



*'Promoting Quality in British Sign Language'*

# Qualification Specification

Level 6 Certificate in British Sign Language Studies

QAN: 601/0420/X

Version: June 2016

*'Promoting Quality in British Sign Language'*

**Contact details:**

**Institute of British Sign Language  
2<sup>nd</sup> floor, Empire Court  
30 Museum Street  
Warrington  
WA1 1HU**

**Email: [admin@ibsl.org.uk](mailto:admin@ibsl.org.uk)  
Website: [www.ibsl.org.uk](http://www.ibsl.org.uk)**



© 2017

scan here ↗  
for BSL

# Qualification Specification

## IBSL Level 6 Certificate in British Sign Language Studies

RQF Accreditation Number: 601/0420/X  
IBSL Qualification Reference: IBSL6A

### Qualification Aim

This qualification aims to further the learning needs of those who have already acquired competence at Level 4 in British Sign Language (BSL) with Deaf people at an extended level. Learners successfully acquiring Level 6 BSL Studies must be able to demonstrate competence at this level of the UK Occupational Language Standards (CILT, 2010). This means that the learner will be able to understand and use complex BSL in a range of work and social situations.

This qualification has been developed in accordance with the National Language Standards at Level 6 (2010). It is equivalent to those for Modern Foreign Languages at Honours Degree level.

### Qualification Structure

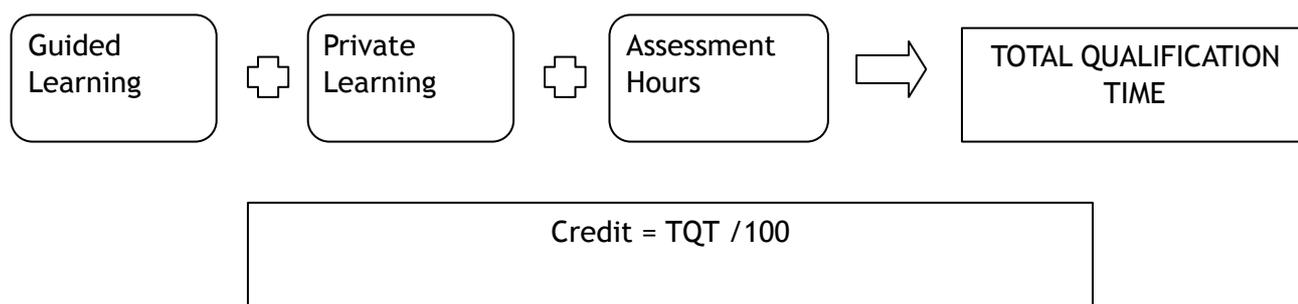
The qualification is divided into three units as follows:

IBSL6AUN: Understand complex BSL in a wide range of work situations 505/2884	Unit Number: D/
IBSL6ASN : Use complex BSL in a wide range of work situations 505/2885	Unit Number: H/
IBSL6ALN : BSL Linguistics Theory & Practice 505/2886	Unit Number: K/

All three units can be achieved separately, but the full Level 6 Certificate in British Sign Language Studies 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, with a Guided Learning element of 40 hours Guided Learning, We show below how Total Qualification Time is worked out:



## Qualification Objectives

At the end of the qualification, Learners can:

- Take an active role in complex situations using BSL;
- Maintain fluent and accurate BSL over extended periods within their area of expertise;
- Understand and use a complex range of vocabulary and technical language;
- Follow and formulate presentations, proposals, and arguments in the support of theories and/or ideas;
- Understand and use with accuracy most colloquial and idiosyncratic BSL;
- Relay information informally to and from BSL;
- Demonstrate an understanding of BSL Linguistics theory and practice

These objectives relate to the UK Occupational Languages Standards (2010) at Level 6 as developed by CILT.

