Ascentis Level 4 Certificate in Community Interpreting Specification

Ofqual Number	**601/4791/X**
Ofqual Start Date	01/11/2014
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Ofqual Certification Review Date	31/07/2021

ABOUT ASCENTIS

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

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

Ascentis is distinctive and unusual in that it is both:

- **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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TABLE OF CONTENTS

ASCENTIS LEVEL 4 COMMUNITY INTERPRETING

Introduction

In Britain today there are numerous 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 places them at a disadvantage.

This qualification equips learners with highly developed levels of language skills in both their first language and English to undertake interpreting work at an advanced level. It has units covering two-way interpretation, sight translation and professional development in community interpreting together with units on working in different sectors.

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

- It allows the learner to further develop their skills and knowledge as a community interpreter
- 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 further develop the role of the Community Interpreter

2   To gain a deeper understanding of the sectors where interpreters may be required to work

3   To develop their skills in interpreting

4   To develop their skills in sight translation

5   To understand how to develop and enhance their own performance as a community interpreter

Target Group

This qualification is aimed at a range of learners, including

- Those who have undertaken some work in this area and wish to develop their skills
- Those who wish to acquire some formal qualifications to enable them to work as a Community Interpreter and move onto higher qualifications

Ofqual Qualification Number: 601/4791/X

Rationale for the Rules of Combination

The knowledge and understanding of good working practice within Community Interpreting are included in the (mandatory) Group A units. The (optional) Group B units allow learners to choose two sectors in which they would like to specialise. The (optional) Group C units allow learners to develop further skills related to community interpreting.

Rules of Combination

Minimum GLH: 134; Maximum GLH: 176.

Ascentis Level 4 Community Interpreting				
Minimum credits: 23 Minimum credit value at level of qualification or above: 20				
Group A - Mandatory Units Credit (from Group A) Mandatory Units: 11				
Title	Level	Credit Value	GLH	Unit ref
Interpret Two Way	4	5	20	H/503/4533
Sight Translation from and into English	4	3	18	F/505/3011
Professional Development in Community Interpreting	4	3	18	H/505/3017
Group B – Optional Units Minimum credit (from Group B) Optional Units: 6				
Title	Level	Credit Value	GLH	Unit ref
Working as a Community Interpreter within Educational Settings	4	3	30	H/506/7631
Working as a Community Interpreter within Health Services	4	3	30	M/506/7633
Working as a Community Interpreter within Mental Health Services	4	3	30	T/506/7634
Working as a Community Interpreter within Social Services	4	3	30	A/506/7635
Working as a Community Interpreter within Immigration Services	4	3	30	F/506/7636
Working as a Community Interpreter within Housing Services	4	3	30	J/506/7637
Working as a Community Interpreter within the Welfare Benefits System	4	3	30	R/506/7639
Working as a Community Interpreter within the Criminal Justice System	4	3	30	J/506/7640
Group C – Optional Units Minimum credit (from Group C) Optional Units: 6 Minimum optional credit at level of qualification or above: 3				
Title	Level	Credit Value	GLH	Unit ref
Telephone Interpreting	4	3	30	K/506/7646
Community Interpreting Research Unit	4	3	18	F/505/3025
Mentoring in Community Interpreting	4	3	30	L/506/7624
Essential Enterprise Know How	3	3	14	J/502/8403

Unit certification is available for all units.

Recommended Guided Learning Hours

The recommended guided learning hours for this qualification is 134.

Total Qualification Time

The total qualification time for the Level 4 Certificate in Community Interpreting is 230.

Time Limit for the Process of Credit Accumulation and Exemptions

Credit accumulation is usually within the life span of the qualification. Exemptions may have been achieved previous to the qualification start date; each case will be considered separately.

Recommended Prior Knowledge, Attainment and / or Experience

There are no formal entry requirements for the qualification. Selection onto 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. Learners must be able to read fluently in both languages. Ascentis recommends that prospective learners can demonstrate previous academic learning at Level 3 in order to meet the demands of this course.

To progress onto the course learners must be able to provide evidence of at least 50 hours of recent experience of community interpreting in the UK involving clients with whom there is no personal connection.

Age Range of Qualification

This qualification is suitable for adult learners.

Opportunities for Progression

This qualification will allow learners to progress to further training in translation and interpreting, including the relevant Level 6 Diploma in Interpreting. In addition this qualification will allow learners to progress to employment as a community interpreter.

Centre Recognition

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

Qualification Approval

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

Registration

All learners must normally be registered 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 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*[1]. 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 or through contacting the Ascentis office.

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[1] 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

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 together with at least 90 hours of interpreting practice. Of the 90 hours at least 50 hours must be obtained prior to the learner joining the course.

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. For the purpose of this qualification, face to face is defined as all parties being present in the same room at the same time.

There must be at least 3 assessed observations of practice. Ascentis recognises that some learners may have the opportunity to provide a portion of their evidence through observation of actual activity in the workplace rather than using simulation. In this case the observation must be completed by a competent assessor who speaks both languages at the appropriate level and consideration must be given to any confidentiality issues that may arise.

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 records
- Questions and discussions
- Video recordings
- Worksheets
- Audio recordings
- Self assessments
- Reflective journal
- 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

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.

UNIT SPECIFICATIONS

Interpret Two Way

Credit Value of Unit: 5   **GLH of Unit: 20**   **Level of Unit: 4**

Introduction

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

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 interpreting techniques appropriate to the scenarios
		1.2	Analyse the stages of the interpreting process
2	Be able to interpret consecutively within a community interpreting scenario	2.1	Accurately interpret the meaning expressed by users who communicate across two languages
		2.2	Reflect the flow of communication between the users
		2.3	Accurately reflect register, tone and attitude
		2.4	Support effective communication and manage unexpected situations that arise during an interpreting assignment, including breakdown of communication
		2.5	Use note-taking techniques to facilitate the interpreting process
3	Be able to employ strategies to facilitate the interpreting process	3.1	Paraphrase the meaning of complex public service terminology where the direct equivalent in the target language is not known
		3.2	Check back with the source to clarify meaning as required
		3.3	Demonstrate strategies to repair mistakes and ensure that any omissions do not affect the accuracy of meaning
4	Understand how to provide a professional service as a Community Interpreter	4.1	Demonstrate an understanding of the protocols of a specific public service
		4.2	Ensure that 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 (chuchotage)
    ▪ Verbatim interpreting
 	
Simultaneous and whispered interpreting (both one way) may be developed in the context of community interpreting, for example in meetings / conferences where a group is being addressed from the front.
 	
A community interpreting scenario may include
 	
    ▪ A range of techniques for interpreting
    ▪ Scenarios including familiar and unfamiliar contexts
    ▪ Scenarios involving more than three parties, in which case the interpreter needs to be clear who their client is
    ▪ Some scenarios which are not simulations
 	
Strategies to overcome difficulties may include
 	
    ▪ Intervening to ask for clarification or to repair mistakes, misunderstandings or omissions
    ▪ Paraphrasing
 	
A professional service may include
 	
    ▪ Adhering to an agreed code of ethics / practice
    ▪ Being competent and completing the task to the satisfaction of all parties
    ▪ Having pleasant personal qualities and demeanour

Assessment Method

Please note that this unit can be assessed as follows

- By recorded simulation presented as portfolio evidence and assessed by a competent assessor who speaks both languages at the appropriate level
- Ascentis acknowledges that some learners may have opportunities to provide a portion of their evidence through observation of actual activity in a workplace setting rather than using simulation. If this is the case the observation must be completed by a competent assessor who speaks both languages at the appropriate level and consideration must be given to any confidentiality issues that may arise

Tutor Guidance

Please note that this unit also appears in the following Ascentis qualification
- *Level 3 Certificate in Community Interpreting*

UNIT SPECIFICATIONS

Sight Translation from and into English

Credit Value of Unit: 3   **GLH of Unit: 18**   **Level of Unit: 4**

Introduction

In this unit the learner will explore the processes and skills involved in sight translation. Learners will have the opportunity to practise the skills required and reflect on their own level of performance.

