



Level 3 Certificate in

Community Interpreting

Specification

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ASCENTIS' MISSION STATEMENT

'Building Partnerships to Advance and Accredit Lifelong Learning for All.'

About Ascentis

Ascentis was originally established in 1975 as OCNW, a co-operative scheme between Universities and Colleges of Further Education. Ascentis was the first 'Open College' in the UK and served the needs of its members for over 34 years. Throughout this period, OCNW grew yet maintained its independence in order that it could continue to respond to the requirements of its customers and provide a consistently high standard of service to all centres across the country and in recent years to its increasing cohorts of overseas learners.

In 2009 OCNW became Ascentis - a company limited by guarantee and a registered educational charity.

Ascentis is distinctive and unusual in that it is both:

- **a National Awarding Body (NAB)** approved by the office of Qualifications and Examinations Regulation (Ofqual)

and

- **an Access Validating Agency (AVA)** for 'Access to HE Programmes' licensed by the Quality Assurance Agency for Higher Education (QAA).

Ascentis is therefore able to offer a comprehensive ladder of opportunities to centres and their students, including Foundation Learning, vocational programmes and progressing to QAA recognised Access to HE qualifications. The flexible and adult-friendly ethos of Ascentis has resulted in centres throughout the UK choosing to run its qualifications.

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L3 Certificate in Community Interpreting

Introduction

In Britain today there are many different linguistic communities from a diverse range of backgrounds. In many cases, members of these communities have a limited grasp of spoken English. Often it is necessary for those in the community with stronger communication skills in English to act as a bridge between these people and the wider community. They help them overcome the linguistic barriers and cultural differences they encounter on a daily basis where their lack of proficiency in spoken English is a drawback.

This qualification equips learners, with high levels of language skills in both their first language and English, to undertake interpreting work at a basic level of two-way communication. It has units covering the main areas which learners will need to be familiar with; selecting and preparing for assignments, understanding the sectors within which they may work and ensuring that they improve and develop their own performance.

The certificate consists of seven units, four mandatory and three taken from a selection of optional areas.

There are several features of this qualification that make it very appropriate for its target learners:

- It allows the learners to develop their skills and knowledge of the role of a community interpreter and to practice those skills
- The two –way interpreting unit can be taken at level 3 or 4 increasing the flexibility of the qualification
- There is a choice of specialist sectors from which the learners select two to study
- Unit certification is available for each of the units
- Moderation and certification can be offered throughout the year, allowing maximum flexibility for centres.

Aims

- 1 To understand the role of the Community Interpreter
- 2 To learn about the sectors where interpreters may be required to work
- 3 To develop and practise sight translation
- 4 To demonstrate the skills of two-way interpreting
- 5 To learn how to develop and enhance own performance.

Target Group

This qualification is aimed at a range of learners, including:

- Those who have an interest in and awareness of the role of an interpreter
- Those who have undertaken some work in this area and wish to develop their skills
- Those who wish to acquire formal qualifications to enable them to move on to higher qualifications.

Ofqual Qualification Accreditation Number: **600/2872/5**

Rules of Combination

L3 Certificate in Community Interpreting				
Minimum credits: 16				
Group 1 - Mandatory units				
Credit (from Group 1) Mandatory units:6				
Title	Level	Credit Value	GLH	QCF Unit ref
Preparing for Community Interpreting Assignments	3	1	10	J/503/4525
Supporting Interpreting through Sight Translation	3	2	10	A/503/4523
Develop your Performance as a Community Interpreter	3	1	10	M/503/2980
Working as a Community Interpreter in Public Services	3	2	10	Y/503/4531
Group 2 – Optional Units				
Minimum credit (from Group 2) Optional units: 6				
Planning to work as a Community Interpreter within:				
▪ Educational Settings	3	3	15	L/503/4526
▪ The Health Service	3	3	15	R/503/4527
▪ Mental Health Services	3	3	15	Y/503/4528
▪ Social Services	3	3	15	D/503/4529
▪ The Immigration Service	3	3	15	K/503/4534
▪ Housing Services	3	3	15	M/503/4535
▪ The Welfare Benefits System	3	3	15	T/503/4536
Group 3- Optional Units				
Minimum credit (from Group 3) Optional units: 4				
Interpret Two-Way	3	4	15	A/503/4537
Interpret Two-Way	4	5	20	H/503/4533
Credits from equivalent Units: Please contact the Ascentis office to request equivalences, and ask to speak to a member of the Qualifications Development Team.				
Credits from exemptions: Please contact the Ascentis office to request exemptions and ask to speak to a member of the Qualifications Development Team.				

Unit certification is available for any unit.

Recommended Prior Knowledge, Attainment and/or Experience

There are no formal entry requirements for the qualification. Selection on to the course leading to this qualification must include an assessment of the first language and English skills of the learner. These should be at a high level with the expectation that, prior to starting work in the field, learners will have developed language skills at Level 6 in their first language and Level 4 in English.

Age Range of Qualification

These qualifications are suitable for learners over 16, but most will be taken by adults with life or work experience.

Opportunities for progression

The Community Interpreting qualifications are on the Qualifications and Credit Framework (QCF), allowing for the accumulation of credits with the completion of each unit undertaken by the learner. Learners may wish to progress to higher level interpreting qualifications

Mapping/Relationship to National Occupational Standards

These qualifications have been informed by the National Occupational Standards for Trainee Interpreters.

The National Occupational Standards for Trainee Interpreters are shown in Appendix 3.

Opportunities for the development of Functional Skills and PLTS

Opportunities for the development are shown in the Appendix.

Spiritual, Moral, Ethical, Social, Legislative, Economic and Cultural Issues.

This qualification offers opportunities for learners to develop an understanding of a number of these issues. Specific opportunities relevant to this qualification are given in the Appendix.

Resources to support the Delivery of the Qualification

These are outlined in Appendix 6

Centre Recognition

This qualification can only be offered by centres recognised by Ascentis and approved to run this qualification. Details of the centre recognition and qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Qualification Approval

If your centre is already a recognised centre, you will need to complete and submit a qualification approval form to deliver this qualification. Details of the qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Registration

All learners must normally be registered within seven weeks of commencement of a course via Rhombus (the Ascentis learner registration portal), contact the Accreditation Unit, accreditation@ascentis.co.uk for the 'Rhombus Step by Step Guide.

Status in England, Wales and Northern Ireland

This qualification is available in England, Wales and Northern Ireland. It is only offered in English. If a centre based overseas (including Scotland) would like to offer this qualification, they should make an enquiry to Ascentis.

Reasonable Adjustments and Special Considerations

In the development of this qualification Ascentis has made every attempt to ensure that there are no unnecessary barriers to achievement, For candidates with particular requirements reasonable adjustments may be made in order that candidates can have fair assessment and demonstrate attainment. There are also arrangements for special consideration for any candidate suffering illness, injury or indisposition. Full details of the reasonable adjustments and special considerations are available from the documents and policies area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

Enquiries and Appeals Procedure

Ascentis has an appeals procedure in accordance with the statutory regulation of external qualifications (QCF, 2008). Full details of this procedure, including how to make an application, are available from the password protected area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

ASSESSMENT AND MODERATION ARRANGEMENTS

Assessment

All units are internally assessed through the learner building up a portfolio of evidence that covers the relevant assessment criteria, internally assessed and moderated by the centre and then externally moderated by Ascentis.

On completion of the learners' evidence for either the individual units or the certificate the assessor is required to complete the Summary Record of Achievement for each learner. The Summary Record of Achievement asks assessors and the internal moderator to confirm that the rules of combination have been followed. This is particularly important in cases where a learner has taken units at different levels. The Summary Record of Achievement form is provided in Appendix 1.

Centres are required to retain all evidence from all learners for external moderation and for 4 weeks afterwards should any appeal be made.

