



## Ascentis Level 1 Award in

## Understanding Community Interpreting

## Specification

**Ofqual Number 600/6128/5**

Ofqual Start Date	01/09/2013
Ofqual Review Date	30/06/2020
Ofqual Certification Review Date	30/06/2021

## ABOUT ASCENTIS

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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:

- **An Awarding Organisation** regulated 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.

## ASCENTIS CONTACT DETAILS

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# ASCENTIS LEVEL 1 AWARD IN UNDERSTANDING COMMUNITY INTERPRETING

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## Introduction

The role of the Community Interpreter is becoming increasingly important, particularly in regions with many linguistic communities. The interpreter acts as a bridge between communities and enables people to access services and situations which would otherwise not be possible.

This qualification offers the opportunity for learners who are speakers of other languages to learn about the area of Community Interpreting. Learners may wish to study the subject as they have an interest in the topic or they may wish to use the qualification as a stepping stone to becoming a Community Interpreter.

The qualification offers the opportunity to learn about the language skills required when working in the community – giving an awareness of how language changes depending on the situation. There is also an opportunity to look at how Public and Voluntary Service sectors work and their interaction with the community. The role of the interpreter is also explored and discussed.

The award consists of three mandatory units.

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

- It allows the learners to learn about the role of a Community Interpreter
- The learners can start to explore the Public Voluntary sectors and how they support community needs
- Unit certification is available for each of the units
- Verification and certification can be offered throughout the year, allowing maximum flexibility for centres

## Aims

The aims of the qualification are to enable learners

- 1 To learn how to use language skills to the best advantage
- 2 To learn about the sectors where interpreters may be required to work
- 3 To learn about the role of the Community Interpreter

## Target Group

This qualification is aimed at a range of learners, including

- Those who have an interest in working with different linguistic groups in the community
- Those who have an interest in learning about the role of an interpreter
- Those who wish to acquire further qualifications to enable them to work towards becoming a Community Interpreter

**Ofqual Qualification Number: 600/6128/5**

## Rules of Combination

Ascentis Level 1 Award in Understanding Community Interpreting				
Mandatory Units				Minimum credits: 6
Title	Level	Credit Value	GLH	Unit ref
English Language Awareness	1	1	10	M/504/1601
Communities and Organisations	1	2	20	A/504/1603
Role of the Community Interpreter	1	3	30	F/504/1604
<b>Credits from equivalent Units:</b> Please contact the Ascentis office to request equivalences, and ask to speak to a member of the Qualifications Development Team.				
<b>Credits from exemptions:</b> 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 all units.

### Recommended Guided Learning Hours

The recommended guided learning hours for this qualification is 60

### Total Qualification Time

The Total Qualification Time for Level 1 Award in Understanding Community Interpreting is 60.

### Recommended Prior Knowledge, Attainment and / or Experience

There are no formal entry requirements for the qualification. However, centres will need to satisfy themselves that candidates will be able to demonstrate the language skills necessary to achieve the learning outcomes.

### Age Range of Qualification

This qualification is suitable for learners over 16, but it is likely that most will be adults with life or work experience.

### Opportunities for Progression

The Level 1 Award in Community Interpreting is on the Qualifications and Credit Framework, 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 such as the Level 3 Certificate in Community Interpreting.

### Resources to support the Delivery of the Qualification

These are outlined in Appendix 3.

## 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](http://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](http://www.ascentis.co.uk).

## Registration

All learners must normally be registered with Ascentis within seven weeks of commencement of a course via the Ascentis electronic registration portal.

## 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 learners with particular requirements reasonable adjustments may be made in order that they can have fair assessment and demonstrate attainment. There are also arrangements for special consideration for any learner suffering illness, injury or indisposition. Full details of the reasonable adjustments and special considerations are available from the Resources/Key Documents area of the Ascentis website [www.ascentis.co.uk](http://www.ascentis.co.uk) or through contacting the Ascentis office.

## Enquiries and Appeals Procedure

Ascentis has an appeals procedure in accordance with the regulatory arrangements in the Ofqual *General Conditions of Recognition*<sup>1</sup>. Full details of this procedure, including how to make an application, are available from the Resources/Key Documents area of the Ascentis website [www.ascentis.co.uk](http://www.ascentis.co.uk) or through contacting the Ascentis office.

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<sup>1</sup> The Scottish Qualifications Authority (SQA) have developed some high level principles that cover the same requirements as the Ofqual Conditions. These are the SQA Accreditation Regulatory Principles (2011).

## ASSESSMENT AND VERIFICATION ARRANGEMENTS

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### Assessment

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

On completion of the learners' evidence for either the individual units or the award, the assessor is required to complete the Summary Record of Achievement for each learner. The Summary Record of Achievement asks assessors and the internal verifier 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 verification 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 are

- 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 criterion 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 2.

### Verification

#### Internal Verification

Internal verification is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards i.e. consistently and reliably. Internal verification activities will include: ensuring any stimulus or materials used for the purposes of assessment are fit for purpose; sampling assessments; standardisation of assessment decisions; standardisation of internal verification decisions. Internal Verifiers are also responsible for supporting assessors by providing constructive advice and guidance in relation to the qualification delivered.