Learning Outcomes The learner will be able to	Assessment Criteria The learner can
1 Understand the role of sight translation in community interpreting	1.1 Analyse relevant techniques of sight translation in community interpreting
2 Be able to perform sight translations of documents	2.1 Demonstrate the ability to use sight translating from routine documents, with reference to a) language and register (tone) b) terminology and concept c) accuracy
3 Be able to select and use strategies dealing with challenging language	3.1 Demonstrate different strategies to deal with challenging language, to include a) reading through and understanding b) tackling terminology (i.e. glossaries and reference materials) c) paraphrasing (i.e. complex terminology and phrases) d) maintaining fluency while passing meaning maintain accuracy while passing meaning
4 Be able to reflect on own level of performance in sight translation	4.1 Evaluate own performance of sight translating
	4.2 Analyse areas for improvement and development

Indicative Content
The process involved in carrying out sight translation involves ▪ Reading for gist ▪ Identifying and clarifying terminology and concepts ▪ Identifying structural differences between source and target language ▪ Mentally preparing sight translation and determining whether you are able to prepare a sight translation within a reasonable time (typically 20 minutes) ▪ Informing the service provider if you need more preparation or research than is feasible in the time available / context in which you are working and suggest an alternative ▪ Delivering sight translation ▪ All the above from and into both languages Likely scenarios involving sight translation could include but not be limited to ▪ Reading correspondence, e.g. business, medical, legal letters ▪ Personal status certificates, e.g. certificates of foreign qualifications, documents proving identity ▪ Extracts of reports – e.g. medical reports, social services reports ▪ Written instructions ▪ Appointment letters ▪ Information leaflets, e.g. health precautions ▪ Witness and other statements

An appropriate level of sight translation for this qualification would

- Accurately convey meaning
- Be understood by the client / clients or the service provider
- Reflect the register, language and tone of the original
- Neither add nor omit anything

Please note that this unit can be assessed as follows

- By recorded simulation presented as portfolio evidence and assessed by a competent assessor who speaks both languages at the appropriate level
- Ascentis acknowledges that some learners may have opportunities to provide a portion of their evidence through observation of actual activity in a workplace setting rather than using simulation. If this is the case, the observation must be completed by a competent assessor who speaks both languages at the appropriate level and consideration must be given to any confidentiality issues that may arise

UNIT SPECIFICATIONS

Professional Development in Community Interpreting

Credit Value of Unit: 3   **GLH of Unit: 18**   **Level of Unit: 4**

Introduction

In this unit learners will examine how they can critically assess their own performance as a Community Interpreter. As part of their personal review they will be able to identify areas for development and design their own professional development plan. Learners will also explore how they can work collaboratively with other community interpreters to further their professional development.

Learning Outcomes The learner will be able to	Assessment Criteria The learner can
1 Understand how to provide a professional service as a community interpreter	1.1 Critically review the methods used for interpreting assignments taking into account a) protocols b) codes of practice c) cultural context
2 Be able to evaluate own practice as a community interpreter	2.1 Evaluate own community interpreting practice with reference to a) maintaining professional boundaries b) social and facilitation skills c) different service contexts d) cultural contexts e) conventions used
	2.2 Review the effectiveness of own practice in relation to codes of practice or quality systems
	2.3 Identify and record changes to own practice
3 Be able to plan and implement own programme of professional development	3.1 Identify, adapt and use a personal and professional development plan
4 Understand how to work with other community interpreters and others	4.1 Analyse opportunities for collaborative working, mentoring or other work with those practising community interpreting

Indicative Content
Reviewing professional practice may include ▪ Keeping a reflective journal following simulated or real interpreting assignments ▪ Checking in with client and / or service provider / agency for feedback on assignments ▪ Demonstrating awareness of own performance and identifying strategies for improvement / professional development Professional development opportunities identified may include ▪ Updating service and legislation knowledge ▪ Updating technical terminology ▪ Updating cultural awareness ▪ Soft skills such as assertiveness and confidence building, boundary setting and dealing with challenging behaviours ▪ Languages skills such as pronunciation, listening skills ▪ Courses in colleges locally or online which might enhance skills ▪ Keeping a CPD record

Working with other community interpreters and others might include

- Informal groupings with others who share a language to develop glossaries, share good practice and share cultural knowledge
- Opportunities for joint training with service providers
- Delivering language assessment on lower level interpreting courses

Assessment Method

Please note that this unit is assessed by a reflective journal following real or simulated interpreting assignments. Evidence of performance could also be collected from mentor interpreters, service providers or clients. Some form of personal and professional development plan should also be submitted for assessment

UNIT SPECIFICATIONS

Working as a Community Interpreter within Educational Settings

Credit Value of Unit: 3   **GLH of Unit: 18**   **Level of Unit: 4**

Introduction

In this unit learners will gain an understanding of the skills and specialist knowledge required to undertake assignments in an educational setting. This will include researching and compiling a glossary of specialist terminology that can be used during assignments. Learners will also become familiar with the key legislation, policies and protocols relevant to educational settings.

Learning Outcomes The learner will be able to	Assessment Criteria The learner can
1 Be able to interpret within Educational Settings	1.1 Use interpreting techniques appropriate to the setting
	1.2 Reflect meaning accurately across two languages
	1.3 Accurately reflect register, tone and attitude
	1.4 Support effective communication throughout the assignment and take action if communication breaks down
	1.5 Demonstrate conduct consistent with principles of professional practice in Educational Settings
2 Be able to select, use and evaluate the appropriate sources of information to support professional practice within Educational Settings	2.1 Identify and utilise a wide range of different sources of information
	2.2 Evaluate the usefulness of each source in the light of recent assignments
	2.3 Identify improvement that could be made
3 Be able to demonstrate the use of specialist terminology within Educational Settings assignments	3.1 Identify specialist terminology and use to compile a specialist glossary
	3.2 Accurately use specialist terminology during interpreting
	3.3 Paraphrase the meaning of complex specialist terms and phrases within Educational Settings
	3.4 Demonstrate use of specialist glossary within Educational Settings
4 Understand the key legislation, policies, procedures and protocols within Educational Settings	4.1 Explain the key legislation relevant to interpreting in Educational settings
	4.2 Identify the appropriate policies, procedures and protocols within Educational settings
	4.3 Adjust communication to ensure consistency with the protocols within Educational Settings
	4.4 Explain how the legislation, policies, procedures and protocols apply to the interpreter's role within Educational Settings
5 Be able to evaluate own performance during interpreting activities within Educational Settings	5.1 Reflect on the techniques used in assignments in Educational Settings
	5.2 Undertake an evaluation and review of specialist glossary
	5.3 Reflect upon the language used during interpreting assignments in terms of ▪ Register ▪ Tone ▪ Specialist language and terminology ▪ Compliance with Educational Settings protocols
	5.4 Identify areas of strength and areas for improvement in own practice

Interpreting

- Employing interpreting techniques such as consecutive, liaison, simultaneous and chuchotage (whispered), verbatim, first person, third person as appropriate in a variety of community interpreting assignments. This could also include assignment where there are more than three parties
- Overcoming communication breakdown through asking for clarification, paraphrasing etc.
- Maintaining professional behaviour and adhering to a professional code of practice / ethics such as respecting confidentiality, impartiality, keeping all side informed of interventions etc.
- Techniques selected should be appropriate for the assignment and the service. In the delivery of evidence to enable service providers to make judgements about the client it is likely the interpreter will use first person, verbatim interpreting techniques
- When interpreting for a group being addressed from the front, the interpreter will probably use simultaneous and / or whispered interpreting techniques

Information about the specialist services and terminology in Education settings

Possible sources of specialist terminology might include

- Websites, leaflets, government documents, specialist trainer / mentor

Learners should be aware of

- The need to acknowledge sources in written assignments
- How to assess the sources for usefulness and currency
- How to compare the education system in UK with that in other countries in order to know when direct equivalents exist

Specialist glossaries should

- Contain terminology which is current
- Be translated into the target language so that it is understandable by the target audience
- Contain short translated explanations where there is no equivalent in their language / system
- Be concise while still conveying meaning

Key legislation, policies, protocols and / or procedures in Education settings. Areas which might be explored include, but are not limited to

- Pre-school education
- National Curriculum and SATs
- Exclusions and challenging behaviour and Pupil Referral Units
- Learning Difficulties and Disabilities including learning support and special schools
- Education for EAL (bilingual) children
- Qualifications and tests for those wishing to settle in the UK
- School admissions, primary-secondary transition including appealing a school's decision
- Child protection, 'at risk' children including family group conferences
- OFSTED
- Teacher training and qualifications
- Adult, Further and Higher education including UCAS, EFA and SFA, apprenticeships, loans
- Qualifications gained abroad and their equivalence, NARIC

Evaluation of own performance and reflection: See also the mandatory unit *Professional Development in Community Interpreting*

Assessment Method

Please note that this unit is assessed through observation within a portfolio of evidence which is assessed by someone familiar with the target language. This could be an external languages assessor if the tutor or mentor does not share a common language with the learners. The portfolio of evidence should include

- Observation reports
- Reflective journal
- Specialist Glossary

UNIT SPECIFICATIONS

Working as a Community Interpreter within Health Services

Credit Value of Unit: 3   **GLH of Unit: 18**   **Level of Unit: 4**

Introduction

In this unit learners will gain an understanding of the skills and specialist knowledge required to undertake assignments in health services. This will include researching and compiling a glossary of specialist terminology that can be used during assignments. Learners will also become familiar with the key legislation, policies and protocols relevant to work within health services.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Be able to interpret within Health Services	1.1 Use interpreting techniques appropriate to the setting
	1.2 Reflect meaning accurately across two languages
	1.3 Accurately reflect register, tone and attitude
	1.4 Support effective communication throughout the assignment and take action if communication breaks down
	1.5 Demonstrate conduct consistent with principles of professional practice in Health Services
2 Be able to select, use and evaluate the appropriate sources of information to support professional practice within Health Service	2.1 Identify and utilise a wide range of different sources of information
	2.2 Evaluate the usefulness of each source in the light of recent assignments
	2.3 Identify improvement that could be made
3 Be able to demonstrate the use of specialist terminology within Health Services assignments	3.1 Accurately use specialist terminology during interpreting
	3.2 Paraphrase the meaning of complex specialist terms and phrases within Health Services
	3.3 Adjust communication to ensure consistency with the protocols within Health Services
	3.4 Demonstrate use of specialist glossary within Health Services
4 Understand the key legislation, policies, procedures and protocols within Health Services	4.1 Explain the key legislation relevant to interpreting within Health Services
	4.2 Identify the appropriate policies, procedures and protocols within Health Services
	4.3 Explain how the legislation, policies , procedures and protocols apply to the interpreter's role within Health Services
5 Be able to evaluate own performance during interpreting activities within Health Services	5.1 Reflect on the techniques used in assignments in Health Services
	5.2 Undertake an evaluation and review of specialist glossary
	5.3 Reflect upon the language used during interpreting assignments in terms of - Register - Tone - Specialist language and terminology - Compliance with Health Services protocols
	5.4 Identify areas of strength and areas for improvement in own practice