## Target Group

The Level 6 Certificate in BSL Studies is suitable for those who:

- wish to acquire and utilise British Sign Language skills at normal speed over extended periods in a wide range of complex work and social situations;
- need to acquire and utilise BSL skills as part of a programme of professional development, for example, as a trainee interpreter or a teaching professional/lecturer at university or college level where advanced BSL subjects are being taught;
- wish to progress from the Level 4 Certificate;

The qualification is also suitable for Deaf people wishing to acquire a qualification in their own language, as part of a progression route towards Deaf Interpreter status.

## Entry Requirements

It is recommended that entrants should have the Level 4 Certificate in BSL Studies before embarking on the Level 6 Certificate programme.

## Progression Routes

Upon completion of this qualification, Learners may progress to a Level 6 interpreting qualification.

## Assessment Guidelines

In a naturally occurring context, the best way to use and acquire British Sign Language (BSL) skills is through conversation and discussion with one or more users of the language where straightforward and informal social interaction is the norm. This means Learners should be meeting people and being able to understand and sign a range of complex BSL at normal speed. The interaction can be carried forward into complex business negotiations within your area of work or in a social context.

In the naturally occurring context, this also means that you can understand complex discussions, debates or live shows that might be delivered in BSL (for example, through a Deaf Comedy Evening by one of the top BSL Deaf comedians), and understand the main context and detail of documentaries or stories told in BSL. You will also be able to make most types of telephone/video calls, and negotiate complaints and problems.

Within the linguistics context, Learners will be expected to develop an understanding of the role of signed languages and how BSL theory and linguistics is put into practice.

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. These papers should be stored in a coursework file but Learners are allowed to use e-files if they so wish. Evidence will be collected through a series of multi-format assessments (*see assessment overview chart at the end of this Qualification Specification*)

All the evidences, apart from the 'live' assessment, will be collected into the coursework file (or *e-file* if preferred) and will be available for inspection by an External Examiner at the end of the programme.

# **Unit Specification: IBSL6AUN: Understand complex British Sign Language in a wide range of work situations (Unit accreditation number: D/505/2884)**

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

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

In this unit, a learner can extract complex information from a wide range of sources, even when the language is delivered at speed. Learners are comfortable with a range of regional variations, formal and informal language, relevant technical vocabulary, and colloquialisms. Learners can take part in negotiations and deal with complaints, problems, or disputes. Learners can also make phone/video calls effectively.

### **Relevance to National Standards**

This qualification relates to the UK Occupational Language Standards at Level 6 (CFA, 2010), and is at Level 6 on the Regulated Qualification Framework and the assessment criteria are equivalent to Modern Foreign Languages at Honours Degree Level. It equates to Levels 10/9 of the Scottish Credit and Qualifications Framework (SCQF), and Level 6 of the European Qualifications Framework (EQF).

The qualification is also at 'C1 Effective operational proficiency' level on the Common European Framework

### **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:**

The topics and content of any learning on this unit by the Learners are expected to be wide-ranging, with vocabulary that is sufficiently complex and technical as to be unpredictable. The key aspect of this unit is that Learners should be able to understand the delivery of BSL at normal speed *over extended periods*. This should be taken to mean passages of ten minutes or more.

### **Learning outcomes and assessment criteria for the IBSL6AUN unit**

Learning Outcomes, On completion of this unit, the Learner will...	Assessment Criteria On completion of this unit, the Learner can...
1. Be able to take an active role in social situations where BSL is being used by setting people at ease, including newcomers	1. Identify regional sign variations and different styles of register 2. Identify technical language and idiom as appropriate to the subject matter, context and relationship with other users 3. Recognise nuances as used in humour, sarcasm and ambiguity in signs 4. Identify complex feelings, beliefs and opinions 5. Recognise the right signed and non-verbal cultural conventions
2. Be able to understand signed communication in most relevant work and social situations	2.1 Extract from signed communication delivered at any speed or length complex information, specific details, requests, enquiries, comments, arguments, and the general meaning of these 2.2 Recognise opinions and lines of reasoning delivered in signed communication 2.3 Recognise technical language used in work and social situations 2.4 If appropriate, challenge other people's comments or arguments 2.5 If appropriate, relay information informally across languages.
3. Be able to understand a complex range of vocabulary	3.1 Extract from signed narratives, discussions and presentations complex vocabulary 3.2 Use appropriate methods of interruption and clarification as needed with unfamiliar terms
4. Be able to use reference sources	4.1 Use language reference sources effectively to confirm or clarify meaning of in complex usage

