

# Qualification Specification

## Level 6 NVQ Diploma in Sign Language Interpreting

501/0076/2

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# QUALIFICATION SPECIFICATION

## Signature Level 6 NVQ Diploma in Sign Language Interpreting (QCF)

(QCF Accreditation Number: 501/0076/2)

(Signature Qualification Reference: INT6)

Signature Level 6 NVQ in Diploma in Sign Language Interpreting uses the National Occupational Standards in Interpreting (CILT, 2006), which define competent performance in interpreting<sup>1</sup>.

It has been assumed for the purposes of this specification that candidates for assessment will have language competence as set down by CILT, The National Centre for Languages, before embarking on this programme.

The qualification is no longer limited to BSL and English. It can be delivered in a number of combinations; signed language ↔ signed language, or signed language ↔ spoken language, as long as the candidates can demonstrate the required competences in both languages. That means that people with appropriate skills in two signed languages, for instance BSL and ISL, can undertake the qualification

Candidates are expected to have language competence in both/all languages for which they provide evidence for this qualification. This should be

- the equivalent of Level 7\* in the first language. At Level 7, candidates can understand and use complex and specialised language. Candidates can deal with all work situations, both within and outside candidates' area of professional expertise;
- the equivalent of Level 6\* in the second language. At Level 6, candidates can understand and use complex language and express themselves fluently. Candidates can deal confidently with most work situations.

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<sup>1</sup> Refer to CILT website: [cilt.org.uk](http://cilt.org.uk) for definition of interpreting and the role of the interpreter.



\* Level 7 is equivalent to NVQ Level 5 in the National Qualifications Framework prior to the introduction of the revised 8-level structure used for NVQs in the Qualifications & Credit Framework from 2010.

\*\* Level 6 is equivalent to NVQ Level 4 in the National Qualifications Framework prior to the introduction of the revised 8-level structure used for NVQs in the Qualifications & Credit Framework from 2010.

It is the responsibility of the centre to ensure that the above languages requirements have been met before accepting a candidate for this qualification.

## Qualification Structure

To be awarded a Level 6 NVQ Diploma in Sign Language Interpreting candidates must achieve five units in total (four mandatory units and one optional) in order to be awarded the full qualification. Candidates will provide proof of their interpreting competence against the National Occupational Standards by compiling a Portfolio of evidence covering the five chosen units. The centre internally assesses and verifies all units. External quality assurance is provided by Signature.



Level 6 NVQ Diploma in Sign Language Interpreting consists of five units. Four are mandatory: candidates choose one of the two optional units:

| Unit type | Signature unit code | QCF unit number | Unit title   | Guided learning hours (GLH) | Additional study/ practice time | Total learning time/ credits |
|-----------|---------------------|-----------------|--|-----------------------------|---------------------------------|------------------------------|
| Mandatory | INT6A1              | K/602/0479      | Prepare for sign language interpreting assignments   | 130 hours                   | 70 hours                        | 200 hours<br>20 credits      |
| Mandatory | INT6B1              | L/602/0488      | Interpret one-way as a professional sign language interpreter                              | 200 hours                   | 100 hours                       | 300 hours<br>30 credits      |
| Mandatory | INT6C1              | R/602/0489      | Interpret two-way as a professional sign language interpreter                              | 200 hours                   | 100 hours                       | 300 hours<br>30 credits      |
| Mandatory | INT6D1              | J/602/0490      | Develop your performance as a sign language interpreter                                    | 160 hours                   | 80 hours                        | 240 hours<br>24 credits      |
| Optional  | INT6E1              | L/602/0491      | Support sign language interpreting through sight translations of routine written documents | 160 hours                   | 80 hours                        | 240 hours<br>24 credits      |
| Optional  | INT6G               | R/602/0492      | Work with other sign language interpreters   | 160 hours                   | 80 hours                        | 240 hours<br>24 credits      |



# UNIT SUMMARY

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

(QCF Accreditation Number K602/0479)

### Unit aims

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

The unit is recommended for people who have excellent language skills in two or more 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                      |

| Learning outcomes   | Assessment criteria  |
|---|--|
| By the end of this unit of learning, the successful learner will: | 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 |



| <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:  |
|---|---|
|   | 1.4 If appropriate, 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:<br>a) the type and complexity of the assignment<br>b) domain-specific requirements<br>c) likely cultural differences and language needs<br>d) any special requirements, including the need for equipment and the positioning of the user(s) and the interpreter<br>e) the likely requirements and expectations of the client and user(s)<br>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  |



## Unit INT6A1 Prepare for sign language interpreting assignments

### Knowledge and understanding

To prepare effectively, you must have knowledge of:

- K1** The languages in which you interpret, with the ability to function at Level 7 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.

### Unit INT6A1 – Assessment Summary

- Minimum of four samples of preparation.
- The use of theoretical models should be included in evidence.
- At least one sample must be of one-way and two samples of two-way, and there must be evidence of preparation from one language into another e.g. English into BSL and BSL into English. BSL into ISL and ISL into BSL.
- Preparation needs to relate to actual assignments (whether those assignments are real or simulated).



# UNIT SUMMARY

## Unit INT6B1 Interpret one-way as a Professional Sign Language Interpreter (Mandatory)

(QCF accreditation Number L/602/0488)

### Unit aims

The learner will demonstrate their ability to carry out one-way interpreting assignments to a professional standard.

