



Ascentis Level 1 Award in

Understanding Community

Interpreting

Specification

Ofqual Number 600/6128/5

Ofqual Start Date	01/09/2013
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Ofqual Certification Review Date	31/07/2028

SUMMARY OF CHANGES

Version and Date	Change Detail	Section
V2 December 2024	AI statement added	Assessment and Verification arrangements
	Learner Declaration added	Tracking Sheets

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, England), Council for the Curriculum, Examinations and Assessment (CCEA, Northern Ireland) and Qualifications Wales

and

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

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

ASCENTIS CONTACT DETAILS

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ASCENTIS LEVEL 1 AWARD IN UNDERSTANDING COMMUNITY INTERPRETING

Introduction

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

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

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

The award consists of three mandatory units.

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

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

Aims

The aims of the qualification are to enable learners

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

Target Group

This qualification is aimed at a range of learners, including

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

Ofqual Qualification Number: 600/6128/5

Rules of Combination

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

Unit certification is available for all units.

Guided Learning Hours (GLH)

The recommended guided learning hours for this qualification is 60.

Total Qualification Time (TQT)

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

Recommended Prior Knowledge, Attainment and / or Experience

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

Age Range of Qualification

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

Opportunities for Progression

Learners may wish to progress to higher level interpreting qualifications such as the Level 3 Certificate in Community Interpreting, which is recognised by most employers.

Resources to support the Delivery of the Qualification

These are outlined in [Appendix 3](#).

Centre Recognition

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

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 a 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.

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.

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

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

Internal Assessment

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

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

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

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

Learners' portfolio work should include a tracking sheet to show where the evidence for each assessment criterion is to be found. Some activities could produce evidence for more than one unit, which is acceptable as long as there is clear reference to this on the tracking sheet. Examples of tracking sheets are found in Appendix 2.

The Use of Artificial Intelligence (AI) in Assessments

There are potential risks associated with the use of AI in assessments, such as the possibility of bias and the potential for cheating.

Centres are expected to detect and monitor the use of AI tools in assessments. Centres must be satisfied that the work provided is that of the learner. All learners must be aware that they are responsible for ensuring they are not cheating in assessments by using AI tools. All learners must cite the use of AI in their assessments where this is allowed.

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

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

Knowledge, Understanding and Skills required of Assessors and Internal Verifiers

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

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

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

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

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

UNIT SPECIFICATIONS

Unit Title: **English Language Awareness**

Unit Reference Number: **M/504/1601**

Credit Value of Unit: 1

GLH of Unit: 10

Level of Unit: 1

Introduction

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

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

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Language use in different contexts includes reference to:

Place, purpose and audience

- Place – speak differently in the home and outside
- Purpose – speak differently if describing someone or when giving directions
- Audience – speak differently one to one, to a large group or to an official i.e. manager, etc.

Changes in language

- Formal / informal
- Word choice
- Face to face / telephone / online

Language Responses – the formats used when dealing with different people

- Friend: 'Hello, how are you?'
Me: 'I'm very well. How are you?'
- Doctor: 'Hello. How can I help you today?'
Me: 'Thank you. I have not been feeling well'

The suite of qualifications focuses on the public services where a community interpreter is most likely to be engaged. These are Education, Benefits, Immigration, Health and Mental Health, Housing and Social Services. Public Service Terms may include examples such as:

- Social worker
- Health visitor
- Council Tax
- Key stages
- JSA / ESA

(NB Public service terms should be checked for currency as they change frequently)

Difficulties may include

- Term not existing
- Service not existing
- Lack of exact equivalent – idiom, tenses, word order

Learners should be encouraged to provide a satisfactory description.

UNIT SPECIFICATIONS

Unit Title: **Community and Organisations**

Unit Reference Number: **A/504/1603**

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: 1

Introduction

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

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

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Voluntary organisations

Learners should research Voluntary Organisations and discuss their findings.

Organisations may include:

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

Public services may include

- NHS
- Local Authority
- DWP

Access to public services

- How service users access services, e.g. online, appointments, telephone appointments, drop-ins, advice lines, interpreters and literature in translation

Difficulties may include

- Access to technology
- Language
- Protocols
- Cultural expectations

Learners should be encouraged to provide a satisfactory description.

Possible sources of information for unit

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

UNIT SPECIFICATIONS

Unit Title: **Role of the Community Interpreter**

Unit Reference Number: **F/504/1604**

Credit Value of Unit: 3

GLH of Unit: 30

Level of Unit: 1

Introduction

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

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

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Key aspects include

Skills and qualities – e.g. fluency in a minimum of two languages, knowledge of subject area and relevant terminology, cultural awareness, good listening skills, memory retention skills, communication skills, organisational skills, interpersonal skills, punctuality, reliability, and a willingness to train and develop professionally

Differences between interpreting and translation – may include

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

Difficulties may include

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

- Preconceived ideas/personal bias

Learners should be encouraged to provide a satisfactory description.

Settings and personnel may include

- Schools / parents' evening / EAL coordinator / head teacher
- GP surgery / registering with a GP / receptionist / practice nurse, midwife
- Job Centre Plus / registering for JSA / personal advisor

Relevant voluntary work may include

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

Difficulties may include

- Funding of service
- Access to service
- Availability

Learners should provide evidence/knowledge of how to think about/write and action plan and why it is important

<https://creately.com/blog/diagrams/how-to-write-an-action-plan/>

APPENDIX 1

Summary Record of Achievement

Level 1 Award in Understanding Community Interpreting

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

Learner Name _____

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

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

Assessor Signature _____

Internal Verifier Signature (if sampled) _____

Tracking Sheet

English Language Awareness

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

Declaration of Authentication

Declaration by Learner:

I confirm that the evidence provided for assessment within these units is a result of my own work.

I understand that my work may be invalidated if I have submitted evidence that does not belong to me.

Signature of Learner _____ Date _____

Tracking Sheet

Community and Organisations

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

Declaration of Authentication

Declaration by Learner:

I confirm that the evidence provided for assessment within these units is a result of my own work.

I understand that my work may be invalidated if I have submitted evidence that does not belong to me.

Signature of Learner _____ Date _____

Tracking Sheet

Role of the Community Interpreter

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

Declaration of Authentication

Declaration by Learner:

I confirm that the evidence provided for assessment within these units is a result of my own work.

I understand that my work may be invalidated if I have submitted evidence that does not belong to me.

Signature of Learner _____ Date _____

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

Guidance for Centres on Ascentis' Qualifications in Community Interpreting.
Produced by Ascentis and available on Ascentis' website www.ascentis.co.uk

Useful websites

Study Skills

<https://creately.com/blog/diagrams/how-to-write-an-action-plan/>

Work

<https://nationalcareers.service.gov.uk/job-profiles/interpreter>

Voluntary Organisations and NGOs

<https://www.redcross.org.uk/>

<https://www.citizensadvice.org.uk/>

<https://www.ageuk.org.uk/>

<https://www.refugeecouncil.org.uk/>

<https://www.mentalhealth.org.uk/>

Government websites

<https://www.gov.uk/government/organisations/department-for-education>

<https://www.gov.uk/government/organisations/department-for-work-pensions>

<https://www.gov.uk/government/organisations/uk-visas-and-immigration>

<https://www.nhs.uk/>

<https://www.gov.uk/browse/benefits>

<https://www.gov.uk/browse/housing-local-services>