# IBSL Level 6 Certificate in British Sign Language Studies

## Unit IBSL6AUN

### ASSESSMENT SPECIFICATION

The unit will be assessed by four instruments of assessment, each of which will focus on separate areas requiring the learner to demonstrate competence in comprehension skills in the use of BSL.

**The first assessment (*to be identified in the coursework file as Assessment 1*)** will be conducted under controlled and supervised conditions. It will consist of material that will be supplied by IBSL and shall be a viewing of a presentation in BSL from which the learner will have to identify specific ideas/opinions, the general meaning of the presentation and the arguments that support the reasoning. The presentation may be on DVD.

Learners will be allowed a maximum of 30 minutes to complete the assessment.

The assessment will be marked at source by IBSL. Successful Learners will receive a document noting the achievement of the learner to be inserted in the coursework file (or *e-file*) as evidence of their achievement.

**The second assessment for this unit (*to be identified in the coursework file as Assessment 2*)** will be to summarise a set of instructions or information given through a form or webcam message (which might be via normal computer screening or through mediums (such as Skype or Facetime) over an extended period of approximately two minutes, and the learner will have to relay or confirm these instructions or information into a recording which is then sent to IBSL to be marked.

**The third assessment for this unit (*to be identified in the coursework file as Assessment 5*)** will be a debate between three people (i.e. the Learner, the Teacher-Assessor and another person of appropriate Level 6 standard lasting approximately 15-20 minutes during which they will have a discussion of the Learner's choice from a selection of current affairs topics given by IBSL. During this dialogue, the Learner is expected to demonstrate as much of the Knowledge & Understanding criteria as possible, and also demonstrate appropriate cultural conventions.

After the assessment, the Teacher-Assessor will give the Learner a statement which should be inserted into the learner's coursework file (or *e-file*) as evidence of their achievement, together with the video-recorded assessment (either on DVD or USB). The statement must be dated and signed by both the Teacher-Assessor and the Learner **AND** the third person in the group who shall provide evidence of his or her own competence at Level 6.

This assessment also forms part of the IBSL6ASN evidence.

**The last assessment for this unit (*to be identified in the coursework file as Assessment 8*)** is also one which forms part of the IBSL6ASN evidence. It will take the form of a 'live' scenario observed and marked by an External Examiner and will be video-recorded for monitoring purposes. Full details are given in IBSL6ASN.

# IBSL Level 6 Certificate in British Sign Language Studies

## Unit IBSL6AUN

# ASSESSMENT REGULATIONS

## 1. Registration of Learners

Registration of Learners for this unit, together with the appropriate fees, will be required at the start of the programme, using the Learner Registration form provided on IBSL's portal. The Learner Registration form must show the Learner's date of birth, and the anticipated date of the first assessment. Centres are expected to secure their Learner's unique ID numbers (ULN's) when registering their Learners.

Centres authorised by IBSL to pay by invoices may register their Learners online as appropriate.

## 2. Acknowledgement of Learner Registration

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

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

The only form of reasonable adjustment that is allowed at Level 6 in BSL units is coloured paper for those with dyslexia.

## 4. Invigilator

It is the responsibility of Centres to appoint a suitably qualified invigilator to oversee and coordinate certain Assessments, 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 assessment 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. There must be identification of the Learner in an appropriate place where it does not affect the style of dialogue or presentation.