Indicative Content

Interpreting

- Employing interpreting techniques such as consecutive, liaison, simultaneous and chuchotage (whispered), verbatim, first person, third person as appropriate in a variety of community interpreting assignments. This could also include assignment where there are more than three parties
- Overcoming communication breakdown through asking for clarification, paraphrasing etc.
- Maintaining professional behaviour and adhering to a professional code of practice / ethics such as respecting confidentiality, impartiality, keeping all side informed of interventions etc.
- Techniques selected should be appropriate for the assignment and the service. In the delivery of evidence to enable service providers to make judgements about the client it is likely the interpreter will use first person, verbatim interpreting techniques
- When interpreting for a group being addressed from the front, the interpreter will probably use simultaneous and/or whispered interpreting techniques

Information about the specialist services and terminology in Health Services

Possible sources of specialist terminology might include

- Websites, leaflets, government documents, specialist trainer / mentor

Learners should be aware of

- The need to acknowledge sources in written assignments
- How to assess the sources for usefulness and currentness
- How to compare the education system in UK with that in other countries in order to know when direct equivalents exist

Specialist glossaries should

- Contain terminology which is current
- Be translated into the target language so that it is understandable by the target audience
- Contain short translated explanations where there is no equivalent in their language / system
- Be concise while still conveying meaning

Key legislation, policies, protocols and / or procedures in Health Services. Areas which might be explored include, but are not limited to

- Primary health care
- Secondary health care
- Accident and Emergency
- High dependency care
- Tertiary health care
- Terminal and degenerative illnesses
- Pregnancy, birth and post natal services
- Geriatric care and dementia
- Disability
- PALS
- Community health services
- Dentists, opticians and specialist dental and eye clinics

Evaluation of own performance and reflection: See also the mandatory unit *Professional Development in Community Interpreting.*

Assessment Method

Please note that this unit is assessed by a portfolio of evidence which is assessed by someone familiar with the target language. This could be an external languages assessor if the tutor or mentor does not share a common language with the learners. The portfolio of evidence should include

- Observation reports
- Reflective journal
- Specialist Glossary

UNIT SPECIFICATIONS

Working as a Community Interpreter within Mental Health Services

Credit Value of Unit: 3 **GLH of Unit: 18** **Level of Unit: 4**

Introduction

In this unit learners will gain an understanding of the skills and specialist knowledge required to undertake assignments within Mental Health Services. This will include researching and compiling a glossary of specialist terminology that can be used during assignments. Learners will also become familiar with the key legislation, policies and protocols relevant to working within Mental Health Services.

Learning Outcomes The learner will be able to	Assessment Criteria The learner can
1 Be able to interpret within Mental Health Services	1.1 Use interpreting techniques appropriate to the setting
	1.2 Reflect meaning accurately across two languages
	1.3 Accurately reflect register, tone and attitude
	1.4 Support effective communication throughout the assignment and take action if communication breaks down
	1.5 Demonstrate conduct consistent with principles of professional practice in Mental Health Services
2 Be able to select, use and evaluate the appropriate sources of information to support professional practice within Mental Health Services	2.1 Identify and utilise a wide range of different sources of information
	2.2 Evaluate the usefulness of each source in the light of recent assignments
	2.3 Identify improvement that could be made
3 Be able to demonstrate the use of specialist terminology within Mental Health Services assignments	3.1 Accurately use specialist terminology during interpreting
	3.2 Paraphrase the meaning of complex specialist terms and phrases within Mental Health Services
	3.3 Adjust communication to ensure consistency with the protocols within Mental Health Services
	3.4 Demonstrate use of specialist glossary within Mental Health Services
4 Understand the key legislation, policies, procedures and protocols within Mental Health Services	4.1 Explain the key legislation relevant to interpreting in Mental Health Services
	4.2 Identify the appropriate policies, procedures and protocols within Mental Health Services
	4.3 Explain how the legislation, policies, procedures and protocols apply to the interpreter's role within Mental Health Services
5 Be able to evaluate own performance during interpreting activities within Mental Health Services	5.1 Reflect on techniques used in assignments in Mental Health Services
	5.2 Undertake an evaluation and review of specialist glossary
	5.3 Reflect upon the language used during interpreting assignments in terms of ▪ Register ▪ Tone ▪ Specialist language and terminology ▪ Compliance with Mental Health Services protocols
	5.4 Identify areas of strength and areas for improvement in own practice

Indicative Content

Interpreting

- Employing interpreting techniques such as consecutive, liaison, simultaneous and chuchotage (whispered), verbatim, first person, third person as appropriate in a variety of community interpreting assignments. This could also include assignment where there are more than three parties
- Overcoming communication breakdown through asking for clarification, paraphrasing etc.
- Maintaining professional behaviour and adhering to a professional code of practice / ethics such as respecting confidentiality, impartiality, keeping all side informed of interventions etc.
- Techniques selected should be appropriate for the assignment and the service. In the delivery of evidence to enable service providers to make judgements about the client it is likely the interpreter will use first person, verbatim interpreting techniques
- When interpreting for a group being addressed from the front, the interpreter will probably use simultaneous and / or whispered interpreting techniques

Information about the specialist services and terminology in Mental Health

Possible sources of specialist terminology might include

- Websites, leaflets, government documents, specialist trainer / mentor

Learners should be aware of

- The need to acknowledge sources in written assignments
- How to assess the sources for usefulness and currentness
- How to compare the education system in UK with that in other countries in order to know when direct equivalents exist

Specialist glossaries should

- Contain terminology which is current
- Be translated into the target language so that it is understandable by the target audience
- Contain short translated explanations where there is no equivalent in their language/system
- Be concise while still conveying meaning

Key legislation, policies, protocols and / or procedures in Mental Health Services. Areas which might be explored include, but are not limited to

- Mental health legislation such as the Mental Health Act, Mental Capacity Act etc.
- Types of mental ill health
- Types of therapy and treatment used to treat mental health issues
- Talking therapies and how interpreters are used here
- Compulsory admission to hospital (sectioning) and the procedures that are followed
- Community treatment orders
- Staff involved in caring for patients with mental ill health e.g. social workers, community mental health teams, approved mental health professionals, psychiatrists, psychologists
- The rights of mental health patients and the Code of Practice
- Asylum seekers, refugees and victims of torture

Interpreting protocols may include

- Using interpreting methodology that will give the mental health professional insight into the state of mind of the patient, e.g. the use of first person and verbatim interpreting techniques
- The likelihood of briefing and debriefing with the service provider giving an opportunity to pass cultural information to the mental health professional to aid diagnosis and plan support.

Evaluation of own performance and reflection: See also the mandatory unit *Professional Development in Community Interpreting.*

Assessment Method

Please note that this unit is assessed by a portfolio of evidence which is assessed by someone familiar with the target language. This could be an external languages assessor if the tutor or mentor does not share a common language with the learners. The portfolio of evidence should include

- Observation reports
- Reflective journal
- Specialist Glossary

UNIT SPECIFICATIONS

Working as a Community Interpreter within Social Services

Credit Value of Unit: 3   **GLH of Unit: 18**   **Level of Unit: 4**

Introduction

In this unit learners will gain an understanding of the skills and specialist knowledge required to undertake assignments within Social Services. This will include researching and compiling a glossary of specialist terminology that can be used during assignments. Learners will also become familiar with the key legislation, policies and protocols relevant to working within Social Services.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Be able to interpret within Social Services	1.1 Use interpreting techniques appropriate to the setting
	1.2 Reflect meaning accurately across two languages
	1.3 Accurately reflect register, tone and attitude
	1.4 Support effective communication throughout the assignment and take action if communication breaks down
	1.5 Demonstrate conduct consistent with principles of professional practice within Social Services
2 Be able to select, use and evaluate the appropriate sources of information to support professional practice within Social Services	2.1 Identify and utilise a wide range of different sources of information
	2.2 Evaluate the usefulness of each source in the light of recent assignments
	2.3 Identify improvement that could be made
3 Be able to demonstrate the use of specialist terminology within Social Services assignments	3.1 Accurately use specialist terminology during interpreting
	3.2 Paraphrase the meaning of complex specialist terms and phrases within Social Services
	3.3 Adjust communication to ensure consistency with the protocols within Social Services
	3.4 Demonstrate use of specialist glossary within Social Services
4 Understand the key legislation, policies, procedures and protocols within Social Services	4.1 Explain the key legislation relevant to interpreting within Social Services
	4.2 Identify the appropriate policies, procedures and protocols within Educational settings
	4.3 Explain how the legislation, policies, procedures and protocols apply to the interpreter's role within Social Services
5 Be able to evaluate own performance during interpreting activities within Social Services	5.1 Reflect on the techniques used in assignments in Social Services
	5.2 Undertake an evaluation and review of specialist glossary
	5.3 Reflect upon the language used during interpreting assignments in terms of ▪ Register ▪ Tone ▪ Specialist language and terminology ▪ Compliance with Social Services protocols
	5.4 Identify areas of strength and areas for improvement in own practice

Interpreting

- Employing interpreting techniques such as consecutive, liaison, simultaneous and chuchotage (whispered), verbatim, first person, third person as appropriate in a variety of community interpreting assignments. This could also include assignment where there are more than three parties

- Overcoming communication breakdown through asking for clarification, paraphrasing etc.

