



Ascentis Level 3 Certificate in Community Interpreting Specification

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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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SUMMARY OF CHANGES

Version and Date	Change Detail	Section
V2 October 2025	Extended Review Date	Front Page
	The Use of Artificial Intelligence (AI) in Assessments	Page 9
V3 November 2025	Update in wording in the Tracking Sheets: Declaration of Authentication	Page 44 - 58

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ASCENTIS LEVEL 3 CERTIFICATE IN COMMUNITY INTERPRETING

Introduction

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

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

The certificate consists of six mandatory units with a credit value of 14 and a further minimum of 8 optional credits made up from a choice of seven optional units.

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

- It allows the learners to develop their skills and knowledge of the role of a community interpreter and to practise those skills
- There is a choice of specialist sectors available as part of the optional unit make up.
- Verification and certification can be offered throughout the year, allowing maximum flexibility for centres

Aims

The aims of the qualification are to enable learners:

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

Target Group

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

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

Qualification Accreditation Number (Ofqual): 610/3039/9

Rationale for the Rules of Combination

To achieve the Ascentis Level 3 Certificate in Community Interpreting the learner **must** achieve 22 credits. Learners **must** achieve all 14 credits from Group A and 8 credits from Group B.

Rules of Combination

Ascentis Level 3 Certificate in Community Interpreting				
To achieve this qualification learners MUST achieve 22 credits. Learners MUST achieve 14 credits from the Mandatory Units and 8 credits from the Optional Units.				
Group A Mandatory Units: All 14 credits must be taken from Group A				
Title	Level	Credit Value	GLH	Unit Reference
Preparing for Community Interpreting Assignments	3	2	20	R/650/7962
Supporting Interpreting through Sight Translation	3	2	20	T/650/7963
Developing own Performance as a Community Interpreter	3	2	20	Y/650/7964
Working as a Community Interpreter in Public Services	3	3	30	A/650/7965
Interpret Two Way	3	3	30	D/650/7966
Planning to Work as a Community Interpreter within the Health Service	3	2	20	F/650/7967
Group B Optional Units: Learners can take 8 credits from Group B for the remaining credit required to achieve the Certificate				
Title	Level	Credit Value	GLH	Unit Reference
Planning to Work as a Community Interpreter within Social Services	3	2	15	H/650/7968
Planning to Work as a Community Interpreter within Mental Health Services	3	2	15	J/650/7969
Planning to Work as a Community Interpreter within Housing Services	3	2	15	M/650/7970
Planning to Work as a Community Interpreter within the Welfare Benefits System	3	2	15	R/650/7971
Planning to Work as a Community Interpreter within Educational Settings	3	2	15	T/650/7972
Planning to Work as a Community Interpreter within Immigration Services	3	2	15	Y/650/7973
Interpreting Remotely	3	4	35	A/650/7974
Credits from equivalent Units: Please contact the Ascentis office to request equivalences 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 200.

Total Qualification Time (TQT)

The total qualification time for this qualification is 220.

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.

Age Range of Qualification

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

Opportunities for Progression

Learners may wish to progress to higher level interpreting qualifications.

Resources to support the Delivery of the Qualification

Many Ascentis units include suggested content to support wider learning opportunities across three priority areas:

- Digital
- Well-being
- Sustainability.

They are not compulsory and do not form part of the assessment. They are suggestions for tutors who may wish to link the unit content into these areas to further support learner progression in education, training and work.

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. Late registration may result in a fee, please refer to the latest version of the Ascentis Product Catalogue.

Status in England, Wales and Northern Ireland

This qualification is available in England. 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 login 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 login area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

Useful Links

Web links and other resources featured in this specification are suggestions only to support the delivery of this qualification and should be implemented at the centre's discretion. The hyperlinks provided were live at the time this specification was last reviewed. Please kindly notify Ascentis if you find a link that is no longer active.

Please note: Ascentis is not responsible for the content of third-party websites and, whilst we check external links regularly, the owners of these sites may remove or amend these documents or web pages at any time.

¹ In Northern Ireland it is the CCEA General Conditions of Recognition and Qualifications Wales is the Standard Conditions of Recognition.

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

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

Internal Assessment

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

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

- Observation record
- Questions and discussions
- Photographs
- Video 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. 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.

Evidencing the requirements of the Interpret Two-way unit

Learners may meet the interpret two-way requirement either through face-to-face delivery and observation or through online delivery and observation. This requirement of the qualification must be

filmed in both cases. In both situations, learners must provide evidence that they have met all the requirements of the learning outcomes and assessment criteria.

Centres should be aware of the requirements of the two-way interpreting scenario to be spontaneous and unrehearsed to reflect as far as possible the situation of an actual Community Interpreting assignment. They should also be aware of the sensitive nature of Community Interpreting assignments and take all possible steps to be assured that learners are able to demonstrate the necessary personal and social skills to ensure that potential clients are dealt with sensitively and professionally.