## 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, plus invigilator and external examiner where appropriate.

‘Examination conditions’ also mean that:

- mobile telephones must be switched off;
- each Learners’ ID must be confirmed (though not necessarily in the recording itself, i.e. a Learner does not have to introduce his/her name if the ID is confirmed by other means);
- 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 or teacher-assessors must operate and initiate the filmed assessment equipment themselves;
- invigilators or teacher-assessors must ensure that the narrative or 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 ‘live’ assessments (Assessment 8) in the presence of the External Examiner, the following shall additionally apply:

- The External Examiner shall have no involvement in the operation of recording equipment or in the assessment itself other than as an independent assessor.

## 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 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.

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. ***Please note that if a Certificate is issued based on the spelling of the name on the Application for Achievement which after issue of the Certificate turns out to be incorrect and has not been corrected by***

*the Learner at the time of the assessment, a fee shall be charged to issue a new Certificate with the correct spelling of the name.*

## **10. Moderation**

IBSL will carry out moderation of all assessments as appropriate, either at source in the Centre during their visit for the 'live' assessments.

## **11. Issue of results**

IBSL will issue the results of the combined assessments within 28 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 in the IBSL portal.

**Unit Specification: IBSL6ASN: Use British Sign Language in a wide range of work situations  
(Unit accreditation number: H/505/2885)**

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

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

In this unit, a Learner is able to use complex information in a wide range of sources, where the language is delivered at speed. Learners are comfortable with a range of regional variations, formal and informal language, relevant technical vocabulary, and colloquialisms. Learners can take part in negotiations and deal with complaints, problems, or disputes. Learners can also make phone/video calls effectively.

**Relevance to National Standards**

This qualification relates to the UK Occupational Language Standards at Level 6 (CFA, 2010), and is at Level 6 on the Regulated Qualification Framework and the assessment criteria are equivalent to Modern Foreign Languages at Honours Degree Level. It equates to Levels 10/9 of the Scottish Credit and Qualifications Framework (SCQF), and Level 6 of the European Qualifications Framework (EQF).

The qualification is also at 'C1 Effective operational proficiency' level on the Common European Framework

**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:**

The topics and content of any learning on this unit by the Learners are expected to be wide-ranging, with vocabulary that is sufficiently complex and technical as to be unpredictable. The key aspect of this unit is that Learners should be able to understand the delivery of BSL at normal speed *over extended periods*. This should be taken to mean passages of ten minutes or more.

**Learning outcomes and assessment criteria for the IBSL6ASN unit**

Learning Outcomes, On completion of this unit, the Learner will...	Assessment Criteria On completion of this unit, the Learner can...
1. Be able to take an active role in social situations where BSL is being used by setting people at ease, including newcomers	1. Contribute <ol style="list-style-type: none"> <li>a. To social situations by setting people, including newcomers, at ease</li> <li>b. Spontaneously to meetings and/or discussions</li> <li>c. Suggestions, advice or opinions</li> </ol> 2. Formulate presentations, proposals and arguments using factual information to support theories and/or ideas           3. Express <ol style="list-style-type: none"> <li>a. Instructions, requests and enquiries</li> <li>b. Beliefs and feelings</li> </ol>
2. Be able to maintain fluent and accurate sign communication over extended periods within their area of expertise	2.1 Maintain fluency in extended signed contributions 2.2 Maintain grammatical accuracy when contributing to signed passages in their own area of expertise 2.3 Use clear and accurate articulation, stress and intonation 2.4 Maintain accuracy with most currently-used colloquial and idiosyncratic signs 2.5 If appropriate, relay information informally from his/her own language into BSL.
3. Be able to use a complex range of vocabulary and technical language	3.1 Use a wide range of signs to deal with most matters relevant to his/her area of expertise, including less common technical terms 3.2 Use a wide range of language pertaining to numeral data and statistical information 3.3 Find alternative ways of expressing unfamiliar terms
4. Be able to use reference sources	4.1 Use language reference sources effectively to <p style="margin-left: 40px;">confirm or clarify meaning of in complex usage</p>

**IBSL Level 6 Certificate in British Sign Language Studies  
Unit IBSL6ASN**

## ASSESSMENT SPECIFICATION

The unit will be assessed by four instruments of assessment, each of which will focus on separate areas requiring the learner to demonstrate competence in production skills in the use of BSL.

