



'Promoting Quality in British Sign Language'

Qualification Specification

IBSL Level 6 Diploma in Sign Language Interpreting Studies

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Qualification Specification

IBSL Level 6 Diploma in Sign Language Interpreting Studies

Accreditation Number: 601/7795/0
IBSL Qualification Reference: IBSLIntB

Qualification Aim

The aim of this Level 6 Diploma in Sign Language Interpreting is to promote underpinning knowledge, understanding of interpreting theories and a diverse range of skills required for those who are working and/or training as interpreters, so that they are able to function with the high-level standards expected of them.

This Diploma is a taught, integrated qualification rather than an NVQ and requires the Learner to achieve a set number of assessments/examinations and assignments in order to qualify. The National Occupational Standards in Interpreting (CILT, 2006) are used, which define competent performance in interpreting.

It is a requirement that Learners achieve competencies in the languages which are intended to be used in their interpreting role(s) before embarking on this programme. These competencies include the relevant Learner's national sign language at Level 6, plus any other accepted recognised language, whether spoken or signed. Learners must use the same two languages to complete each unit in order to achieve this qualification.

It is the responsibility of the centre to ensure that the above language requirements have been met before accepting a Learner for this qualification. Centres should also ensure that Learners have proficiency in written language as well as spoken/signed.

*Please note that the qualification's written language **will be English** throughout the qualification. Any Learner registering to do the qualification in a spoken language that is not English will need a Certificate of Proficiency in English, an internationally recognised qualification, which can enable a Learner to bring their English language up to Level 6 standard.

Qualification Objectives

At the end of the qualification, successful Learners will be able to:

- Demonstrate good practice in their area of professional activity
- Demonstrate their ability to carry out interpreting assignments to a professional standard
- Demonstrate an awareness of the main interpreting principles and theories which support the practice of interpreting

- Demonstrate practice, etiquette and competence in telephonic interpreting and use technology effectively
- Evaluate and reflect on performance
- Promote personal and professional development.

Qualification Structure

To be awarded a Level 6 Diploma in Sign Language Interpreting Studies Learners must achieve ten units in total (all mandatory).

Learners will provide proof of their interpreting competence against the National Occupational Standards by undertaking a set number of assessments/examinations and assignments covering the ten units. These are assessed by a variety of methods, usually by the Centre who should ensure that those completing the marking have the requisite skills and are approved by IBSL. In certain units, Learners will be required to sit written or oral examinations and/or complete written assignments. Before completion, IBSL will externally moderate the coursework files containing the assessment and examination papers/assignments, and there will be a final “live” assessment undertaken in the presence of IBSL-appointed External Examiners.

The table below outlines the units that make up the Diploma.

Mandatory or Optional	IBSL Unit Code	<i>QCF Unit Number</i>	Unit Title	Total Qualification Time (hrs)*
Mandatory	INTA1	T/617/3950	Theories and Models of Interpreting	80 of which 25 is guided learning
Mandatory	INTA2	A/617/3951	Interpret Using Technology	80 of which 25 is guided learning
Mandatory	INTA3	F/617/3952	Team Interpreting	80 of which 25 is guided learning
Mandatory	INTA4	R/617/3955	Linguistics and Culture	80 of which 25 is guided learning
Mandatory	INTA5	Y/617/3956	Prepare for Interpreting Assignments	80 of which 25 is guided learning
Mandatory	INTA6	D/617/3957	Perform Assignments as an Interpreter	240 of which 40 is guided learning
Mandatory	INTA7	H/617/3958	Develop Professional Practice	80 of which 25 is guided learning
Mandatory	INTA8	K/617/3959	Ethics and Ethical Decisions Making	80 of which 25 is guided learning
Mandatory	INTA9	D/617/3960	Translate Written Language into Sign Language	80 of which 25 is guided learning
Mandatory	INTA10	H/617/3961	Produce written language from a signed passage	80 of which 25 is guided learning

*On 17 September 2015, Ofqual published new conditions that require qualifications to be measured in size called Total Qualification Time, otherwise known as TQT. This measure of size is divided into two parts: Guided Learning Hours and Directed Learning (the latter includes time required for assessments). Every unit (except INTA6) on the above list will have a TQT of 80 hours of which 25 hours is guided learning. INTA6 will have a TQT of 200 hours including 40 hours of guided learning.

Evidence of Achievement

Learners are required to collect evidence in a coursework file. This may be either paper-based or an electronic file in an approved format. Achievement can be demonstrated through a variety of assessment or examination tasks, which may include written or signed assignments.

Evidence will include the following, depending on the unit:

- Observation reports
- Oral/written questions and answers
- Computer based-tasks
- Written or signed essays
- Recorded evidence (audio & video)
- Case studies/assignments
- Other suitable supplementary evidence
- Final “Live” assessment in the presence of IBSL External Examiners

The most appropriate evidence for the unit should be used. This is not an exhaustive list and other evidence may be acceptable. Evidence should be the Learner’s own work and generated from the activities undertaken on the course.

The coursework file must clearly demonstrate how the Learner has met the assessment criteria for the unit.

Progression Routes

On successful completion of the Institute of British Sign Language of Level 6 Diploma in Sign Language Interpreting Studies, Learners can apply to become NRCPD Registered Sign Language Interpreters. For further information about registration requirements please visit the NRCPD website (www.nrcpd.org.uk).

Centre Resources

Any centre wishing to offer this Diploma should ensure that there are sufficient resources and expertise to support delivery of the programme.

IBSL will insist that any centre wishing to run this Diploma submit a list of the names of all individuals involved in the teaching and also include a summary of their qualifications, work experience, teaching experience and any other information that may be relevant. Each centre will also need to identify the individuals responsible for the marking of Learner evidence. In most cases this is likely to be a qualified assessor (and all centres should have a minimum of one qualified assessor). If a centre wishes to submit more than one individual for approval, IBSL may be willing to consider those with sufficient experience of work in academia, provided they attend training on standardisation and benchmarking. The final decision about who may be appointed lies with IBSL.

Centres will also be required to go through a separate centre and qualification registration approval process before they can be accepted to deliver the qualification.

Reasonable Adjustment

Individual Learners may require reasonable adjustment(s) for any or all of the course units. In the first instance, Centres should identify any requirement for adjustment with the Learners and make provision accordingly (where possible) – this might include providing resources on different coloured paper, providing additional time to complete assignments, assistive technology or rooms close to toilet facilities.

Qualification Unit Descriptors and **Assessment Specifications**

Unit Title**INTA 1 – Theories and Models of Interpreting****Unit Summary**

The aim of this unit is to enable Learners to understand the key principles, models and theories that support sign language interpreting. The Total Qualification Time of 80 hours has an element of 25 guided learning hours and includes research into the topic.

Level of the Unit

Level 6

Relevance to National Occupational Standards

Completion of this module will provide evidence against the following relevant National Occupational Standards' performance criteria:

CFAINT01 (Assess your ability to undertake interpreting assignments) 1.3, 1.4

CFAINT02 (Prepare for interpreting assignments) 6.2, 6.3

CFAINT03 (Interpret one-way as a professional interpreter) 6

CFAINT04 (Interpret two-way as a professional interpreter) 6

CFAINT05 (Evaluate and develop your professional practice as an interpreter) 4, 17

CFAINT07 (Produce immediate translations within interpreting assignments) 11

Achievement of the learning outcomes will allow for the following National Occupational Standards Knowledge and Understanding Criteria to be met:

- The interpreting modes of consecutive and/or simultaneous/whispered interpreting, as appropriate
- The transfer of register from one language to the other and techniques to use when the registers of the language participants do not match each other

Indicative module content should include (but is not limited to) the following:

- The history of the interpreting profession and the role of the interpreter in current settings
- Key similarities and differences between interpreting and translation
- Exploration of the range of interpreting service models (conduit, bi-bi, ally, helper, interactionist etc)
- Key translation theories including (but not limited to) those of Newmark, Baker and Bell
- Key cognitive processing theories and models (including the work of Gish, Colonomous and Cokely).

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
On completion of the unit the Learner will:	On completion of the unit, the Learner can:
1. Be able to distinguish between and critically evaluate key modes of interpreting	1.1 Evaluate the correct mode of interpreting to use in any given interpreting situation (e.g. simultaneous, consecutive, whispered etc) 1.2 Demonstrate and support decisions made on the correct mode of interpreting to use in any given interpreting situation (e.g. simultaneous, consecutive, whispered etc)
2. Be able to evaluate the use and effectiveness of interpreting service models	2.1 Evaluate the use of a range of interpreting service model(s) in any given interpreting situation 2.2 Demonstrate a range of interpreting service models used in different interpreting situations
3. Be able to critically evaluate the difference between various processing models and how they apply to interpreting scenarios	3.1 Assess and compare key theories of cognitive processing and how they apply to interpreting situations
4. Be able to evaluate a range of translation theories and explain their use in the context of interpreting	4.1 Evaluate the use of a range of translation methods and theories 4.2 Analyse interpretations and evidence the application of translation theories being applied

Assessment Specification

This unit will be assessed in the following ways:

Assessment 1 will comprise of a written assignment of **2500 words** which requires the Learner to respond either in writing or by signing (for a minimum of 30 minutes) to **one** assignment title. The essay must be typed on the Essay Template to be found in the Coursework file. It may be done in the Learner's own time and submitted for marking 4 weeks later.