Where learners are evidencing the two-way interpreting requirement through online delivery and observation, interpret two-way sessions must be live with all relevant participants online at the same time. Two-way interpreting sessions must be recorded and all the recordings must be available for sampling by the External Quality Assurer.

It is important for the role play to be assessed by an experienced bilingual community language assessor, who is current with the terminology, and familiar with the learning outcomes and assessment criteria being assessed.

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.

Ascentis offer free refresher training in support of this role through an Ascentis Internal Quality Assurance course. The purpose of the course is to provide staff in centres with knowledge and understanding of Ascentis IQA processes and procedures, which will enable them to carry out their role more effectively. To book your place on a course or request further information, please contact the Ascentis Quality Assurance Team (qualityassurance@ascentis.co.uk).

Further information is available from the login section of the Ascentis website www.ascentis.co.uk.

External Verification

Recognised centres will be verified 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:

- 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 Quality Assurers will usually do this through discussion with the 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 the Ascentis website.

Tutor Guidance

This specification should be read in conjunction with the booklet ***Guidance for Centres on Ascentis' Qualifications in Community Interpreting (Level 3)***. This is available on the Ascentis website.

Group A Mandatory Units

UNIT SPECIFICATIONS

Unit Title: **Preparing for Community Interpreting Assignments**

Unit Reference Number: **R/650/7962**

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: 3

Introduction

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

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

Indicative Content

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

Process for booking interpreters should cover onsite, telephone and video interpreting through direct contact or accessing on-line portals of agencies/employers to accept assignments and may include

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

Learners should prepare two scenarios, one for onsite interpreting through direct contact and one through accessing on-line portals.

The key information which should be given at the booking stage should relate to 1) a real/local agency and 2) an on-line agency and will involve some research. Most agencies have a lot of details on their websites.

Evaluate own interpreting skills

This AC can be cross-referenced to Unit 5: Develop own performance as a community interpreter. Learners could draft possible questions relevant to a given interpreting scenario checking specialist terminology, grammar structures needed etc. Learners should familiarise themselves with the SWOT (Strengths Weaknesses Opportunities Threats) or SCORE (Strengths, Challenges, Opportunities, Responses, Effectiveness) analyses.

Reasons to decline an assignment may include

- Client is known to the interpreter
- Interpreter's judgment that a referral may be needed to a more appropriate service
- Scenario may conflict with interpreter's personal beliefs
- Interpreter feels unable to be objective owing to personal experience
- Interpreter has insufficient experience to cope with complexity of the assignment

Reasons to terminate an assignment may include

- Client becomes known to the interpreter during assignment
- A conflict of interest arises during the assignment
- Threat of violence arises during the assignment
- Fear of own personal safety
- Assignment doesn't match the brief outlined initially

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

Information required to assist assignment preparation may include

- Location of assignment or technical details pertaining to a phone or video assignment
- Service providers involved
- Questions clients may be asked
- Relevant system / procedures
- Relevant legislation
- Client's rights and entitlements
- Potential conflicts

- Possible outcomes

Preparation for a range of interpreting assignments may include

- Specific assignments within a direct contact or remote setting
- Protocols and preparation regarding both direct contact and remote assignments
- People involved
- Up to date terminology
- Ethical considerations

Booking Interpreting scenarios can be case studies taken from personal experience or research. However, it is important that learners are exposed to/ use a variety of sources.

<https://www.languageine.com/uk/interpretation/remote-face-to-face-interpreting>

[Interpreter Booking and Management Solution](#)

Suggested opportunities to develop wider awareness, learning and skills

Digital	Well-being
<p>Learners could:</p> <ul style="list-style-type: none"> • Practise using digital/ online calendars to save dates, times and notes for an appointment. Learners could add alerts and reminders for upcoming appointments. Calendars are accessible in email systems such as Gmail, Outlook on computers and other mobile devices. • Create a booking template in Word to store information with a consistent approach. They could practise saving versions and copies with different naming conventions to retain an original template copy. 	<p>Learners could:</p> <ul style="list-style-type: none"> • Think about the feelings of positivity that stem from feeling organised and prepared ahead of an interpreting assignment. These experiences will benefit their well-being not only for work, and studies, but also when they are relaxing. • Think about the future of themselves as an employed Community Interpreter, and how understanding the conditions for employment, DBS, managing an assignment can help them prepare for a working environment. Gaining this knowledge and skill will support their well-being into their employment. • Have strategies in place to support them if an assignment is of a difficult nature. Examples for managing health and well-being include: taking exercise, meditating, socialising, taking part in a hobby.

UNIT SPECIFICATIONS

Unit Title: **Supporting Interpreting Through Sight Translation**

Unit Reference Number: **T/650/7963**

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: 3

Introduction

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

This unit is assessed through a portfolio of evidence.

