



# Ascentis Level 3 Certificate in Community Interpreting Specification

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## 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.

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## TABLE OF CONTENTS

### ASCENTIS LEVEL 3 CERTIFICATE IN COMMUNITY INTERPRETING

Introduction	4
Aims	4
Target Group	4
Ofqual Qualification Number	4
Rules of Combination	5
Recommended Guided Learning Hours	6
Total Qualification Time	6
Recommended Prior Knowledge, Attainment and / or Experience	6
Age Range of Qualification	6
Opportunities for Progression	6
Centre Recognition	6
Qualification Approval	6
Registration	6
Status in England, Wales and Northern Ireland	6
Reasonable Adjustments and Special Considerations	7
Enquiries and Appeals Procedure	7

### ASSESSMENT AND VERIFICATION ARRANGEMENTS

Assessment	8
Internal Assessment	8
Verification	8
Internal Verification	8
External Verification	9
Knowledge, Understanding and Skills Required of Assessors and Internal Verifiers	9
Tutor Guidance	9

### UNIT SPECIFICATIONS

Preparing for Community Interpreting Assignments	10
Planning to work as a Community Interpreter within Educational Settings	12
Planning to work as a Community Interpreter within the Health Service	14
Planning to work as a Community Interpreter within Mental Health Services	16
Planning to work as a Community Interpreter within Social Services	18
Planning to work as a Community Interpreter within Immigration Services	20
Planning to work as a Community Interpreter within Housing Services	22
Planning to work as a Community Interpreter within the Welfare Benefits System	24
Supporting Interpreting Through Sight Translation	26
Interpret Two Way (Level 3)	28
Interpret Two Way (Level 4)	30
Develop own Performance as a Community Interpreter	32
Working as a Community Interpreter in Public Services	34
Appendix 1 Summary Record of Achievement	36
Appendix 2 Tracking Sheets	38

# ASCENTIS LEVEL 3 CERTIFICATE IN COMMUNITY INTERPRETING

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## 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
- 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 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 Number**

**600/2872/5**

## Rules of Combination

Ascentis Level 3 Certificate in Community Interpreting				
Minimum credits: 16				
Group 1 – Mandatory Units				
Credit (from Group 1) Mandatory Units: 6				
Title	Level	Credit Value	GLH	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 own 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				
Credit (from Group 2) Optional Units: 6				
Title	Level	Credit Value	GLH	Unit ref
Planning to Work as a Community Interpreter within Educational Settings	3	3	15	L/503/4526
Planning to Work as a Community Interpreter within the Health Service	3	3	15	R/503/4527
Planning to Work as a Community Interpreter within Mental Health Services	3	3	15	Y/503/4528
Planning to Work as a Community Interpreter within Social Services	3	3	15	D/503/4529
Planning to Work as a Community Interpreter within Immigration Services	3	3	15	K/503/4534
Planning to Work as a Community Interpreter within Housing Services	3	3	15	M/503/4535
Planning to Work as a Community Interpreter within the Welfare Benefits System	3	3	15	T/503/4536
Group 3 – Optional Units				
Credit (from Group 3) Optional Units: 6				
Title	Level	Credit Value	GLH	Unit ref
Interpret Two Way (Level 3)	3	4	15	A/503/4537
Interpret Two Way (Level 4)	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 all units.

### **Recommended Guided Learning Hours**

The recommended guided learning hours for this qualification is 85.

### **Total Qualification Time**

The total qualification time for Level 3 Certificate in Community Interpreting is 160.

### **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 5 in their first language and Level 4 in English.

### **Age Range of Qualification**

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

### **Opportunities for Progression**

Learners may wish to progress to higher level interpreting qualifications.

### **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.

Centres are advised that there is a requirement for a minimum of one face to face assessment, which must be filmed, for the unit Interpret Two-Way. This condition applies to both the level 3 and level 4 version of this unit. For the purpose of this qualification, face to face is defined as all parties being present in the same room at the same time.

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 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. Internal verification 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 verifier. Internal verification will be carried out through standardisation activities including the internal verification of portfolio evidence across all the groups of students, to include all the

assessors and the full range of units. It is the responsibility of internal verifiers to ensure that assessors' decisions are sampled and monitored throughout the qualification to ensure consistency and fairness. Internal verifiers 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 verifiers will confirm the internal verification activities at their visit.

### 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 practical experience and an understanding of Community Interpreting which should ideally have been gained through previous work experience or through placements in the sector. Centres need to ensure that assessors have the appropriate level of competence in the languages being assessed.

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.