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

### Unit summary

| Guided learning hours | Additional study/practice time | Total learning time | Credit value at level 6 |
|-----------------------|--------------------------------|---------------------|-------------------------|
| 200                   | 100                            | 300                 | 30                      |

| Learning outcomes  | Assessment criteria  |
|--|--|
| By the end of this unit of learning, the successful learner will:        | By the end of this unit of learning the successful the learner can:  |
| 1. Carry out one-way interpreting assignments to a professional standard | 1.1 Interpret the meaning of a sustained presentation accurately in the target language, without significant omissions and inaccuracies, and without significantly affecting the meaning of the base message |



| <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 the learner can:   |
|---|---|
|   | 1.2 Reflect the source language user's: register, attitude and tone as expressed through verbal and non-verbal communication<br>1.3 Reflect the source language users role and relationship with the target language user(s)<br>1.4 Interpret consecutively and/or simultaneously/whispered<br>1.5 Interpret factual information, concepts and opinions<br>1.6 Handle standard varieties of language and common regional dialects<br>1.7 Paraphrase the meaning of complex terms and phrases, if the direct equivalent in the target language is not known<br>1.8 Support effective communication throughout the assignment and take action if communication breaks down<br>1.9 Explain the interpreter's role on arrival, if necessary<br>1.10 Take notes during consecutive interpreting, where required<br>1.11 Use conduct consistent with the principles of professional practice and the relevant professional or registration body's code of conduct |
| 2. Use technology appropriately for an interpreting assignment                                | 2.1 Use technology effectively and safely, such as microphone, video link and telephone<br>2.2 Adjust own style of communication to the medium and technology used  |



## Unit INT6B1 – Interpret one-way as a professional sign language interpreter

### Knowledge and skills

To interpret one-way effectively, you must have knowledge of:

- K1** The process of interpreting from one language into another.
- K2** The languages in which you interpret, with the ability to function at Level 7 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.)
- K3** The cultures of the languages in which you interpret and their conventions for communication, and the implications of these aspects for the delivery of one-way interpreting assignments.
- K4** Register (frozen, formal, colloquial, informal, intimate) and the transfer of register from one language to the other.
- K5** The interpreting modes of consecutive and simultaneous.
- K6** Techniques to deliver effective communication in a one-way presentation.
- K7** Techniques to manage the process of communication if it breaks down in one or more of the following ways:
  - You need to check on meaning.
  - The degree of complexity, technicality or emotional charge is beyond your ability to deal with it.
  - Your position and/or that of the users hinders communication.
  - The conduct of the presenter prevents you from interpreting effectively.
  - The presenter is communicating too fast or too slowly.



- K8** The role of the interpreter and the principles of professional practice.
- K9** The domain(s) in which you interpret and how to work with professionals in your field.
- K10** The use of technology, health and safety and how to trouble-shoot when there is a technical problem.
- K11** Techniques of taking notes when interpreting in consecutive mode.

### Unit INT6B1 – Assessment Summary

- Evidence should total at least 90 minutes of interpreting.
- In one-to-one and group situations.
- There should be at least three samples to show interpreting one way including evidence of simultaneous and consecutive interpreting into both first and second languages.
- One sample will be at least fifteen minutes in length all others minimum of five minutes.
- Use of technology, e.g. microphone, for at least one sample.
- Evidence should demonstrate the interpreter's full command of both languages, (i.e. the ability to pick up the speaker's tone, emphasis, pace and therefore attitude, in order to convey them to BSL users, and vice versa.)



# UNIT SUMMARY

## Unit INT6C1 Interpret two-way as a Professional Sign Language Interpreter (Mandatory)

(QCF Accreditation Number R/602/0489)

### Unit aims

The learner will demonstrate their ability to carry out two –way interpreting assignments to a professional standard.

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

### Unit summary

| Guided learning hours | Additional study/practice time | Total learning time | Credit value at level 6 |
|-----------------------|--------------------------------|---------------------|-------------------------|
| 200                   | 100                            | 300                 | 30                      |

| Learning outcomes  | Assessment criteria  |
|--|--|
| By the end of this unit of learning, the successful learner will:        | By the end of this unit of learning, the successful learner can:   |
| 1. Carry out two-way interpreting assignments to a professional standard | 1.1 Interpret accurately the meaning expressed by users who are communicating with each other across two languages, with only minor omissions and inaccuracies that do not significantly affect the meaning of the base message in either language<br>1.2 Reflect the flow of communication between the source and target language users |



| <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:   |
|---|--|
|   | 1.3 Reflect the language users': register, attitude and tone as expressed through verbal and non-verbal communication<br>1.4 Reflect the language users' roles and relationships with each other<br>1.5 Interpret consecutively and/or simultaneously/whispered<br>1.6 Interpret factual information, concepts and opinions<br>1.7 Handle standard varieties of language and common regional dialects<br>1.8 Paraphrase the meaning of complex terms and phrases, if the direct equivalent in the target language is not known<br>1.9 Support effective communication throughout the assignment and take action if communication breaks down<br>1.10 Explain the interpreter's role on arrival, if necessary<br>1.11 Take notes during consecutive interpreting, where required<br>1.12 Use conduct consistent with the principles of professional practice and the relevant professional or registration body's code of conduct |
| 2. Use technology appropriately for an interpreting assignment                                | 2.1 Use technology effectively and safely, such as microphone, video link and telephone<br>2.2 Adjust communication to the medium and technology used  |



## Unit INT6C1 Interpret two-way as a professional sign language interpreter

### Knowledge and skills

To interpret two-way effectively, you must have knowledge of:

- K1** The process of interpreting from and into two languages.
- K2** The languages in which you interpret, with the ability to function at Level 7 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.)
- K3** The cultures of the languages in which you interpret and their conventions for communication, and the implications of these aspects for the delivery of two-way interpreting assignments.
- K4** Register (frozen, formal, informal, colloquial and intimate) and the transfer of register from one language into the other and techniques to use when the registers of the language users do not match each other.
- K5** The modes of consecutive and simultaneous interpreting.
- K6** Techniques to achieve effective communication in a two-way exchange.
- K7** Techniques to manage the process of communication if it breaks down in one or more of the following ways:
  - You need to check on meaning
  - The degree of complexity, technicality or emotional charge is beyond your ability to deal with it
  - An apparent lack of understanding or misunderstanding hinders communication between the source and target language users



- Your position and/or that of the users hinders communication
- The users' conduct prevents you from interpreting effectively
- The users are communicating too fast or too slowly
- The users communicate all at once or fail to observe appropriate turn-taking.

