

Unit Specification

INT6D1 – Develop your performance
as a Sign Language Interpreter

J/602/0490

UNIT SPECIFICATION

Unit INT6D1 - Develop your Performance as a Sign Language Interpreter (Mandatory)

(RQF Accreditation Number J/602/0490)

Unit aims

The candidate will review and evaluate their performance as an interpreter, identify their strengths and weaknesses and formulate a plan for their professional development.

This unit is recommended for people who have excellent language skills in two languages and who 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
160	80	240	24

Learning outcomes	Assessment criteria
By the end of this unit of learning the successful learner will:	By the end this unit of learning the successful learner can:
1. Evaluate own performance as an interpreter	1.1 Use commonly used concepts and criteria to review own preparation for and delivery of assignments 1.2 Evaluate the language used during interpreting assignments in terms of syntax, lexical choice, pronunciation and intonation/modulation, register 1.3 Review how accurately and fluently the meaning the source language message was processed into the target language

1.4 Evaluate how well assignments were managed in terms of:

- a) own conduct, style and interaction with users
- b) the approach taken to dealing with cultural expectations
- c) the appropriateness of simultaneous/whispered and/or consecutive mode
- d) instances of communication breakdown, their causes, and whether the right action was taken to repair them
- e) own compliance with the principles of professional practice and the relevant registration body's code of conduct

1.5 Produce an accurate and justifiable analysis of the strengths and also areas for development as an interpreter

1.6 Identify ways in which own preparation for assignments could be improved

<p>2. Plan and implement professional development</p>	<p>2.1 Use evaluation of own performance to plan how preparation for assignments and interpreting performance can be improved</p> <p>2.2 Set development goals and priorities consistently with the evaluation of own performance</p> <p>2.3 Identify and take relevant opportunities to develop own interpreting skills and knowledge</p> <p>2.4 Set relevant criteria to evaluate own professional development programme</p> <p>2.5 Regularly monitor and evaluate own professional development against the criteria set</p> <p>2.6 Update and revise development plan in the light progress made</p> <p>2.7 Seek appropriate advice, if progress and achievements do not meet own expectations</p>
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ASSESSMENT SPECIFICATION

Requirements	Guidance
1. Minimum of four samples of evaluation which must contain evidence either on video or of live observation.	Evaluations which are the result of, own reflections, use of theoretical models and feedback from colleagues and clients to produce an accurate analysis of own performance as an interpreter.
2. Evaluation needs to relate to actual assignments (whether those assignments are real or simulated).	
3. The use of interpreting theory should be included in all evidence.	Guidance notes on interpreting theory from INT6A1 might be useful. Other methods such as Miscue and Discourse Analysis. This list is not exhaustive.
4. One-to-one and in groups.	
5. At least one sample must be of one-way interpreting and two samples of two-way.	
6. Evidence of first to second language and second to first language.	

7. Written development plan covering at least a six-month period.	Demonstrate own development by completing a written development plan. This should include learning and action points from reflective/learning journals. The development plans to show evidence of self-assessment and identification of any further learning required (which could include research, specialist training, or mentoring, for example).
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Knowledge and understanding

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

- K1** Concepts and terminology commonly used to analyse interpreting performance, e.g. development of glossaries, choice of modes of interpreting, error analysis, chunking and the use of time-lag in simultaneous interpreting, and the effectiveness of the interpretation in the context and environment of the assignment.
- K2** Methods to review and assess your preparation for assignments.
- K3** Methods to review your interpreting performance.
- K4** Methods to review your management of the interpreting assignments.
- K5** Methods to check that your analysis of strengths and weaknesses is accurate and justifiable.

To plan and implement your development programme effectively, you must have knowledge of:

- K1** Strategies to improve your performance and knowledge.
- K2** Opportunities for continuing professional development, e.g. training courses, use of published materials or self-study.
- K3** Criteria and techniques to evaluate your development programme.
- K4** The advice on continuing professional development available from professional bodies.
- K5** Sources of information, such as mentors, peers, clients and users, who can offer you advice on your development.

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CANDIDATE ASSESSMENT RECORD

Candidate name:..... Teacher-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	2.1	2.2	2.3	2.4	2.5	2.6	2.7
					a	b	c	d	e												

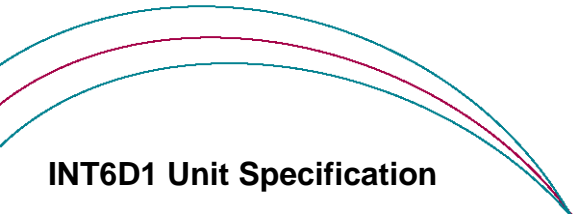
*FC = film clip, Ob = Observation, S = Simulated, L = Live, WP = Written Product, Q = Question / What If, PD = Professional Discussion, WS = Witness Statement

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

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

Candidate’s signature: Date completed:

Confirmed by initials and date at end of respective line.





Signature

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