- Maintaining professional behaviour and adhering to a professional code of practice / ethics such as respecting confidentiality, impartiality, keeping all side informed of interventions etc.

- Techniques selected should be appropriate for the assignment and the service. In the delivery of evidence to enable service providers to make judgements about the client it is likely the interpreter will use first person, verbatim interpreting techniques

- When interpreting for a group being addressed from the front, the interpreter will probably use simultaneous and / or whispered interpreting techniques

Information about the specialist services and terminology in Social Services

Possible sources of specialist terminology might include

- Websites, leaflets, government documents, specialist trainer / mentor

Learners should be aware of

- The need to acknowledge sources in written assignments
- How to assess the sources for usefulness and currentness
- How to compare the education system in UK with that in other countries in order to know when direct equivalents exist

Specialist glossaries should

- Contain terminology which is current
- Be translated into the target language so that it is understandable by the target audience
- Contain short translated explanations where there is no equivalent in their language / system
- Be concise while still conveying meaning

Key legislation, policies, protocols and / or procedures in Social Services. Areas which might be explored include, but are not limited to

- The Children Act and child protection
- Adoption and looked after children – fostering and children's homes
- Care for the elderly including care homes, occupational therapy, adaptive technology and equipment, community care assessments, respite care, dementia care
- The Mental Health Act and Mental Capacity Act
- Physical disabilities
- Learning difficulties and difficulties
- Vulnerable adults
- HIV and AIDS
- Alcohol and substance abuse and covering addicts
- Those leaving prison or military service

Interpreting protocols may include

- When assessing the mental capacity of a client it may be necessary for the interpreter to use interpreting methodology that will give the service provider insight into the state of mind of the patient, e.g. the use of first person and verbatim interpreting techniques
- The likelihood of briefing and debriefing with the service provider giving an opportunity to pass cultural information to the mental health professional to aid diagnosis and plan support

Evaluation of own performance and reflection: See also the mandatory unit *Professional development in Community Interpreting.*

Assessment Method

Please note that this unit is assessed by a portfolio of evidence which is assessed by someone familiar with the target language. This could be an external languages assessor if the tutor or mentor does not share a common language with the learners. The portfolio of evidence should include

- Observation reports
- Reflective journal
- Specialist Glossary

UNIT SPECIFICATIONS

Working as a Community Interpreter within Immigration Services

Credit Value of Unit: 3 **GLH of Unit: 18** **Level of Unit: 4**

Introduction

In this unit learners will gain an understanding of the skills and specialist knowledge required to undertake assignments within Immigration Services. This will include researching and compiling a glossary of specialist terminology that can be used during assignments. Learners will also become familiar with the key legislation, policies and protocols relevant to Immigration Services.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Be able to interpret within Immigration Services	1.1 Use interpreting techniques appropriate to the setting
	1.2 Reflect meaning accurately across two languages
	1.3 Accurately reflect register, tone and attitude
	1.4 Support effective communication throughout the assignment and take action if communication breaks down
	1.5 Demonstrate conduct consistent with principles of professional practice within Immigration Services
2 Be able to select, use and evaluate the appropriate sources of information to support professional practice within Immigration Services	2.1 Identify and utilise a wide range of different sources of information
	2.2 Evaluate the usefulness of each source in the light of recent assignments
	2.3 Identify improvement that could be made
3 Be able to demonstrate the use of specialist terminology within Immigration Services assignments	3.1 Accurately use specialist terminology during interpreting
	3.2 Paraphrase the meaning of complex specialist terms and phrases within Immigration Services
	3.3 Adjust communication to ensure consistency with the protocols within Immigration Services
	3.4 Demonstrate use of specialist glossary within Immigration Services
4 Understand the key legislation, policies, procedures and protocols within the Immigration Service	4.1 Explain the key legislation relevant to interpreting in Immigration Services
	4.2 Identify the appropriate policies, procedures and protocols within Immigration Services
	4.3 Explain how the legislation, policies, procedures and protocols apply to the interpreter's role within Immigration Services
5 Be able to evaluate own performance during interpreting activities within Immigration Services	5.1 Reflect on the techniques used in assignments in Immigration Services
	5.2 Undertake an evaluation and review of specialist glossary
	5.3 Reflect upon the language used during interpreting assignments in terms of ▪ Register ▪ Tone ▪ Specialist language and terminology ▪ Compliance within Immigration Service protocols
	5.4 Identify areas of strength and areas for improvement in own practice

Interpreting

- Employing interpreting techniques such as consecutive, liaison, simultaneous and chuchotage (whispered), verbatim, first person, third person as appropriate in a variety of community interpreting assignments. This could also include assignment where there are more than three parties
- Overcoming communication breakdown through asking for clarification, paraphrasing etc.
- Maintaining professional behaviour and adhering to a professional code of practice / ethics such as respecting confidentiality, impartiality, keeping all side informed of interventions etc.
- Techniques selected should be appropriate for the assignment and the service. In the delivery of evidence to enable service providers to make judgements about the client it is likely the interpreter will use first person, verbatim interpreting techniques
- When interpreting for a group being addressed from the front, the interpreter will probably use simultaneous and / or whispered interpreting techniques

Information about the specialist services and terminology in Immigration

Possible sources of specialist terminology might include

- Websites, leaflets, government documents, specialist trainer / mentor

Learners should be aware of

- The need to acknowledge sources in written assignments
- How to assess the sources for usefulness and currentness
- How to compare the education system in UK with that in other countries in order to know when direct equivalents exist

Specialist glossaries should

- Contain terminology which is current
- Be translated into the target language so that it is understandable by the target audience
- Contain short translated explanations where there is no equivalent in their language / system
- Be concise while still conveying meaning

Key legislation, policies, protocols and / or procedures in Immigration Services. Areas which might be explored include, but are not limited to

- Immigration rules
- Nationality, Immigration and Asylum Act
- IND
- Asylum applications
- Detention
- Home office meetings, appeals and tribunals
- Family reunion
- Visas – extending stay and renewing visas
- Coming to the UK to study or work
- Marriage
- Settlement and British Nationality
- Entitlements and benefits for those from abroad

Evaluation of own performance and reflection: See also the mandatory unit *Professional Development in Community Interpreting*

Assessment Method

Please note that this unit is assessed by a portfolio of evidence which is assessed by someone familiar with the target language. This could be an external languages assessor if the tutor or mentor does not share a common language with the learners. The portfolio of evidence should include

- Observation reports
- Reflective journal
- Specialist Glossary

UNIT SPECIFICATIONS

Working as a Community Interpreter within Housing Services

Credit Value of Unit: 3   **GLH of Unit: 18**   **Level of Unit: 4**

Introduction

In this unit learners will gain an understanding of the skills and specialist knowledge required to undertake assignments within Housing Services. This will include researching and compiling a glossary of specialist terminology that can be used during assignments. Learners will also become familiar with the key legislation, policies and protocols relevant to Housing Services.

Learning Outcomes		Assessment Criteria	
The learner will be able to		The learner can	
1	Be able to interpret within Housing Services	1.1	Use interpreting techniques appropriate to the setting
		1.2	Reflect meaning accurately across two languages
		1.3	Accurately reflect register, tone and attitude
		1.4	Support effective communication throughout the assignment and take action if communication breaks down
		1.5	Demonstrate conduct consistent with principles of professional practice in Housing Services
2	Be able to select, use and evaluate the appropriate sources of information to support professional practice within Housing Services	2.1	Identify and utilise a wide range of different sources of information
		2.2	Evaluate the usefulness of each source in the light of recent assignments
		2.3	Identify improvement that could be made
3	Be able to demonstrate the use of specialist terminology within Housing Services assignments	3.1	Accurately use specialist terminology during interpreting
		3.2	Paraphrase the meaning of complex specialist terms and phrases within Housing Services
		3.3	Adjust communication to ensure consistency with the protocols within Housing Services
		3.4	Demonstrate use of specialist glossary within Housing Services
4	Understand the key legislation, policies, procedures and protocols within Housing Services	4.1	Explain the key legislation relevant to interpreting in Housing Services
		4.2	Identify the appropriate policies, procedures and protocols within Housing Services
		4.3	Explain how the legislation, policies , procedures and protocols apply to the interpreter's role within Housing Services
5	Be able to evaluate own performance during interpreting activities within Housing Services	5.1	Reflect on the techniques used in assignments in Housing Services
		5.2	Undertake an evaluation and review of specialist glossary
		5.3	Reflect upon the language used during interpreting assignments in terms of ▪ Register ▪ Tone ▪ Specialist language and terminology ▪ Compliance with Housing Services protocols
		5.4	Identify areas of strength and areas for improvement in own practice