**K8** The role of the interpreter and the principles of professional practice.

**K9** The domain(s) in which you interpret and how to work with professionals in your field.

**K10** The use of technology, health and safety requirements and how to trouble-shoot when there is a technical problem.

**K11** Techniques of taking notes when interpreting in consecutive mode.

### Unit INT6C1 – Assessment Summary

- Evidence should total at least 60 minutes of interpreting.
- Minimum of four samples.
- One sample will be a minimum at least fifteen minutes in length. Each other sample will be at least five minutes in length.
- One Mandatory observation lasting 10-20 mins.
- Evidence of simultaneous and consecutive interpreting into both first and second languages should be shown.
- Use of technology, e.g. microphone or videophone, for at least one sample.
- Evidence should demonstrate the interpreter's full command of both languages, (i.e. the ability to pick up the speaker's tone, emphasis, pace and therefore attitude, in order to convey them to BSL users, and vice versa).

You need to be able to demonstrate your awareness of use of technology, e.g. microphone or videophone, and how to troubleshoot if there is a problem.

Evidence for knowledge of colloquial register may be able to be collected on video. If not, then this needs to be covered through other methods (written self-evaluation, what-if questions).



# UNIT SUMMARY

## Unit INT6D1 Develop your performance as a Sign Language Interpreter (Mandatory)

(QCF Accreditation Number J/602/0490)

### Unit aims

The learner 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 or more languages and who would like either to develop or accredit the skills need 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<br>1.2 Evaluate the language used during interpreting assignments in terms of syntax, lexical choice, pronunciation and intonation/modulation, register |



| <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 this unit of learning the successful learner can:  |
|--|---|
|  | 1.3 Review how accurately and fluently the meaning of the source language message was processed into the target language<br>1.4 Evaluate how well assignments were managed in terms of:<br>a) own conduct, style and interaction with users<br>b) the approach taken to dealing with cultural expectations<br>c) the appropriateness of simultaneous/whispered and/or consecutive mode<br>d) instances of communication breakdown, their causes, and whether the right action was taken to repair them<br>e) own compliance with the principles of professional practice and the relevant<br>f) registration body's code of conduct<br>1.5 Produce an accurate and justifiable analysis of the strengths and also areas for development as an interpreter<br>1.6 Identify ways in which own preparation for assignments could be Improved |
| 2. Plan and implement professional development   | 2.1 Use evaluation of own performance to plan how preparation for assignments and interpreting performance can be improved<br>2.2 Set development goals and priorities consistently with the evaluation of own performance<br>2.3 Identify and take relevant opportunities to develop own interpreting skills and knowledge<br>2.4 Set relevant criteria to evaluate own professional development programme   |



| <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 this unit of learning the successful learner can:   |
|--|--|
|  | 2.5 Regularly monitor and evaluate own professional development against the criteria set<br>2.6 Update and revise development plan in the light of progress made<br>2.7 Seek appropriate advice, if progress and achievements do not meet own expectations |



## Unit INT6D1      Develop your performance as a sign language interpreter

### Knowledge and skills

To evaluate your performance effectively, you need to make use of the knowledge components of Units A1, B1 and C1. You also must have knowledge of:

- 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.



## Unit INT6D1 - Assessment summary

### Learning outcome 1

- Minimum of four samples of evaluation which must contain evidence either on video or of live observation.
- Evaluation needs to relate to actual assignments (whether those assignments are real or simulated).
- Evidence of evaluation of two way interpreting.
- The use of interpreting theory should be included in evidence.
- One-to-one and in groups.
- At least one sample must be of one-way interpreting and two samples of two-way.

### Learning outcome 2

- Written development plan covering at least a six-month period.



# UNIT SUMMARY

## Unit INT6E1 Support Sign Language Interpreting through sight translations of routine written documents (Optional)

(QCF Accreditation Number L/602/0491)

### Unit aim

The learner will be able to demonstrate their ability to produce at sight translations of written documents into signed language.

This unit is recommended for people who have excellent language skills in two or more languages and who would like either to develop or accredit the skills need 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 of this unit of learning, the successful learner can:   |
| 1. Within the context of an interpreting assignment, produce translations of written documents at sight into sign language | 1.1 Assess own ability to provide a sight translation of the document<br>1.2 Determine own ability to prepare a sight translation within a reasonable time (typically within twenty minutes) |



| <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:  |
|---|---|
|   | 1.3 Suggest an alternative solution 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<br>1.4 Make effective use of reference materials to check on unfamiliar vocabulary<br>1.5 Give an accurate sight translation of the contents of the document<br>1.6 Translate at sight factual information as well as concepts and opinions<br>1.7 Reflect the language, register and tone used in the document<br>1.8 Paraphrase the meaning of complex terms and phrases, if you do not know the direct equivalent in the target language<br>1.9 If necessary, check and clarify any uncertainty of meaning with the user to whom the document belongs |



## Unit INT6E1 Support sign language interpreting through sight translations of routine written documents

### Knowledge and skills

To produce effective sight translations, you must have knowledge of:

- K1** The process of providing a sight translation from written text.
- K2** The languages in which you interpret, with the ability to function at Level 7 for your first language; and Level 6 for your other language(s). (See the CILT website for the reading and speaking (production) units of the National Language Standards 2005 for performance and knowledge requirements.)
- K3** 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 a document at sight.
- K4** Register (frozen, formal, informal, colloquial and intimate); the transfer of register from one language into another; and from written into spoken or signed language.
- K5** Techniques to assess the requirements for sight translations and the clients' and users' needs.
- K6** Contract negotiation and agreement to carry out sight translations, including time scales, payment, professional indemnity as well as third party insurance.
- K7** The domain(s) in which you interpret and translate at sight.
- K8** The use of reference materials, such as dictionaries and glossaries stored in hard copy or electronic format.
- K9** Alternatives to immediate sight translation, for example professional translation services.