The assessment will be marked by IBSL, who will produce a result sheet which should be inserted in the coursework file (or *e-file*) as evidence of their achievement.

The essay titles for this unit will focus on the use of various modes and models of interpreting and/or cognitive processing.

Assessment 2 requires the analysis of video recordings of **TWO** completed interpreting tasks that the Learner is using as evidence for other units (namely INTA 2, INTA 3 or INTA 6). The analysis should be done in the Learner's own time. The analysis requires Learners to:

- Analyse interpreting tasks that include the demonstration of at least THREE different interpreting models (in total across the interpreting tasks) one of which **MUST** be the bicultural/bilingual model and a justification as to why the Learner felt that model was appropriate in each case.
- Analyse and justify the mode of interpreting that was used (i.e. consecutive/simultaneous).
- Analyse the use of translation methods e.g. free translation, literal translation etc and how the choice of method influenced the interpretation.
- Analyse and justify the use of any strategies to help with interpretation (e.g. the use of cultural translation/cultural equivalence).
- Reference the recording and the time of the relevant clip they are citing.

Each analysis should be between **750-1000** words each.

The analysis will be completed using the appropriate paperwork and will be marked by the centre.

Note: All assessment evidence, observation sheets and result sheets must be kept in the Learner's coursework file. Recordings should be kept secure and backed up.

Unit Title**INTA2 Interpret Using Technology****Unit Summary**

The aim of this unit is to enable Learners to demonstrate competence in most aspects of day-to-day work involving interpreting using technology (e.g. telephones, audio-visual equipment, online conferencing technology etc)

The Total Qualification Time of 80 hours has an element of 25 guided learning hours and includes research into the principles and theories of interpreting using technology.

Level of the Unit**Level 6****Relevance to National Occupational Standards****Achievement of the learning outcomes will allow for the following National Occupational Standards to be met**

CFAINT09 (Undertake remote interpreting assignments) all performance criteria

Achievement of the learning outcomes will also allow for the following National Occupational Standards Knowledge and Understanding Criteria to be met:

- The role of the interpreter, the principles of professional practice, relevant codes of conduct, relevant legislation and relevant legal requirements. This includes managing ethical behaviour/principles, conflicts of interest, confidentiality, impartiality, integrity, accountability and professionalism
- Ethical behaviour, techniques and principles specific to remote interpreting
- Circumstances in which remote interpreting is and is not appropriate
- The different types of technology and equipment used for remote interpreting, their suitability, applications and limitations
- How to adapt interpreting practice when using specific remote interpreting technology and equipment
- How to assess personal safety, confidentiality and comfort when interpreting remotely
- How to collaborate with relevant parties to ensure effective use of interpreting technology and equipment
- Strategies to manage problems and issues relating to remote interpreting

Indicative module content should include (but is not limited to) the following:

- Telephone and technology interpreting concepts, methodologies and processes
- The distinction between VRI and VRS in the context of sign language interpreting and the different issues each presents
- Telephone and video-conferencing norms, including coping strategies to employ when technology does not work effectively
- Power, control, demands and protocols
- Use of additions, omissions, fillers, meta comment and other strategies to effectively manage cultural and language mediation

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
On completion of the unit the Learner will:	On completion of the unit, the Learner can:
<p>1 Be able to critically evaluate the use of technology in a range of interpreting situations</p>	<p>1.1 Appraise and evaluate the differences in different models of telephonic interpreting and the contexts in which they operate</p> <p>1.2 Explain and compare principal theories in telephonic interpreting methodologies</p> <p>1.3 Analyse the various demands that arise as a result of using telephones and technology to interpret</p> <p>1.4 Assess the coping strategies that could be employed when using technology that does not work effectively</p>
<p>2 Interpret effectively using technology and ensure appropriate and consistent conduct throughout the interpretation</p>	<p>2.1 Demonstrate the ability to interpret effectively, using the correct etiquette, while using technology including:</p> <ul style="list-style-type: none"> a) Use of effective cultural and language mediation b) Applying telephonic and remote interpreting norms c) Use of fillers, additions, omissions and meta comment, as appropriate d) Effective balanced turn-taking
<p>3 Use technology effectively and safely, (including, where necessary, microphones and other assistive devices)</p>	<p>3.1 Demonstrate the use of different technologies</p> <p>3.2 Adjust their style of communication to the medium of technology being used</p>

Assessment Specification

Assessment 1 will be conducted under controlled and supervised conditions. It will consist of an interpreted session of **15 minutes** using an *audio-visual device* (e.g. video conference technology, Skype, Facetime etc). The session will be pre-arranged according to circumstances and the situation.

The assessment is to be marked by the Centre who must be able to observe/hear both sides of the conversation.

Assessment 2 must be conducted under controlled and supervised conditions. It will consist of an interpreted session of 15 minutes using a standard telephone device (*or a substituted mobile phone*). The session will be pre-arranged according to circumstances and the situation.

The assessment is to be marked by the centre who must be able to observe/hear both sides of the conversation.

NOTE: *For Deaf Learners, the instrument used in this assessment will be replaced by an audio-visual device different from that used in assessment 1.*

Both assessments 1 and 2 should also be accompanied by a **150 word** reflection.

Assessment 3 will consist of a **2500-word** written essay or 30 minutes signed video on a topic issued by IBSL. The topic will relate to methodologies for interpreting using technology, practices, processes and theories. References do not form part of the number of words or signed time.

The assessment may be done in the Learner's own time and submitted for marking 4 weeks later. It will be marked by IBSL, who will provide a result sheet.

Note: All assessment evidence, observation sheets and result sheets must be kept in the Learner's coursework file.

Unit Title**INTA 3 – TEAM INTERPRETING****Unit Summary****Unit Summary and Guided Learning Hours**

The aim of this unit is for the Learner to demonstrate their ability to work as part of a team that includes interpreters and other participants to the interpreting assignment. This includes supporting other interpreters and evaluating the effectiveness of team work.

The total qualification time for this unit is 80 hours of which 25 hours are guided learning.

Level of the Unit**Level 6****Relevance to National Occupational Standards****Achievement of the learning outcomes will allow for the following National Occupational Standards to be met**

CFAINT08 (Work with other interpreters) – all performance criteria 1-11

Achievement of the learning outcomes will also allow for the following National Occupational Standards Knowledge and Understanding Criteria to be met:

- The role of the interpreter, the principles of professional practice, relevant codes of conduct, relevant legislation and relevant legal requirements. This includes managing ethical behaviour/principles, conflicts of interest, confidentiality, impartiality, integrity, accountability and professionalism
- Research methods to collaboratively prepare for joint/team interpreting assignments
- How to communicate constructively when working with other interpreters
- Techniques and accepted conventions of working with other interpreters on joint/team interpreting assignments
- How to make constructive suggestions to improve the effectiveness of joint/team interpreting assignments

Indicative module content should include (but is not limited to) the following:

- Critiques and explanations as to why team interpreting is important, and the mechanisms by which this can happen
- Exploration as to the benefits of working with other interpreters (and the effects of working alone for too long)
- Exploration of team interpreting theory, e.g. Debra Russell (Team Interpreting – Best Practices)
- Discussion of the various roles of both the active and supporting interpreter and how they might work together to provide a joint interpretation. This should include how to support one another, providing interpreting support, clarifying, making notes, and debriefing afterwards to review the various strategies employed.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
On completion of the unit the Learner will:	On completion of the unit, the Learner can:
1 Be able to plan working as a team, with the aim of delivering an effective joint interpretation.	1.1 Demonstrate the ability to <i>plan</i> working as part of a team addressing: <ul style="list-style-type: none"> a) How the assignment will be covered in terms of practicalities b) The likely timings of when switching of active/supporting roles will take place c) Ensuring that the Deaf person(s) involved are included in agreeing the aim of the joint interpretation
2 Be able to effectively work with others, including providing appropriate support to colleagues where necessary	1.2 Clearly show and evidence the ability to provide and receive support from colleagues where necessary, including: <ul style="list-style-type: none"> a) 1.2.1 the use of ‘feeds’ b) 1.2.2 appropriate repairs/clarifications where necessary c) 1.2.3 informing team members promptly of any difficulties in meeting responsibilities 2.1 Demonstrate the ability to work as both an active and supporting interpreter with clear evidence of the ability in both these roles
3 Be able to use techniques to review the team interpretation	3.1 Evaluate a range of debriefing/reflective reviewing techniques 3.2 Use agreed technique(s) to review the effectiveness of the team interpretation,

	including, where possible, feedback from any Deaf participants
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Assessment Specification

This unit will be assessed in the following ways:

Note: Throughout this unit the Learner should also familiarise themselves with the NOS as they relate to team interpreting. Some or all of these will be used to assess the following.