Indicative Content

Interpreting

- Employing interpreting techniques such as consecutive, liaison, simultaneous and chuchotage (whispered), verbatim, first person, third person as appropriate in a variety of community interpreting assignments. This could also include assignment where there are more than three parties
- Overcoming communication breakdown through asking for clarification, paraphrasing etc.
- Maintaining professional behaviour and adhering to a professional code of practice / ethics such as respecting confidentiality, impartiality, keeping all side informed of interventions etc.
- Techniques selected should be appropriate for the assignment and the service. In the delivery of evidence to enable service providers to make judgements about the client it is likely the interpreter will use first person, verbatim interpreting techniques
- When interpreting for a group being addressed from the front, the interpreter will probably use simultaneous and/or whispered interpreting techniques

Information about the specialist services and terminology in Housing

Possible sources of specialist terminology might include

- Websites, leaflets, government documents, specialist trainer / mentor

Learners should be aware of

- The need to acknowledge sources in written assignments
- How to assess the sources for usefulness and currentness
- How to compare the education system in UK with that in other countries in order to know when direct equivalents exist

Specialist glossaries should

- Contain terminology which is current
- Be translated into the target language so that it is understandable by the target audience
- Contain short translated explanations where there is no equivalent in their language / system
- Be concise while still conveying meaning

Key legislation, policies, protocols and / or procedures in Housing. Areas which might be explored include, but are not limited to

- Housing Act
- Homelessness
- Housing register – waiting lists and transfers
- Anti-social behaviour, disputes with neighbours and mediation
- Landlords and repairs
- Private tenancies
- Landlords' and tenants' rights
- Eviction
- Housing benefits and the under-occupancy charge (bedroom tax)

Evaluation of own performance and reflection: See also the mandatory unit *Professional Development in Community Interpreting.*

Assessment Method

Please note that this unit is assessed by a portfolio of evidence which is assessed by someone familiar with the target language. This could be an external languages assessor if the tutor or mentor does not share a common language with the learners. The portfolio of evidence should include

- Observation reports
- Reflective journal
- Specialist Glossary

UNIT SPECIFICATIONS

Working as a Community Interpreter within the Welfare Benefits System

Credit Value of Unit: 3   **GLH of Unit: 18**   **Level of Unit: 4**

Introduction

In this unit learners will gain an understanding of the skills and specialist knowledge required to undertake assignments within the Welfare Benefits System. This will include researching and compiling a glossary of specialist terminology that can be used during assignments. Learners will also become familiar with the key legislation, policies and protocols relevant to the Welfare Benefits System.

Learning Outcomes The learner will be able to	Assessment Criteria The learner can
1 Be able to interpret within the Welfare Benefits System	1.1 Use interpreting techniques appropriate to the setting
	1.2 Reflect meaning accurately across two languages
	1.3 Accurately reflect register, tone and attitude
	1.4 Support effective communication throughout the assignment and take action if communication breaks down
	1.5 Demonstrate conduct consistent with principles of professional practice in the Welfare Benefits System
2 Be able to select, use and evaluate the appropriate sources of information to support professional practice within the Welfare Benefits System	2.1 Identify and utilise a wide range of different sources of information
	2.2 Evaluate the usefulness of each source in the light of recent assignments
	2.3 Identify improvement that could be made
3 Be able to demonstrate the use of specialist terminology within Welfare Benefits System assignments	3.1 Accurately use specialist terminology during interpreting
	3.2 Paraphrase the meaning of complex specialist terms and phrases within the Welfare Benefits System
	3.3 Adjust communication to ensure consistency with the protocols within the Welfare Benefits System
	3.4 Demonstrate use of specialist glossary within the Welfare Benefits System
4 Understand the key legislation, policies, procedures and protocols within the Welfare Benefits System	4.1 Explain the key legislation relevant to interpreting within the Welfare Benefits System
	4.2 Identify the appropriate policies, procedures and protocols within the Welfare Benefits System
	4.3 Explain how the legislation, policies, procedures and protocols apply to the interpreter's role within the Welfare Benefits System
5 Be able to evaluate own performance during interpreting activities within the Welfare Benefits System	5.1 Reflect on the techniques used in assignments within the Welfare Benefits System
	5.2 Undertake an evaluation and review of specialist glossary
	5.3 Reflect upon the language used during interpreting assignments in terms of ▪ Register ▪ Tone ▪ Specialist language and terminology ▪ Compliance with Welfare Benefits System protocols
	5.4 Identify areas of strength and areas for improvement in own practice

Indicative Content

Interpreting

- Employing interpreting techniques such as consecutive, liaison, simultaneous and chuchotage (whispered), verbatim, first person, third person as appropriate in a variety of community interpreting assignments. This could also include assignment where there are more than three parties
- Overcoming communication breakdown through asking for clarification, paraphrasing etc.
- Maintaining professional behaviour and adhering to a professional code of practice / ethics such as respecting confidentiality, impartiality, keeping all side informed of interventions etc.
- Techniques selected should be appropriate for the assignment and the service. In the delivery of evidence to enable service providers to make judgements about the client it is likely the interpreter will use first person, verbatim interpreting techniques
- When interpreting for a group being addressed from the front, the interpreter will probably use simultaneous and / or whispered interpreting techniques

Information about the specialist services and terminology in Welfare Benefits

Possible sources of specialist terminology might include

- Websites, leaflets, government documents, specialist trainer / mentor

Learners should be aware of

- The need to acknowledge sources in written assignments
- How to assess the sources for usefulness and currentness
- How to compare the education system in UK with that in other countries in order to know when direct equivalents exist

Specialist glossaries should

- Contain terminology which is current
- Be translated into the target language so that it is understandable by the target audience
- Contain short translated explanations where there is no equivalent in their language / system
- Be concise while still conveying meaning

Key legislation, policies, protocols and / or procedures in Welfare Benefits. Areas which might be explored include, but are not limited to

- Welfare reforms
- Different types of benefits and universal credit
- Department of Work and Pensions
- Job Centre Plus
- Looking for employment
- Welfare Rights
- Appling for benefits and benefits advice services
- Benefit fraud
- Benefits Appeals, adjudications and hearings
- Disabilities and benefits
- Death and Benefits

Evaluation of own performance and reflection: See also the mandatory unit *Professional Development in Community Interpreting.*

Assessment Method

Please note that this unit is assessed by a portfolio of evidence which is assessed by someone familiar with the target language. This could be an external languages assessor if the tutor or mentor does not share a common language with the learners. The portfolio of evidence should include

- Observation reports
- Reflective journal
- Specialist Glossary

UNIT SPECIFICATIONS

Working as a Community Interpreter within the Criminal Justice System

Credit Value of Unit: 3   **GLH of Unit: 18**   **Level of Unit: 4**

Introduction

In this unit learners will gain an understanding of the skills and specialist knowledge required to undertake assignments within the Criminal Justice System. This will include researching and compiling a glossary of specialist terminology that can be used during assignments. Learners will also become familiar with the key legislation, policies and protocols relevant to the Criminal Justice System.

Learning Outcomes The learner will be able to	Assessment Criteria The learner can
1 Be able to interpret within the Criminal Justice System	1.1 Use interpreting techniques appropriate to the setting
	1.2 Reflect meaning accurately across two languages
	1.3 Accurately reflect register, tone and attitude
	1.4 Support effective communication throughout the assignment and take action if communication breaks down
	1.5 Demonstrate conduct consistent with principles of professional practice in the Criminal Justice System
2 Be able to select, use and evaluate the appropriate sources of information to support professional practice within the Criminal Justice System	2.1 Identify and utilise a wide range of different sources of information
	2.2 Evaluate the usefulness of each source in the light of recent assignments
	2.3 Identify improvement that could be made
3 Be able to demonstrate the use of specialist terminology within Criminal Justice System assignments	3.1 Accurately use specialist terminology during interpreting
	3.2 Paraphrase the meaning of complex specialist terms and phrases within the Criminal Justice System
	3.3 Adjust communication to ensure consistency with the protocols within the Criminal Justice System
	3.4 Demonstrate use of specialist glossary within Court and Police Settings
4 Understand the key legislation, policies, procedures and protocols within the Criminal Justice System	4.1 Explain the key legislation relevant to interpreting in the Criminal Justice System
	4.2 Identify the appropriate policies, procedures and protocols within the Criminal Justice System
	4.3 Explain how the legislation, policies, procedures and protocols apply to the interpreter's role within the Criminal Justice System
5 Be able to evaluate own performance during interpreting activities within the Criminal Justice System	5.1 Reflect on the techniques used in assignments in the Criminal Justice System
	5.2 Undertake an evaluation and review of specialist glossary
	5.3 Reflect upon the language used during interpreting assignments in terms of ▪ Register ▪ Tone ▪ Specialist language and terminology ▪ Compliance with Criminal Justice System protocols
	5.4 Identify areas of strength and areas for improvement in own practice

Indicative Content

Interpreting

- Employing interpreting techniques such as consecutive, liaison, simultaneous and chuchotage (whispered), verbatim, first person, third person as appropriate in a variety of community interpreting assignments. This could also include assignments where there are more than three parties
- Overcoming communication breakdown through asking for clarification, paraphrasing etc.
- Maintaining professional behaviour and adhering to a professional code of practice / ethics such as respecting confidentiality, impartiality, keeping all side informed of interventions etc.
- Techniques selected should be appropriate for the assignment and the service. In the delivery of evidence to enable service providers to make judgements about the client it is likely the interpreter will use first person, verbatim interpreting techniques
- When interpreting for a group being addressed from the front, the interpreter will probably use simultaneous and / or whispered interpreting techniques