## Unit INT6E1 – Assessment Summary

|   |   |
|---|---|
| <ul style="list-style-type: none"><li>• Minimum of three samples of evidence.</li><li>• The written document should be between 180 – 250 words in length and contain complex language appropriate to this level.</li><li>• Must be evidence to show recipient has understood the translation.</li></ul> | <p>The evidence submitted for this unit <b>must</b> be produced in support of interpreting. An example of this might be an occasion when you are interpreting at an interview or meeting, where a Deaf person needs help to complete a form, and a guidance leaflet is available, which the interpreter needs to sight translate as part of the assignment.</p> <p>The Deaf person should be asked to provide an appropriate document to use for the sight translation.</p> |
|---|---|



# UNIT SUMMARY

## Unit INT6G Work with other Sign Language Interpreters (Optional)

(QCF Accreditation Number: R/602/0492)

### Unit aim

The learner will demonstrate their ability to work with other interpreters, working as part of a team with other interpreters, supporting other interpreters and evaluating effectiveness of team work.

This unit is recommended for people who have excellent language skills in two or more languages and who would like either to develop or accredit the skills need 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 of this unit of learning, the successful learner can:  |
| 1 Plan for interpreting assignments as part of a team of interpreters | 1.1 Clarify own role and that of colleagues<br>1.2 Negotiate how self and colleague(s) will cover the assignment, the working order and any breaks<br>1.3 Check that the work is allocated in the most effective way, making the most of own skills and those of colleagues |



| <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:   |
|---|--|
|   | 1.4 Negotiate with colleagues how any necessary preparation and research will be carried out<br>1.5 Agree appropriate alternative ways of organising work, if arrangements for an assignment are changed   |
| 2 Deliver interpreting services as part of a team of interpreters                             | 2.1 Organise own activities effectively<br>2.2 Be an effective member of the team of interpreters<br>2.3 Make efficient use of resources<br>2.4 Inform the appropriate colleagues promptly of any difficulties in meeting responsibilities<br>2.5 Make appropriate suggestions to improve the effectiveness of the interpreting team<br>2.6 Behave throughout the assignments consistently with the professional code of conduct |



## Unit INT6G      Work with other sign language interpreters

### Knowledge and understanding

#### Plan for interpreting assignments and as part of a team of interpreters

To work with other interpreters effectively, you must have knowledge of:

- K1** How to communicate constructively within a team.
- K2** How to make constructive suggestions to improve the effectiveness of the team.
- K3** Techniques and accepted conventions of working as part of a team of interpreters.
- K4** How to set out and agree joint work objectives, performance measures and criteria to judge effectiveness.
- K5** The principles of professional practice for interpreters.

#### Deliver interpreting services as part of a team of interpreters

To work with other interpreters effectively, you must have knowledge of:

- K1** How to communicate constructively within a team.
- K2** How to make constructive suggestions to improve the effectiveness of the team.
- K3** Techniques and accepted conventions of working as part of a team of interpreters.
- K4** The teams work objectives and related performance measures and success criteria.
- K5** The principles of professional practice for interpreters.



## Unit INT6G – Assessment Summary

- Minimum of four examples of co-working, with at least two samples relating to Learning Outcome 1 and two relating to Learning Outcome 2 The evidence for Learning outcome 2 must be on video or by live observation.
- Relating to Learning Outcome 2 video evidence of evaluating performance of self, individuals and team



# ASSESSMENT SPECIFICATION

| Requirements   | Notes   | References |
|--|---|------------|
| <p>1. Portfolio of evidence must cover:</p> <ul style="list-style-type: none"> <li>• all assessment criteria;</li> <li>• all learning outcomes;</li> <li>• all knowledge.</li> </ul> | <p>Assessment summary requirements for each unit must be met.</p>   |            |
| <p>2. Generating evidence:</p> <ul style="list-style-type: none"> <li>• Workplace activity.</li> <li>• Classroom activity.</li> <li>• Simulation.</li> </ul>                         | <p>The best possible form of evidence is that carried out by interpreters in the workplace. Evidence could be generated through observation of candidate interpreting, or by you providing written or recorded evidence. However, for a variety of reasons it may prove impossible to gather all the evidence in this way, and so <b>simulated assignments</b> are acceptable. In cases where collection of evidence in the workplace is not possible for the reasons given above, Signature will allow simulation of assignments, provided that they mirror the potential or actual workplace environment. In the case of interpreting this means that at least two people who do not speak or sign the same language are engaged in meaningful communication through the means of interpreting.</p> |            |



| Requirements  | Notes | References   |
|---|-------|--|
| <p>3. How much evidence:</p> <p>You must provide evidence of your work in <i>at least 2 of the following domains</i>:</p> <ul style="list-style-type: none"> <li>• Business and the world of work.</li> <li>• Education.</li> <li>• Health.</li> <li>• Local government.</li> </ul> <p>Some NVQ candidates (e.g. community interpreters who only work in one domain) will need guidance on how to satisfy this requirement. It could be met by making use of the networks available via other candidates, who may be able to provide evidence collection opportunities in another domain, or by arranging simulations. Educational interpreters are usually able to satisfy the requirements by interpreting for staff meetings ('business and the world of work') as well as in the class/lecture room.</p> <ul style="list-style-type: none"> <li>• Minimum specified in assessment summary requirements of each unit.</li> <li>• Can include cross referenced evidence to various learning outcomes and units throughout the qualification.</li> </ul> |       | <p><b>Mandatory units:</b></p> <p>Unit INT6A1<br/> Unit INT6B1.<br/> Unit INT6C1<br/> Unit INT6D1</p> <p><b>Optional Units</b> (one of two):</p> <p>Unit INT6E1.<br/> Unit INT6G</p> |