Assessment 1:

a) **Plan** an assignment with another sign language interpreter to work as part of a team with at least one Deaf participant. This will include clarifying details of the assignment including type of assignment, location & time of the assignment, agreement on the allocation of duties and support for each other. The plan **MUST** include discussion with the Deaf participant about their aims and objectives for the assignment, preferences and other suitable issues that would guarantee an agreed team aim.

The assignment can be any small meeting, classroom lecture or seminar which requires two interpreters, and may be arranged by IBSL as the final “Live” assessment.

b) **Carry out** the team interpreting assignment. This will include the actual performance which shall be observed by IBSL External Examiner.

Requirements for assessment 1:

- Live observations must be carried out by appointed IBSL External Examiners
- Observed sessions need to be of at least 30-40 minutes *interpreted* duration to allow Learners to work as a team. This is the minimum - it may go on for longer.
- The two Learners and the Deaf participant need to meet/make contact and plan their team interpreting strategy before the session begins.
- A Centre with 6 or 8 (or more) Learners may set up an interpreted event which must be approved by IBSL in advance. This might be a half-day or full-day seminar where potentially there could be scope for more than one team of Learners to be observed, subject to suitable timetabled breaks in the seminar programme.

c) A written statement produced by the Learners once the interpreting assignment has been completed, which will evidence that the team interpreters have engaged in a debriefing session and outlines what went well and also any areas for development or improvement.

Assessment 2:

a) **Plan** an assignment with a team of interpreters AND Deaf participants booked for an assignment that is not a normal one-to-one or small group interpreting situation.

The assignment should be markedly different from Assessment 1 in terms of context and include more than one working dynamic – for example, it could include a conference presentation followed by an interactive workshop, or a plenary session followed by networking. At least ONE of these dynamics MUST involve both Deaf and hearing participants in a two-way interpreting situation.

The topic of the conference, workshops etc does *not* need to relate to Deaf issues, but the Deaf participant must be able to engage in discussions with hearing participants.

b) **Carry out** the assignment. This will include the actual performance which shall be observed by and moderated by the centre. If the centre is not involved in the planning or delivery of this assignment, then the *interpretations* should be video recorded as usual and submitted alongside all supplementary evidence of the planning stage (a).

IBSL does not expect a *normal* College, Deaf-business, University teaching or meeting event to be considered suitable as a sample for this evidence as they will not provide the range of dynamics that would normally occur as part of a conference. The **exceptions** are events such as graduation ceremonies where there may be multiple Deaf participants or special events such as City Lit's annual Deaf Day, or a University/College Open Day where there is a need for multiple interpreters, and there are presentations being held during the event.

c) A written statement produced by the Learners once the interpreting assignment has been completed which will evidence that the team interpreters have engaged in a debriefing session and outlines what went well and also any areas for development or improvement.

Assessment 3:

A written piece of work of **1200** words answering a set of questions on key concepts as they relate to team interpreting. This written piece of work can be given to Learners to do in their own time and submitted 4 weeks later.

The questions will be set by IBSL and will cover key issues including:

- Environmental and situational monitoring
- The skills and tools needed to support an interpreter colleague
- Managing the use of jargon and/or technical language
- The skills and tools and techniques needed to debrief after a team interpreting assignment has been completed.

Note: All assessment evidence, observation sheets and result sheets must be kept in the Learner's coursework file. Recordings should be kept secure and backed up.

Unit Title**INTA 4 – Linguistics and Culture****Unit Summary and Guided Learning Hours**

The aim of this unit is for the Learner to demonstrate understanding of linguistics practice and theory as used in interpreting, and to demonstrate how cultural influences affect interpreting practice.

The Total Qualification Time of 80 hours has an element of 25 guided learning hours and includes research into the topic.

Level of the Unit**Level 6****Relevance to National Occupational Standards****Achievement of the learning outcomes will allow for the following National Occupational Standards to be met**

CFAINT01 (Assess your ability to undertake interpreting assignments) 1.4

CFAINT02 (Prepare for interpreting assignments) 6.6

CFAINT03 (Interpret one-way as a professional interpreter) 7, 7.1, 7.2

CFAINT04 (Interpret two-way as a professional interpreter) 7. 7.1, 7.2

CFAINT05 (Evaluate and develop your professional practice as an interpreter) 3

CFAINT06 (Produce sight translations within interpreting assignments) 8

CFAINT07 (Produce immediate translations within interpreting assignments) 7, 7.2, 7.4, 7.5

Achievement of the learning outcomes will allow for the following National Occupational Standards Knowledge and Understanding Criteria to be met:

- Problem solving techniques relevant to interpreting
- The cultures of the languages in which you interpret and their conventions for communication, and the implications of these aspects for the planning of the interpreting assignment, as well as the delivery of one way and two way interpreting assignments
- Strategies for handling culture-specific references
- The transfer of register from one language to the other and techniques to use when the registers of the language participants do not match each other
- Variation of the language and discourse of participants

- The cultures, conventions and formats used to communicate orally/signed and written communication in the languages in which you interpret; and the implications of these aspects for translating text at sight

Indicative module content should include (but is not limited to) the following:

- The distinctions between different types of creative language (metaphor, euphemism, puns, idioms etc) and how an interpreter might deal with each
- Discussion on how morphemes in spoken and signed languages are used differently to avoid productive errors in either language
- Different sociolinguistic theories and cultural practices that affect how a message might be communicated (e.g. gender differences, age, race, religion etc).
- How discourse analysis can be used by interpreters, particularly for preparation and reflection
- The use of different linguistic coping strategies, including omission, substitution, addition and meta-comment.
- Various theories on the use of register in language and how register in signed languages differ from spoken language

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
On completion of the unit the Learner will:	On completion of the unit, the Learner can:
1. Be able to distinguish between key linguistic rules and the use of creative language	1.1 Evaluate and appraise why a sound knowledge of linguistics is important in interpreting 1.2 Evaluate and assess why knowledge of linguistic rules and structure support effective interpretation and help to avoid processing and productive errors in interpreting 1.3 Differentiate between different types of creative language (e.g. metaphor, euphemism, puns, idioms etc) and analyse how an interpreter might deal with each
2. Critically analyse the use of morphemes, semantics and pragmatics in order to avoid productive errors in either language	2.1 Analyse the use of morphemes in language and evidence the ability to avoid productive errors when interpreting between two languages

	2.2 Evaluate the difference between semantics and pragmatics and discuss their impact on interpreting
3 Evaluate various sociolinguistic theories and cultural practices that affect how a message might be communicated	<p>3.1 Distinguish between various sociolinguistic features and discuss their impact on interpreting (e.g. race, gender, ethnicity, religion etc)</p> <p>3.2 Evaluate how cultural differences can affect an interpretation and demonstrate clear mediation of cultural differences when interpreting</p> <p>3.3 Demonstrate the ability to use culturally appropriate interpretation when a word, concept or phrase does not directly exist in the target language (i.e. use of cultural equivalence)</p>
4 Critically analyse and demonstrate a range of linguistic coping strategies while interpreting	<p>4.1 Evaluate and differentiate between the use of additions, omissions and substitution, with particular reference to the use of meta comment while interpreting</p> <p>4.2 Demonstrate the use of linguistic coping strategies while interpreting</p> <p>4.3 Evaluate the use of taboo language (signed or spoken) on interpreting and the coping strategies an interpreter might use</p>
5 Be able to distinguish between different types of register in language	<p>5.1 Examine the concept of register in interpreting with reference to the differences in spoken and signed languages</p> <p>5.2 Demonstrate the ability to use the most appropriate register while interpreting</p>
6 Evaluate the use of discourse maps in interpreting	<p>6.1 Analyse the effectiveness of discourse maps as a tool to use in interpreting</p> <p>6.2 Demonstrate the use of discourse maps in preparing to interpret or reflecting on a complete interpreting assignment</p>

Assessment Specification

This unit will be assessed in the following ways:

Assessment 1 will take the form of a **2500 word** written essay (or alternatively a 30 minute signed video) where Learners will critically analyse issues surrounding linguistics and culture and how these impact on sign language interpreting.