### Tutor Guidance

This specification should be read in conjunction with the booklet ***Guidance for Centres on Ascentis' Qualifications in Community Interpreting (Level 3)***. This is available on the Ascentis website [www.Ascentis.co.uk](http://www.Ascentis.co.uk).

## UNIT SPECIFICATIONS

### 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 be able to		The learner can	
1	Understand the <b>protocols</b> 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

##### 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

##### 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.

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

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

## UNIT SPECIFICATIONS

### 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 be able to		The learner can	
1	Understand the <b>protocols</b> 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 <b>possible sources</b> for researching an interpreting assignment
		2.2	Evaluate the usefulness of source material
		2.3	Extract relevant information from source material
3	Understand <b>specialist terminology</b> used in education	3.1	Identify specialist terminology
		3.2	Compile a <b>glossary</b> in an appropriate format, including explanations for terms lacking direct equivalents

#### Indicative Content

##### 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

##### 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

##### 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

### 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 be able to		The learner can	
1	Understand the <b>protocols</b> 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 <b>possible sources</b> for researching an interpreting assignment
		2.2	Evaluate the usefulness of source material
		2.3	Extract relevant information from source material
3	Understand <b>specialist terminology</b> used in the Health Service	3.1	Identify specialist terminology
		3.2	Compile a <b>glossary</b> in an appropriate format, including explanations for terms lacking direct equivalents

#### Indicative Content

##### 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

##### 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

##### 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

### 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 be able to		The learner can	
1	Understand the <b>protocols</b> 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 <b>possible sources</b> for researching an interpreting assignment
		2.2	Evaluate the usefulness of source material
		2.3	Extract relevant information from source material
3	Understand <b>specialist terminology</b> used in Mental Health Services	3.1	Identify specialist terminology
		3.2	Compile a <b>glossary</b> in an appropriate format, including explanations for terms lacking direct equivalents

#### Indicative Content

##### 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

##### 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

##### 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

### 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 be able to		The learner can	
1	Understand the <b>protocols</b> of interpreting assignments within Social Services	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	Be able to select and use appropriate sources to prepare for an interpreting assignment within Social Services	2.1	Identify a range of <b>possible sources</b> for researching an interpreting assignment
		2.2	Evaluate the usefulness of source material
		2.3	Extract relevant information from source material
3	Understand <b>specialist terminology</b> used in Social Services	3.1	Identify specialist terminology
		3.2	Compile a <b>glossary</b> in an appropriate format, including explanations for terms lacking direct equivalents

#### Indicative Content

##### Protocols within the service may include

- 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

##### 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

##### Specialist terminology used in Social Services e.g. vulnerable adult, Personal Care Plan, Care Manager. 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

### 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 be able to		The learner can	
1	Understand the <b>protocols</b> 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 <b>possible sources</b> for researching an interpreting assignment
		2.2	Evaluate the usefulness of source material
		2.3	Extract relevant information from source material
3	Understand <b>specialist terminology</b> used in Immigration Services	3.1	Identify specialist terminology
		3.2	Compile a <b>glossary</b> in an appropriate format, including explanations for terms lacking direct equivalents

#### Indicative Content

##### 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 with immigration settings and exploring possible solutions

##### 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

### 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 be able to		The learner can	
1	Understand the <b>protocols</b> 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 <b>possible sources</b> for researching an interpreting assignment
		2.2	Evaluate the usefulness of source material
		2.3	Extract relevant information from source material
3	Understand <b>specialist terminology</b> used in Housing Services	3.1	Identify specialist terminology
		3.2	Compile a <b>glossary</b> in an appropriate format, including explanations for terms lacking direct equivalents

#### Indicative Content

##### Protocols within the service

- Applying for emergency housing, dealing with anti-social behaviour
- Titles of key service provider roles
- Key legislation within housing and how this affects access services identifying potential conflicts and difficulties that may arise when interpreting within housing settings and exploring possible solutions

##### 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

##### Specialist terminology used in housing, e.g. choice based lettings (CBL), 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

### 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 be able to		The learner can	
1	Understand the <b>protocols</b> 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 <b>possible sources</b> for researching an interpreting assignment
		2.2	Evaluate the usefulness of source material
		2.3	Extract relevant information from source material
3	Understand <b>specialist terminology</b> used in the Welfare Benefits System	3.1	Identify specialist terminology
		3.2	Compile a <b>glossary</b> in an appropriate format, including explanations for terms lacking direct equivalents

#### Indicative Content

##### 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

##### 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

##### 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

### Supporting Interpreting Through Sight Translation

Credit Value of Unit: 3

GLH of Unit: 10

Level of Unit: 3

#### Introduction

In this unit learners will develop an understanding of how to carry out a sight translation to support interpreting. They will understand the sight translation process, carry out a sight translation, and 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 be able to		The learner can
1	Understand how to carry out a sight translation	1.1 Explain the process of sight translation
		1.2 Identify <b>likely scenarios</b> 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 <b>appropriate</b> 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 <b>strategies</b> 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