| Requirements   | Notes  | References   |
|--|--|--|
| <p>4. How to conduct assessment:</p> <ul style="list-style-type: none"> <li>• Plan. ←</li> <li>• Prepare.</li> <li>• Carry out, make judgement and record.</li> <li>• Give feedback, review and update plan.</li> </ul>  | <p>During the initial assessment planning interview, you and your assessor should try to identify as many opportunities for collecting naturally occurring evidence as possible. If this proves impractical, then the assessor needs to record the reasons why this cannot be done.</p>  | <p>Record on assessment plan.</p> <p>Record on CAR forms.</p> <p>Record on video log.</p> <p>Record on feedback sheet.</p> |
| <p>5. Principles of portfolio based assessment:</p> <ul style="list-style-type: none"> <li>• Cross referencing evidence.</li> <li>• Your performance must be sustained – must meet the criteria on more than one occasion over the time/samples specified.</li> <li>• More than one attempt can be made by you.</li> </ul> | <p>One piece of evidence can be used across one or more units and learning outcomes (<b>see 3 above</b>).</p> <ul style="list-style-type: none"> <li>• There will be either a minimum number of samples of evidence stated for each unit and/or minimum times stated for each unit.</li> <li>• Following feedback and a review of assessment plan, you can submit further, improved evidence to support claim for competence.</li> </ul> | <p>Assessment plan.</p> <p>CAR forms.</p> <p>Feedback sheet.</p> <p>Assessment plan.</p>                                   |

### Further guidance

Further guidance for assessors of Signature Level 6 NVQ Diploma in Sign Language Interpreting (QCF) is available in Signature’s 2010 ‘NVQ Handbook’ on our website ([www.signature.org.uk](http://www.signature.org.uk)).



# APPENDIX

## Additional Information and Guidance from CILT – The National Centre for Languages (Standards-setting Body)

### Introduction

CILT, the National Centre for Languages, is the government's centre of expertise and the UK standards setting body for languages. CILT works with employers, language service providers, stakeholders and the Skills for Business Network to build a greater national capability in languages and intercultural skills.

The National Occupational Standards in Interpreting set out what individuals need to do, and the knowledge and skills they need, to be competent professional interpreters. The standards have been designed by and for the interpreting industry, to promote understanding of what constitutes professional and advanced levels of interpreting performance, in a range of contexts. They were approved by the UK Co-ordinating Group in March 2006.

To find out more about UK National Occupational Standards, and to download approved standards, go to [www.ukstandards.org.uk](http://www.ukstandards.org.uk).

BLIS Professionals is CILT's quality-assured database of language service professionals (interpreters, translators, language and cultural trainers). It can be accessed, free of charge, at [www.blis.org.uk/professionals](http://www.blis.org.uk/professionals).

For information about a career as a professional interpreter, go to CILT's careers website, [www.languageswork.org.uk](http://www.languageswork.org.uk). Also see the section on Entry to the Profession.



## National Occupational Standards

National Occupational Standards (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 15 units, which describe core aspects of interpreting performance as well as relevant support activities.

The standards can be used to:

- describe good practice in particular areas of professional activity
- inform job descriptions and person specifications
- design training courses and continuous professional development
- assess the skills of those training for a particular area of work
- assess or review the skills of those who are qualified, e.g. for recruitment or appraisal purposes
- offer a framework for quality assurance.

NOS are also used by awarding bodies as the basis for National Vocational Qualifications (NVQs), Scottish Vocational Qualifications (SVQs) and a range of other vocationally related qualifications.

The Qualifications section shows how units from the NOS in Interpreting are packaged together to form NVQs and how these fit into qualifications frameworks across the UK.

## Unit Structure

The **Learning outcomes** describe what an interpreter has to do to demonstrate competence in this activity. The **Assessment criteria** section sets out the detailed technical and professional knowledge, understanding and abilities required to meet these outcomes. The knowledge and understanding sets out detailed technical and professional knowledge and understanding and abilities to meet these outcomes.

- **Additional information**

The NOS are the 'technical specification' for interpreting, but many of those whom we consulted felt it would be useful for the standards to include a clear definition of interpreting and the role of the interpreter. This is included in the introduction.



The Principles of Professional Practice were developed to address concerns that the 2001 Standards did not give enough information about certain key aspects of professional conduct.

The glossary has also been expanded to give more guidance on technical terms found within the standards.

- **Description of language competence**

Units from the National Language Standards were 'imported' into the 2001 Interpreting Standards to reflect the fact that professional interpreting requires high levels of language competence. This meant that candidates being assessed for the Interpreting NVQ also had to provide a portfolio of evidence to meet the requirements of the language units.

To make the qualification more accessible to those who have acquired their language skills via non-NVQ routes, the language units have been removed. The levels of language competence required, however, have not changed.

## Qualifications

### Entry to the profession

Those considering a career as a professional interpreter should consult the Languages Work website, at [www.languageswork.org.uk](http://www.languageswork.org.uk). This gives information and advice about different types of interpreting, as well as case studies of those who are working in the profession.

The Languages Work website also contains links to the professional bodies' websites, where you can find further information and guidance.

You should note that new entrants to the profession should be qualified at least to these minimum levels:

- National/Scottish Vocational Qualifications Level 4
- National Qualifications Framework (for England, Wales and Northern Ireland) Level 6
- Scottish Credit and Qualifications Framework Level 10.