The essay title, supplied by IBSL, must be typed on the Essay Template to be found in the Coursework file. It may be done in the Learner's own time and submitted for marking 4 weeks later.

The essay will be marked by IBSL, who will produce a result sheet which should be inserted in the coursework file (or *e-file*) as evidence of their achievement.

References should be given, but do not form part of the minimum/maximum number of words/time allowed with the main content of the essay.

Assessment 2 will consist of an analysis of a video-recording of an interpreting assignment (generated through evidence for INTA 3 or INTA 6). The Learner needs to demonstrate understanding of linguistics and culture and how these impact on sign language interpreting. The word count for this is **1500 words**.

In particular, the Learner needs to identify and discuss the following:

- The use of register
- Examples of where sociolinguistic factors may have influenced the interpretation
- Examples of where cultural translation has occurred
- The use of any creative language by either participant (metaphor, idiom, euphemism etc) and how it was interpreted
- Examples of where source and target language linguistic rules are different and how these were dealt with
- The use of any linguistic coping strategies (e.g. the use of omission, addition or meta comment) and explain how they assisted with or interfered with interpretation

For note : Assessment criteria 6.1 and 6.2 can be evidenced in the written work produced in either INTA 5 (Preparing to Interpret) or in INTA 7 (Developing Professional Practice).

Note: All assessment evidence, observation sheets and result sheets must be kept in the Learner's coursework file. Recordings should be kept secure and backed up.

Unit Title**INTA5 Prepare for Interpreting Assignments****Unit Summary and Guided Learning Hours**

The aim of this unit is for the Learner to demonstrate their ability to prepare for interpreting assignments.

The NOS concerned with this area provides crucial underpinning to understanding and demonstration of skills and should be integral to Learner achievement of this unit.

A Total Qualification Time of 80 hours applies to this unit. Of this, 25 hours are guided learning.

Level of the Unit**Level 6****Relevance to National Occupational Standards****Achievement of the learning outcomes will allow for the following National Occupational Standards to be met**

CFAINT02 (Prepare for interpreting assignments) All performance criteria

Achievement of the learning outcomes will allow for the following National Occupational Standards Knowledge and Understanding Criteria to be met:

- The role of the interpreter, the principles of professional practice, relevant codes of conduct, relevant legislation and relevant legal requirements. This includes managing ethical behaviour/principles, conflicts of interest, confidentiality, impartiality, integrity, accountability and professionalism
- The process of interpreting from one language into another and how to overcome the impact of the difference between languages
- The cultures of the languages in which you interpret and their conventions for communication, and the implications of these aspects for the planning of the interpreting assignment
- Techniques to deliver effective interpreting between participants
- Research methods and techniques relevant to preparing for interpreting assignments
- Techniques to research and verify general and domain-specific terminology
- Techniques to compile and maintain glossaries of terminology

- Sources of general and specialist information to assist with interpreting assignments
- Problem solving techniques relevant to interpreting

Indicative module content should include (but is not limited to) the following:

- Discussion on the importance of preparation and its impact upon performance and professional practice
- Discussions on the use of recognised methods for preparation including the use of discourse mapping (Napier), EIPI (Dean and Pollard) [www.terpco](http://www.terpco.com) (Henderson), SPEAKING mnemonic (Hymes)
- Analysis of a range of scenarios to ascertain the range of likely demands from an interpreting assignment and how a Learner might prepare for them

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
On completion of the unit the Learner will:	On completion of the unit, the Learner can:
1. Be able to appropriately prepare for interpreting assignments	1.1 Prepare for an interpreting assignment using appropriate information, methods, techniques and systems. 1.2 Recognise and make use of environmental, cultural and behavioural concepts that can impact on and inform preparation
2. Evaluate recognised methods for preparing for assignments	2.1 Differentiate between and use different methods for preparation

Assessment Specification

This unit will be assessed in the following ways:

Assessment 1

The Learner must provide a narrative, or a series of written statements that illustrates their preparation for a simulated interpreting assessment at the Centre, or an actual interpreting assignment (if the Learner is registered as a Trainee Sign Language Interpreter). In the latter case this assignment may *also* be used as evidence for one of the assessments in INTA 6 (Performing as an Interpreter).

The preparation must be completed in advance of the interpreting assignment and address the Learning Outcomes of the unit and criteria set out in the National Occupational Standards for interpreting (CFAINT02, Prepare for Interpreting Assignments). This work should be in the range of **600-1200 words** and refer to any supporting, relevant documentation and descriptions of the techniques required in preparing for an assignment. The assessment is marked by the Centre.

Where a Learner is providing evidence of preparation for an actual interpreting assignment as a trainee sign language interpreter, they must also produce evidence that they have the appropriate Professional Indemnity Insurance in place.

Assessment 2

Preparation for an interpreting assignment that is distinctly different from Assessment 1 and could refer to preparation for:

INTA 2 (Interpret Using Technology) where the Learner is required to use the telephone and/or other technology to complete a two-way conversation.

OR

INTA 3 (Team Interpreting) where the Learner has an assignment for something that is not part of their day-to-day role (e.g. a seminar attended by one or more Deaf participants).

OR

Assessments 1- 4 of INTA 6.

The preparation must be completed in advance of the interpreting assignment and address the Learning Outcomes of the unit and criteria set out in the National Occupational Standards for interpreting (CFAINT02, Prepare for Interpreting Assignments). This work should be in the range of 600-1200 words and refer to any supporting, relevant documentation and descriptions of the techniques required in preparing for an assignment. The assessment is marked by the Centre.

Where a Learner is providing evidence of preparation for an actual interpreting assignment as a trainee sign language interpreter they must also produce evidence that they have the appropriate Professional Indemnity Insurance in place.

Note: All assessment evidence, observation sheets and result sheets must be kept in the Learner's coursework file. Recordings should be kept secure and backed up.

Unit Title**INTA6 Perform Assignments as an Interpreter****Unit Summary**

The Learner will demonstrate their ability to carry out interpreting assignments to a professional safe standard and shall include both one-way and two-way assignments as outlined in the assessment criteria.

The NOS concerned with this area provides crucial underpinning to understanding and demonstrating professional practice and should be integral to Learner achievement of this unit.

The Total Qualification Time of 200 hours includes 40 hours of guided learning

Level of the Unit**Level 6****Relevance to National Occupational Standards****Achievement of the learning outcomes will allow for the following National Occupational Standards to be met**

CFAIN03 (Interpret one-way as a professional interpreter) – all performance criteria

CFAIN04 (Interpret two-way as a professional interpreter) – all performance criteria

Achievement of the learning outcomes will allow for the following National Occupational Standards Knowledge and Understanding Criteria to be met:

- The role of the interpreter, the principles of professional practice, relevant codes of conduct, relevant legislation and relevant legal requirements. This includes managing ethical behaviour/principles, conflicts of interest, confidentiality, impartiality, integrity, accountability and professionalism
- The process of interpreting from one language into another and techniques that facilitate the interpreting process
- The interpreting modes of consecutive and/or simultaneous/whispered interpreting, as appropriate
- The cultures of the languages in which you interpret and their concepts and conventions for communication, and the implications of these aspects for the delivery of one-way interpreting assignments
- Strategies for handling culture-specific references

- The transfer of register from one language to the other and techniques to use when the registers of the language participants do not match each other
- Variation of the language and discourse of participants
- Techniques to achieve effective interpreting in a one-way presentation
- Techniques to take action and manage the process of communication if it breaks down in one or more of the following ways:
 - Needing to check on meaning
 - The degree of complexity, technicality or emotional charge is beyond your own ability to deal with
 - Your own position and/or that of the participants hinders communication
 - The participants' conduct prevents you from interpreting effectively
- The domain/s in which you interpret and how to work with professionals in their field
- Domain specific language protocols
- Note taking techniques when interpreting in consecutive mode, as appropriate

Indicative module content should include (but is not limited to) the following:

- Simulated interpreting situations that utilise both consecutive and simultaneous interpreting in order to practice the skills
- Source/target languages, cognitive processing, models of interpreting and cultural equivalence (i.e. a revision of INTA 1 teaching items)
- How to manage turn taking, interruptions, contributions, power dynamics, overlapping conversation etc.
- Reference to ethical decision-making behavior in line with the code of conduct

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
On completion of the unit the Learner will:	On completion of the unit, the Learner can:
1. Be able to interpret one-way to a professional safe standard	1.1 Interpret one way (from a spoken language to a signed language or vice versa) in a sustained manner 1.2 Recognise and make use of environmental, cultural and behavioural concepts that can impact on and inform delivery 1.3 Apply appropriate information, methods, techniques and systems
2 Be able to interpret two-way to a professional safe standard	2.1 Interpret two way (from a spoken language to a signed language and vice versa) in a sustained manner

	<p>2.2 Apply appropriate information, methods, techniques and systems</p> <p>2.3 Recognise and make use of environmental, cultural and behavioural concepts that can impact on and inform delivery</p>
<p>3 Demonstrate professional and ethical behaviour in interpreting</p>	<p>3.1 Evidence their ability to interpret, either one or two way, maintaining ethical and professional behaviour in line with relevant codes of conduct and best practice principles</p> <p>3.2 Evidence the ability to accept responsibility when communication breaks down (e.g. a misunderstanding or clarification) and take appropriate action to remedy</p>

Assessment Specification

This unit will be assessed in the following ways:

The unit will be assessed by **FIVE** instruments of assessment, two for one-way interpreting and two for two-way interpreting. The final assessment will focus on a specific context and can either be one- or two-way interpreting.