Internal Assessment

Evidence for each unit is through building up a portfolio of evidence to demonstrate that all the assessment criteria within the unit have been achieved. The evidence will be assessed by the assessor at the centre, who may or may not be the tutor teaching the course.

Portfolios of evidence should include a variety of evidence to demonstrate that the assessment criteria for each unit have been met. Examples of evidence that could be included:

- Observation record
- Questions and discussions
- Photographs
- Video
- Worksheets
- Tape recordings
- Self assessments
- Workbook activities

If the learner fails to meet the assessment criteria on the first attempt at an activity they may redraft the work following feedback given by the tutor. However tutors must not correct the work of the learner, and all feedback given by the tutor must be included within the learner's evidence.

Learners' portfolio work should include a tracking sheet to show where the evidence for each assessment criteria is to be found. Some activities could produce evidence for more than one unit, which is acceptable as long as there is clear reference to this on the tracking sheet. Examples of tracking sheets are found in Appendix x.

Moderation

Internal Moderation

Internal moderation is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards. Internal moderation of this programme will be co-ordinated by a named Foundation Co-ordinator at each centre, who will liaise with Ascentis. The Foundation Co-ordinator may also act as the Internal Moderator. Internal moderation will be carried out through standardisation activities including the internal moderation of portfolios evidence across all the groups of students, to include all the assessors and the full range of units. It is the responsibility of Internal Moderators to ensure that assessors' decisions are sampled and monitored throughout the qualification to ensure consistency and fairness. Internal Moderators are also responsible for supporting assessors by offering advice and guidance. Further guidance is available in the password protected area of the Ascentis website or through contacting the Ascentis office.

Ascentis External Moderators will confirm the Internal Moderation activities at their visit.

External Moderation

Accredited centres will normally be visited twice a year for external moderation although more frequent moderations can be requested from Ascentis, for which there is usually an additional charge. The focus of the external moderation visits will include:

- Moderation of a sample of the learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with standards across other centres
- Confirmation of coverage of all the assessment criteria required for each unit and the rules of combination required for the full award/certificate/diploma.
- Staff development, including guidance and support for all assessors and internal moderators

Knowledge, Understanding and Skills required of Assessors and Internal Moderators

Assessors of this qualification should have a practical experience and understanding of Community Interpreting which should ideally have been gained through previous work experience or through placements in the sector. The delivery of the knowledge required within this qualification should be carried out by qualified teachers or those working towards a teaching qualification and ideally should hold a qualification in a relevant subject.

Internal Moderators need to be competent assessors with knowledge of the requirements of the internal moderation process. Ascentis provides training events for internal moderators and any person new to this role would be advised to go on an Ascentis training event.

Tutor Guidance

This specification should be read in conjunction with the booklet ***Guidance for Centres on Ascentis' Qualifications in Community Interpreting(Level3)***. This is available on the Ascentis website www.Ascentis.co.uk.

UNIT SPECIFICATIONS

Unit 1 Preparing for Community Interpreting Assignments

Credit Value of Unit: 1

GLH of Unit: 10

Level of Unit: 3

Introduction

In this unit learners will develop an understanding of how an interpreter is booked for an assignment and what issues need to be taken into consideration before accepting a booking. The learner will gain an understanding of professional conduct and the importance of following a code of conduct.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1 Understand the protocols of interpreter assignment bookings	1.1 Explain the process used by local interpreting services to book interpreters for assignments 1.2 Summarise the key information which an interpreter should be given at the booking stage 1.3 Explain public liability insurance and CRB requirements for interpreters
2 Be able to make a professional judgement about accepting or declining an interpreting assignment	2.1 Evaluate own interpreting skills level with support from a mentor/trainer 2.2 Use a Code of Practice for an interpreting service to inform decisions about accepting or declining assignments
3 Be able to identify relevant information in preparation for an assignment	3.1 Give examples of the information required to assist assignment preparation
4 Be able to prepare for a range of interpreting assignments	4.1 Identify a range of interpreting assignments highlighting the preparation required

Indicative Content

1 Process for booking interpreters includes:

- Booking dates and times
- Language
- Subject matter
- Purpose of interview
- Length of interview
- People involved
- Payment arrangements
- Level of complexity/specialism required

2 Reasons **to decline** an assignment may include:

- Client is known to the interpreter
- Scenario may conflict with interpreter's personal beliefs
- Interpreter feels unable to be objective owing to personal experience
- Interpreter has insufficient experience to cope with complexity of the Assignment

Most agencies or service providers will work to a **Code of Practice**. An example code of practice can be found in Ascentis' *Guidance for Tutors* document, but learners should be aware that these may vary in specific detail. Each assignment should be considered carefully.

3 **Information required** to assist assignment preparation may include:

- Location of assignment
- Service providers involved
- Questions client may be asked
- Relevant system/procedures
- Relevant legislation
- Client's rights and entitlements
- Potential conflicts
- Possible outcomes

UNIT SPECIFICATIONS

Unit 2a Planning to work as a Community Interpreter within Educational Settings

Credit Value of Unit: 3

GLH of Unit: 15

Level of Unit: 3

Introduction

In this unit learners will develop an understanding of interpreting within the educational settings. They will examine the scenarios in which they may be asked to interpret and explore potential conflicts that may arise. Learners will identify and translate education terminology and compile a glossary of specialist terminology that can be used in preparation for interpreting assignments in the education services. This unit is assessed through a portfolio of evidence.

Learning Outcomes		Assessment Criteria	
The learner will		The learner can	
1	Understand the protocols of interpreting assignments within educational settings.	1.1	Analyse the subject matter and purpose of a specific assignment within education to inform acceptance of assignment
		1.2	Anticipate difficulties and terminology that may arise in an assignment
2	Be able to select and use appropriate sources to prepare for an interpreting assignment within educational settings	2.1	Identify a range of possible sources for researching an interpreting assignment
		2.2	Evaluate the usefulness of source material
		2.3	Extract relevant information from source material
3	Understand specialist terminology used in education	3.1	Identify specialist terminology
		3.2	Compile a glossary in an appropriate format, including explanations for terms lacking direct equivalents

Indicative Content

- 1 **Protocols**, within the service may include
 - School admission procedures
 - titles of key service provider roles
 - key legislation within education and how this affects access to services identifying potential conflicts and difficulties that may arise when interpreting within educational settings and exploring possible solutions
 - 2 **Possible sources** e.g. Internet, leaflets, government documents, specialist trainers
Learners should be aware of
 - the need to acknowledge sources in written assignments
 - how to use sources in preparing for assignments
 - how to assess the usefulness of sources
 - 3 **Specialist terminology** used in education e.g. key stages, Education Welfare Officer, Special Educational Needs.
Learners should be aware of :
 - the difference between specialist terminology and general vocabulary
 - terminology and concepts that may not be understood by service users
- A **glossary** of terms should be
- Up to date
 - Specific to the service
 - Easily accessed and updated
 - Translated into the target language so that it is understandable by the target audience
 - As concise as possible while still conveying the meaning

UNIT SPECIFICATIONS

Unit 2b Planning to work as a Community interpreter within the Health Service

Credit Value of Unit: 3

GLH of Unit: 15

Level of Unit: 3

Introduction

In this unit learners will develop an understanding of interpreting within the health services. They will examine the scenarios in which they may be asked to interpret and explore potential conflicts that may arise. Learners will identify and translate health terminology and compile a glossary of specialist terminology that can be used in preparation for interpreting assignments in the health services. This unit is assessed through a portfolio of evidence.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1 Understand the protocols of interpreting assignments within the Health Service	1.1 Analyse the subject matter and purpose of a specific assignment within the Health Service to inform acceptance of assignment
	1.2 Anticipate difficulties and terminology that may arise in an assignment
2 Be able to select and use appropriate sources to prepare for an interpreting assignment within the Health Service	2.1 Identify a range of possible sources for researching an interpreting assignment
	2.2 Evaluate the usefulness of source material
	2.3 Extract relevant information from source material
3 Understand specialist terminology used in the Health Service	3.1 Identify specialist terminology
	3.2 Compile a glossary in an appropriate format, including explanations for terms lacking direct equivalents