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

Indicative Content

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

Carrying out sight translation

It is important the learner understands the skills and steps needed to deliver a competent sight translation. In addition, the learner should know when it is appropriate to sight translate a document and when it is not.

The skills needed for sight translation are: “the ability to comprehend written text in one language (reading skills) and the ability to produce an oral rendition in another language”

The process involved in carrying out a sight translation from English to the target language involves

Reading for gist (**reading a variety of texts at a fast pace**)

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

An appropriate level of sight translation for a professional assignment would

- Accurately convey meaning
- Be understood by client
- Broadly reflect register, language and tone of the document
- Neither add nor omit anything

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

Examples of texts may include

- Forms, paper-based and on-line e.g. schools admission, applying for council accommodation,
- Information leaflets e.g. how to access ADHD support, family planning, how to take medication
- Reports e.g. child protection, school reports
- Letters from school, appointments from hospital, changes to benefits

The texts should be public service documents, around 150 words and should contain some challenging terminology and language, without being too complex.

An appropriate level of sight translation for a professional assignment would

- Accurately convey meaning
- Be understood by the client
- Broadly reflect register, language and tone of the document
- Neither add nor omit anything

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

The sight translation assessment can be part of the role play assessment or a stand-alone assessment. In either case, it is important for the assessor to be an experienced bilingual community language assessor, who is familiar with the learning outcomes and assessment criteria being assessed.

[Translation \(ncihc.org\)](http://ncihc.org)

[DESIGNING STRATEGIES OF TEACHING SIGHT TRANSLATION | Semantic Scholar](#)

Suggested opportunities to develop wider awareness, learning and skills	
Digital	Well-being
Learners could: <ul style="list-style-type: none"> • Use the internet to access dictionary meanings of new/unfamiliar language terms. • Use systems such as Word or Excel to collect a list of new and unfamiliar words/ phrases / acronyms into a document for future reference. 	Learners could: <ul style="list-style-type: none"> • Discuss the impact that gathering new sight translation skills has on their overall confidence as an interpreter. • Use the role play scenarios to reflect on what went well, what they need to focus on next time. This self-reflection and awareness is an important part of well-being for work.

UNIT SPECIFICATIONS

Unit Title: **Developing own performance as a Community Interpreter**

Unit Reference Number: **Y/650/7964**

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: 3

Introduction

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

This unit is assessed through a portfolio of evidence.

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

Indicative Content

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

Level of competence

The effectiveness of own performance covers

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

Managing caseloads and prioritising assignments

In preparation for employment, research the work done by established professional interpreters – either through interviews or case studies.

Management of the assignment includes reflection on

- Preparation for the assignment
- Own conduct
- Working within the principles of professional practice
- Working with cultural conventions and dealing with any issues
- Dealing with communication breakdown and / or correcting any misunderstandings
- Evaluation and feedback received from client/employer/tutor/mentor

Reviewing progress would be in the areas of

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

The importance of CPD

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

Professional development opportunities for interpreters include

- Reflecting on own performance
- Completing mandatory on-line training modules
- Updating service knowledge
- Updating glossary
- Keeping in contact with own community
- Keeping up to date with target language developments
- Keeping up to date with technological/digital developments
- Keeping up to date with relevant legislation

Undergoing training to develop other areas of expertise or specialisms or higher levels of interpreting
Training opportunities with local voluntary organisations

Online courses

Learners should also complete a SWOT (Strengths Weaknesses Opportunities Threats) or SCORE (Strengths, Challenges, Opportunities, Responses, Effectiveness) analysis or similar diagnostic tools.

This unit can be covered by keeping a reflective journal, completing a Continuous Professional Development (CPD) plan.

Suggested opportunities to develop wider awareness, learning and skills

Digital	Well-being
<p>Learners could:</p> <ul style="list-style-type: none">• Carry out a self-assessment of their digital skills. Listing their competencies, and areas they need to develop for their occupation.• Maintain a digital log of their training and CPD.• Use online platforms such as LinkedIn to follow employers, agencies and professionals in the sector.• Carry out research online to identify specific language and terminology for a glossary. Use word processing to develop and maintain a glossary, using word or excel.• Bookmark webpages so that they can return to them later for further reading.	<p>Learners could:</p> <ul style="list-style-type: none">• Recognise the benefits of undertaking self-reflection. It links to the Five Ways to Well-being: Keep Learning: identifying where there are areas for self-improvement and building it into their training. Learners might do further reading or research in an area that interests them or need to upskill on e.g. safeguarding, charitable organisations, public services. <p>It can also include planning learning beyond the profession. For example, trying a new recipe can free their mind from learning and work and encourage relaxation. The act of learning and self-development is beneficial to a person's mental health and well-being.</p>