Information about the specialist services and terminology in the Criminal Justice system

Possible sources of specialist terminology might include

- Websites, leaflets, government documents, specialist trainer / mentor

Learners should be aware of

- The need to acknowledge sources in written assignments
- How to assess the sources for usefulness and currentness
- How to compare the education system in UK with that in other countries in order to know when direct equivalents exist

Specialist glossaries should

- Contain terminology which is current
- Be translated into the target language so that it is understandable by the target audience
- Contain short translated explanations where there is no equivalent in their language / system
- Be concise while still conveying meaning

Key legislation, policies, protocols and / or procedures in Criminal Justice. Areas which might be explored include, but are not limited to

- Different types of courts and those who staff them, e.g. solicitors, barristers, judges, JPs, court clerks
- Powers of arrest, cautions and the rights of the public, e.g. stop and search
- Procedures in court, prosecution and defence lawyers, oaths, sentences and bail
- Police stations and victim support
- The role of the interpreter as a possible witness

Evaluation of own performance and reflection: See also the mandatory unit *Professional Development in Community Interpreting.*

It is expected that learners following this option will have a court visit as part of the delivery.

Assessment Method

Please note that this unit is assessed by a portfolio of evidence which is assessed by someone familiar with the target language. This could be an external languages assessor if the tutor or mentor does not share a common language with the learners. The portfolio of evidence should include

- Observation reports
- Reflective journal
- Specialist Glossary

UNIT SPECIFICATIONS

Telephone Interpreting

Credit Value of Unit: 3   **GLH of Unit: 30**   **Level of Unit: 4**

Introduction

In this optional unit learners will demonstrate their skill at interpreting remotely where there are no visual clues. This may be using specially adapted hardware – telephone or computer. Generic Interpreting skills will be evidenced in the mandatory unit 'Interpret Two Way'.

Learning Outcomes The learner will be able to	Assessment Criteria The learner can
1 Understand how to interpret between two languages remotely without visual clues	1.1 Identify interpreting techniques appropriate to telephone interpreting
	1.2 Know how to intervene to clarify misunderstandings without visual clues
2 Be able to interpret two way within a community interpreting scenario remotely without visual clues	2.1 Support effective communication between the parties by interpreting accurately
	2.2 Keep all parties fully informed throughout the interpreting assignment
	2.3 Use listening skills where there are no visual clues to identify subtlety of meaning, intonation and feelings and accurately convey these
	2.4 Use note taking skills to ensure accuracy of information
3 Understand how to provide a professional telephone interpreting service	3.1 Ensure the parties are properly introduced to each other
	3.2 Ensure all parties are aware of how the interpreting will work

Indicative Content
Appropriate techniques ▪ Appropriate interpreting techniques for telephone interpreting are consecutive and liaison techniques due to the difficulty of identifying which party is speaking if simultaneous interpreting were to be used ▪ The interpreter would normally use first person for the interpreting and third person for any interventions necessary. The interpreter should also refer to themselves in the third person when intervening, e.g. 'The interpreter is asking for clarification of a term' so that it is clear that these are not the words of the client ▪ Interpreters are advised to learn and use a standard phonetic alphabet - probably the NATO one - for spelling out words to avoid confusion **Situations for telephone interpreting might include** ▪ Routine logistical matters such as booking an appointment ▪ Emergency encounters ▪ New claims, e.g. HMRC, JSA, Medical check for ESA etc. ▪ Health progress reports, e.g. in patient pain assessment

- ‘No shows’ for appointments where the interpreter might be asked to telephone and find out where the client is
- Calls to or from another country
- Calls to or from points of entry to the country – airports, ports

Listening skills might include

- Listening for specific information such as names, addresses, numbers etc.
- Using intonation for turn taking, closing, understanding emphasis or emotion

Assessment Method

Please note that this unit can be assessed as follows

- By recorded simulation presented as portfolio evidence and assessed by a competent assessor who speaks both languages at the appropriate level
- Ascentis acknowledges that some learners may have opportunities to provide a portion of their evidence through observation of actual activity in a workplace setting rather than using simulation. If this is the case the observation must be completed by a competent assessor who speaks both languages at the appropriate level and consideration must be given to any confidentiality issues that may arise

UNIT SPECIFICATIONS

Community Interpreting Research Project

Credit Value of Unit: 3   **GLH of Unit: 18**   **Level of Unit: 4**

Introduction

In this unit learners will examine the different ways in which a research project in community interpreting can be carried out. Learners will plan and carry out a research project and present their findings according to current writing conventions. On completion of the research project learners will evaluate their research.

Learning Outcomes The learner will be able to	Assessment Criteria The learner can
1 Understand how to undertake a research project	1.1 Analyse different ways to plan and structure a research project for community interpreting
	1.2 Review the effectiveness of a range of research methods
2 Be able to plan a research project on a specific topic area in community interpreting	2.1 Establish the aims of the research project
	2.2 Identify, adapt and use relevant research methodology
3 Be able to use a research format and conventions	3.1 Identify, adapt and use a research format and conventions
	3.2 Analyse and interpret results of research
	3.3 Review the effectiveness of procedures to avoid plagiarism
4 Be able to evaluate own research	4.1 Review the effectiveness of own research with reference to a) results b) methodology c) format d) feedback from others
	4.2 Explain how improvements could be made to the research design, procedures or format

Indicative Content
Analysis of different ways to plan and structure the project could include ▪ 5 or 6 step project planning models ▪ Scheduling activities ▪ Gantt charts ▪ Other project management tools (PRINCE2) which are appropriate to the task. The research project should be planned using a suitable method. Effective research will probably contain at least 2 methods of obtaining information. Suitable methodology may include ▪ Quantitative ▪ Qualitative ▪ Deductive ▪ Inductive ▪ Positivist ▪ Interpretivist

The research project should be formatted according to current report writing conventions. It should include a title page, contents, aims, objectives, conclusions and evidence of research. All conclusions made should be attributable to research results.

It is likely that analysis of research results will include statistical analysis and one other analytical method to demonstrate conclusions made. Learners should demonstrate how their research methods will avoid plagiarism.

A formal evaluation of the project should be undertaken to identify the strengths and weaknesses of results, methodology, format and feedback obtained.

There is no maximum word count for this project, however, learners should aim to produce a project report which sufficiently justifies the conclusions made. It is envisaged that this will take 3,000 words or more.

All work should be indexed and referenced according to Harvard Referencing methodology and presented as an academic report.

Assessment Method

Please note that this unit is assessed by a portfolio of evidence.

UNIT SPECIFICATIONS

Mentoring in Community Interpreting

Credit Value of Unit: 6   **GLH of Unit: 60**   **Level of Unit: 4**

Introduction

In this unit learners will examine mentoring in the context of community interpreting. Learners will consider at least one theoretical model of mentoring. This is a practical unit and learners will plan and carry out a number of mentoring sessions. They should be able to establish a mentoring relationship using effective communication skills and reflect on their mentoring performance.

Learning Outcomes The learner will be able to	Assessment Criteria The learner can
1 Understand the context for effective mentoring in community interpreting	1.1 Explain the purpose of mentoring in community interpreting
	1.2 Analyse the role of a mentor in community interpreting
	1.3 Analyse the knowledge, skills and behaviour required to be an effective mentor in community interpreting
2 Understand the process for effective mentoring in community interpreting	2.1 Describe at least one theoretical approach to mentoring
	2.2 Explain the mentoring process and how it can be used to manage a mentoring relationship in community interpreting
	2.3 Explain the responsibilities of both mentor and mentee in the mentoring process
	2.4 Explore potential barriers to mentoring in community interpreting
3 Be able to plan and organise mentoring sessions	3.1 Prepare and produce a plan for at least five mentoring sessions in community interpreting
	3.2 Agree goals for the mentoring sessions with the mentee
4 Be able to establish a mentoring relationship	4.1 Demonstrate effective communication to establish and manage the mentoring relationship
	4.2 Encourage and support individuals to reflect and self-evaluate
	4.3 Evaluate the use of constructive feedback
5 Be able to reflect on own practice as a mentor in community interpreting	5.1 Reflect on own skills when offering advice and guidance while mentoring
	5.2 Devise a personal development plan based on own self-assessment

Indicative Content
Process of mentoring should include a description of at least one theoretical model of mentoring and its practical application. Potential barriers to mentoring may include ▪ Patterns of work ▪ Time management ▪ Financial constraints ▪ Location ▪ Lack of commitment by either the mentor or mentee

Mentoring sessions should be held over a period of time and a minimum of 5 sessions will be required to demonstrate how the mentoring relationship has been established and the plan for mentoring has been carried out.

