

# Unit Specification

INT6A1 – Prepare for Sign Language  
Interpreting assignments

K/602/0479

# UNIT SPECIFICATION

## Unit INT6A1 - Prepare for Sign Language Interpreting Assignments (Mandatory)

(RQF Accreditation Number K602/0479)

### Unit aims

The candidate will demonstrate their ability to prepare for interpreting assignments.

The unit is recommended for people who have excellent language skills in two languages and would like to develop or accredit the skills needed to work as a professional interpreter.

### Unit summary

| Guided learning hours | Additional study/practice time | Total learning time | Credit value at Level 6 |
|-----------------------|--------------------------------|---------------------|-------------------------|
| 130                   | 70                             | 200                 | 20                      |

| <b>Learning outcomes</b><br>By the end of this unit of learning, the successful learner will: | <b>Assessment criteria</b><br>By the end of this unit of learning, the successful learner can:  |
|---|---|
| 1. Know how to prepare for professional interpreting assignments                              | 1.1 Identify the subject matter and purpose of the assignment<br>1.2 Identify the level of language and interpreting skills required<br>1.3 Determine the mode of interpreting to be used: consecutive or simultaneous/whispered<br>1.4 Request a briefing session and sight of documents to be used in advance of the assignment<br>1.5 Plan appropriately in order to be able to deal with: <ul style="list-style-type: none"> <li>a) the type and complexity of the assignment</li> <li>b) domain-specific requirements</li> <li>c) likely cultural differences and language needs</li> <li>d) any special requirements, including the need for equipment and the positioning of the user(s) and the interpreter</li> <li>e) the likely requirements and expectations of the client and user(s)</li> </ul> 1.6 Use relevant sources of information to prepare for the assignment<br>1.7 Compile and maintain a glossary of terminology |
| 2. Understand professional issues relating to accepting an assignment                         | 2.1 Recognise and decline any assignment which is beyond own competence<br>2.2 Agree contract details, including location, equipment, timescales, insurance and payment<br>2.3 Explain the principles of professional practice if unethical demands are made  |

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(Mandatory)**

# ASSESSMENT SPECIFICATION

| Requirements  | Guidance   |
|---|--|
| 1. Minimum of four samples of preparation.  | Preparation needs to relate to actual assignments (whether those assignments are real or simulated).   |
| 2. Each of the four samples should be a minimum of 1,000 words in length and relate to theoretical models.  | <p>Candidates could provide evidence relating to different models such as: Helper, Conduit, Bilingual/Bicultural, Interactive, Ally, as well as Cognitive processing or Sociolinguistic models. This is not an exhaustive list and other theoretical models are acceptable. Candidates may also find models from outside the field of interpreting and translation useful such as Tuckman (if preparing for an assignment which is a new team's first meeting). Mnemonics may also be useful such as Hymes' SPEAKING mnemonic.</p> <p>To show that the assessment criteria has been met it is expected that evidence will include reference and/or quotes from theoretical models.</p> |
| <p>3. There must be evidence of preparation of language analysis in each sample:</p> <ul style="list-style-type: none"> <li>a) at least one example of one-way sample</li> <li>b) at least two examples of two-way samples</li> <li>c) one other sample either one-way or two-way.</li> </ul> | <p>Possibilities*:</p> <ul style="list-style-type: none"> <li>1. English into BSL</li> <li>2. BSL into English</li> <li>3. BSL into ISL</li> <li>4. ISL into BSL</li> <li>5. French into BSL</li> <li>6. BSL into French</li> <li>7. ASL into BSL</li> <li>8. BSL into ASL.</li> </ul> <p>* Candidates must use the same two languages in each unit.</p>   |

### **Guidance for assessment criteria: 2.2**

Sign language interpreters are required to provide evidence of Professional Indemnity Insurance (PII). See the NRCPD website for further details.

Evidence of insurance may include:

- Written statement about Professional Indemnity Insurance (PII) in preparation for their future assignments when qualified.
- As part of the assessment, candidates can show evidence of discussion and understanding of insurance.

## **Knowledge and understanding**

*Knowledge and understanding is not assessed separately, but through achievement of the assessment criteria.*

- K1** The languages in which you interpret, with the ability to function at Level 6 for your first language; and Level 6 for your other language(s). (See the listening/reception and speaking/production units of the National Language Standards for performance and knowledge requirements.)
- K2** The process of interpreting from one language into another and how to overcome the impact of the difference between languages.
- K3** 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.
- K4** The modes of consecutive and simultaneous interpreting.
- K5** Techniques to anticipate the type and degree of difficulty of the assignment and the client's and the users' needs.

- K6** Techniques to deliver effective communication between source and target language users.
- K7** The role of the interpreter and the principles of professional conduct, specifically the need to:
- disclose any information, including conflict of interest which may make you unsuitable for an assignment
  - be impartial, maintain integrity and professionalism
  - treat all information you receive in the course of your duties as confidential, unless required to disclose by law
  - respect the ethics and the working practices of other professions.
- K8** Contract negotiation and agreement, including timescales, payment and professional indemnity as well as third party insurance.
- K9** Techniques to research and verify general and domain-specific terminology.
- K10** Techniques to compile and maintain glossaries of terminology.
- K11** Sources of general and specialist information to assist with assignments, e.g. Internet, leaflets, video, glossaries and technical journals.

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# CANDIDATE ASSESSMENT RECORD

Candidate name: ..... Assessor name:.....

| Evidence date | Portfolio reference |             | Evidence type* | Evidence title | Learning Outcomes and Assessment Criteria – each column must be ticked to show that the criteria has been met. |     |     |     |     |  |  |  |  |     |     |     |     |     |  |  |  |  |
|---------------|---------------------|-------------|----------------|----------------|--|-----|-----|-----|-----|--|--|--|--|-----|-----|-----|-----|-----|--|--|--|--|
|               | Page number         | Clip number |                |                | 1.1  | 1.2 | 1.3 | 1.4 | 1.5 |  |  |  |  | 1.6 | 1.7 | 2.1 | 2.2 | 2.3 |  |  |  |  |
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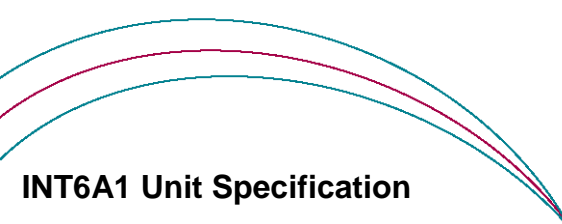
\*FC = film clip, Ob = Observation, S = Simulated, L = Live, WP = Written Product, Q = Question / What If, PD = Professional Discussion, WS = Witness Statement

Candidate’s signature: ..... Date completed: .....

I can confirm that the evidence is authentic work of the candidate. Teacher-assessor’s signature: .....

IV signature & date if sampled from this unit.....

Confirmed by initials and date at end of respective line.





## **Signature**

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