UNIT SPECIFICATIONS

Unit Title: **Working as a Community Interpreter in Public Services**

Unit Reference Number: **A/650/7965**

Credit Value of Unit: 3

GLH of Unit: 30

Level of Unit: 3

Introduction

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

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand how public services are organised locally and nationally	1.1 Describe a range of national statutory organisations and agencies that deliver public services
	1.2 Clarify key local public services
	1.3 Explain how key services are structured and funded
2 Understand the role of the voluntary sector	2.1 Summarise a range of local services provided by the voluntary sector
	2.2 Explain how the non-English speaking community access this provision
	2.3 Identify voluntary services provided to meet the needs of minority language communities
3 Understand public service terminology	3.1 Identify terminology from a range of public services
	3.2 Translate given terms from a range of public services
	3.3 Compile glossary in an appropriate format including explanations for terms lacking direct equivalents
4 Understand principles of (adult & child) safeguarding	4.1 Define key principles in safeguarding
	4.2 Describe what actions to take if there is a safeguarding concern or allegation

Indicative Content

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

National statutory organisations and agencies that deliver public services

Statutory public services are required by the law and there are legislations in place that government set for them to be in place to keep peace and order within the country and or sometimes abroad. The Non-statutory public services are not required by the law, but are still needed for public in practical situations and sometimes even crucial help is provided by these non-statutory services.

Range of public services: including Education, Health, Immigration, Welfare Benefits, Social Services, Mental Health, and Housing. These are the range of public services community interpreters most commonly work in, which do not include public services such as the fire brigade or libraries.

Learners should understand how services are funded and structured and how service users access these services in the local area. This is intended to be an overview of what the local council consists of. This will normally require some research and summary skills.

Range of services delivered by the voluntary service: such as advice, legal representation, befriending, supplementary schools.

Learners should explore access issues for the non-English speaking community and identify a range of services that have been developed to meet the needs of their language community, e.g. leaflets in other languages, telephone helplines in other languages, advice sessions run in other languages or with interpreters. In some cases, there may be limited access facilities for the target language community.

Specialist terminology used in Public Services, e.g. JSA, District Nurse, priority need, English as an additional language (EAL). Learners should be aware of

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

Terminology and process involved in adult safeguarding:

- Adult and children safeguarding key principles
- Community Interpreters should be aware and knowledgeable when faced with safeguarding issues
- Learners could describe a situation where there may be an adult or a child safeguarding concern or allegation which is outside the knowledge of the service provider.
- Terminology and concepts that may not be understood by service users
- Process involved in referral procedures for potential safeguarding issues
- Possible sources, e.g. internet. Local safeguarding boards websites, codes of practice

A glossary of terms should be of a considerable volume (125-150 terms) and a scale of complexity. It should include explanations for terms lacking direct equivalents.

A glossary of terms should be

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

It is important for the glossary to be assessed by an experienced bilingual community language assessor, who is current with the terminology, and familiar with the learning outcomes and assessment criteria being assessed.

<https://www.bartleby.com/essay/Statutory-and-Non-Statutory-Public-Services-FKC7CEL36YYS>

Safeguarding:

<https://www.scie.org.uk/safeguarding/adults/introduction/six-principles>

<https://www.scie.org.uk/safeguarding/adults/introduction/types-and-indicators-of-abuse>

<https://www.scie.org.uk/safeguarding/children>

Suggested opportunities to develop wider awareness, learning and skills	
Digital	Well-being
Learners could: <ul style="list-style-type: none"> Use digital skills to draft glossaries using a word document or spreadsheet. Digital skills that can be developed in this process include: creating tables, using headers and footers to date stamp documents, include titles, using 'save as' to save different versions, copy and paste, amending text, fonts, and size, inserting links and hyperlinks to the source websites on the internet. 	Learners could: <ul style="list-style-type: none"> Carry out wider research and thinking about well-being services available for service users. Discuss the sense of achievement and satisfaction that can be gained by assisting a service user in accessing and understanding public service provision.

UNIT SPECIFICATIONS

Unit Title: **Interpret Two Way**
Unit Reference Number: **D/650/7966**

Credit Value of Unit: 3

GLH of Unit: 30

Level of Unit: 3

Introduction

In this unit the learner will develop their interpreting skills, enabling them to select the appropriate interpreting technique, carry out consecutive interpreting between two languages, and develop the confidence and interpersonal skills to effectively manage the communication between two different language speakers. Learners will develop skills to enable them to interpret effectively in straightforward interpreting assignments. At this level contexts of the assignments or topics reoccur frequently or are of low complexity. Interpreters are not expected to interpret for extended periods at this level.