The structure of the mentoring plan and mentoring sessions may include

- Identification of goals, objectives and core competencies to be achieved during the mentoring relationship
- Negotiation of agreed goals and outcomes, ground roles and the action plan
- Facilitation of the plan, tailoring opportunities to stretch and develop the mentee
- Graduation or the successful conclusion of the mentoring relationship

Self-assessment on own practice as a mentor may include

- Evaluation of strengths and weaknesses against a theoretical model of mentoring
- Compilation of a reflective learning journal
- Communication Skills analysis
- Feedback from the mentee or other professionals involved
- Evaluation of the progress of the mentee against the agreed goals and objectives

Assessment Method

Please note that this unit is assessed by a portfolio of evidence.

UNIT SPECIFICATIONS

Essential Enterprise Know How

Credit Value of Unit: 3   **GLH of Unit: 14**   **Level of Unit: 3**

Introduction

In this unit learners will examine the skills and knowledge required to operate as a small business, which they can apply to operating in the language services industry. Learners will look at the financial aspects of running a business together with the marketing, sales and customer service functions relevant to operating a successful small enterprise.

Learning Outcomes The learner will be able to	Assessment Criteria The learner can
1 Understand the competing demands, pressures and motivations that face an entrepreneur	1.1 Appreciate the emotional investment entrepreneurs make in their business
	1.2 Identify the major functions needed in a small business and how they link and support each other
	1.3 Explain what is involved to successfully start and run a small business
	1.4 Identify the competing demands of running a small business
	1.5 List the diverse capabilities required of entrepreneurs
	1.6 Identify the need for entrepreneurs to take risks
	1.7 Recognise that running a business takes a lot of time, energy and commitment
2 Understand the financial aspects of running a small business enterprise	2.1 Identify financial requirements and sources of funding
	2.2 Explain how cash flows in and out of a business
	2.3 Interpret financial accounts
	2.4 Define basic accounting terms
3 Understand the marketing, sales and customer service functions within a small business enterprise	3.1 Explain how to conduct market research
	3.2 Explain how to identify customer needs
	3.3 Outline the benefits of good customer service and how to monitor it
	3.4 Explain terms of business
	3.5 Outline basic marketing and sales techniques and tools

Indicative Content
To appreciate the pressures and motivations of an entrepreneur a freelance community interpreter may need to consider the following ▪ Analysing own aptitude for business against a template of successful entrepreneurs both in and out of the language services industry ▪ Undertaking financial self-assessment ▪ Undertaking an entrepreneurial style personality assessment Financial accounts that the community interpreter will need to understand may include ▪ Cash flow forecast

- Profit and loss
- Balance sheets
- Breakeven analysis
- Bank reconciliation

Sources of funding may include

- Own investment
- Bank loans
- Charitable grants
- Venture capital

To understand the marketing, sales and customer service functions within a small business, basic marketing and selling techniques should refer to at least one theoretical model and its practical application.

Assessment Method

Please note this unit is assessed by a portfolio of evidence.

Summary Record of Achievement

Level 4 Certificate in Community Interpreting

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)

Learner Name _____

Minimum Credit Value of Qualification: 23

Minimum Credit Value at Level being 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) _____

Tracking Sheet

Interpret Two Way

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

Sight Translation from and into English

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Analyse relevant techniques of sight translation in community interpreting				
2.1 Demonstrate the ability to use sight translating from routine and complex documents, with reference to a) language and register (tone) b) terminology and concept c) accuracy				
3.1 Demonstrate different strategies to deal with challenging language, to include a) reading through understanding b) tackling terminology (i.e. glossaries and reference materials) c) paraphrasing (i.e. complex terminology and phrases) d) maintaining fluency while passing meaning maintaining accuracy while passing meaning				
4.1 Evaluate own performance of sight translation				
4.2 Analyse areas for improvement and development				

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

Professional Development in Community Interpreting

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Critically review the methods used for interpreting assignments taking into account a) protocols b) codes of practice c) cultural context				
2.1 Evaluate own community interpreting practice, with reference to a) maintaining professional boundaries b) social and facilitation skills c) different service contexts d) cultural contexts e) conventions used				
2.2 Review the effectiveness of own practice in relation to codes of practice or quality systems				
2.3 Identify and record changes to own practice				
3.1 Identify, adapt and use a personal and professional development plan				
4.1 Analyse opportunities for collaborative working, mentoring or other work with those practising community interpreting				

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 a Community Interpreter within Educational Settings

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Use interpreting techniques appropriate to the setting				
1.2 Reflect meaning accurately across two languages				
1.3 Accurately reflect register, tone and attitude				
1.4 Support effective communication throughout the assignment and take action if communication breaks down				
1.5 Demonstrate conduct consistent with principles of professional practice in Educational Settings				
2.1 Identify and utilise a wide range of different sources of information				
2.2 Evaluate the usefulness of each source in the light of recent assignments				
2.3 Identify improvement that could be made				
3.1 Accurately use specialist terminology during interpreting				
3.2 Paraphrase the meaning of complex specialist terms and phrases within Educational Settings assignments				
3.3 Adjust communication to ensure consistency with the protocols within Educational Settings				
3.4 Demonstrate use of specialist glossary within Educational Settings assignments				
4.1 Explain the key legislation relevant to interpreting in Educational Settings				
4.2 Identify the appropriate policies, procedures and protocols within Educational Settings				

4.3	Explain how the legislation, policies, procedures and protocols apply to the interpreter's role within Educational Settings				
5.1	Reflect on the techniques used in assignments in Educational Settings				
5.2	Undertake an evaluation and review of specialist glossary				
5.3	Reflect upon the language used during interpreting assignments in terms of • Register • Tone • Specialist language and terminology • Compliance with Educational Settings protocols				
5.4	Identify areas of strength and areas for improvement in own practice				

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 a Community Interpreter within Health Services

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Use interpreting techniques appropriate to the setting				
1.2 Reflect meaning accurately across two languages				
1.3 Accurately reflect register, tone and attitude				
1.4 Support effective communication throughout the assignment and take action if communication breaks down				
1.5 Demonstrate conduct consistent with principles of professional practice in Health Services				
2.1 Identify and utilise a wide range of different sources of information				
2.2 Evaluate the usefulness of each source in the light of recent assignments				
2.3 Identify improvement that could be made				
3.1 Accurately use specialist terminology during interpreting				
3.2 Paraphrase the meaning of complex specialist terms and phrases within Health Services assignments				
3.3 Adjust communication to ensure consistency with the protocols within Health Services				
3.4 Demonstrate use of specialist glossary within Health Services assignments				
4.1 Explain the key legislation relevant to interpreting in Health Services				
4.2 Identify the appropriate policies, procedures and protocols within Health Services				

4.3	Explain how the legislation, policies, procedures and protocols apply to the interpreter's role within Health Services				
5.1	Reflect on the techniques used in assignments in Health Services				
5.2	Undertake an evaluation and review of specialist glossary				
5.3	Reflect upon the language used during interpreting assignments in terms of ▪ Register ▪ Tone ▪ Specialist language and terminology ▪ Compliance with Health Services protocols				
5.4	Identify areas of strength and areas for improvement in own practice				

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 a Community Interpreter within Mental Health Services

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Use interpreting techniques appropriate to the setting				
1.2 Reflect meaning accurately across two languages				
1.3 Accurately reflect register, tone and attitude				
1.4 Support effective communication throughout the assignment and take action if communication breaks down				
1.5 Demonstrate conduct consistent with principles of professional practice in Mental Health Services				
2.1 Identify and utilise a wide range of different sources of information				
2.2 Evaluate the usefulness of each source in the light of recent assignments				
2.3 Identify improvement that could be made				
3.1 Accurately use specialist terminology during interpreting				
3.2 Paraphrase the meaning of complex specialist terms and phrases within Mental Health Services assignments				
3.3 Adjust communication to ensure consistency with the protocols within Mental Health Services				
3.4 Demonstrate use of specialist glossary within Mental Health Services assignments				
4.1 Explain the key legislation relevant to interpreting in Mental Health Services				
4.2 Identify the appropriate policies, procedures and protocols within Mental Health Services				

4.3	Explain how the legislation, policies, procedures and protocols apply to the interpreter's role within Mental Health Services				
5.1	Reflect on the techniques used in assignments in Mental Health Services				
5.2	Undertake an evaluation and review of specialist glossary				
5.3	Reflect upon the language used during interpreting assignments in terms of ▪ Register ▪ Tone ▪ Specialist language and terminology ▪ Compliance with Mental Health Services protocols				
5.4	Identify areas of strength and areas for improvement in own practice				

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 a Community Interpreter within Social Services

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Use interpreting techniques appropriate to the setting				
1.2 Reflect meaning accurately across two languages				
1.3 Accurately reflect register, tone and attitude				
1.4 Support effective communication throughout the assignment and take action if communication breaks down				
1.5 Demonstrate conduct consistent with principles of professional practice in Social Services				
2.1 Identify and utilise a wide range of different sources of information				
2.2 Evaluate the usefulness of each source in the light of recent assignments				
2.3 Identify improvement that could be made				
3.1 Accurately use specialist terminology during interpreting				
3.2 Paraphrase the meaning of complex specialist terms and phrases within Social Services assignments				
3.3 Adjust communication to ensure consistency with the protocols within Social Services				
3.4 Demonstrate use of specialist glossary within Social Services assignments				
4.1 Explain the key legislation relevant to interpreting in Social Services				