## National Vocational Qualification structure

The following qualification structure was developed as part of the 2005-6 review of the Interpreting Standards.

To be awarded a Level 6 Diploma National Vocational Qualification in Sign Language Interpreting candidates must achieve a combination of mandatory and optional units.

| Level 6 NVQ Diploma in Sign Language Interpreting                        |  |
|--|--|
| Candidates must achieve <i>all four</i> mandatory units:                 |  |
| <b>Mandatory units</b>   |  |
| INT6A1   | Prepare for sign language interpreting assignments   |
| INT6B1   | Interpret one-way as a professional sign language interpreter                              |
| INT6C1   | Interpret two-way as a professional sign language interpreter                              |
| INT6D1   | Develop your performance as a sign language interpreter                                    |
| Candidates must also achieve <i>one</i> of the following optional units: |  |
| <b>Optional units</b>  |  |
| INT6E1   | Support sign language interpreting through sight translations of routine written documents |
| INT6G  | Work with other sign language interpreters   |

## Assessment Strategy

This is the assessment strategy for NVQs based on the National Occupational Standards in Interpreting. It has been devised by CILT, the National Centre for Languages, as the UK standards setting body for languages, in consultation with employers, practitioners and awarding bodies. The strategy sets out a series of measures which are designed to ensure consistency in assessment. These are in line with the NVQ Code of Practice and SQA equivalent requirements.



## External quality control

To ensure consistent and appropriate quality control, please see Signature regulations for this qualification.

## Performance in the workplace

Naturally occurring work-based evidence is generally the best source of evidence for the assessment of NVQs. There are, however, special constraints on the assessment of competence in interpreting (see section on Simulation). The performance evidence for each unit indicates specifically when performance in the workplace is required and what other steps may be taken to collect evidence.

## Simulation

There is ample evidence from the field that there are occasions when it is impossible or inadvisable to assess candidates' competence through normal working practice. This applies in particular when:

- collecting real workplace evidence would intrude on confidentiality or privacy, for example:
  - interpreting to support a legal case on child protection
  - providing a written or sight translation of a letter dealing with immigration status
  - interpreting during a medical appointment for mental health reasons, or a police interview with a defendant
- arranging observation is difficult and/or expensive, for example while working on the client's premises, far away from the assessment base
- the candidate may experience an unreasonable delay in collecting evidence to prove his/her competence.

In cases where collection of evidence in the workplace is not possible for the reasons given above, CILT will allow simulation of assignments, provided that they mirror the potential or actual workplace environment. In the case of interpreting, this means that at least two people who do not speak or sign the same language are engaged in meaningful communication through the means of interpreting.



## Occupational expertise of assessors and verifiers

Assessors, internal verifiers and external verifiers must hold appropriate assessor/verifier qualifications, as currently required by the regulatory authorities. For England, Wales and Northern Ireland, where assessors and internal verifiers do not hold the appropriate qualifications, they must achieve the award within 18 months of appointment, also until they are qualified, decisions must be countersigned by a qualified assessor or verifier. In Scotland these requirements are covered by the regulatory body and awarding bodies will be required to abide by current legislation.

Additionally, awarding bodies must ensure that assessors/verifiers meet the following occupational expertise requirements.

### Assessors must have:

- language and interpreting skills of at least the level required to perform at the level of competence of the qualification
- up-to-date knowledge of the field of interpreting (at least three years' relevant experience in the industry within the last five years) and the domains in which they assess
- current and relevant experience of working as interpreters
- knowledge and understanding of competence-based qualifications
- in-depth knowledge of the Interpreting Standards
- ability to make objective and reliable judgements about candidate competence.

### Internal verifiers must have:

- sufficient expertise in language and interpreting to enable them to verify assessment decisions and give advice to assessors
- up-to-date knowledge of the field of interpreting (at least three years' relevant experience within the last seven years) and the domains in which they verify
- knowledge and understanding of competence-based qualifications
- in-depth knowledge of the Interpreting Standards.

### External verifiers must have:

- sufficient expertise in language and interpreting to enable them to verify assessment decisions and give advice to assessors, internal verifiers and centres on the quality and consistency of delivery



- up-to-date knowledge of the field of interpreting (at least five years' relevant experience gained over the last ten years) and the domains in which they verify
- knowledge and understanding of competence-based qualifications
- in-depth knowledge of the Interpreting Standards and the awarding body quality assurance procedures.

For further detail please see signature regulations.

## Definition of Interpreting and the Role of the Interpreter

Interpreting is the process where one spoken or signed language is transferred into another spoken or signed language.

The professional interpreter interprets between two languages in such a way that effective communication takes place between the participating language speakers/signers. The interpreter interprets one-way (e.g. from French into English during presentations and lectures) and/or two-way (e.g. during meetings, discussions and consultations). S/he interprets consecutively, i.e. in chunks, or simultaneously, i.e. at the same time as the language is spoken or signed. Most interpreters are bilingual and interpret between two languages but some conference interpreters interpret one-way from two or more languages into their first language.

The 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 sight or written translation of written documents, such as correspondence or a medical case study.

The professional interpreter is impartial. While s/he promotes effective communication and clarifies language and cultural misunderstandings where appropriate, s/he does not act as an advocate for clients. The 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.



## Principles of Professional Practice

There are references to the principles of professional practice throughout the National Occupational Standards in Interpreting. The text below distils the common essentials of the principles of professional practice, drawn from the codes of ethics of a range of professional and registration bodies.