Indicative Content

- 1 **Protocols** within the Health Service may include
 - appointment bookings and referrals
 - titles of key service provider roles
 - key legislation within health and how this affects access to services identifying potential conflicts and difficulties that may arise when interpreting within health settings and exploring possible solutions
 - 2 **Possible sources** e.g. Internet, leaflets, government documents, specialist trainers. Learners should be aware of
 - the need to acknowledge sources in written assignments
 - how to use sources in preparing for assignments
 - how to assess the usefulness of sources
 - 3 **Specialist terminology used in The Health Service** e.g. Smear test, triage, Health Visitor. Learners should be aware of
 - the difference between specialist terminology and general vocabulary
 - terminology and concepts that may not be understood by service users
- A **glossary** of terms should be
- Up to date
 - Specific to the service
 - Easily accessed and updated
 - Translated into the target language so that it is understandable by the target audience
 - As concise as possible while still conveying the meaning

UNIT SPECIFICATIONS

Unit 2c Planning to work as a Community interpreter within Mental Health Services

Credit Value of Unit: 3

GLH of Unit: 15

Level of Unit: 3

Introduction

In this unit learners will develop an understanding of interpreting within the Mental Health Services. They will examine the scenarios in which they may be asked to interpret and explore potential conflicts that may arise. Learners will identify and translate mental health terminology and compile a glossary of specialist terminology that can be used in preparation for interpreting assignments in the Mental Health Services. This unit is assessed through a portfolio of evidence.

Learning Outcomes		Assessment Criteria	
The learner will		The learner can	
1	Understand the protocols of interpreting assignments within Mental Health Services	1.1	Analyse the subject matter and purpose of a specific assignment within Mental Health Services to inform acceptance of assignment
		1.2	Anticipate difficulties and terminology that may arise in an assignment
2	Be able to select and use appropriate sources to prepare for an interpreting assignment within Mental Health Services	2.1	Identify a range of possible sources for researching an interpreting assignment
		2.2	Evaluate the usefulness of source material
		2.3	Extract relevant information from source material
3	Understand specialist terminology used in Mental Health Services	3.1	Identify specialist terminology
		3.2	Compile a glossary in an appropriate format, including explanations for terms lacking direct equivalents

Indicative Content

- 1 **Protocols**, within the service may include
 - referral procedures
 - titles of key service provider roles
 - key legislation within mental health and how this affects access to services identifying potential conflicts and difficulties that may arise when interpreting within mental health settings and exploring possible solutions
- 2 **Possible sources** e.g. Internet, leaflets, government documents, specialist trainers
Learners should be aware of
 - the need to acknowledge sources in written assignments
 - how to use sources in preparing for assignments
 - how to assess the usefulness of sources
- 3 **Specialist terminology** used in Mental Health Services e.g. Sectioning, Child and Adult Mental Health (CAMHS), Approved Mental Health Professional (AMHP)
Learners should be aware of
 - the difference between specialist terminology and general vocabulary
 - terminology and concepts that may not be understood by service users

A **glossary** of terms should be

 - Up to date
 - Specific to the service
 - Easily accessed and updated
 - Translated into the target language so that it is understandable by the target audience
 - As concise as possible while still conveying the meaning

UNIT SPECIFICATIONS

Unit 2d Planning to work as a Community Interpreter within Social Services

Credit Value of Unit: 3

GLH of Unit: 15

Level of Unit: 3

Introduction

In this unit learners will develop an understanding of interpreting within social services. They will examine the scenarios in which they may be asked to interpret and explore potential conflicts that may arise. Learners will identify and translate terminology used in social services and compile a glossary of specialist terminology that can be used in preparation for interpreting assignments in the social services.

This unit is assessed through a portfolio of evidence.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1 Understand the protocols of interpreting assignments within Social Services	1.1 Analyse the subject matter and purpose of an specific assignment within Social Services to inform acceptance of assignment
	1.2 Anticipate difficulties and terminology that may arise in an assignment
2 Be able to select and use appropriate sources to prepare for an interpreting assignment within Social Services	2.1 Identify a range of possible sources for researching an interpreting assignment
	2.2 Evaluate the usefulness of source material
	2.3 Extract relevant information from source material
3 Understand specialist terminology used in Social Services	3.1 Identify specialist terminology
	3.2 Compile a glossary in an appropriate format, including explanations for terms lacking direct equivalents

Indicative Content
<p>1 Protocols within the service may include</p> <ul style="list-style-type: none"> ▪ personal care assessment, child protection procedures ▪ titles of key service provider roles ▪ key legislation within social services and how this affects access to services identifying potential conflicts and difficulties that may arise when interpreting within social services settings and exploring possible solutions <p>2 Possible sources e.g. Internet, leaflets, government documents, specialist trainers Learners should be aware of</p> <ul style="list-style-type: none"> ▪ the need to acknowledge sources in written assignments ▪ how to use sources in preparing for assignments ▪ how to assess the usefulness of sources <p>3 Specialist terminology used in Social Services e.g. Vulnerable adult, Personal Care Plan, Care Manager Learners should be aware of</p> <ul style="list-style-type: none"> ▪ the difference between specialist terminology and general vocabulary ▪ terminology and concepts that may not be understood by service users <p>A glossary of terms should be</p> <ul style="list-style-type: none"> ▪ Up to date ▪ Specific to the service ▪ Easily accessed and updated ▪ Translated into the target language so that it is understandable by the target audience ▪ As concise as possible while still conveying the meaning

UNIT SPECIFICATIONS

Unit 2e Planning to work as a Community Interpreter within Immigration Services

Credit Value of Unit: 3

GLH of Unit: 15

Level of Unit: 3

Introduction

In this unit learners will develop an understanding of interpreting within Immigration Services. They will examine the scenarios in which they may be asked to interpret and explore potential conflicts that may arise. Learners will identify and translate immigration service terminology and compile a glossary of specialist terminology that can be used in preparation for interpreting assignments in the Immigration Services.

This unit is assessed through a portfolio of evidence.

Learning Outcomes		Assessment Criteria	
The learner will		The learner can	
1	Understand the protocols of interpreting assignments within Immigration Services	1.1	Analyse the subject matter and purpose of a specific assignment within Immigration Services to inform acceptance of assignment
		1.2	Anticipate difficulties and terminology that may arise in an assignment
2	Be able to select and use appropriate sources to prepare for an interpreting assignment within Immigration Services	2.1	Identify a range of possible sources for researching an interpreting assignment
		2.2	Evaluate the usefulness of source material
		2.3	Extract relevant information from source material
3	Understand specialist terminology used in Immigration Services	3.1	Identify specialist terminology
		3.2	Compile a glossary in an appropriate format, including explanations for terms lacking direct equivalents

Indicative Content

- 1 **Protocols** within the service include
 - Visa applications, family reunion, asylum claims
 - titles of key service provider roles
 - key legislation within immigration and how this affects access to services identifying potential conflicts and difficulties that may arise when interpreting within immigration settings and exploring possible solutions
- 2 **Possible sources** e.g. Internet, leaflets, government documents, specialist trainers
Learners should be aware of
 - the need to acknowledge sources in written assignments
 - how to use sources in preparing for assignments
 - how to assess the usefulness of sources
- 3 **Specialist terminology** used in immigration e.g. Third Country, non-visa nationals, in country applicant, resident status
Learners should be aware of
 - the difference between specialist terminology and general vocabulary
 - terminology and concepts that may not be understood by service users

A **glossary** of terms should be

 - Up to date
 - Specific to the service
 - Easily accessed and updated
 - Translated into the target language so that it is understandable by the target audience
 - As concise as possible while still conveying the meaning

UNIT SPECIFICATIONS

Unit 2f Planning to work as a Community Interpreter within Housing Services

Credit Value of Unit: 3

GLH of Unit: 15

Level of Unit: 3

Introduction

In this unit learners will develop an understanding of interpreting within Housing Services. They will examine the scenarios in which they may be asked to interpret and explore potential conflicts that may arise. Learners will identify and translate housing service terminology and compile a glossary of specialist terminology that can be used in preparation for interpreting assignments in Housing Services. This unit is assessed through a portfolio of evidence.