Interpretations in the main should focus on simultaneous interpreting, though evidence of consecutive/whispered interpreting will also be accepted provided that the Learner can demonstrate simultaneous interpreting in other assessments.

Assessments 1 & 2: (One-way interpreting)

Two separate examples of any small meeting, seminar or lecture, or presentation of between **18-20 minutes** duration where the Learner is the sole interpreter present. They must deliver a sustained interpretation of the contents of the session

One of these assessments should involve working from a signed language to a spoken language and the second assessment should involve working from a spoken language to a signed language. The assessments will be marked by the Centre.

All assessments, including those done as live observation assessments, must be filmed for quality assurance and verification purposes.

Assessments 3 & 4 (Two-way interpreting)

Two separate examples of any meeting or event of at least **20-25 minutes** duration which needs two-way communication between the source and target language users.

This may also generate evidence for INTA 3 (Team Interpreting) if there are opportunities to work with other interpreters providing the time between moving between active and supporting interpreter is **no less than 20 minutes**. The assessments will be marked by the Centre.

Assessment 5

This assessment is intended to be an “off-the beaten track” assignment. In some instances, the assignment might be paid work, or voluntary or pro bono interpreting. This assessment covers any public service interpreting assignment where there is a need to interpret a series of spoken/signed passages being delivered as part of an event.

“Public service” in this context means an event that is organised and delivered by a public authority, a Deaf organisation, a private company or organisation that manages events that need to be interpreted. The interpretations can either be one-way or two-way. Examples include:

- a tour of a museum, National Trust venue or stately home organised by and/or for Deaf people
- a commentary delivered on a guided bus tour with Deaf people in tourist cities such as Chester, Edinburgh, London, and Oxford etc
- accompanying a group of Deaf people on holiday and conveying travel arrangements
- an event where Deaf people need to network (i.e. at conferences)
- an event where there is interactive dialogue between the source organisation and Deaf people who are attending the organisation’s event; (*examples are large-scale craft fairs, exhibitions etc, which are frequented by groups of Deaf people*)
- a wedding reception (see below), graduation service or similar that involves one or more Deaf people

The minimum time for this assignment is **20 minutes**.

Note: IBSL does NOT accept ordinary church services that follow a fixed religious text as suitable for evidence collection apart from a church sermon or funeral eulogy given by family or friends. Interpreting evidence at weddings should be confined to reception speeches, not the actual service itself. There must be Deaf people present at these events. IBSL also does not consider sign-song performances or interpretation of church hymns/songs of praise as suitable for evidence but may consider musical theatre or stage interpreting as suitable evidence if it is part of a wider performance including speech/sign language.

Interpreting evidence for this assessment **MUST** be recorded and available to view by the Centre and IBSL. The Centre will mark this assessment.

Recordings can also be used to complete assessments in INTA 1 (Theory and Models of Interpreting) INTA4 (Linguistics and Culture) and INTA 7 (Develop Professional Practice as an Interpreter).

Any assignment may be chosen for INTA5 (*Prepare for Interpreting Assignments*)

Note: All assessment evidence, observation sheets and result sheets must be kept in the Learner’s coursework file. Recordings should be kept secure and backed up.

Unit Title**INTA 7 - Develop Professional Practice as an Interpreter****Unit Summary**

The aim of this unit is for the Learner to review and evaluate their performance as an interpreter, identify strengths and areas for improvement and formulate a plan for their professional development.

The NOS concerned with this area provides crucial underpinning to understanding and demonstrating professional practice and should be integral to Learner achievement of this unit.

The Total Qualification Time of 80 hours includes 25 hours of guided learning hours.

Level of the Unit**Level 6****Relevance to National Occupational Standards****Achievement of the learning outcomes will allow for the following National Occupational Standards to be met**

CFAINT05 Evaluate and develop your professional practice as an interpreter

Achievement of the learning outcomes will allow for the following National Occupational Standards Knowledge and Understanding Criteria to be met:

- the role of the interpreter, the principles of professional practice, relevant codes of conduct, relevant legislation and relevant legal requirements. This includes managing ethical behaviours/principles, conflicts of interest, confidentiality, impartiality, integrity, accountability and professionalism
- strategies that can support self and peer evaluation
- concepts and strategies used to analyse interpreting performance and the effectiveness of the interpretation in the context and environment of the assignment
- methods and/or techniques to review and evaluate the preparation and planning for interpreting assignments
- methods and/or techniques to review and evaluate the delivery and management of interpreting assignments
- strategies and/or models used to critically analyse ethical dilemmas and implications for the role of the interpreter
- techniques for obtaining feedback

- strategies for developing emotional intelligence Plan and implement continuous professional development
- strategies to improve professional performance and knowledge
- the types and availability of continuing professional development activities
- criteria and techniques to evaluate professional development programmes that support continuous improvement
- sources of information who can offer advice and support on professional development

Indicative module should include, but is not limited to:

- Demand and Control theory
- High Demand/Low Control matrix (Karasek)
- Cokely’s ‘Miscue Analysis’ and its place in reflection
- EQ (Goleman)
- Issues surrounding reflection, stress and self-critique
- Reference to the indicative module content covering interpreting theory and practice as well as ethics and ethical decision making.
- Post- assignment controls e.g. debriefing, mentoring, supervision, self-care, further education on topic or interpreting skills etc

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
On completion of the unit the Learner will:	On completion of the unit, the Learner can:
1. Critically analyse tools and models that assist in reflecting on interpreting performance	1.1 Evaluate the importance of being a reflective practitioner 1.2 Evaluate how reflection impacts the profession, its users and own personal development 1.3 Demonstrate their familiarity with a wider range of reflective tools 1.4 Evaluate the limitations of tools and models in isolation
2. Be able to appropriately evaluate interpreting performance and then plan accordingly to improve for the future	2.1 Analyse and use cognitive and ethical models to reflect on and evaluate interpreting performances and ethical choices 2.2 Demonstrate and be able to explain the range of considerations relevant to professional practice
3. Plan and implement continuous professional development	3.1 Create a personal development plan (PDP) and reflective journal to be used as a

	<p>working document throughout the qualification as evidence of continuing professional activity (CPD)</p> <p>3.2 Create a PDP that proposes CPD activity beyond qualification studies</p>
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Assessment Specification

Learners must provide in writing a minimum of **THREE** completed evaluations based on their reflections of their own performance(s) as an interpreter. The reflections should include reference to relevant theoretical models and, where possible, feedback from colleagues, clients, teachers, mentors etc. A *full* analysis of theoretical models and full feedback from all sources is not required, however, sufficient in-depth reflection must be shown in assessments to meet the Learning Outcomes. Each reflection should be approximately **1500** words in length.

The evidence for this unit will be generated from the Learner's analysis of video recordings of themselves completing an interpreting assignment and/or assessment.

The evaluations should relate to one of the assessments completed for INTA 6 (Perform Assignments as an Interpreter), and one of the assessments completed for INTA 2 (Interpret Using Technology). The third evaluation can be chosen by the Learner and/or the Centre provided it allows the Learner to complete an in-depth analysis and meet the learning outcomes.

The Centre may include supplementary questioning on review of assessment evidence to cover any missing criteria that is not, or cannot be, evidenced in the above assessments.

The Learner will need to maintain a **reflective journal** throughout the programme.

Using the completed evaluations and the reflective journal, the Learner should complete a **Personal Development Plan** which should be reviewed on a regular basis by both the Centre and the Learner and will be submitted to the Centre at the end of the course.

Note: All assessment evidence, observation sheets and result sheets must be kept in the Learner's coursework file. Recordings should be kept secure and backed up.

Unit Title**INTA 8 - ETHICS AND ETHICAL DECISION MAKING****Unit Summary**

The aim of this unit is to enable Learners to understand the principles and theories relating to ethics and ethical decision-making that support sign language interpreting.

The Total Qualification Time of 80 hours has an element of 25 guided learning hours and includes research into the topic.