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

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

Indicative Content

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

Interpreting techniques such as

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

Two Community Interpreting scenarios at this level: one based on a health service context, the second based on one of the optional public sectors chosen, e.g. within housing services
They will involve

- Most interpreting being consecutive with some possible simultaneous interpreting e.g. when the client is distressed, describing symptoms, speaking very fast
- Scenarios mostly involving three parties only
- Most opportunities to practise being in simulations rather than in the workplace

Learners may use first person or third person as appropriate but should be instructed to avoid using reported speech (s/he said). Whatever the chosen technique, it must be used consistently to avoid confusion. Classroom-based practice could incorporate role-play, sight translation, case studies, and real-life examples.

The stages of the interpreting process will include

- Briefing session
- Introductions, making sure all parties are aware of the interpreter's role
- Seating arrangements
- The interview
- Debriefing

Demonstrating interpreting skills

Strategies to overcome difficulties may include

- Asking for clarification
- Paraphrasing
- Repairing mistakes and omissions

A professional service will include

- Introductions to establish the interpreter's role
- Service protocols like acknowledgement of an agreed code of practice regarding people's consent and recording personal data and information securely
- Adhering to an agreed code of practice/ethics (impartiality and confidentiality requirements of a code of conduct such as the NRPSI Code of Conduct, for example)
- Completing the task to the satisfaction of all parties
- Having pleasant personal qualities and demeanour

The interpreting scenarios should be carefully designed to allow the interpreter to demonstrate a range of strategies and professional behaviour. They may include:

- Some terminology/language that requires clarification
- Longer explanations/fast delivery requiring intervention
- Behaviour that challenges impartiality or confidentiality
- Opportunities to take simple notes e.g. names / dates / dosage

It is important for the role play to be assessed by an experienced bilingual community language assessor, who is current with the terminology, sentence structure, diction and pronunciation, correct use of grammar in both languages, and familiar with the learning outcomes and assessment criteria being assessed.

Suggested opportunities to develop wider awareness, learning and skills	
Digital	Well-being
<p>Learners could:</p> <ul style="list-style-type: none"> • Practise/role play using remote video systems for interpreting. This could include Teams, Zoom, video call (WhatsApp). They could familiarise themselves with functions such as muting the microphone, turning the camera on and off, writing in chat boxes to alert others on a call if they are having sound or technical issues etc. • Use the internet to research and the codes of practice that exist for interpreters. 	<p>Learners could:</p> <ul style="list-style-type: none"> • Discuss the importance of their own well-being following the stages of the interpreting process. They could describe strategies that they follow to help manage their own mental health and well-being, especially following difficult/ sensitive cases. Examples include taking exercise, taking part in hobbies, socialising, meditation. • Think about how their personal well-being could be impacted by workload. Learners could describe how they plan deadlines or tasks to avoid feeling stressed or overworked.

UNIT SPECIFICATIONS

Unit Title: **Planning to Work as a Community Interpreter within the Health Service**
Unit Reference Number: **F/650/7967**

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: 3

Introduction

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

This unit is assessed through a portfolio of evidence.

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

Indicative Content

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

Learners should demonstrate knowledge and understanding of the range of different health services provided in the United Kingdom and the terminology used within these services. The role play scenario will be in the context of a simulated health service setting.

Protocols within the Health Service may include

- Appointment bookings and referrals
- Titles of key service provider roles
- Key legislation within health and how this affects access to services identifying potential conflicts and difficulties that may arise when interpreting within health settings and exploring possible solutions

Possible sources, e.g. internet, leaflets, government documents, specialist trainers. Learners should be aware of

- The need to acknowledge sources in written assignments
- How to use sources in preparing for assignments
- How to assess the usefulness of sources

Specialist terminology used in the Health Service, e.g. smear test, triage, Health Visitor. Learners should be aware of

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

A *glossary* of terms should be of a considerable volume (125-150 terms) and a scale of complexity. It should include explanations for terms lacking direct equivalents.

- basic health-related terminology (nutritional, wellness, chronic disease, immunisation)
- specialist medical terminology (acid reflux, anaesthesia, radiotherapy)
- health-related medication usage (antidepressants, antifungal medicines, NRT)

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

The glossary should be:

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

It is important for the glossary to be assessed by an experienced bilingual community language assessor, who is current with the terminology, and familiar with the learning outcomes and assessment criteria being assessed.

Suggested opportunities to develop wider awareness, learning and skills

Digital	Well-being
<p>Learners could:</p> <ul style="list-style-type: none">• Use digital skills to draft glossaries using a word document or spreadsheet. Digital skills that can be developed in this process include: creating tables, using headers and footers to date stamp documents, include titles, using 'save as' to save different versions, copy and paste, amending text, fonts, and size, inserting links and hyperlinks to the source websites on the internet.	<p>Learners could:</p> <ul style="list-style-type: none">• Discuss the sense of achievement and satisfaction that can be gained by assisting a service user in healthcare settings.• Carry out self-reflection as part of their own well-being for work. Knowing what areas they need to gain a deeper level of understanding on is important to their overall well-being.• Have strategies in place to help them 'wind down' from interpreting scenarios that might deal with difficult or challenging content. Examples of well-being activities include: taking exercise, taking part in a hobby, socialising, meditating etc.