**The first assessment (*to be identified in the coursework file as Assessment 3*)** will be conducted under controlled and supervised conditions. It will consist of a presentation in BSL of the learner's own choice in which the learner will have to use Deaf-related conventions in the telling of a brief narrative which shows Deaf Humour or Folklore at its best. The presentation will need to be told to an audience of at least three people, as if the group were in a social function like a pub or deaf club and will have to be filmed. The Teacher-Assessor does not take part in the audience but will stand or sit detached and mark the assignment, and provide a statement at the end of the assignment which should be inserted into the learner's coursework file (or *e-file*) as evidence of their achievement, together with the video-recorded assessment (either on DVD/USB).

A Deaf Humour presentation is expected to be around 2 minutes but the folklore narrative should be 3-6 minutes.

**The second assessment for this unit (*to be identified in the coursework file as Assessment 4*)** will require the Learner to narrate a true story of their choice to the teacher-assessor, who will mark the assignment, and provide a statement at the end of the assignment which should be inserted into the learner's coursework file (or *e-file*) as evidence of their achievement, together with the video-recorded assessment (either on DVD/USB or electronically in the e-file).

The narrative should be of at least 5-8 minutes duration.

**The third assessment for this unit (*to be identified in the coursework file as Assessment 5*)** will be a debate between three people (i.e. the Learner, the Teacher-Assessor and another person of appropriate Level 6 standard lasting approximately 15-20 minutes during which they will have a discussion of the Learner's choice from a selection of current affairs topics given by IBSL. During this dialogue, the Learner is expected to demonstrate as much of the Knowledge & Understanding criteria as possible, and also demonstrate appropriate cultural conventions.

After the assessment, the Teacher-Assessor will give the Learner a statement which should be inserted into the learner's coursework file (or *e-file*) as evidence of their achievement, together with the video-recorded assessment (either on DVD/USB or electronically in the e-file). The statement must be dated and signed by both the Teacher-Assessor and the Learner **AND** the third person in the group who shall provide evidence of his or her own competence at Level 6.

This assessment also forms part of the IBSL6AUN evidence.

**The last assessment for this unit (*to be identified in the coursework file as Assessment 8*)** is also one which forms part of the IBSL6AUN evidence. It will take the form of a 'live' scenario observed and marked by an External Examiner and will be video-recorded for monitoring purposes.

The scenario will involve a group of between two and four Learners as well as the teacher-assessor who shall act as facilitator.

The topic for the 'live' scenario will be chosen on the day by the External Examiner from a short-list previously supplied by IBSL so that there is sufficient unpredictability involved to test the Learners.

The External Examiner will advise the Centre of the results of the "live" scenario within 28 working days of the visit.

# **IBSL Level 6 Certificate in British Sign Language Studies**

## **Unit IBSL6ASN**

### **ASSESSMENT REGULATIONS**

#### **1. Registration of Learners**

Registration of Learners for this unit, together with the appropriate fees, will be required at the start of the programme, using the Learner Registration form provided on IBSL's portal. The Learner Registration form must show the Learner's date of birth, and the anticipated date of the first assessment. Centres are expected to secure their Learner's unique ID numbers (ULN's) when registering their Learners.

Centres authorised by IBSL to pay by invoices may register their Learners online as appropriate.

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

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

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**

The only form of reasonable adjustment that is allowed at Level 6 in the BSL units is coloured paper for those with dyslexia.

#### **4. Invigilator**

It is the responsibility of Centres to appoint a suitably qualified invigilator to oversee and co-ordinate certain Assessments, 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 assessment 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. There must be identification of the Learner in an appropriate place where it does not affect the style of dialogue or presentation.