Level of the Unit**Level 6****Relevance to National Occupational Standards**

Completion of this module may provide evidence against the following relevant National Occupational Standards:

CFAINT01 (Assess your ability to undertake interpreting assignments) 2.2, 4

CFAINT03 (Interpret one-way as a professional interpreter) 10, 11

CFAINT04 (Interpret one-way as a professional interpreter) 12, 13

CFAINT05 (Evaluate and develop your professional practice as an interpreter) 2

CFAINT08 (Work with other interpreters) 7, 8, 9

All CFAINT Units: “ensure your conduct is in line with ethical considerations, relevant codes of conduct and relevant legal requirements”

Achievement of the learning outcomes will allow for the following National Occupational Standards Knowledge and Understanding Criteria to be met:

- The role of the interpreter, the principles of professional practice, relevant codes of conduct, relevant legislation and relevant legal requirements. This includes managing ethical behaviour/principles, conflicts of interest, confidentiality, impartiality, integrity, accountability and professionalism

Indicative module should include (but is not limited to) the following:

- The role and boundaries of the interpreter in current settings
- Discussion on norms and values and how they underpin ethical principles and the National Registers of Communications Professionals (NRCPD) Code of Conduct
- Consideration of key ethical theories (such as the difference between deontological and teleological approaches) and perspectives (including Dean and Pollard's 'demand and control theory' and Fenton's 5 step model)
- Discussion on how ethical decision making can occur within interpreting situations

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
On completion of the unit the Learner will:	On completion of the unit, the Learner can:
1 Be able to evaluate the difference in roles and responsibilities of different communication professionals	1.1 Distinguish between the roles of an interpreter, translator and communication support worker 1.2 Evaluate the roles, responsibilities and boundaries of an interpreter
2 Critically analyse how ethical theories and models can help an interpreter respond to real life ethical dilemmas	2.1 Distinguish between key ethical theories and models and how they may apply to interpreting 2.2 Evaluate how ethical theories and models could specifically be applied to real life interpreting dilemmas
3 Ensure conduct is in line with ethical considerations, relevant codes of conduct and relevant legal requirements	3.1 Analyse a range of interpreting assignments and evaluate whether ethical behaviour and considerations were demonstrated 3.2 Evaluate the impact any ethical demands may have had on an interpreting situation and the controls used to manage them

Assessment Specification

This unit will be assessed in the following ways:

Assessment 1 is a written assignment of **2500 words** or a 30 minute signed video that requires the Learner to respond on the topic of ethical dilemmas and decision making. The assignment topic provided by IBSL will ask the Learner to respond to one or more ethical dilemmas and so managing word count or time will be required.

The assignment must be completed in the Learner's own time and submitted 4 weeks later.

The assessment will be marked by IBSL, who will produce a results sheet.

Assessment 2 is an analysis and evaluation of **TWO** completed interpreting tasks that are being used as evidence for other units that are part of the qualification. These will normally be from INTA6 (Perform Assignments as an Interpreter) but may come from INTA2 (Interpret Using Technology) or INTA3 (Team Interpreting).

The analysis and evaluation (**750-1000 words**) should address whether the interpreter has demonstrated ethical behaviour, whether ethical decisions were made (e.g. the use of coping strategies or ownership of miscues) and the impact of any demands placed on the Learner during the interpretation. The assessment must be typed in the Learner's own time and submitted 4 weeks later.

Note: All assessment evidence, observation sheets and result sheets must be kept in the Learner's coursework file. Recordings should be kept secure and backed up.

Unit Title**INTA 9 – Translate Written language into Sign Language (Sight Translation)****Unit Summary**

The aim of this unit is for Learner to produce at sight translations of written documents into signed language taking into consideration the needs of all participants. The requirements also include meeting the National Occupational Standards (specifically CFAINT07).

The Total Qualification Time of 80 hours includes 25 hours of guided learning

Level of the Unit**Level 6****Relevance to National Occupational Standards****Achievement of the learning outcomes will allow for the following National Occupational Standards to be met**

CFAINT06 (Produce sight translations within interpreting assignments) – all performance criteria

Achievement of the learning outcomes will allow for the following National Occupational Standards Knowledge and Understanding Criteria to be met:

- The role of the interpreter, the principles of professional practice, relevant codes of conduct, relevant legislation and relevant legal requirements. This includes managing ethical behaviour/principles, conflicts of interest, confidentiality, impartiality, integrity, accountability and professionalism
- Circumstances in which sight translations are and are not appropriate
- Texts for which sight translations are and are not appropriate
- The potential and/or associated risks when undertaking sight translations
- Alternatives to immediate sight translations
- The process of producing a sight translation from text
- The cultures, conventions and formats used to communicate orally/signed and written communication in the languages in which you interpret; and the implications of these aspects for translating text at sight
- The transfer of register from one language into another; and from text into spoken or signed language
- Techniques to assess the requirements for sight translations and the needs of relevant parties
- The domain/s in which you interpret and translate at sight
- The use of reference materials

- Research methods to access reference materials

Indicative module content should include (but is not limited to) the following:

- The key differences between interpreting and translation, with reference to the indicative module content of the “Interpreting Theory and Practice’ unit and the ‘Linguistics and Culture’ unit.
- Ethics, ethical decision making and the role of the interpreter as they pertain to sight translation assignments
- The use of additions, omissions, meta comment, cultural translation and cultural equivalence as strategies to employ while completing sight translation
- The opportunity to practice and receive feedback on sight translation exercises

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
On completion of the unit the Learner will:	On completion of the unit, the Learner can:
1 Be able to evaluate whether sight translation is possible at the time of request	1.1 Assess own ability to provide a sight translation of given documents 1.2 Determine own ability to prepare a sight translation within a reasonable time 1.3 Suggest alternative solutions to the user(s) of the interpreting service, if more preparation or research is needed than is feasible given the time available and/or the current context
2 Produce an accurate sight translation of a written document	2.1 Give an accurate sight translation of the contents of a given document 2.2 Translate at sight factual information as well as concepts and opinions 2.3 Reflect the language, register and tone used in the document 2.4 Check and clarify any uncertainty of meaning with the user to whom the document belongs (if possible)
3. Be able to evaluate and use a range of linguistic and translation coping strategies in sight translation	3.1 Demonstrate the application of meta comment and other coping strategies within a sight translation exercise (e.g. omissions, additions etc) 3.2 Demonstrate the use of <i>cultural</i> equivalence as a method when the <i>direct</i> equivalent does not exist in the target language

Assessment Specification

This unit will be assessed in the following ways:

Two sight translations that must be videoed. The Centre must provide the stimulus document for translation.

Examples of documents to be translated include:

- A factsheet from a government body or department providing information about benefits, housing or grants
- An employment, financial or healthcare letter
- Travel documentation providing essential travel information, such as applying for visas, vaccinations etc.

The Centre must ensure the complexity of language within the document to be translated is of appropriate Level 6 standard. The Centre should also check that the translation is safe and meets the requirements as laid out in the performance criteria of the National Occupational Standards (specifically CFAINT07) which is part of the marking criteria. All written documents to be translated need to be at least **350-400** words. The Learner must not be provided with the document until the scheduled assessment is to take place, at which time they will have twenty minutes to prepare before commencing the assessment.

The observed evidence also needs to show that the recipient of the translated passage has understood the content. This may take the form of an interview with the recipient afterwards by the Centre or by using a questionnaire. IBSL does not consider simple head nods to be sufficient evidence that the recipient has understood the message, though will accept if there is dialogue around a topic that includes clarification and the recipient clearly indicates that they understand as a result of that dialogue.

All sight translations are marked by the Centre.

The Learners should also submit pieces of reflective writing for each sight translation they complete. These should be **250 words** in length.

Note: All assessment evidence, observation sheets and result sheets must be kept in the Learner's coursework file. Recordings should be kept secure and backed up.

Unit Title**INTA 10 - Produce Immediate Written Translations of a Signed Passage****Unit Summary**

In this unit, Learners are required to translate signed passages into formal written correspondence or reports.

The Total Qualification Time of 80 hours includes hours of 25 guided learning.