Group B Optional Units

UNIT SPECIFICATIONS

Unit Title: **Planning to work as a Community Interpreter within Social Services**

Unit Reference Number: **H/650/7968**

Credit Value of Unit: 2

GLH of Unit: 15

Level of Unit: 3

Introduction

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

This unit is assessed through a portfolio of evidence.

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

Indicative Content

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

Protocols within the service may include

- Personal care assessment, child protection procedures
- Titles of key service provider roles
- Key legislation within social services and how this affects access to services identifying potential conflicts and difficulties that may arise when interpreting within social services settings and exploring possible solutions

Possible sources e.g. internet, leaflets, government documents, specialist trainers. Learners should be aware of

- The need to acknowledge sources in written assignments
- How to use sources in preparing for assignments
- How to assess the usefulness of sources

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

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

A *glossary* of terms should be of a considerable volume (50 to 100 terms) and a scale of complexity. It should include explanations for terms lacking direct equivalents.

The glossary should be:

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

It is important for the glossary to be assessed by an experienced bilingual community language assessor, who is current with the terminology, and familiar with the learning outcomes and assessment criteria being assessed.

UNIT SPECIFICATIONS

Unit Title: **Planning to Work as a Community Interpreter within Mental Health Services**

Unit Reference Number: **J/650/7969**

Credit Value of Unit: 2

GLH of Unit: 15

Level of Unit: 3

Introduction

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

This unit is assessed through a portfolio of evidence.

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

Indicative Content

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

Protocols within the service may include

- Referral procedures
- Titles of key service provider roles
- Key legislation within mental health and how this affects access to services identifying potential conflicts and difficulties that may arise when interpreting within mental health settings and exploring possible solutions

Possible sources, e.g. internet, leaflets, government documents, specialist trainers. Learners should be aware of

- The need to acknowledge sources in written assignments
- How to use sources in preparing for assignments
- How to assess the usefulness of sources

Specialist terminology used in Mental Health Services, e.g. sectioning, Child and Adult Mental Health (CAMS), Approved Mental Health Professional (AMHP). Learners should be aware of

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

A *glossary* of terms should be of a considerable volume (50 to 100 terms) and a scale of complexity. It should include explanations for terms lacking direct equivalents.

The glossary should be:

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

It is important for the glossary to be assessed by an experienced bilingual community language assessor, who is current with the terminology, and familiar with the learning outcomes and assessment criteria being assessed.

UNIT SPECIFICATIONS

Unit Title: **Planning to work as a Community Interpreter within Housing Services**

Unit Reference Number: **M/650/7970**

Credit Value of Unit: 2

GLH of Unit: 15

Level of Unit: 3

Introduction

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

This unit is assessed through a portfolio of evidence.

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

Indicative Content

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

Protocols within the service

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

Possible sources, e.g. internet, leaflets, government documents, specialist trainers. Learners should be aware of

- The need to acknowledge sources in written assignments
- How to use sources in preparing for assignments
- How to assess the usefulness of sources

Specialist terminology used in housing, e.g. choice based lettings (CBL), unintentionally homeless, Housing Association. Learners should be aware of

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

A glossary of terms should be of a considerable volume (50 to 100 terms) and a scale of complexity. It should include explanations for terms lacking direct equivalents.

A *glossary* of terms should be

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

It is important for the glossary to be assessed by an experienced bilingual community language assessor, who is current with the terminology, and familiar with the learning outcomes and assessment criteria being assessed

UNIT SPECIFICATIONS

Unit Title: **Planning to work as a Community Interpreter within the Welfare Benefits System**

Unit Reference Number: **R/650/7971**

Credit Value of Unit: 2

GLH of Unit: 15

Level of Unit: 3

Introduction

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

This unit is assessed through a portfolio of evidence.

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

Indicative Content

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

Protocols within the service may include

- Procedures for claiming benefits, benefit fraud investigations
- Titles of key service provider roles
- Key legislation within welfare benefits and how this affects access to services identifying potential conflicts and difficulties that may arise when interpreting within welfare benefits settings and exploring possible solutions

Possible sources, e.g. internet, leaflets, government documents, specialist trainers. Learners should be aware of

- The need to acknowledge sources in written assignments
- How to use sources in preparing for assignments
- How to assess the usefulness of sources

Specialist terminology used in welfare benefits, e.g. no recourse to public funds, applicable amount, disability premium. Learners should be aware of

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

A glossary of terms should be of a considerable volume (50 to 100 terms) and a scale of complexity. It should include explanations for terms lacking direct equivalents.