You, the professional interpreter, must show that you adhere to the following principles of professional practice. This means that you:

- meet the standard of performance as described in the National Occupational Standards in Interpreting
- treat all information you receive in the course of your duties as confidential, unless required by law to disclose information
- are impartial, maintain integrity and professionalism, keeping a professional distance, even in challenging situations
- intervene only to clarify meaning or to manage situations, e.g. to prevent misunderstanding and incorrect cultural inference, or to ensure that participants do not all speak at once
- do not accept an assignment which is beyond your competence
- if appropriate, request a briefing session and sight of documents to be used in advance
- explain the principles of professional practice if unethical demands are made on you
- demonstrate a commitment to continuing professional development
- support colleague interpreters sensitively in the course of their duties
- disclose any information, including conflicts of interest, which may be relevant to or make you unsuitable for an assignment
- respect the ethics and the working practices of other professions
- do not discriminate against parties on any grounds
- do not bring the profession into disrepute.



## National Occupational Standards in Interpreting

### Sight translation and draft written translation units (E1, E2, F1, F2)

#### Explanatory note from CILT, the National Centre for Languages

The sight translation and draft written translation units cover what are referred to as ‘support’ functions within the National Occupational Standards in Interpreting. Interpreters (especially in a public service context) are from time to time required to perform these activities to support their core function, which is to interpret.

Sight translation is the production of an oral/signed version of a written document. Draft written translation is the production of a written translation of a written document. It is a working document used to assist an interpreting assignment; it is not a polished, professionally produced translation.

Public service interpreters working between spoken languages routinely interpret two ways and, therefore, can be expected to produce sight or draft written translations from and into either language. This involves use of listening, speaking, reading and writing skills in both languages. BSL/English interpreters work between two languages, of which only one has a written form. For BSL/English interpreters, therefore, ‘sight translation’ refers to the production of a signed version of a document written in English. As BSL has no written form, the units covering draft written translation cannot apply.

Some have expressed the view that recorded BSL should be regarded as ‘text’ for the purposes of these units. There is evidence that there are some people who regularly work between BSL (recorded or otherwise) and written forms of English, in both directions. These functions and skills are not fully described in any set of National Occupational Standards nor, as yet, in the spectrum of qualifications offered. There is no doubt that both CILT (the Standards Setting Body) and Signature (the main awarding body for BSL qualifications) recognise that this represents a gap.

To treat recorded BSL as equivalent to written text simply in order to make these units applicable, however, is problematic in several ways.



1. In the recent review of the National Language Standards, BSL reception and production were regarded as equivalents to listening and speaking; to our knowledge this has never proved contentious nor has anyone suggested that any form of BSL production should be regarded as equivalent to writing. Logically, therefore, recorded BSL is equivalent to recorded speech.
2. One argument put forward is that draft written translation units should be applied to BSL so that clients who wish to do so may keep a record of the translation. There is no evidence, however, that this would involve different skills on the part of the interpreter, as compared to those required in the sight translation unit. Moreover, there is reason (ethics, confidentiality and equipment permitting, of course) for a client *not* to take away a record of a 'sight translation' into BSL.
3. Treating recorded BSL as exactly equivalent to written text for the purposes of E1 and E2 would mean that interpreters would have to produce 'sight translations' of recorded BSL into spoken English. This, however, is interpreting.

It was agreed early in the review of the Interpreting Standards that interpreters should not have to achieve different units to reflect use of different media (e.g. telephones or videophones) as this these were matters of medium rather than interpreting skill; and that any such requirement would duplicate the demands of the qualification.

4. Some feel that 'written translation' in the NOSI should read 'written or signed translation' to indicate that the BSL translation is a polished translation in a 'permanent format'. As already noted, however, units F1 and F2 deal with production of working documents, not polished, professional translation.

CILT is very keen to support the development and recognition of skills in languages and in working at professional levels between languages. We have taken into account all the feedback offered during the Interpreting Standards review and have done our best to accommodate the job roles and skills identified in the research. There are fundamental problems, however, in simply attaching the terms 'interpreting' or 'translation' to functions which, though they share similarities, are not the same.

The National Occupational Standards in Interpreting (and the soon to be reviewed Standards in Translation) have been designed to be applicable to professionals working between any



languages – in the case of interpreting, in the contexts of public service, business and conference interpreting. They must provide a robust benchmark for a broad and potentially fragmented field. The revised NOSI have been created in close consultation with practitioners and experts from the range of professional interpreting contexts in order to meet this need.

We are happy to collaborate with Signature in identifying ways of recognising transfer skills which are not fully recognised within the NOSI and would welcome this development.



# GLOSSARY

|                                 |   |
|---------------------------------|---|
| <b>BSL</b>                      | British Sign Language.  |
| <b>BSL/English interpreter</b>  | An interpreter who interprets between BSL and English.  |
| <b>Chunk</b>                    | A 'chunk' of language is a sequence of speech or signed language which forms a unit. A chunk can vary from a few sentences to a sequence of up to five minutes.   |
| <b>Client</b>                   | The person or organisation which hires an interpreter. This may be, but does not have to be, the same person as the user. See also 'user'.  |
| <b>Code of conduct</b>          | <p>You will find in the standards references to code(s) of conduct for interpreters. These are established by professional/ registration bodies and may be referred to by other names such as Ethical Principles. For a copy of current codes of conduct, please contact the relevant organisations directly.</p> <ul style="list-style-type: none"> <li>– For conference interpreting, contact AIIC (<a href="http://www.aiic.net">www.aiic.net</a>).</li> <li>– For spoken language interpreting, contact the Chartered Institute of Linguists (<a href="http://www.iol.org.uk">www.iol.org.uk</a>); the Institute of Translation and Interpreting (<a href="http://www.itl.org.uk">www.itl.org.uk</a>); the National Register of Public Service Interpreters (<a href="http://www.nrpsi.co.uk">www.nrpsi.co.uk</a>), which is a wholly owned not-for-profit subsidiary of the Chartered Institute of Linguists; and/or the Association of Police and Court Interpreters (<a href="http://www.apcinet.co.uk">www.apcinet.co.uk</a>).</li> <li>– For British Sign Language/English interpreting, contact Signature (<a href="http://www.signature.org.uk">www.signature.org.uk</a>), the Association of Sign Language Interpreters (<a href="http://www.asli.org.uk">www.asli.org.uk</a>) and/or the Scottish Association of Sign Language Interpreters (<a href="http://www.sasli.org.uk">www.sasli.org.uk</a>).</li> </ul> |
| <b>Consecutive interpreting</b> | The speaker/signer does not speak all the time but delivers the material in chunks, stopping at regular intervals. Once a unit of information is complete, the interpreter provides an interpretation of what the speaker/signer has just said/signed.  |