#### **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, plus invigilator and external examiner where appropriate.

‘Examination conditions’ also mean that:

- mobile telephones must be switched off;
- each Learners’ ID must be confirmed (though not necessarily in the recording itself, i.e. a Learner does not have to introduce him/herself if their I.D. is confirmed by other means);
- 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 or teacher-assessors must operate and initiate the filmed assessment equipment themselves;
- invigilators or teacher-assessors must ensure that the narrative or 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 ‘live’ assessments (Assessment 8) in the presence of the External Examiner, the following shall additionally apply:

- The External Examiner shall have no involvement in the operation of recording equipment or in the assessment itself other than as an independent assessor.

## **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 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.

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. ***Please note that if a Certificate is issued based on the spelling of the name on the Application for Achievement which after issue of the Certificate turns out to be incorrect and has not been corrected by the Learner at the time of the assessment, a fee shall be charged to issue a new Certificate with the correct spelling of the name.***

## **10. Moderation**

IBSL will carry out moderation of all assessments as appropriate, either at source in the Centre during their visit for the 'live' assessments.

## **11. Issue of results**

IBSL will issue the results of the combined assessments within 28 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 in the IBSL portal.

## **Unit Specification: IBSL6ALN: BSL Linguistics Theory & Practice (Unit accreditation number: K/505/2886)**

### **Unit Summary**

IBSL6LN is a step up from Level 4 of the study of language structure and to the linguistics of British Sign Language (BSL). It is a new concept within British Sign Language Studies, with the aim of giving Learners the linguistic understanding of how BSL functions.

### **Relevance to National Standards**

This qualification relates to the UK Occupational Language Standards (CILT, 2010), and is at Level 6 ('Complex' category) on the Qualification and Credit Framework (QCF). These standards are equivalent to a Modern Foreign Languages Honours Degree.

Learning Outcomes, On completion of this unit, the Learner will...	Assessment Criteria On completion of this unit, the Learner can...
1. Be able to demonstrate an understanding of the role of theory in linguistics as a scientific approach to understanding British Sign Language	1. Explain the main theories pertaining to the role of Sign Linguistics
2. Be able to demonstrate an understanding of BSL grammatical forms in use, including meaning and context in the use of British Sign Language in all signed and non-verbal cultural conventions	2.1 Recognise a) all verb forms in normal use b) most of the common sentence structures c) most signs used for linking and sequencing d) a wide range of structures that use standard sign language and colloquial/ idiosyncratic signs e) all types of register used in BSL
3. Be able to use reference sources	3.1 Use language and linguistics reference sources effectively to confirm or clarify meaning of signs in complex usage



# IBSL Level 6 Certificate in British Sign Language Studies

## Unit IBSL6ALN

### ASSESSMENT SPECIFICATION

The unit will be assessed by TWO instruments of assessment, each of which will focus on separate areas requiring the learner to demonstrate competence in the understanding of BSL Linguistics.

**The first assessment (*to be identified in the coursework file as Assessment 6*)** will take the form of a 2000-word (minimum)/3000-word maximum written essay or alternatively a 20 minute (minimum)/30 minute (maximum) signed essay where Learners will analyse or explain their understanding of different types of linguistic rules and/or how BSL & English linguistic and grammatical rules differ from one other.

The essay titles will be supplied by IBSL.

IBSL will also be responsible (through selected External Examiners experienced in BSL Linguistics) for the marking of the essays.

Reference sources should be given, but do not form part of the minimum/maximum number of words/time allowed with the main content of the essay.

**The second assessment for this unit (*to be identified in the coursework file as Assessment 7*)** will consist of an assessment where Learners have to demonstrate understanding of a number of linguistic rules in order to pass the assessment.

The assessment will be in a multiple choice format and Learners will be allowed a set time-limit to complete the assessment.