A *glossary* of terms should be

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

It is important for the glossary to be assessed by an experienced bilingual community language assessor, who is current with the terminology, and familiar with the learning outcomes and assessment criteria being assessed.

UNIT SPECIFICATIONS

Unit Title: **Planning to Work as a Community Interpreter within Educational Settings**

Unit Reference Number: **T/650/7972**

Credit Value of Unit: 2

GLH of Unit: 15

Level of Unit 3

Introduction

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

This unit is assessed through a portfolio of evidence.

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

Indicative Content

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

Protocols within the service may include

- School admission procedures
- Titles of key service provider roles
- Key legislation within education and how this affects access to services identifying potential conflicts and difficulties that may arise when interpreting within educational settings and exploring possible solutions

Possible sources, e.g. internet, leaflets, government documents, specialist trainers. Learners should be aware of

- The need to acknowledge sources in written assignments
- How to use sources in preparing for assignments
- How to assess the usefulness of sources

Specialist terminology used in education, e.g. Key Stages, Education Welfare Officer, Special Educational Needs. Learners should be encouraged to research and become aware of

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

A *glossary* of terms should be of a considerable volume (50 to 100 terms) and a scale of complexity. It should include explanations for terms lacking direct equivalents

The glossary should be:

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

It is important for the glossary to be assessed by an experienced bilingual community language assessor, who is current with the terminology, and familiar with the learning outcomes and assessment criteria being assessed.

UNIT SPECIFICATIONS

Unit Title: **Planning to work as a Community Interpreter within Immigration Services**

Unit Reference Number: **Y/650/7973**

Credit Value of Unit: 2

GLH of Unit: 15

Level of Unit: 3

Introduction

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

This unit is assessed through a portfolio of evidence.

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

Indicative Content

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

Protocols within the service include

- Visa applications, family reunion, asylum claims
- Titles of key service provider roles
- Key legislation within immigration and how this affects access to services identifying potential conflicts and difficulties that may arise when interpreting with immigration settings and exploring possible solutions

Possible sources, e.g. internet, leaflets, government documents, specialist trainers. Learners should be aware of

- The need to acknowledge sources in written assignments
- How to use sources in preparing for assignments
- How to assess the usefulness of sources

Specialist terminology used in immigration, e.g. Third Country, non-visa nationals, in country applicant, resident status. Learners should be aware of

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

A glossary of terms should be of a considerable volume (50 to 100 terms) and a scale of complexity. It should include explanations for terms lacking direct equivalents.

The glossary should be:

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

It is important for the glossary to be assessed by an experienced bilingual community language assessor, who is current with the terminology, and familiar with the learning outcomes and assessment criteria being assessed.

UNIT SPECIFICATIONS

Unit Title: **Interpreting Remotely**
Unit Reference Number: **A/650/7974**

Credit Value of Unit: 4

GLH of Unit: 35

Level of Unit: 3

Introduction

In this optional unit learners will demonstrate their skill at interpreting remotely using an online platform or telephone. Generic interpreting skills must still be evidenced in the mandatory unit 'Interpret Two Way'.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand how to interpret between two languages remotely	1.1 Identify interpreting techniques appropriate to interpreting online
	1.2 Know how and when to intervene to clarify misunderstandings observing online platform protocol
	1.3 Identify interpreting techniques appropriate to interpreting via audio only
2 Be able to interpret consecutively within two different community interpreting scenarios	2.1 Support effective communication between the parties by interpreting accurately
	2.2 Maintain the flow of communication by keeping all parties fully informed throughout the interpreting assignment
	2.3 Broadly reflect register and attitude through reading relevant visual or audible clues
	2.4 Use note taking skills to ensure accuracy of information
3 Understand how to provide a professional interpreting service remotely	3.1 Demonstrate an awareness of the protocols of the specific public service
	3.2 Demonstrate an awareness of the protocols of online communication
	3.3 Ensure all parties are properly introduced to each other, to the interpreting context and how the interpreting will work
	3.4 Ensure that the client is suitably competent to use the technology required
	3.5 Follow the requirements of the interpreting service's code of practice throughout the assignment

Indicative Content

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

Appropriate techniques

- Appropriate interpreting techniques for interpreting remotely are consecutive, liaison, first person, third person
- A degree of digital proficiency and familiarity with online platforms
- On the whole the three parties will be in three different places though there may be occasions when the interpreter could be in the office of the service provider or may be talking to the service provider from the client's home. In these circumstances, interpreters need to be especially aware of maintaining impartiality.
- Interpret via audio only which may be a requirement to use telephone interpreting due to lack of technology or may be required when screen sharing a document.

Situations for interpreting online

In almost all situations it can be appropriate to use remote communication. However, the success of the interview depends on the equipment and, for example, a reliable internet source as well as the technical competence of all parties.