Learning Outcomes		Assessment Criteria	
The learner will		The learner can	
1	Understand the protocols of interpreting assignments within Housing Services	1.1	Analyse the subject matter and purpose of a specific assignment within Housing Services to inform acceptance of assignment
		1.2	Anticipate difficulties and terminology that may arise in an assignment
2	Be able to select and use appropriate sources to prepare for an interpreting assignment within Housing Services	2.1	Identify a range of possible sources for researching an interpreting assignment
		2.2	Evaluate the usefulness of source material
		2.3	Extract relevant information from source material
3	Understand specialist terminology used in Housing Services	3.1	Identify specialist terminology
		3.2	Compile a glossary in an appropriate format, including explanations for terms lacking direct equivalents

Indicative Content

- 1 **Protocols** within the service may include
 - applying for emergency housing, dealing with anti-social behaviour
 - titles of key service provider roles
 - key legislation within housing and how this affects access to services identifying potential conflicts and difficulties that may arise when interpreting within housing settings and exploring possible solutions
- 2 **Possible sources** e.g. Internet, leaflets, government documents, specialist trainers
Learners should be aware of:
 - the need to acknowledge sources in written assignments
 - how to use sources in preparing for assignments
 - how to assess the usefulness of sources
- 3 **Specialist terminology** used in housing e.g. Choice based lettings, unintentionally homeless, Housing Association
Learners should be aware of
 - the difference between specialist terminology and general vocabulary
 - terminology and concepts that may not be understood by service users

A **glossary** of terms should be:

 - Up to date
 - Specific to the service
 - Easily accessed and updated
 - Translated into the target language so that it is understandable by the target audience
 - As concise as possible while still conveying the meaning

UNIT SPECIFICATIONS

Unit 2g Planning to work as a Community Interpreter within the Welfare Benefits System

Credit Value of Unit: 3

GLH of Unit: 15

Level of Unit: 3

Introduction

In this unit learners will develop an understanding of interpreting within the Welfare Benefits System. They will examine the scenarios in which they may be asked to interpret and explore potential conflicts that may arise. Learners will identify and translate welfare terminology and compile a glossary of specialist terminology that can be used in preparation for interpreting assignments in the Welfare Benefits System.

This unit is assessed through a portfolio of evidence.

Learning Outcomes		Assessment Criteria	
The learner will		The learner can	
1	Understand the protocols of interpreting assignments within the Welfare Benefits System	1.1	Analyse the subject matter and purpose of a specific assignment within the Welfare Benefits System to inform acceptance of assignment
		1.2	Anticipate difficulties and terminology that may arise in an assignment
2	Be able to select and use appropriate sources to prepare for an interpreting assignment within the Welfare Benefits System	2.1	Identify a range of possible sources for researching an interpreting assignment
		2.2	Evaluate the usefulness of source material
		2.3	Extract relevant information from source material
3	Understand specialist terminology used in the Welfare Benefits System	3.1	Identify specialist terminology
		3.2	Compile a glossary in an appropriate format, including explanations for terms lacking direct equivalents

Indicative Content

- 1 **Protocols** within the service may include
 - procedures for claiming benefits, benefit fraud investigations
 - titles of key service provider roles
 - key legislation within welfare benefits and how this affects access to services identifying potential conflicts and difficulties that may arise when interpreting within welfare benefits settings and exploring possible solutions
- 2 **Possible sources** e.g. Internet, leaflets, government documents, specialist trainers
Learners should be aware of
 - the need to acknowledge sources in written assignments
 - how to use sources in preparing for assignments
 - how to assess the usefulness of sources
- 3 **Specialist terminology** used in welfare benefits e.g. No recourse to public funds, applicable amount, disability premium
Learners should be aware of
 - the difference between specialist terminology and general vocabulary
 - terminology and concepts that may not be understood by service users

A **glossary** of terms should be

 - Up to date
 - Specific to the service
 - Easily accessed and updated
 - Translated into the target language so that it is understandable by the target audience
 - As concise as possible while still conveying the meaning

UNIT SPECIFICATIONS

Unit 3 Supporting Interpreting Through Sight Translation

Credit Value of Unit: 2

GLH of Unit: 10

Level of Unit: 3

Introduction

In this unit learners will develop an understanding of how to carry out a simple sight translation to support interpreting. They will understand the sight translation process, carry out a sight translation, develop strategies to deal with challenging language and gain awareness of sources that will enable them to prepare for sight translations.

This unit is assessed through a portfolio of evidence.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1 Understand how to carry out a sight translation	1.1 Explain the process of sight translation
	1.2 Identify likely scenarios which would involve carrying out sight translations
	1.3 Give examples (minimum of 3) of texts appropriate for sight translation
2 Be able to perform a sight translation of a straightforward written document	2.1 Sight translate the content of a written document using appropriate language and register.
	2.2 Sight translate terminology and concepts to an accurate level.
	2.3 Broadly reflect the register, language and tone of the document
	2.4 Deliver the sight translation with an accurate level of fluency and confidence.
3 Be able to select and use strategies to deal with challenging language	3.1 Paraphrase the meaning of complex terms and phrases when you do not know the direct equivalent in the target language
	3.2 Check and clarify any uncertainty of meaning with the document owner
	3.3 Be able to use reference materials effectively.

Indicative Content

1 The **process** involved in carrying out a sight translation involves

- Reading for gist
- Identifying and clarifying terminology and concepts
- Identifying structural differences between source and target languages
- Mentally prepare sight translation
- Deliver sight translation

Likely scenarios involving sight translation

- Completing a form
- Extracts of leaflets
- Extracts from reports under guidance of service providers
- School letters
- Appointment letters

An **appropriate** level of sight translation for a professional assignment would

- accurately convey meaning
- be understood by client
- broadly reflect register, language and tone of the document
- neither add nor omit anything

3 **Strategies** to deal with challenging language such as seeking clarification, paraphrasing complex terms and phrases etc. This would include having access to and understanding how to use useful reference materials, such as dictionaries and glossaries, which can be stored in hard copy or electronic format.

UNIT SPECIFICATIONS

Unit 4a Interpret Two Way

Credit Value of Unit: 4

GLH of Unit: 15

Level of Unit: 3

Introduction

In this unit the learner will develop their interpreting skills, enabling them to select the appropriate interpreting technique, carry out consecutive interpreting between two languages, and develop the confidence and interpersonal skills to effectively manage the communication between two different language speakers. Learners will develop skills to enable them to interpret effectively in straightforward interpreting assignments. At this level contexts of the assignments or topics re-occur frequently or are of low complexity. Interpreters are not expected to interpret for extended periods at this level. This unit is assessed through role-play performance, peer and mentor/trainer assessment and will be presented as a portfolio of evidence.