|   |   |
|---|---|
| <p><b>Documents which need a sight or written translation</b></p> | <p>It can be quite common to find that users bring written documents which either need a sight or draft written translation. Here are some examples of the most common types:</p> <ul style="list-style-type: none"> <li>– Leaflets explaining health precautions or medical advice.</li> <li>– Leaflets giving information about rights, entitlements and/or responsibilities.</li> <li>– Business, medical or legal letters.</li> <li>– Personal status certificates, such as certificates of foreign qualifications or documents to prove identity.</li> </ul> |
| <p><b>Domain</b></p>  | <p>The field or area of work in which you interpret, e.g. law, health, local government or business. It normally takes time and effort to acquire in-depth domain knowledge.</p>  |
| <p><b>Draft written translation</b></p>                           | <p>The production of a draft written translation of a written document. A draft written translation may be required within the context of an interpreting assignment when one of the users produces a document, the content of which needs to be translated.</p> <p>Draft written translations are working documents which are used to assist an interpreting assignment. They are not intended for publication. A draft written translation produced to support interpreting is not the equivalent to the standard of a professionally produced translation.</p> |
| <p><b>Interpreting one-way</b></p>                                | <p>A situation where a person gives a sustained presentation in the source language. You interpret the presentation in the target language. There is no two-way exchange. Some interpreters (e.g. conference interpreters) interpret one-way from several languages into the target language.</p>   |
| <p><b>Interpreting two-way</b></p>                                | <p>A situation where people who speak and/or sign in different languages communicate with each other during meetings, consultations or discussions. You interpret from and into both languages.</p>   |
| <p><b>Mode</b></p>  | <p>There are two modes of interpreting: consecutive and simultaneous/whispered. Definitions of these terms are found elsewhere in the glossary.</p>   |
| <p><b>Modulation</b></p>  | <p>The interpreting standards refer to pronunciation and intonation/modulation. Please note that modulation applies to sign language; and pronunciation and intonation to spoken language.</p>  |



|  |  |
|--|--|
| <b>Paraphrase</b>                              | To paraphrase means to restate in another form or in other words.  |
| <b>Presentation</b>                            | This term is used to describe a monologue which is expressed in one language and which needs to be interpreted into the other language. This could be, for example, a presentation during a meeting; a college lecture; or a witness statement made at the police station describing what happened during a robbery.   |
| <b>Principles of professional practice</b>     | The principles of professional practice summarise the common essentials of good practice in interpreting. They are distilled from the codes of good practice from professional/registration bodies such as AIIIC, NRCPD, ITI, NRPSI and SASLI.   |
| <b>Pronunciation and intonation/modulation</b> | The interpreting standards refer to pronunciation and intonation/modulation. Please note that pronunciation and intonation apply to spoken languages and modulation to sign language.  |
| <b>Register</b>                                | <p>The term 'register' is used to describe the degree of formality in language use. Register is divided into five categories:</p> <ul style="list-style-type: none"> <li>– Frozen, e.g. the Lord's prayer, the wedding ceremony or the police caution.</li> <li>– Formal, e.g. court sessions, local authority meetings, a lecture on English literature and any documentation used for these.</li> <li>– Informal, e.g. small meetings and letters or emails between colleagues who know each other well.</li> <li>– Colloquial, e.g. friends chatting at a party, colleagues gossiping about their boss or dashing off a quick message to each other.</li> <li>– Intimate, e.g. a husband and wife, or parents and children talking to each other.</li> </ul> <p>Register is of particular relevance to interpreters when there is a mismatch between the registers used by the people participating in the communication exchange. This is quite a common occurrence, for example, in meetings between a lawyer and the client; a policeman and the suspect; or a doctor and the patient.</p> |



|                                  |  |
|----------------------------------|--|
| <b>Sight translation</b>         | The production of an oral/signed version of a written document. Sight translation may be required within the context of an interpreting assignment when one of the users produces a document, the content of which needs to be translated at sight.  |
| <b>Simultaneous interpreting</b> | <p>The interpreter provides an instant, contemporaneous interpretation of spoken or signed language.</p> <p>In the case of spoken languages, the interpreter typically sits in a soundproof booth or at the back of the room and gives a simultaneous interpretation at the same time as the speaker is delivering. The listener receives the interpretation through headphones.</p> <p>In the case of BSL/English interpreting, the interpreter stands at the front of the room and interprets by signing or speaking at the same time as the speaker/signer is delivering.</p> |
| <b>User(s)</b>                   | The person(s) who participate(s) in a meeting or presentation which is being interpreted.  |
| <b>Whispered interpreting</b>    | Whispered interpreting is similar to simultaneous interpreting in that the interpreter provides an instant, contemporaneous interpretation of spoken or signed material. However, whispered interpreting does not involve electronic means or technical equipment. Instead the interpreter sits alongside the language user and whispers the interpretation at the same time as the source language user speaks or signs.  |
| <b>World of work</b>             | Any business done or meetings held in the work context, e.g. job interviews and performance reviews, meetings between managers and staff to discuss work plans, or a presentation to managers on performance and achievement of targets.   |
| <b>You</b>                       | In the standards 'you' refers to the interpreter.  |