- 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

Assessment Method

Please note that this unit must be assessed as follows and is dependent on a reliable internet source:

- 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

APPENDIX 1

Summary Record of Achievement

Level 3 Certificate in Community Interpreting

Unit Title – Mandatory Units	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Preparing for Community Interpreting Assignments	3	2			
Supporting Interpreting through Sight Translation	3	2			
Developing own Performance as a Community Interpreter	3	2			
Working as a Community Interpreter in Public Services	3	3			
Interpret Two Way	3	3			
Planning to Work as a Community Interpreter within the Health Service	3	2			

Learner Name _____

Level Claimed _____

Total Credit Value at Level being Claimed _____

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

Assessor Signature _____

Internal Verifier Signature (if sampled) _____

APPENDIX 1

Summary Record of Achievement Level 3 Certificate in Community Interpreting

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

Learner Name _____

Minimum Credit Value of Qualification _____

Minimum Credit Value at Level being Claimed _____ Level Claimed _____

Total Credit Value at Level being claimed _____

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

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

Assessor Signature _____

Internal Moderator Signature (if sampled) _____

Tracking Sheet

Preparing for Community Interpreting Assignments

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

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

Supporting Interpreting through Sight Translation

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

Declaration of Authentication

Declaration by Learner:

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Signature of Learner _____ Date _____

APPENDIX 2

Tracking Sheet

Developing Own Performance as a Community Interpreter

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

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Signature of Learner _____ Date _____

APPENDIX 2

Tracking Sheet

Working as a Community Interpreter in Public Services

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Describe a range of national statutory organisations and agencies that deliver public services				
1.2 Clarify key local public services				
1.3 Explain how key services are structured and funded				
2.1 Summarise a range of local services provided by the voluntary sector				
2.2 Explain how the non-English speaking community access this provision				
2.3 Identify voluntary services provided to meet the needs of minority language communities				
3.1 Identify terminology from a range of public services				
3.2 Translate given terms from a range of public services				
3.3 Compile glossary in an appropriate format including explanations for terms lacking direct equivalents				
4.1 Define key principles in safeguarding				
4.2 Describe what actions to take if there is a safeguarding concern or allegation				

Declaration of Authentication

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Signature of Learner _____ Date _____

APPENDIX 2

Tracking Sheet: Interpret Two Way

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

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Signature of Learner _____ Date _____

Tracking Sheet

Planning to Work as a Community Interpreter within the Health Service

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

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Signature of Learner _____ Date _____

APPENDIX 2

Tracking Sheet

Planning to Work as a Community Interpreter within Social Services

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

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Signature of Learner _____ Date _____

APPENDIX 2

Tracking Sheet

Planning to Work as a Community Interpreter within Mental Health Services

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

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APPENDIX 2

Tracking Sheet

Planning to Work as a Community Interpreter within Housing Services

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

Declaration of Authentication

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APPENDIX 2

Tracking Sheet

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

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

Declaration of Authentication

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Signature of Learner _____ Date _____

APPENDIX 2

Tracking Sheet

Planning to Work as a Community Interpreter within Educational Settings

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

Declaration of Authentication

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Signature of Learner _____ Date _____

APPENDIX 2

Tracking Sheet

Planning to Work as a Community Interpreter within Immigration Services

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

Declaration of Authentication

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Signature of Learner _____ Date _____

APPENDIX 2

Tracking Sheet

Interpreting Remotely

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Identify interpreting techniques appropriate to interpreting online				
1.2 Know how and when to intervene to clarify misunderstandings observing online platform protocol				
1.3 Identify interpreting techniques appropriate to interpreting via audio only				
2.1 Support effective communication between the parties by interpreting accurately				
2.2 Maintain the flow of communication by keeping all parties fully informed throughout the interpreting assignment				
2.3 Broadly reflect register and attitude through reading relevant visual or audible clues				
2.4 Use note taking skills to ensure accuracy of information				
3.1 Demonstrate an awareness of the protocols of the specific public service				
3.2 Demonstrate an awareness of the protocols of online communication				
3.3 Ensure all parties are properly introduced to each other, to the interpreting context and how the interpreting will work				
3.4 Ensure that the client is suitably competent to use the technology required				
3.5 Follow the requirements of the interpreting service's code of practice throughout the assignment				

Declaration of Authentication

Declaration by Learner:

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Signature of Learner _____ Date _____

APPENDIX 3

Useful websites

www.ncvo.org.uk **National Council for Voluntary Organisations**

NCVO is the umbrella body for the voluntary and community sector in England. It provides advice and support for all aspects of volunteering on a wide range of topics and in a variety of formats.

www.gov.uk **Website for government services and information**

The website for all government departments and many agencies and public bodies have been merged into Gov.uk. This is the website to find government services and information.