Further information is available from the Resources/Key Documents section of the Ascentis website [www.ascentis.co.uk](http://www.ascentis.co.uk)

## External Verification

Recognised centres will be visited in accordance with a verification model that is considered most appropriate for the provision. More frequent verifications can be requested from the Ascentis Quality Assurance team, for which there is usually an additional charge. External verification will usually focus on the following areas:

- A review of the centres management of the regulated provision
- The levels of resources to support the delivery of the qualification, including both physical resources and staffing
- Ensuring the centre is using appropriate assessment methods and making appropriate assessment decisions according to Ascentis' requirements
- Ensuring the centre has appropriate internal quality assurance arrangements as outlined within the relevant qualification specification
- Checking that the centre is using appropriate administrative arrangements to support the function of delivery and assessment

External Verifiers will usually do this through discussion with the centre management team; assessment and Internal Quality Assurance staff; verifying a sample of learners' evidence; talking to learners, reviewing relevant centre documentation and systems.

## Knowledge, Understanding and Skills required of Assessors and Internal Verifiers

Assessors of this qualification should have a theoretical understanding of Community Interpreting which should ideally have been gained through previous work experience or through placements in the sector.

Centres are responsible for ensuring that all staff involved in the delivery of the qualification are appropriately qualified. Ascentis will not be held responsible for any issues that relate to centre staffing which could impact on the successful delivery, assessment and internal quality assurance of our qualifications.

Those delivering the qualification should preferably hold or be working towards a recognised teaching qualification. Assessors must be able to make appropriate assessment decisions. Internal Quality Assurers need to have knowledge and experience of the internal quality assurance processes.

Centres are required to ensure that appropriate training and support is in place for staff involved in the delivery, assessment and internal verification of Ascentis qualifications.

Ascentis offers free support for centres. Further information on the support that is available can be found on Quartz Web or the Ascentis website.

# UNIT SPECIFICATIONS

## English Language Awareness

**Credit Value of Unit: 1**

**GLH of Unit: 10**

**Level of Unit: 1**

### Introduction

In this unit learners will become aware of how language changes according to context. They will learn about different public services and their functions.

Learning Outcomes		Assessment Criteria	
The learner will be able to		The learner can	
1	Be aware of language use in different contexts	1.1	Identify and list at least TWO examples of how language use changes according to place / purpose and audience
		1.2	Describe at least 2 examples of language responses in differing situations, e.g. with a friend, the Bank Manager
2	Use basic Public Service terminology	2.1	Match at least 20 specialist Public Service terms to their meanings
		2.2	Identify the Public Service in which each of the terms is used
		2.3	Choose at least TWO of the terms and describe the difficulties which there might be in interpreting the exact meaning of each

Indicative Content
<p><b>Place, purpose and audience</b></p> <ul style="list-style-type: none"> <li>▪ Place – speak differently in the home and outside</li> <li>▪ Purpose – speak differently if describing someone or when giving directions</li> <li>▪ Audience – speak differently one to one or to a large group or Manager etc.</li> </ul> <p><b>Changes in language include</b></p> <ul style="list-style-type: none"> <li>▪ Formal / informal</li> <li>▪ Word choice</li> <li>▪ Face to face / telephone / online</li> </ul> <p><b>Language Responses – the formats used when dealing with different people</b></p> <ul style="list-style-type: none"> <li>▪ Friend: 'Hello, how are you?' Me: 'I'm very well. How are you?'</li> <li>▪ Doctor: 'Hello. How can I help you today?' Me: 'Thank you. I have not been feeling well'</li> </ul> <p><b>Public Service Terms may include</b></p> <ul style="list-style-type: none"> <li>▪ Social worker</li> <li>▪ Health visitor</li> <li>▪ Council Tax</li> <li>▪ Key stages</li> <li>▪ JSA / ESA</li> </ul>

**Difficulties may include**

- Term not existing
- Service not existing
- No exact equivalent – idiom, tenses, word order

## UNIT SPECIFICATIONS

### Community and Organisations

**Credit Value of Unit: 2**

**GLH of Unit: 20**

**Level of Unit: 1**

#### Introduction

In this unit learners will learn about the relationship between communities and their public services. They will also look at the role of voluntary organisations.

Learning Outcomes		Assessment Criteria	
The learner will be able to		The learner can	
1	Understand how a Voluntary Organisation meets the needs of a minority linguistic community	1.1	Identify a Voluntary Organisation in the local area which provides services for speakers of your language
		1.2	List the provision offered by the Voluntary Organisation
2	Understand how Public Services are delivered	2.1	Identify and list the main services provided by at least TWO Public Services
		2.2	Identify at least THREE differences between the provision of TWO public services in the UK and in another country
3	Understand how communities gain access to Public Services	3.1	Outline at least THREE ways in which the community gains access to Public Services
		3.2	Describe at least three difficulties which might arise for speakers of your language in accessing public services

#### Indicative Content

##### Voluntary organisations may include

- Red Cross
- CAB
- Age UK
- Refugee Council
- Local community organisations, especially those serving the needs of a particular linguistic minority community

##### Public services may include

- NHS
- Local Authority
- DWP

##### Access

- How service users access services, e.g. online, appointments, telephone appointments, drop-ins, advice lines

##### Difficulties may include

- Access to technology
- Language
- Protocols

- Cultural expectations

**Possible sources of information for unit**

- Direct.gov website
- Local voluntary service
- Local authority websites

## UNIT SPECIFICATIONS

### Role of the Community Interpreter

**Credit Value of Unit: 3**

**GLH of Unit: 30**

**Level of Unit: 1**

#### Introduction

In this unit learners will develop an understanding of the role of a Community Interpreter. They will learn about where an interpreter may work and with whom. Learners will also have the opportunity to find voluntary work.