4.2	Identify the appropriate policies, procedures and protocols within Social Services				
4.3	Explain how the legislation, policies, procedures and protocols apply to the interpreter's role within Social Services				
5.1	Reflect on the techniques used in assignments in Social Services				
5.2	Undertake an evaluation and review of specialist glossary				
5.3	Reflect upon the language used during interpreting assignments in terms of ▪ Register ▪ Tone ▪ Specialist language and terminology ▪ Compliance with Social Services protocols				
5.4	Identify areas of strength and areas for improvement in own practice				

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 a Community Interpreter within Immigration Services

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Use interpreting techniques appropriate to the setting				
1.2 Reflect meaning accurately across two languages				
1.3 Accurately reflect register, tone and attitude				
1.4 Support effective communication throughout the assignment and take action if communication breaks down				
1.5 Demonstrate conduct consistent with principles of professional practice in Immigration Services				
2.1 Identify and utilise a wide range of different sources of information				
2.2 Evaluate the usefulness of each source in the light of recent assignments				
2.3 Identify improvement that could be made				
3.1 Accurately use specialist terminology during interpreting				
3.2 Paraphrase the meaning of complex specialist terms and phrases within Immigration Services assignments				
3.3 Adjust communication to ensure consistency with the protocols within Immigration Services				
3.4 Demonstrate use of specialist glossary within Immigration Services assignments				
4.1 Explain the key legislation relevant to interpreting in Immigration Services				

4.2 Identify the appropriate policies, procedures and protocols within Immigration Services				
4.3 Explain how the legislation, policies, procedures and protocols apply to the interpreter's role within Immigration Services				
5.1 Reflect on the techniques used in assignments in Immigration Services				
5.2 Undertake an evaluation and review of specialist glossary				
5.3 Reflect upon the language used during interpreting assignments in terms of ▪ Register ▪ Tone ▪ Specialist language and terminology ▪ Compliance with Immigration Services protocols				
5.4 Identify areas of strength and areas for improvement in own practice				

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 a Community Interpreter within Housing Services

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Use interpreting techniques appropriate to the setting				
1.2 Reflect meaning accurately across two languages				
1.3 Accurately reflect register, tone and attitude				
1.4 Support effective communication throughout the assignment and take action if communication breaks down				
1.5 Demonstrate conduct consistent with principles of professional practice in Housing Services				
2.1 Identify and utilise a wide range of different sources of information				
2.2 Evaluate the usefulness of each source in the light of recent assignments				
2.3 Identify improvement that could be made				
3.1 Accurately use specialist terminology during interpreting				
3.2 Paraphrase the meaning of complex specialist terms and phrases within Housing Services assignments				
3.3 Adjust communication to ensure consistency with the protocols within Housing Services				
3.4 Demonstrate use of specialist glossary within Housing Services assignments				
4.1 Explain the key legislation relevant to interpreting in Housing Services				

4.2	Identify the appropriate policies, procedures and protocols within Housing Services				
4.3	Explain how the legislation, policies, procedures and protocols apply to the interpreter's role within Housing Services				
5.1 in Services	Reflect on the techniques used assignments in Housing				
5.2	Undertake an evaluation and review of specialist glossary				
5.3 in	Reflect upon the language used during interpreting assignments terms of ▪ Register ▪ Tone ▪ Specialist language and terminology ▪ Compliance with Immigration Services protocols				
5.4	Identify areas of strength and areas for improvement in own practice				

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 a Community Interpreter within the Welfare Benefits System

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Use interpreting techniques appropriate to the setting				
1.2 Reflect meaning accurately across two languages				
1.3 Accurately reflect register, tone and attitude				
1.4 Support effective communication throughout the assignment and take action if communication breaks down				
1.5 Demonstrate conduct consistent with principles of professional practice in the Welfare Benefits System				
2.1 Identify and utilise a wide range of different sources of information				
2.2 Evaluate the usefulness of each source in the light of recent assignments				
2.3 Identify improvement that could be made				
3.1 Accurately use specialist terminology during interpreting				
3.2 Paraphrase the meaning of complex specialist terms and phrases within Welfare Benefits System assignments				
3.3 Adjust communication to ensure consistency with the protocols within the Welfare Benefits System				
3.4 Demonstrate use of specialist glossary within Immigration Services assignments				
4.1 Explain the key legislation relevant to interpreting in the Welfare Benefits System				

4.2	Identify the appropriate policies, procedures and protocols within the Welfare Benefits System				
4.3	Explain how the legislation, policies, procedures and protocols apply to the interpreter's role within the Welfare Benefits System				
5.1	Reflect on the techniques used in assignments in the Welfare Benefits System				
5.2	Undertake an evaluation and review of specialist glossary				
5.3	Reflect upon the language used during interpreting assignments in terms of ▪ Register ▪ Tone ▪ Specialist language and terminology ▪ Compliance with Immigration Services protocols				
5.4	Identify areas of strength and areas for improvement in own practice				

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 a Community Interpreter within the Criminal Justice System

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Use interpreting techniques appropriate to the setting				
1.2 Reflect meaning accurately across two languages				
1.3 Accurately reflect register, tone and attitude				
1.4 Support effective communication throughout the assignment and take action if communication breaks down				
1.5 Demonstrate conduct consistent with principles of professional practice in the Criminal Justice System				
2.1 Identify and utilise a wide range of different sources of information				
2.2 Evaluate the usefulness of each source in the light of recent assignments				
2.3 Identify improvement that could be made				
3.1 Accurately use specialist terminology during interpreting				
3.2 Paraphrase the meaning of complex specialist terms and phrases within Criminal Justice System assignments				
3.3 Adjust communication to ensure consistency with the protocols within the Criminal Justice System				
3.4 Demonstrate use of specialist glossary within Criminal Justice System assignments				

4.1	Explain the key legislation relevant to interpreting in the Criminal Justice System				
4.2	Identify the appropriate policies, procedures and protocols within the Criminal Justice System				
4.3	Explain how the legislation, policies, procedures and protocols apply to the interpreter's role within the Criminal Justice System				
5.1	Reflect on the techniques used in assignments in the Criminal Justice System				
5.2	Undertake an evaluation and review of specialist glossary				
5.3	Reflect upon the language used during interpreting assignments in terms of ▪ Register ▪ Tone ▪ Specialist language and terminology ▪ Compliance with Immigration Services protocols				
5.4	Identify areas of strength and areas for improvement in own practice				

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

Community Interpreting Research Project

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Analyse different ways to plan and structure a research project for community interpreting				
1.2 Review the effectiveness of a range of research methods				
2.1 Establish the aims of the research project				
2.2 Identify, adapt and use relevant research methodology				
3.1 Identify, adapt and use a research format and conventions				
3.2 Analyse and interpret results of research				
3.3 Review the effectiveness of procedures to avoid plagiarism				
4.1 Review the effectiveness of own research with reference to a) results b) methodology c) format d) feedback from others				
4.2 Explain how improvements could be made to the research design, procedures or format				

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

Telephone Interpreting

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Identify interpreting techniques appropriate to telephone interpreting				
1.2 Know how to intervene to clarify misunderstandings without visual clues				
2.1 Support effective communication between the parties by interpreting accurately				
2.2 Keep all parties fully informed throughout the interpreting assignment				
2.3 Use listening skills where there are no visual clues to identify subtlety of meaning, intonation and feelings and accurately convey these				
2.4 Use note taking skills to ensure accuracy of information				
3.1 Ensure the parties are properly introduced to each other				
3.2 Ensure all parties are aware of how the interpreting will 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 _____

Tracking Sheet

Essential Enterprise Know How

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Appreciate the emotional investment entrepreneurs make in their business				
1.2 Identify the major functions needed in a small business and how they link and support each other				
1.3 Explain what is involved to successfully start and run a small business				
1.4 Identify the competing demands of running a small business				
1.5 List the diverse capabilities required of entrepreneurs				
1.6 Identify the need for entrepreneurs to take risks				
1.7 Recognise that running a business takes a lot of time, energy and commitment				
2.1 Identify financial requirements and sources of funding				
2.2 Explain how cash flows in and out of a business				
2.3 Interpret financial accounts				
2.4 Define basic accounting terms				
3.1 Explain how to conduct market research				
3.2 Explain how to identify customer needs				
3.3 Outline the benefits of good customer service and how to monitor it				
3.4 Explain terms of business				
3.5 Outline basic marketing and sales techniques and tools				

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

Mentoring in Community Interpreting

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Explain the purpose of mentoring in community interpreting				
1.2 Analyse the role of a mentor in community interpreting				
1.3 Analyse the knowledge, skills and behaviour required to be an effective mentor in community interpreting				
2.1 Describe at least one theoretical approach to mentoring				
2.2 Explain the mentoring process and how it can be used to manage a mentoring relationship in community interpreting				
2.3 Explain the responsibilities of both mentor or mentee in the mentoring process				
2.4 Explore potential barriers to mentoring in community interpreting				
3.1 Prepare and produce a plan for at least five mentoring sessions in community interpreting				
3.2 Agree goals for the mentoring sessions with the mentee				
4.1 Demonstrate effective communication to establish and manage the mentoring relationship				
4.2 Encourage and support individuals to reflect and self-evaluate				
4.3 Evaluate the use of constructive feedback				
5.1 Reflect on own skills when offering advice and guidance while mentoring				
5.2 Devise a personal development plan based on own self-assessment				

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 _____