Learner's coursework file (or *e-file*) after being signed and dated by both the Teacher-Assessor and the Learner. Each of the assessment criteria 2.1 a)-e) is expected to be covered in this assessment.

The last assessment for this unit (listed in the Coursework file's Learner Record Sheet as **Assessment 2**) will take the form of a 1500-word essay (20 minute signed presentation) will be an evaluative assignment on your professional development as a person working with Deafblind people. This is to be marked by IBSL

# **IBSL Level 3 Award in Deafblind Communication**

## **Unit IBSL3ADBC**

### **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 in the Centre Portal on IBSL's website.

#### **2. Acknowledgement of Learner Registration**

Upon receipt of the Learner Registration Form(s), IBSL will send to the Centre appropriate assessment paperwork and materials.

Additional learners may be registered for the Unit after this point upon payment of the Late Entry fee as stated in the Fees Policy. Any Learner not completing the unit forfeits their fee.

#### **3. Reasonable Adjustments**

Centres that request a reasonable adjustment on behalf of their Learner(s) should complete a Reasonable Adjustment form (a copy of this can be found on IBSL's website) 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. Conducting the assessments**

Unless otherwise stated, all assessments in this Unit will be carried out by the Teacher-Assessor.

#### **5. Carrying out the written assessments**

All assessments must be carried out under appropriate 'examination conditions', and no Learner must receive help from anyone during the assessment. The Invigilator must sign the appropriate Learner Assessment Record form to confirm this. All assessments are carried out at a time agreed by the Centre, the Learner and IBSL, and each Learner must identify themselves at the start of the assessment in the appropriate place.

The Teacher-Assessor shall sign the questions from the examination paper to the Learner in such a way that no visual help can be derived by the Learner from the questions.

#### **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 each assessment, taking into account the lighting, the background and the position of the participants.

During the Teacher-Assessor and Learner assessments, the following apply:

- 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;
- Teacher-Assessors must operate and initiate the assessment equipment themselves;
- Teacher-Assessors must ensure that the recording is not paused or re-wound at any stage of the assessment;
- there is no distraction or disturbance during the assessment.

## **7. Misconduct**

If the assessment co-ordinator observes any misconduct, the assessment must be stopped immediately, and complete a Misconduct Report Form (available from the IBSL Centre 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.

## **8. Emergencies**

If an emergency should occur, eg. 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).

## **9. After the assessment**

It must be ensured that the Application for Achievement form is correctly completed and that all learners have checked their names are spelt correctly, and that they have signed the form. The form is then sent to IBSL within 7 days of the assessment taking place, together with the DVD/USB and the Question paper.

## **10. Issue of results**

IBSL will issue the results of the combined assessments within 14 working days of the final assessments taking place, together with any forms or certificates for onward forwarding to the learners.

## **11. Appeals and retention of evidence**

IBSL expects the Centre to retain all assessment material for a period of 12 months in case of any appeal, which should be done in accordance with the Appeals Policy as stated in the Centre Portal.

# IBSL Level 3 Award in Deafblind Communication

## Knowledge & Understanding

Knowledge and Understanding is not assessed separately but is incorporated into the assessment criteria as outlined in both IBSL3ADBUN and IBSL3ADBSN.

**You must know and understand the following:**

### **Vocabulary**

- K1 A broad range of vocabulary and key work-related terms.
- K2 A range of ways to link ideas and help clarity and fluency such as
- Connectors (conjunctions: e.g. 'although', 'as long as'; adverbs: e.g. 'however, and enumerators, e.g. 'firstly')
  - pronouns
- K3 A range of different forms of address, greeting, leave-taking and other polite conventions to suit different occasions and degrees of informality
- K4 Ways to express feeling (e.g. wishes gratitude, regret, apology, annoyance).
- K5 Numerical terms (e.g. all numbers, fractions, statistics) and ways to talk about them.

### **Grammatical forms**

- K6 How to express the past, present, future and conditional (e.g. I would go...).
- K7 How 'can, must, should, could and would' are expressed in this language.
- K8 Negatives, question forms and a range of commonly used grammatical structures.
- K9 How to ask permission and give instructions with varying formality and politeness.
- K10 A range of complex sentence combinations, some of which may be learnt as set phrases.

### **Cultural conventions**

- K11 The most common spoken/signed and non-verbal polite conventions (gestures, spatial distance, touch and eye contact)

### **Reference sources**

- K12 How to make effective use relevant language reference sources (e.g. dictionaries, thesauruses, grammar books, on-line resources)