Learning Outcomes		Assessment Criteria	
The learner will		The learner can	
1	Understand how to interpret between two languages	1.1	Identify and use interpreting techniques appropriate to the scenario
		1.2	Explain the stages of the interpreting process
2	Be able to interpret consecutively within a community interpreting scenario	2.1	Interpret largely accurately the meaning expressed by users who communicate across two languages
		2.2	Broadly reflect the flow of communication between the users
		2.3	Broadly reflect register and attitude
		2.4	Support effective communication and take action if communication breaks down
		2.5	Use note-taking techniques to facilitate the interpreting process
3	Be able to employ strategies to facilitate the interpreting process	3.1	Paraphrase the meaning of public service terminology where the direct equivalent in the target language is not known
		3.2	Check back and clarify any uncertainty of meaning where required
		3.3	Demonstrate strategies to repair mistakes and ensure that any omissions do not affect the accuracy of meaning
4	Understand how to provide a professional service as a trainee community interpreter	4.1	Demonstrate an awareness of the protocols of a specific public service
		4.2	Ensure all parties are aware of the interpreter's role
		4.3	Follow the requirements of an interpreting service's code of practice throughout the assignment
		4.4	Demonstrate appropriate social and interpersonal skills throughout all stages of the interpreting assignment, whilst maintaining professional boundaries appropriate to the specific service

Indicative Content

- 1 **Interpreting techniques** such as
 - Consecutive, liaison, first person, third person, sight translation
- 2 **A Community Interpreting scenario** at this level will involve
 - Most interpreting being consecutive
 - Scenarios being familiar to the trainee interpreter
 - Scenarios involve three parties only
 - Most opportunities to practise being in simulations
- 3 **Strategies** to overcome difficulties may include
 - Asking for clarification
 - Paraphrasing
 - Repairing mistakes and omissions
- 4 **A Professional service** will include
 - Adhering to an agreed code of ethics
 - Completing the task to the satisfaction of all parties
 - Having pleasant personal qualities and demeanour

UNIT SPECIFICATIONS

Unit 4b Interpret Two Way

Credit Value of Unit: 5

GLH of Unit: 20

Level of Unit: 4

Introduction

In this unit the professional interpreter will demonstrate his/her interpreting skills, including selecting the appropriate interpreting technique in order to carry out a range of interpreting techniques between two languages. An interpreter at this level will demonstrate accuracy of meaning, and be able to reflect register and tone. The interpreter will accurately reflect standard language use and dialects. Use of paraphrasing to deal with complex terms and phrases will be limited. The interpreter will display confidence at managing the communication during all stages of the interpreting process. The interpreter will display high levels of professionalism and interpersonal skills during assignments.

This unit is assessed through role play performance, peer and mentor/trainer assessment and will be presented as a portfolio of evidence.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1 Understand how to interpret between two languages	1.1 Identify, use and analyse a range of interpreting techniques appropriate to the scenarios
2 Be able to interpret consecutively within a community interpreting scenario	1.2 Analyse the stages of the interpreting process
	2.1 Accurately interpret the meaning expressed by users who communicate across two languages
	2.2 Reflect the flow of communication between the users
	2.3 Accurately reflect register, tone and attitude
	2.4 Support effective communication and manage unexpected situations that arise during an interpreting assignment including breakdown of communication
	2.5 Use note taking techniques to facilitate the interpreting process
3 Be able to employ strategies to facilitate the interpreting process	3.1 Paraphrase the meaning of complex public service terminology where the direct equivalent in the target language is not known
	3.2 Check back with the source to clarify meaning as required
	3.3 Demonstrate strategies to repair mistakes and ensure that any omissions do not affect the accuracy of meaning
4 Understand how to provide a professional service as a community interpreter	4.1 Demonstrate an understanding of the protocols of a specific public service
	4.2 Ensure all parties are aware of the interpreter's role
	4.3 Follow the requirements of an interpreting Code of Practice throughout the assignment
	4.4 Demonstrate appropriate social and interpersonal skills throughout all stages of the interpreting assignment, whilst maintaining professional boundaries appropriate to the specific service

Indicative Content

1 **Interpreting techniques** may include more advanced techniques such as

- Simultaneous translation
- Whispered translation
- Verbatim translation

Stages of the process e.g. contact/referral, pre-interview, briefing, post-interview

2 **A community interpreting scenario** may include

- A range of techniques for interpreting
- Scenarios including familiar and unfamiliar contexts
- Scenarios involving more than three parties
- Some scenarios which are not simulations

3 **Strategies** to overcome difficulties may include

- Asking for clarification
- Paraphrasing
- Repairing mistakes and omissions

4 **A professional service** may include

- Adhering to an agreed code of ethics
- Being competent and completing the task to the satisfaction of all parties
- Having pleasant personal qualities and demeanour

UNIT SPECIFICATIONS

Unit 5a Develop your own performance as a Community Interpreter

Credit Value of Unit: 1

GLH of Unit: 10

Level of Unit: 3

Introduction

In this unit learners assess their own performance and reflect upon their competence with support from their mentor/trainer. They learn to identify their strengths and areas for development. They should be aware of the opportunities for professional development and how to access them.

This unit is assessed through a portfolio of evidence.

Learning Outcomes		Assessment Criteria	
The learner will		The learner can	
1	Understand own level of competence as a Community Interpreter	1.1	Reflect upon the effectiveness of own performance in specific interpreting assignments
		1.2	Reflect upon management of the assignment
		1.3	Review progress regularly with mentor/trainer
		1.4	Identify areas for improvement
2	Understand the importance of Continuous Professional Development (CPD)	2.1	Identify future training needs
		2.2	Summarise professional development opportunities and how these can be accessed

Indicative Content

1 The effectiveness of own performance covers

- Capturing the overall meaning
- Capturing the main points
- Sequencing events/ actions
- Structuring the interpretation
- The accuracy of language / register

Management of the assignment includes reflection on

- Own conduct and interaction with others
- Working within the principles of professional practice
- Working with cultural conventions and dealing with any issues
- Dealing with communication breakdown and/or correcting any misunderstandings

Reviewing progress would be in the areas of

- Preparation
- Accuracy
- Dealing with challenging terminology
- Confidence
- Professionalism

Areas for improvement could include extending listening skills, working on pronunciation, confidence, interpersonal awareness, subject specialisms in specific services, knowledge of terminology.

2 **Professional development opportunities for interpreters include**

- Reflecting on own performance
- Updating service knowledge
- Updating glossary
- Keeping in contact with own community
- Keeping up to date with target language developments
- Undergoing training to develop other areas of expertise or specialism's
- Keeping up to date with relevant legislation

UNIT SPECIFICATIONS

Unit 6 Working as a Community Interpreter in Public Services

Credit Value of Unit: 2

GLH of Unit: 10

Level of Unit: 3

Introduction

In this unit learners will develop an understanding of how services are delivered by the public and voluntary sectors. They will develop an awareness of how services can be tailored to meet the needs of minority language groups. Learners will gain an understanding of local provision that supports the needs of the service users they may work with and learn to recognise, understand, translate and explain public service terminology. This refers to specialist terms and jargon used within a range of public services and will inevitably include a range of terms where no direct equivalent exists in many languages.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1 Understand how public services are organised locally	1.1 Clarify key local public services 1.2 Explain how key services are structured and funded
2 Understand the role of the voluntary sector	2.1 Summarise a range of local services provided by the voluntary sector 2.2 Explain how the non-English speaking community access this provision 2.3 Identify voluntary services provided to meet the needs of minority language communities
3 Understand public service terminology	3.1 Identify terminology from a range of public services 3.2 Translate given terms from a range of public services 3.3 Compile glossary in an appropriate format including explanations for terms lacking direct equivalents

Indicative Content

- 1 **Range of public services** including Education, Health, Immigration, Welfare Benefits, Social Services, Mental Health, Housing

Learners should understand how services are funded and structured and how service users access these services in the local area

- 2 **Range of services** delivered by the **voluntary service** such as advice, legal representation, befriending, supplementary schools

Learners should explore access issues for the non-English speaking community and identify a range of services that have been developed to meet the needs of their language community eg. CAB leaflets in other languages, telephone help lines in other languages, advice sessions run in other languages or with interpreters

- 3 **Specialist terminology** used in Public Services e.g. JSA, District Nurse, priority need, English as an additional language (EAL)

Learners should be aware of

- the difference between specialist terminology and general vocabulary
- terminology and concepts that may not be understood by service users

A **glossary** of terms should be

- Up to date
- Specific to the service
- Easily accessed and updated
- Translated into the target language so that it is understandable by the target audience
- As concise as possible while still conveying the meaning



APPENDIX 1

Summary Record of Achievement

Learner Name _____

Minimum Credit Value of Qualification _____

Minimum Credit Value at Level being Claimed _____

Unit Title – Mandatory Units	Level	Credit Value	Date completed	Assessor Signature	Internal Moderator Signature (if sampled)
Preparing for Community Interpreting Assignments					
Supporting Interpreting through Sight Translation					
Develop your Performance as a Community Interpreter					
Working as a Community Interpreter in Public Services					

Level Claimed _____

Total Credit Value at Level being claimed _____

I confirm that the minimum number of credits at the appropriate level have been achieved in order for a claim for certification to be made. I can confirm that the credit has been achieved from the correct combination of mandatory and optional units as specified within the Rules of Combination.