Learning Outcomes		Assessment Criteria	
The learner will be able to		The learner can	
1	Understand key aspects of the work of a Community Interpreter	1.1	List the essential skills and qualities required by a Community Interpreter
		1.2	List THREE differences between an interpreter and a translator, including the ways in which they work
		1.3	Outline at least THREE difficulties which might occur when working within your linguistic community
2	Understand the settings in which a Community Interpreter works	2.1	Describe at least THREE places where Community Interpreters might work and in which situations, e.g. at a school for Parents' Evening
		2.2	Identify key personnel who may be involved in any given situation involving Community Interpreting
3	Understand the process of finding voluntary work	3.1	Produce an action plan for finding voluntary work
		3.2	Prepare and deliver a short presentation on the steps you have taken to find relevant voluntary work OR your experience of voluntary work

#### Indicative Content

**Skills and qualities** – e.g. fluency in a minimum of two languages, interpersonal skills, punctuality, reliability

#### Differences between interpreting and translation – may include

- Oral vs written communication
- Work carried out at home or in the Public Service location
- Level of IT skills
- Skills in using research sources
- Level of literacy skills in Community Language and English

#### Difficulties may include

- Personal relationship with a member of the community
- Conflict of interest
- Pressure to help the person

#### Settings and personnel may include

- Schools / parents' evening / EAL coordinator / head teacher
- GP surgery / registering with a GP / receptionist / practice nurse

- Job Centre Plus / registering for JSA / personal advisor

**Relevant voluntary work may include**

- An organisation where the community language is regularly used
- An organisation which uses professional interpreters to give advice or guidance
- An organisation which is contracted to provide a public service or which enables access to a public service

**Differences may include**

- Funding of service
- Access to service
- Availability

APPENDIX 1

Summary Record of Achievement  
 Level 1 Award in Understanding Community Interpreting

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
English Language Awareness	1	1			
Community and Organisations	1	2			
The Role of Community Interpreter	1	3			

Learner Name \_\_\_\_\_

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 Verifier Signature (if sampled) \_\_\_\_\_

## APPENDIX 2

### Tracking Sheet

#### English Language Awareness

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Identify and list at least TWO examples of how language use changes according to place / purpose and audience				
1.2 Describe at least 2 examples of language responses in differing situations, e.g. with a friend, the Bank Manager				
2.1 Match at least 20 specialist Public Service terms to their meanings				
2.2 Identify the Public Service in which each of the terms is used				
2.3 Choose at least 2 of the terms and describe the difficulties which there might be in interpreting the exact meaning of each one				

**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 Verifier (if sampled) \_\_\_\_\_ Date \_\_\_\_\_

## APPENDIX 2

### Tracking Sheet

#### Community and Organisations

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Identify a Voluntary Organisation in the local area which provides services for speakers of your language				
1.2 List the provision offered by the Voluntary Organisation				
2.1 Identify and list the main services provided by at least TWO Public Services				
2.2 Identify at least THREE differences between the provision of TWO public services in the UK and another country				
3.1 Outline at least THREE ways in which the community gains access to Public Services				
3.2 Describe at least three difficulties which might arise for speakers of your language in accessing public services				

**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 Verifier (if sampled) \_\_\_\_\_ Date \_\_\_\_\_

## Tracking Sheet

## Role of the Community Interpreter

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Understand key aspects of the work of a Community Interpreter				
1.2 List THREE differences between an interpreter and a translator, including the ways in which they work				
1.3 Outline at least THREE difficulties which might occur when working within your linguistic community				
2.1 Describe at least THREE places where Community Interpreters might work and in which situations, e.g. at a school for Parents' Evening				
2.2 Identify key personnel who may be involved in any given situation involving Community Interpreting				
3.1 Produce an action plan for finding voluntary work.				
3.2 Prepare and deliver a short presentation on the steps you have taken to find relevant voluntary work OR your experience of voluntary work				

**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 Verifier (if sampled) \_\_\_\_\_ Date \_\_\_\_\_

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**Resources to support the delivery of the qualification (including physical resources)**

Guidance for Centres on Ascentis' Qualifications in Community Interpreting (Level 1).  
Produced by Ascentis and available on Ascentis' website [www.ascentis.co.uk](http://www.ascentis.co.uk)

**Useful websites**

[www.skillsca.org/standards-qualifications/language-intercultural.html](http://www.skillsca.org/standards-qualifications/language-intercultural.html)