#### **Reasonable adjustments**

A specific set of reasonable adjustment allowances for people with dyslexia or sight issues, or those needing the language modified will apply upon specific request to IBSL. A copy of the Reasonable Adjustment Request Form can be found on the internet.

## BSL Level 6 Certificate in British Sign Language Studies Knowledge & Understanding (IBSL6AUN & IBSL6ASN)

Knowledge required for **COMPLEX** language proficiency at Level 6; a Learner must know and understand the following:

### Vocabulary

- K1: Vocabulary to deal with most matters within their area of work;
- K2: Current colloquialisms used in business and social contexts
- K3: a wide range of less commonly-used technical terms relevant to their area of work
- K4: Most ways to link ideas, make arguments easier to follow and help clarity, precision and fluency
- K5: A wide range of different forms of address, leave-taking and other polite conventions to suit different occasions and degrees of formality
- K6: Ways to express feelings
- K7: All numerical terms and ways to discuss numerical data.

### Grammatical forms

- K8: All verb forms in normal use
- K9: All grammatical structures, except the most complex or obscure;
- K10: A wide range of alternative terms and structures which express standard, colloquial, formal and informal registers.

### Non-verbal cultural conventions

- K11: All spoken/signed and non-verbal polite conventions (e.g. *facial expression and gestures, spatial distance, touch, eye contact*)

### Reference sources:

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

## Assessment Overview

### Assessment Overview

**Note:** Assessments are numbered for convenience so that they can be tracked, and matched by IBSL. They do not have to be done in sequential order - they can be done in any order and at any time provided that the total number of assessments is completed by the end-date specified in the Application for Achievement forms.

Assessment No.	Relating to....	How assessed....
1	The first assessment of unit 6AUN	A Receptive Skills task consisting of material supplied by IBSL. The Learner will be required to identify specific ideas/opinions plus the general meaning of the presentation and the arguments that support the reasoning. <i>Assessed through an Answer sheet that will be marked by IBSL.</i>
2	The second assessment of unit 6AUN	The Learner will be required to summarise a set of instructions or information <b>given via a form of web-recording (including Skype/Facetime etc)</b> and relay or confirm these instructions or information into a voice-activated or filmed recording <i>which is then sent to IBSL to be assessed.</i>
3	The first assessment of unit 6ASN	This will be a presentation of the Learner's own choice using Deaf-related conventions telling a brief narrative showing Deaf Humour or Folklore at its best, told to an audience of at least three people. <i>Assessed by a statement completed by the Teacher-Assessor, filmed and sampled at moderation by IBSL.</i>
4	The second assessment of unit 6ASN	This will be a presentation of a true story of the Learner's own choice told to the Teacher-Assessor. <i>Assessed by a statement completed by the Teacher-Assessor, filmed and sampled at moderation by IBSL.</i>

5	This is the first joint assessment of two-way communication in units 6AUN & 6ASN	This takes the form of a debate between three people lasting approximately 15-20 minutes of a selection of current affairs topics given by IBSL. <b><i>Assessed by a statement from the Teacher-Assessor, co-signed by the third person in the debate, filmed and sampled at moderation by IBSL.</i></b>
6	The first assessment of the Linguistics Unit 6ALN	Topic to be supplied by IBSL. The Learner will be required to do a 2000-word (minimum)/3000-word (maximum) written essay, or a 20-minute (minimum/ 30 minute (maximum) signed essay. Note - the signed essay is only available to Deaf Learners. <b><i>Both forms of essay are to be sent to IBSL who will send them to be marked by External Examiners experienced in Linguistics.</i></b>
7	Assessment 2 of the Linguistics unit 6ALN	This will be a time-limited assessment in a multiple-choice format accessed on a written paper supplied by IBSL.
8	The final “Live” scenario	Observed and marked by an External Examiner

**Note:** Filmed sequences should be on USB, DVD or in computer file uploaded to Dropbox, **NOT** video-tapes.