Assessor Signature _____

Internal Moderator Signature (if sampled) _____



APPENDIX 1

Summary Record of Achievement

Learner Name _____

Minimum Credit Value of Qualification _____

Unit Title – Optional Units (1)	Level	Credit Value	Date completed	Assessor Signature	Internal Moderator Signature (if sampled)

Unit Title – Optional Units (2)	Level	Credit Value	Date completed	Assessor Signature	Internal Moderator Signature (if sampled)

Minimum Credit Value at Level being Claimed _____ Level Claimed _____

Total Credit Value at Level being claimed _____

I confirm that the minimum number of credits at the appropriate level have been achieved in order for a claim for certification to be made. I can confirm that the credit has been achieved from the correct combination of mandatory and optional units as specified within the Rules of Combination.

Assessor Signature _____

Internal Moderator Signature (if sampled) _____

Preparing for Community Interpreting Assignments

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Explain the process used by local interpreting services to book interpreters for assignments				
1.2 Summarise the key information which an interpreter should be given at the booking stage				
1.3 Explain public liability insurance and CRB requirements for interpreters				
2.1 Evaluate own interpreting skills level with support from a mentor/trainer				
2.2 Use a Code of Practice for an interpreting service to inform decisions about accepting or declining assignments				
3.1 Give examples of the information required to assist assignment preparation				
4.1 Identify a range of interpreting assignments highlighting the preparation required				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Moderator (if sampled) _____ Date _____

Planning to Work as a Community Interpreter within Educational Settings

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Analyse the subject matter and purpose of a specific assignment within education to inform acceptance of assignment				
1.2 Anticipate difficulties and terminology that may arise in an assignment				
2.1 Identify a range of possible sources for researching an interpreting assignment				
2.2 Evaluate the usefulness of source material				
2.3 Extract relevant information from source material				
3.1 Identify specialist terminology				
3.2 Compile a glossary in an appropriate format, including explanations for terms lacking direct equivalents				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Moderator (if sampled) _____ Date _____

Planning to Work as a Community Interpreter within the Health Service

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Analyse the subject matter and purpose of a specific assignment within the Health Service to inform acceptance of assignment				
1.2 Anticipate difficulties and terminology that may arise in an assignment				
2.1 Identify a range of possible sources for researching an interpreting assignment				
2.2 Evaluate the usefulness of source material				
2.3 Extract relevant information from source material				
3.1 Identify specialist terminology				
3.2 Compile a glossary in an appropriate format, including explanations for terms lacking direct equivalents				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Moderator (if sampled) _____ Date _____

Planning to Work as a Community Interpreter within Mental Health Services

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Analyse the subject matter and purpose of a specific assignment within Mental Health Services to inform acceptance of assignment				
1.2 Anticipate difficulties and terminology that may arise in an assignment				
2.1 Identify a range of possible sources for researching an interpreting assignment				
2.2 Evaluate the usefulness of source material				
2.3 Extract relevant information from source material				
3.1 Identify specialist terminology				
3.2 Compile a glossary in an appropriate format, including explanations for terms lacking direct equivalents				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Moderator (if sampled) _____ Date _____

Planning to Work as a Community Interpreter within Social Services

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Analyse the subject matter and purpose of a specific assignment within Social Services to inform acceptance of assignment				
1.2 Anticipate difficulties and terminology that may arise in an assignment				
2.1 Identify a range of possible sources for researching an interpreting assignment				
2.2 Evaluate the usefulness of source material				
2.3 Extract relevant information from source material				
3.1 Identify specialist terminology				
3.2 Compile a glossary in an appropriate format, including explanations for terms lacking direct equivalents				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Moderator (if sampled) _____ Date _____

Planning to Work as a Community Interpreter within Immigration

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Analyse the subject matter and purpose of an specific assignment within Immigration				
1.2 Use preparation techniques to anticipate difficulties and vocabulary that may arise in an assignment				
2.1 Identify a range of possible sources for researching an interpreting assignment				
2.2 Evaluate the usefulness of source material				
2.3 Extract relevant information from source material				
3.1 Identify specialist terminology				
3.2 Compile a glossary in an appropriate format, including explanations for terms lacking direct equivalents				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Moderator (if sampled) _____ Date _____

Planning to Work as a Community Interpreter within Housing

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Analyse the subject matter and purpose of an specific assignment within Housing				
1.2 Use preparation techniques to anticipate difficulties and vocabulary that may arise in an assignment				
2.1 Identify a range of possible sources for researching an interpreting assignment				
2.2 Evaluate the usefulness of source material				
2.3 Extract relevant information from source material				
3.1 Identify specialist terminology				
3.2 Compile a glossary in an appropriate format, including explanations for terms lacking direct equivalents				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Moderator (if sampled) _____ Date _____

Planning to Work as a Community Interpreter within the Welfare Benefits System

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Analyse the subject matter and purpose of a specific assignment within the Welfare Benefits System				
1.2 Use preparation techniques to anticipate difficulties and vocabulary that may arise in an assignment				
2.1 Identify a range of possible sources for researching an interpreting assignment				
2.2 Evaluate the usefulness of source material				
2.3 Extract relevant information from source material				
3.1 Identify specialist terminology				
3.2 Compile a glossary in an appropriate format, including explanations for terms lacking direct equivalents				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Moderator (if sampled) _____ Date _____

Supporting Interpreting through Sight Translation

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Explain the process of sight translation				
1.2 Identify likely scenarios which would involve carrying out sight translations				
1.3 Give examples (minimum of 3) of texts appropriate for sight translation				
2.1 Sight translate the content of a written document using appropriate language and register				
2.2 Sight translate terminology and concepts to an accurate level				
2.3 Broadly reflect the register, language and tone of the document				
2.4 Deliver the sight translation with an accurate level of fluency and confidence				
3.1 Paraphrase the meaning of complex terms and phrases when you do not know the direct equivalent in the target language				
3.2 Check and clarify any uncertainty of meaning with the document owner				
3.3 Be able to use reference materials effectively				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Moderator (if sampled) _____ Date _____

Interpret Two Way – Level 3

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Identify and use interpreting techniques appropriate to the scenario				
1.2 Explain the stages of the interpreting process				
2.1 Interpret largely accurately the meaning expressed by users who communicate across two languages				
2.2 Broadly reflect the flow of communication between the users				
2.3 Broadly reflect register and attitude				
2.4 Support effective communication and take action if communication breaks down				
2.5 Use note-taking techniques to facilitate the interpreting process				
3.1 Paraphrase the meaning of public service terminology where the direct equivalent in the target language is not known				
3.2 Check back and clarify any uncertainty of meaning where required				
3.3 Demonstrate strategies to repair mistakes and ensure that any omissions do not affect the accuracy of meaning				
4.1 Demonstrate an awareness of the protocols of a specific public service				
4.2 Ensure all parties are aware of the interpreter's role				
4.3 Follow the requirements of an interpreting service's Code of Practice throughout the assignment				
4.4 Demonstrate appropriate social and interpersonal skills throughout all stages of the interpreting assignment, whilst maintaining professional boundaries appropriate to the specific service				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Moderator (if sampled) _____ Date _____