Level of the Unit

Level 6

Relevance to National Occupational Standards

Achievement of the learning outcomes will allow for the following National Occupational Standards to be met:

CFAIN07 (Produce immediate translations within interpreting assignments) – all performance criteria

Achievement of the learning outcomes will allow for the following National Occupational Standards Knowledge and Understanding Criteria to be met:

- The role of the interpreter/translator, the principles of professional practice, relevant codes of conduct, relevant legislation and relevant legal requirements. This includes managing ethical behaviour/principles, conflicts of interest, confidentiality, impartiality, integrity, accountability and professionalism
- Circumstances in which immediate translations of texts are and are not appropriate
- Texts for which immediate translations of texts are and are not appropriate
- Alternatives to immediate translations
- The process of translating text from one language into another
- The cultures of the languages in which you interpret, the conventions and formats used for written communication, and their implications for the production of translations
- The transfer of register between languages
- Techniques to assess the requirements for immediate translations and the needs of any relevant parties
- Techniques to check on the meaning of vocabulary when carrying out immediate translations within interpreting assignments
- The domain/s in which you interpret and translate including domain specific terminology
- Variation in language brought about by personal or cultural characteristics

- research methods to access reference materials

Indicative module content should include (but is not limited to) the following:

- Discussions around the difference between formal and informal use of English, particularly in professional/business environments and how tone, manner and intent might be reflected in emails, business reports etc
- How a signed passage might be translated into English considering aspects such as flow, content, structure and standard business jargon
- Reference to ethics and ethical decision-making theories
- Reference to interpreting theory and practice and the role of the interpreter

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
On completion of the unit the Learner will:	On completion of the unit, the Learner can:
1. Be able to give a complete written translation of the contents of signed passages in the form of a letter or report, using appropriate models and techniques.	1.1 Convey the sense of the original signed passage 1.2 Translate information without omissions, inaccuracies or distortions that may lead to misunderstandings 1.3 Display command of the language to deliver effective communication 1.4 Create written letters and in a structured format from signed passages
2. Be able to provide written translations of factual information as well as concepts and opinions	2.1 Translate the signed passages without inaccuracies that alter the original meaning 2.2 Paraphrase information into written language without distorting the meaning 2.3 Use vocabulary and any specialist terminology relevant to the topic at hand

Assessment Specification

This unit will be assessed in the following ways:

Assessment 1 will require a written translation, taken from a signed passage delivered by a Deaf person. The translation must be in the format of a letter or email, using a formal/professional style of writing and consisting of approximately **500 words**. The email or letter must be of sufficient complexity for Level 6.

This assessment is to be done under exam conditions; iBSL will provide the video recording of a Deaf person signing to be used for the assessment. A copy of the written letter or email must be submitted as evidence, along with a filmed clip showing the Learner working from the pre-recorded signed passage. The screen playing the pre-recorded clip and the learner typing the letter/email must be in the frame. The time and date must be visible on the recording. IBSL will provide a results sheet.

Assessment 2 will require a written translation, taken from a signed passage delivered by a Deaf person. The translation must be in the format of a formal/professional report and must consist of approximately **750 words**. The content must be of sufficient complexity for Level 6.

This assessment is to be done under exam conditions; iBSL will provide the video recording of a Deaf person signing to be used for the assessment. A copy of the written business report must be submitted as evidence, along with a filmed clip showing the Learner working from the pre-recorded signed passage. The screen playing the pre-recorded clip and the learner typing the report must be in the frame. The time and date must be visible on the recording. IBSL will provide a results sheet.

The Learners should also submit pieces of reflective writing for each sight translation they complete. These should be **250 words** in length.

Note: Please ensure the Learner number is on the assessment and that the Learner introduces themselves to camera at the start of the video recording. All assessment evidence, observation sheets and result sheets must be kept in the Learner's coursework file. Recordings should be kept secure and backed up.

**IBSL Level 6 Diploma in Sign Language
Interpreting Studies**

Guidance Notes

On

Routes to Qualification

Knowledge and Understanding

Definition of Interpreting

National Occupational Standards

Assessment Requirements

Regulations for controlled and supervised assessments

Occupational Expertise

Final “Live” Assessment

Routes to qualification and registration

“This qualification is a route to registration as a Registered Sign Language Interpreter with NRCPD in England. In Wales, the language chosen may be Welsh (Welsh Language Act 2011-2016). RSLIs interpret between a signed and spoken language e.g. BSL – English, or between two signed languages e.g. BSL – ISL.” (*Statement from NRCPD – February 2016*)

NRCPD (or in Scotland, SASLI) Registration will need to be agreed.

Please note that this qualification is available outside the UK, and registration is not covered by NRCPD or SASLI but by other non-UK registration authorities. Please contact IBSL for advice in this issue.

Knowledge and Understanding

Knowledge and understanding is not assessed separately but is contained in much of the assessment criteria, especially those which require written essays on principles, practices, and theories.

However, there are some key criteria which apply throughout the qualification and all units. Without these key criteria, no person can effectively acquire the principles, knowledge and understanding required to qualify and perform as an interpreter.

These key criteria are:

- The languages in which you interpret, with the ability to function at Level 6 in your declared sign language
- The process of interpreting from one language into another or between variations of the same signed language and how to overcome the impact of the differences between languages or language variations, including through sight translations.
- The cultures of the languages or language variations in which you interpret and their conventions for communication, and the implications of these aspects for the planning of the interpreting assignment.
- The use of register and the transfer from one language to another, or from one language variation to another
- The various modes of interpreting, with particular regard to the consecutive and simultaneous modes.
- Techniques to anticipate the type and degree of difficulty of the assignment and the client's and the users' needs.
- Techniques to deliver effective communication between the source and target language or language variation users.
- Techniques to manage the process of communication, whether one-way or two-way, if it breaks down because:
 - a. You need to check the meaning
 - b. The degree of complexity, technicality or emotional charge is beyond your ability to deal with it
 - c. The positioning of yourself and/or the users hinders communication
 - d. The conduct of the presenter (in a one-way task) or the audience within which you are interpreting (in a two-way task) prevents you from interpreting effectively
 - e. The speaker (or signer) is going too fast or too slowly
- The role of the interpreter and the principles of professional conduct/practice, specifically the need to:
 - a. Disclose any information, including conflict of interest which may make you unsuitable for an assignment
 - b. Be impartial, maintain integrity and professionalism
 - c. Treat all information you receive in the course of your duties as confidential, unless required to disclose by law
 - d. Respect the ethics and working practices of other professions

- The domains in which you interpret and how to work with other professionals within your assignments, including how to communicate and work effectively within a team and achieve joint work objectives and performance measures.
- Techniques to compile and maintain glossaries using sources of general and specialist information to assist with assignments especially those with domain-specific terminology.
- Techniques to review, assess and analyse interpreting performances.

Definition of Interpreting and a Professional Interpreter

Language interpretation or interpreting is the facilitating of oral or sign-language communication, either simultaneously or consecutively, between users of different languages or language variations.

In professional parlance, *interpreting* denotes the facilitating of communication from one language form into its equivalent, or approximate equivalent, in another language form or variation; while *interpretation* denotes the actual product of this work, that is, the message thus rendered into speech, sign language, writing, non-manual signals, or other language form or variation. This important distinction is observed in order to avoid confusion.

A professional interpreter has full command of the spoken/signed languages in which s/he interprets. S/he reflects accurately the information and ideas, cultural context and intention of the speaker/signer. While s/he essentially interprets spoken or signed language, s/he may also support the interpreting assignment by producing a signed or written translation of written documents where appropriate.

A professional interpreter is impartial, promoting effective communication between source and target language users and clarifies language and cultural misunderstandings where appropriate.

A professional interpreter is NOT an advocate for clients.

A professional interpreter treats information exchanged during an interpreted session as confidential and has good knowledge of subject areas, e.g. health, business or law. S/he declines to take on work if it is outside his/her professional expertise. S/he engages regularly in continuous professional development. S/he adheres to the common code of conduct, as stipulated by the organisation with which s/he is registered as a professional interpreter.

National Occupational Standards

National Occupational Standards (known as NOS) describe what an individual needs to do, know and understand in order to carry out a particular job role or function.

The NOS in Interpreting are made up of a number of units that relate to core aspects of interpreting performance and are part of a range of NOS that are standards set by the relevant UK standards setting organisations who work with employers, providers, stakeholders and other sector skills organisations to promote and develop skills for workforces.

No qualification may be released as part of an approved qualifications framework unless it has been through a form of validation process to ensure that the qualification meets the national occupational standards. This process includes looking at the unit structure and the learning outcomes within that structure that describe what a Learner has to do to demonstrate competence in his/her chosen occupational activity. Alongside this, an assessment criteria section sets out the detailed technical and professional knowledge, understanding and abilities required to meet the learning outcomes.

IBSL's application for its Level 6 Diploma in BSL/English Interpreting Studies was supported by SkillsCfA in December 2013. It is regarded as a *taught* vocationally related qualification with the unit structure and assessment methodology different from the National Vocational Qualification (NVQ) in interpreting, and this is reflected by the use of the word *Studies* in the title.

IBSL's application to vary its Level 6 interpreting Diploma was the subject of a dialogue with the SkillsCfA during April 2014 through to August 2015, when it finally received support as the IBSL Diploma in **Sign Language** Interpreting. The terms *British Sign Language/English* were removed from the new variation to enable the diploma to be more widely available to other languages and language variations, including in particular Welsh due to Welsh Government legislation. In consequence, the Diploma may now be available in the European Union.