##### 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

**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

### Interpret Two Way (Level 3)

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 reoccur 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 be able to		The learner can	
1	Understand how to interpret between two languages	1.1	Identify and use <b>interpreting techniques</b> appropriate to the scenario
		1.2	Explain the stages of the interpreting process
2	Be able to interpret consecutively within a <b>community interpreting scenario</b>	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 <b>strategies</b> to repair mistakes and ensure that any omissions do not affect the accuracy of meaning
4	Understand how to provide a <b>professional service</b> 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

### Interpreting techniques such as

- Consecutive, liaison, first person, third person, sight translation

### 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

### Strategies to overcome difficulties may include

- Asking for clarification
- Paraphrasing
- Repairing mistakes and omissions

### 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

### Interpret Two Way (Level 4)

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 be able to		The learner can	
1	Understand how to interpret between two languages	1.1	Identify, use and analyse a range of <b>interpreting techniques</b> appropriate to the scenarios
		1.2	Analyse the <b>stages</b> of the interpreting process
2	Be able to interpret consecutively within a <b>community interpreting scenario</b>	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 <b>strategies</b> 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

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

- Simultaneous interpreting
- Whispered interpreting
- Verbatim interpreting

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

### **A community interpreting scenario may include**

- A range of techniques for interpreting
- Scenarios including familiar and unfamiliar contexts
- Some scenarios which are not simulations

### **Strategies to overcome difficulties may include**

- Asking for clarification
- Paraphrasing
- Repairing mistakes and omissions

### **A professional service may include**

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

## UNIT SPECIFICATIONS

### Develop 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 be able to		The learner can	
1	Understand own level of competence as a Community Interpreter	1.1	Reflect upon the <b>effectiveness of own performance</b> in specific interpreting assignments
		1.2	Reflect upon <b>management</b> of the assignment
		1.3	<b>Review progress</b> regularly with mentor / trainer
2	Understand the importance of Continuous Professional Development (CPD)	2.1	Identify future training needs
		2.2	Summarise <b>professional development opportunities</b> and how these can be accessed

#### Indicative Content

##### 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
- 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 of improvement could include:** extending listening skills, working on pronunciation, confidence, interpersonal awareness, subject specialisms in specific services, knowledge of terminology.

##### 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 specialisms
- Keeping up to date with relevant legislation

## UNIT SPECIFICATIONS

### 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 be able to		The learner can	
1	Understand how public services are organised locally	1.1	Clarify key local <b>public services</b>
		1.2	Explain how key services are structured and funded
2	Understand the role of the voluntary sector	2.1	Summarise a range of <b>local services</b> provided by the <b>voluntary sector</b>
		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 <b>glossary</b> in an appropriate format including explanations for terms lacking direct equivalents

#### Indicative Content

**Range of public services:** including Education, Health, Immigration, Welfare Benefits, Social Services, Mental Health, and Housing.

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

**Range of services delivered by the voluntary service:** Such as advice, legal representation, and 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, e.g. CAB leaflets in other languages, telephone helplines in other languages, advice sessions run in other languages or with interpreters.

**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

Summary Record of Achievement  
Level 3 Award in Community Interpreting

Unit Title – Mandatory Units	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Preparing for Community Interpreting Assignments	3	1			
Supporting Interpreting through Sight Translation	3	2			
Develop your Performance as a Community Interpreter	3	1			
Working as a Community Interpreter in Public Services	3	2			

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

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

## APPENDIX 1

### Summary Record of Achievement Level 3 Award in Community Interpreting

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

Minimum Credit Value of Qualification \_\_\_\_\_

Unit Title – Optional Units (1)	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier 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) \_\_\_\_\_

Tracking Sheet

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

## Tracking Sheet

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

## Tracking Sheet

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

Tracking Sheet

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

Tracking Sheet

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

## Tracking Sheet

## Planning to Work as a Community Interpreter within Immigration Services

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

## Tracking Sheet

## Planning to Work as a Community Interpreter within Housing Services

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Analyse the subject matter and purpose of a 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 Verifier (if sampled) \_\_\_\_\_ Date \_\_\_\_\_

## Tracking Sheet

## 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 an 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 Verifier (if sampled) \_\_\_\_\_ Date \_\_\_\_\_

## Tracking Sheet

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

## Tracking Sheet

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

## Tracking Sheet

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

## Tracking Sheet

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

## Tracking Sheet

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