Interpret Two Way – Level 4

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Identify, use and analyse a range of interpreting techniques appropriate to the scenarios				
1.2 Analyse the stages of the interpreting process				
2.1 Accurately interpret the meaning expressed by users who communicate across two languages				
2.2 Reflect the flow of communication between the users				
2.3 Accurately reflect register, tone and attitude				
2.4 Support effective communication and manage unexpected situations that arise during an interpreting assignment including breakdown of communication				
2.5 Use note-taking techniques to facilitate the interpreting process				
3.1 Paraphrase the meaning of complex public service terminology where the direct equivalent in the target language is not known				
3.2 Check back with the source to clarify meaning as required				
3.3 Demonstrate strategies to repair mistakes and ensure that any omissions do not affect the accuracy of meaning				
4.1 Demonstrate an understanding of the protocols of a specific public service				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Moderator (if sampled) _____ Date _____

Unit 5 Develop Own Performance as a Community Interpreter

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Reflect upon the effectiveness of own performance in specific interpreting assignments				
1.2 Reflect upon management of the assignment				
1.3 Review progress regularly with mentor/trainer				
1.4 Identify areas for improvement				
2.1 Identify future training needs				
2.2 Summarise professional development opportunities and how these can be accessed				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Moderator (if sampled) _____ Date _____

Working as an Interpreter in Public Services

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Clarify key local public services				
1.2 Explain how key services are structured and funded				
2.1 Summarise a range of local services provided by the voluntary sector				
2.2 Explain how the non-English speaking community access this provision				
2.3 Identify voluntary services provided to meet the needs of minority language communities				
3.1 Identify terminology from a range of public services				
3.2 Translate given terms from a range of public services				
3.3 Compile a glossary in an appropriate format including explanations for terms lacking direct equivalents				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Moderator (if sampled) _____ Date _____

APPENDIX 3

Mapping/relationship to National Standards

New National Occupational Standards were produced by CILT in May 2010.

The Level 3 Certificate in Community Interpreting was mapped to the Trainee Interpreter Standards

Tint 1, 2, 3 and 4.

Unit TInt1 Prepare for interpreting assignments as a trainee interpreter

Performance Criteria

When you get a new interpreting assignment, you must show that:

- 1 you communicate to the client that you are a trainee interpreter, if they are not already aware
- 2 you identify:
 - the subject matter and purpose of the assignment
 - the level of language and interpreting skills required
- 3 you assess whether the mode of consecutive interpreting is suitable for the assignment
- 4 you seek advice from your mentor, if you doubt whether you have the necessary level of skills for the assignment
- 5 you do not accept any assignment which is beyond your competence in terms of subject matter, degree of complexity or simultaneous mode of interpreting
- 6 you agree contract details, including location and timescales, and any payment
- 7 you check with your employer, placement provider or professional association that you are insured
- 8 if appropriate, you request in advance of the assignment a briefing session and sight of documents to be used
- 9 you plan appropriately so that you will be able to deal with:
 - the type and topic of the assignment
 - the language likely to be used during the assignment
 - any weaknesses in your language skills and processing skills and how you overcome these
 - domain-specific language
 - the cultural and communication conventions of the users
 - any special requirements, and expectations of the users, including the positioning of the users and yourself
 - commonly encountered dilemmas
- 10 you use terminology accurately to describe interpreting and language features
- 11 you use relevant sources of information
- 12 you compile and maintain a glossary of terminology
- 13 you seek advice from your mentor on a regular basis

Knowledge and Skills

To prepare effectively, you must have knowledge of:

- K1 the languages in which you interpret, with the ability to function at level 6 in your first language; and at level 4 in your other language*
- K2 the process of interpreting from one language into another and how to reflect the meaning of the source language into the target language
- K3 the cognitive processing involved in interpreting, concepts such as reformulation, and strategies to deal with an unknown word or phrase
- K4 the cultures of the languages in which you interpret and their conventions for communication, and the implications of these aspects on the planning for the interpreting assignment
- K5 the mode of consecutive interpreting and the concept of simultaneous/whispered interpreting
- K6 the concept of domain-specific terminology
- K7 techniques to anticipate the type and the degree of difficulty of the assignment and the client's and users' needs
- K8 terminology to describe aspects of language and communication and to compare features of the languages in which you interpret
- K9 the role of the interpreter and the principles of professional conduct, specifically the need to:
 - turn down any assignment which is beyond your competence
 - be impartial, and maintain integrity and professionalism
 - treat all information you receive in the course of your duties as confidential, unless required to disclose by law
- K10 contract negotiation, including time scales, any payment and professional indemnity as well as third party insurance
- K11 techniques to research and verify terminology
- K12 techniques to compile and maintain glossaries of terminology
- K13 sources of general and specialist information to assist with assignments, e.g. internet, leaflets, video and glossaries
- K14 study skills and the ability to handle extended reading i

Unit TInt2 Interpret two-way as a trainee interpreter

Performance Criteria

When you interpret two-way, you must show that:

- 1 you communicate to the users that you are a trainee interpreter, if they are not already aware
 - 2 you interpret largely accurately the meaning expressed by users who communicate across two languages
 - 3 your interpretation reflects the flow of communication between the users
 - 4 you have some ability to reflect the language users' register and attitude but not yet total control
 - 5 you interpret consecutively
 - 6 while you may omit some information and not always relay information completely accurately, you have good strategies to repair mistakes
 - 7 you paraphrase the meaning of complex terms and phrases, if you do not know the direct equivalent in the target language
 - 8 you check back with the source language user if you are unable to interpret or are not sure that you have interpreted the meaning accurately
 - 9 you withdraw from the assignment if it becomes clear that it is beyond your competence and you negotiate alternative arrangements
 - 10 you support effective communication throughout the assignment and take action if communication breaks down
 - 11 you interpret factual information and reflect opinions largely accurately
 - 12 you handle the standard national variety of the languages in which you interpret
 - 13 you take notes during consecutive interpreting, where required
 - 14 your conduct is consistent with the principles of professional practice and the registration body's code of conduct
 - 15 your social and interpersonal skills enable you to interact effectively before, during and after the assignment
 - 16 you seek advice from your mentor on a regular basis *
- See the Listening/Receptive and Speaking/Productive units of the National Language Standards for performance and knowledge requirements

Knowledge and Skills

To interpret two-way effectively, you must have knowledge of:

- K1 the languages in which you interpret, with the ability to function at level 6 in your first language; and at level 4 in your other language*
- K2 the process of interpreting from one language into another and how to reflect the meaning of the source language into the target language
- K3 the cognitive processing involved in interpreting and concepts such as long-term and working memory, reformulation and time lag
- K4 the cultures of the languages in which you interpret and their conventions for communication
- K5 the concept of register (frozen, formal, informal, colloquial and intimate) and the transfer of register from one language into the other
- K6 the concept of consecutive and simultaneous/whispered modes of interpreting and when you might use these
- K7 techniques to manage communication if it breaks down in one or more of the following ways:
 - you need to check on meaning
 - the degree of complexity, technicality or emotional charge is beyond your ability to deal with it
 - an apparent lack of understanding or misunderstanding hinders communication between the source and target language user
 - your position and/or that of the users hinders communication
 - the users are communicating too fast or too slowly
 - the users fail to observe appropriate turn-taking
- K8 the role of the interpreter and the principles of professional practice
- K9 the concept of the domain in interpreting
- K10 health and safety requirements
- K11 techniques of taking notes when interpreting in consecutive mode

Unit Tint3 Develop your performance as a trainee interpreter

Performance Criteria

When you evaluate your performance through your journal entries and analysis of recorded material, you must show that:

1 you reflect on the effectiveness of your preparation for assignments

2 you reflect on the effectiveness of your interpreting performance:

how well you caught the overall meaning

whether you captured the main points

how well you captured a sequence of events or actions

how well you used discourse markers to structure the interpretation

how well your use of register matched that of the source language user

3 you reflect on the accuracy of the language that you used while interpreting, e.g. vocabulary and syntax

4 you evaluate how well you managed the assignment in terms of:

your conduct, style and interaction with users

the approach you took to dealing with cultural conventions

instances of communication breakdown and imperfect interpreting, their causes, and whether you took the right action to repair them

your compliance with the principles of professional practice

5 you use terminology accurately to describe language and interpreting features, while evaluating your performance

6 you discuss your findings with your mentor

7 you identify ways in which you can improve:

your preparation for assignments

your interpreting skills

the evaluation of your work

8 you identify and take relevant opportunities to develop your interpreting skills and knowledge

9 you review your progress and achievements with your mentor on a regular basis

Knowledge and Skills

To evaluate your performance effectively, you need to make use of the knowledge components of Units Tint1, Tint2 and Tint4. You must also have knowledge of:

K12 terminology to describe aspects of language and communication and to compare features of the languages in which you interpret

K13 training opportunities available from professional bodies

K14 opportunities for development, e.g. training courses, published materials, resources available on the internet, peer evaluation and networking with other interpreters

Unit Tint4 Support interpreting through sight translations of simple written documents

Performance Criteria

When you produce a sight translation of a written document, you must show that:

- 1 you give an accurate sight translation of the contents of the document
- 2 you translate at sight factual information as well as concepts and opinions
- 3 you reflect broadly the language, register and tone used in the document
- 4 you paraphrase the meaning of complex terms and phrases, if you do not know the direct equivalent in the target language
- 5 if necessary, you check and clarify any uncertainty of meaning with the user to whom the document belongs
- 6 if you have access to reference materials, you make effective use of these to check on unfamiliar vocabulary

* See the Listening/Receptive and Speaking/Productive units of the National Language Standards for performance and knowledge requirements

Knowledge and Skills

To produce effective sight translations, you must have knowledge of:

K1 the process of providing a sight translation from written text

K2 the languages in which you interpret, with the ability to function at level 6 in your first language; and at level 4 in your other language*

K3 the cultures, conventions and formats used to communicate oral/signed and written communication in the languages in which you interpret; and the implications of these aspects for translating a document at sight

K4 register (frozen, formal, informal, colloquial and intimate); the transfer of register from one language into another; and from written into spoken or signed language

K5 the use of reference materials, such as dictionaries and glossaries stored in hard copy or electronic format

Functional Skills Opportunities

Learners following a course based on this specification can be offered opportunities to develop and generate evidence of achievement. Examples of such opportunities (opportunities will be limited to English and ICT) are given below.

English	
Functional Skills Standards	Qualification units
<p>Speaking and Listening Make a range of contributions to discussions and make effective presentations</p>	<ul style="list-style-type: none"> ▪ There are opportunities in most of the units for the candidates to carry out research and then feedback the results to others as a presentation or in discussion groups ▪ Most units require identification or description of a variety of situations e.g. whether to accept assignment, identify training needs etc. These offer the opportunity to discuss and give opinions ▪ The variety of units available will ensure a wide range of discussion topics and opportunities to draw on candidates' differing experiences
<p>Reading Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions</p>	<ul style="list-style-type: none"> ▪ All the units in the qualifications require a degree of background reading and on a wide range of topics ▪ Many units have an element of research which involves the gathering of information from different sources and then analysis of the ideas discovered ▪ Arguments and opinions are informed as a result of close reading and these qualifications offer many opportunities to read and think
<p>Writing Write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively</p>	<ul style="list-style-type: none"> ▪ Portfolio building requires the writing of both short and extended pieces of work to gather evidence to meet the unit criteria. ▪ The variety of the units ensures that a range of topics and therefore ideas and opinions are expressed

Examples
<ul style="list-style-type: none"> ▪ Learners could participate in discussions during group work and /or present information individually ▪ Learners will have ample opportunities to read, compare and select relevant information ▪ Learners will develop portfolios which require them to write reflectively, persuasively and concisely

ICT	
Functional Skills Standards	Qualification units
Using ICT	
Plan solutions to complex tasks by analysing the necessary stage	<ul style="list-style-type: none"> • Candidates who use ICT systems as part of their study method will need to be familiar with the packages required for their needs
Select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts.	<ul style="list-style-type: none"> ▪ Candidates who choose to use ICT systems as part of their study method will need to be able to interact with them safely and securely
Manage information storage to enable efficient retrieval	<ul style="list-style-type: none"> ▪ Those candidates who are computer literate will store information and manage it effectively to assist with evidence building
Finding and Selecting Information	
Use appropriate search techniques to locate and select information	<ul style="list-style-type: none"> ▪ The internet is one of the most popular methods of researching information on a variety of topics
Select information from a variety of sources to meet requirements of a complex task	<ul style="list-style-type: none"> ▪ Researching information requires the accessing and management of a number of sources
Develop, present and communicate information	
Enter, develop and refine information using appropriate software to meet requirements of a complex task	<ul style="list-style-type: none"> ▪ Candidates will need to gather and organise information to meet the requirements of a given assessment
Use appropriate software to meet the requirements of a complex data-handling task	<ul style="list-style-type: none"> ▪ Some units require the gathering and study of statistical information which will need to be managed carefully e.g. Unit 2
Use communications software to meet requirements of a complex task	<ul style="list-style-type: none"> ▪ Candidates may choose to use email or other communication software to assist in information gathering
Combine and present information in ways that are fit for purpose and audience	<ul style="list-style-type: none"> ▪ Different units will require the presentation of information in differing ways e.g. prose, table etc Units 1,2,6
Evaluate the selection, use and effectiveness of ICT tools and facilities used to present information	<ul style="list-style-type: none"> ▪ Candidates will have to make decisions about how to present information and thus be evaluating the tools to use

Examples
<ul style="list-style-type: none"> ▪ Learners may wish to use the internet to research information ▪ Learners may wish to type up assignments / research information ▪ Learners may wish to store evidence / research ▪ Learners may use email to contact peer group /tutors etc

APPENDIX 5

Personal, Learning and Thinking Skills (PLTS) Opportunities

Learners following a course based on this specification can be offered opportunities to develop and generate evidence of achievement in aspects of PLTS. Examples of opportunities to encourage the acquisition and use of PLTS are provided below.

Key to PLTS Codes in Table Below:

IE	Independent Enquiries
CT	Creative Thinkers
RL	Reflective Learners
TW	Team Workers
SM	Self Managers
EP	Effective Participants

Unit title	Ref. No.	IE	CT	RL	TW	SM	EP
Preparing for Community Interpreting Assignments		✓		✓		✓	✓
Planning to work as a Community Interpreter within Educational Settings		✓		✓		✓	✓
Planning to work as a Community Interpreter within Educational Settings		✓		✓		✓	✓
Planning to work as a Community Interpreter within Educational Settings		✓		✓		✓	✓
Planning to work as a Community Interpreter within Educational Settings		✓		✓		✓	✓
Planning to work as a Community Interpreter within Educational Settings		✓		✓		✓	✓
Supporting Interpreting through Sight Translation		✓	✓		✓	✓	✓
Interpret 2 way (Level 3)		✓	✓	✓	✓	✓	✓
Interpret 2 way (Level 4)		✓	✓	✓	✓	✓	
Developing your Performance		✓		✓			✓
Working as an Interpreter in Public Services		✓	✓	✓	✓	✓	✓

APPENDIX 6

Resources to support this qualification

Guidance for Centres on Ascentis' Qualifications in Community Interpreting (Level3).

Produced by Ascentis and available on Ascentis' website www.ascentis.co.uk

Useful Publications

Useful websites: <http://www.cfa.uk.com/standards/languages-and-intercultural-working/download.html>