Assessment Requirements

The IBSL Level 6 Diploma in Sign Language Interpreting Studies is based on a **COURSEWORK FILE** system which may either be paper-based or in an e-file. This file needs to contain all the evidences generated by the Learner for the purposes of achieving the qualification. (**Note:** *A Coursework file is the main evidence-generating process used by IBSL in all but the very basic of its qualifications.*)

A Learner will achieve the qualification by completing a series of assessments, examinations, tasks and written or signed essays. Each unit is specific in the number of objectives that need to be completed and achieved by the Learner, and no-one can achieve the full qualification unless all units and the number of objectives within each unit have been achieved.

The series of assessments, examinations, tasks and written or signed essays may take place across a variety of evidence-generating locations. These include workplace activities, classroom activities, community activities and through private study, and these locations must be agreed with the Centre. A large number of the assessments and tasks need to be observed and the Learner will either the Centre staff for this, or some other suitably qualified person with the Centre's approval.

When registering for units for this qualification, the Learner must declare which languages or language variations they are to be interpreting into and from. For example:

- If a Learner wishes to interpret between English **or any other spoken language** and British Sign Language, they need to declare this when registering for the Units
- If a Learner wishes to interpret between two signed languages, then both languages will need to be declared

All work generated by the Learner must be genuine, and the use of simulation is to be avoided whenever possible, except where the use of video-recording is necessary for the purposes of analysis.

There are a total of 26 assessments (including the final "live" assessment) across the series of assessments, examinations, tasks and written or signed essays to be achieved before completion of the qualification.

There are TEN mandatory units to complete to achieve this qualification.

Assessment Notes

Regulations for Controlled and Supervised Assessments

In some assessments, reference is made to controlled and supervised conditions. These are instances when a Learner has to sit down and complete examination or assessment papers, perhaps individually or perhaps in groups of other Learners.

1. All assessments must be carried out under appropriate 'examination conditions', and no Learner must receive help from anyone during the assessment. The Centre's course co-ordinator (or an *invigilator*) must sign the appropriate Learner Assessment Record form to confirm this.

2. 'Examination conditions' mean that the assessment room:

- Must be identified by an appropriate sign outside the room
- Must not contain displays of material which could assist the Learner
- Must be set up correctly for each assessment, taking into account the position of the participants and the location of the technology equipment to be used
- Personal mobile telephones not part of the assessment process must be switched off
- Each Learners' ID must be confirmed
- All unauthorised items/materials/belongings are placed out of reach of the Learners
- Learners are informed they are subject to the rules of the assessment
- Learners are supervised and observed throughout the assessment
- There is no distraction or disturbance during the assessment

3. It is the responsibility of Centres to appoint a suitably qualified person (invigilator) to carry out the observation of the Assessments, ensuring that they are briefed and familiar with IBSL's regulations for external assessments.

4. If the invigilator or assessment co-ordinator observes any misconduct, the assessment must be stopped immediately, and complete a Misconduct Report Form (available from the IBSL website).

The time of the action must be noted, and the Learner informed of the procedure. The Application for Achievement should be annotated with a brief statement describing the incident.

5. If an emergency should occur, e.g. fire alarm, the assessment room must be evacuated immediately in accordance with the instructions of the appropriate authority, and a report detailing the time and date of the incident sent to IBSL.

Depending on the circumstances, the assessment may be:

- a) Resumed if there has been no breach of assessment security, or
- b) cancelled to be rearranged at a later date or
- c) if the assessment was almost completed, a Special Consideration form should be completed on behalf of the Learner(s).

6. After the assessment, the Application for Achievement form must be completed and all Learners should check their names are spelt correctly before signing the form. The form is then sent to IBSL **within SEVEN days** of the assessment taking place.

Examinations/Assessments taken on computer

- Computer examinations will use Microsoft Word. Dyslexic Learners may use the spell checker unless their agreed arrangements state otherwise.
- Learners must ensure that their Unique Learner Number (or Scottish Candidate Number) and the code and title of the examination are put in the header of the document to ensure that it appears on every printed page. They should not put their name anywhere on the document.
- The document should be saved on the desktop during the examination. It will be saved to DVD/USB at the end of the examination.
- **DO NOT CLOSE DOWN THE DOCUMENT AT THE END OF THE EXAMINATION** so that if there is a problem with the disk, the document can be retrieved by the Examinations and Assessments Office prior to the next examination.
- Computers can fail. It is the Learners' own responsibility to ensure that the work is backed up regularly. It is recommended that the document is saved at least every 15 minutes and that Learners take the opportunity to do so whenever they are not typing.
- There may be several Learners in the computer room for any examination session and there may be some background noise. Learners who feel they may be distracted by this will be permitted to use foam/non-electronic earplugs (these are available from chemists). Learners must supply their own earplugs.

Examinations/Assessments using video recording

- Video-recorded examinations/assessments will use DVD/USB or detachable Memory Card, all of which must be able to be sent to IBSL.
- **COPIES should be saved.**
- Learners must ensure that their Unique Learner Number (or Scottish Candidate Number) and the code and title of the examination are put in front of the recording. They should not put their name anywhere on the recording.
- Learners are to provide their own cameras with a clean DVD/USB or Memory Card.
- Learners should provide their own tripods.
- **DO NOT CLOSE DOWN THE RECORDING AT THE END OF THE EXAMINATION** so that a copy can be made by the Examinations and Assessments Office prior to the next examination.
- Cameras can fail. It is the Learners own responsibility to ensure that the work is backed up regularly. At least every 15 minutes Learners should take the opportunity to do so whenever they are not filming.
- Learners are permitted to use a flipchart pad to assist in production. These papers will form part of the examination/assessment material at the end and must have the Learner's ULN written on them.

Malpractice

Any breach of these examination/assessment regulations, or inappropriate/irregular behaviour during the examination/assessment may lead to disqualification in this **AND** all future examinations/assessments.

Inappropriate/irregular behaviour includes:

- Giving/receiving assistance of any kind.
- Accessing or attempting to access prohibited devices or aids that may be helpful during the examination/assessment.
- Tampering with computer or camera equipment or attempting to use them for any purpose other than taking the examination/assessment.
- Plagiarism (the practice of taking or copying someone else's work or ideas and passing them off as one's own), especially in written essays.
- Failure to follow these regulations or any instructions given by the Centre invigilator.

Assessment Strategy and Occupational Expertise

The IBSL Level 6 Diploma in Sign Language Interpreting Studies is not an NVQ. Nonetheless, it is a vocational qualification and needs to have consistent and appropriate quality control in the assessment and marking process.

For the teaching of this qualification, it is essential that the individuals delivering the course have occupational expertise. They must have:

- Language and/or interpreting skills accredited to a minimum of Level 6
- Up-to-date knowledge of interpreting and/or language/specialist skills demonstrated by a record of continuous professional development
- Relevant experience of working as interpreters, translators or linguists
- In-depth knowledge of the interpreting standards
- An understanding of what constitutes competence-based assessments

As stated in the introduction, each Centre must have a minimum of one qualified assessor.

To be able to mark interpreting performances, such a person must have:

- Preferably a qualification and experience as an assessor in interpreting
- Sufficient expertise in language and interpreting to enable them to carry out assessment decisions
- Relevant experience of working as interpreters
- In-depth knowledge of the interpreting standards
- An understanding of what constitutes competence-based assessments

In some parts of the qualification, IBSL will use External Examiners appropriately trained and/or qualified to undertake marking of assessments, examinations, tasks, and written or signed essays that are to be done at source.

The final coursework file check will also be carried out by an IBSL-appointed appropriately trained and/or qualified External Examiner.

The Final “Live” Assessment

It is the policy of IBSL that at least one assessment in any **BSL Studies** qualification (except at Entry Level & Level 1) is subject to a final “live” assessment where an IBSL-appointed External Examiner assesses the Learners. This is usually the final assessment in Levels 2, 3, 4 & 6 BSL Studies qualifications. The same principle is carried forward to the Level 6 interpreting diplomas.

The assessment will be attended by **TWO** External Examiners – one Deaf and one hearing (in all likelihood a qualified interpreter/translator who is familiar with the qualification and the NOS)

The final “live” assessment in this qualification will most certainly be Assessment 1 of Unit INTA3 (Team Interpreting). This will only alter if circumstances force the change.

This final assessment should be planned and co-ordinated mainly by the Centre delivering the course, though the Learners may also suggest opportunities if something appropriate is identified. The Centre should make regular contact with IBSL to ensure that the External Examiner is booked to attend in advance and confirmation provided by IBSL to the Centre in writing.

Please note that on the day of the final live assessment, the IBSL External Examiners will be required to examine and sign off the Learner coursework files so this assessment should not be held until all other assessments have been completed.