

Signature

# Qualification Specification

Level 6 NVQ Diploma in Sign Language  
Interpreting

501/0076/2

Sept 2019 – Aug 2020

# QUALIFICATION SPECIFICATION

Signature Level 6 NVQ Diploma in Sign Language Interpreting (RQF)

(RQF Accreditation Number: 501/0076/2)

(Signature Qualification Reference: INT6)

## Qualification aim

The aim of Signature Level 6 NVQ Diploma in Sign Language Interpreting is to provide those who are working or training as interpreters with the underpinning knowledge, understanding and skills in order to effectively fulfil the role.

This qualification uses the National Occupational Standards in Interpreting (CILT, 2006), which define competent performance in interpreting.

It has been assumed for the purposes of this specification that candidates for assessment will have language competence as set down by CfA, the UK standards setting organisation for languages, before embarking on this programme.

This qualification is available in several language combinations either signed language <-> signed language, or signed language <-> spoken language.

To achieve the qualification, candidates must show evidence of the required language competences by using the same two languages to complete each unit in their portfolio.

## Qualification objectives

**At the end of the qualification candidates 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**
- **be fully aware of the role of the professional interpreter and the principles of professional practice**
- **evaluate and reflect on performance**
- **promote personal and professional development.**

## Essential requirements

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

- the equivalent of Level 6 in their first language. At Level 6, 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.

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

\*The Certificate of Proficiency in English is an internationally recognised qualification, which will enable a candidate to bring their English language up to Level 6 standard.

## 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	RQF 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 20 credits
Mandatory	INT6B1	L/602/0488	Interpret one-way as a professional sign language interpreter	200 hours	100 hours	300 hours 30 credits
Mandatory	INT6C1	R/602/0489	Interpret two-way as a professional sign language interpreter	200 hours	100 hours	300 hours 30 credits
Mandatory	INT6D1	J/602/0490	Develop your performance as a sign language interpreter	160 hours	80 hours	240 hours 24 credits
Optional	INT6E1	L/602/0491	Support sign language interpreting through sight translations of routine written documents	160 hours	80 hours	240 hours 24 credits
Optional	INT6G1	R/602/0492	Work with other sign language interpreters	160 hours	80 hours	240 hours 24 credits

## Total Qualification Time

Guided learning hours (GLH)	Additional study hours	Total Qualification Time	Credit value at Level 6
850	430	1280	128 Credits at Level 6

## Evidence of achievement

Candidates could demonstrate achievement through assessment tasks which should be work based wherever possible.

Evidence may include any or all of the following:

- observation reports
- oral/written questions and answers
- worksheets/workbooks
- witness statement
- recorded evidence (video)
- case studies/assignments
- other suitable supplementary evidence.

The most appropriate evidence for the unit should be used. This is not an exhaustive list and other evidence is acceptable.

Evidence should be varied, the learner's own work and naturally generated from the activities undertaken on the course.

It must clearly demonstrate how the learner has met the assessment criteria for the unit.

The assessor may arrange a professional discussion with the candidate to cover minor gaps in assessment criteria, to complete candidate's claim to competence.

## Progression routes

On successful completion of the Signature Level 6 NVQ Diploma in Sign Language Interpreting candidates can apply to become NRCPD Registered Sign Language

Interpreters. For further information about registration requirements please visit the NRCPD website ([www.nrcpd.org.uk](http://www.nrcpd.org.uk)).

## **Centre resources**

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

**For further guidance please refer to the section “Occupational expertise of assessors and verifiers” in the Appendix.**

# 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> By the end of this unit of learning, the successful learner will:	<b>Assessment criteria</b> 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 1.2 Identify the level of language and interpreting skills required 1.3 Determine the mode of interpreting to be used: consecutive or simultaneous/whispered 1.4 Request a briefing session and sight of documents to be used in advance of the assignment 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 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 2.2 Agree contract details, including location, equipment, timescales, insurance and payment 2.3 Explain the principles of professional practice if unethical demands are made

**Unit INT6A1 - Prepare for Sign Language Interpreting Assignments  
(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.



# UNIT SPECIFICATION

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

(RQF accreditation Number L/602/0488)

### Unit aims

The candidate 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 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
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:

<p>1. Carry out one-way interpreting assignments to a professional standard</p>	<p>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</p> <p>1.2 Reflect the source language user's: register, attitude and tone as expressed through verbal and non-verbal communication</p> <p>1.3 Reflect the source language user's role and relationship with the target language user(s)</p> <p>1.4 Interpret consecutively and/or simultaneously/whispered</p> <p>1.5 Interpret factual information, concepts and opinions</p> <p>1.6 Handle standard varieties of language and common regional dialects</p> <p>1.7 Paraphrase the meaning of complex terms phrases, if the direct equivalent in the target language is not known</p> <p>1.8 Support effective communication throughout the assignment and take action if communication breaks down</p> <p>1.9 Explain the interpreter's role on arrival, if necessary</p> <p>1.10 Take notes during consecutive interpreting, where required</p> <p>1.11 Use conduct consistent with the principles of professional practice and the relevant professional or registration body's code of conduct</p>
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2. Use technology appropriately for an interpreting assignment	2.1 Use technology effectively and safely, such as microphone, video link and telephone 2.2 Adjust own style of communication to the medium and technology used
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## Unit INT6B1 - Interpret one-way as a Professional Sign Language

### Interpreter (Mandatory)

# ASSESSMENT SPECIFICATION

Requirements	Guidance
1. Evidence should total at least 90 minutes of interpreting.	
2. Evidence should demonstrate the interpreter's full command of both languages.	The ability to pick up the speaker's tone, emphasis, pace and therefore attitude, in order to convey meaning to BSL users, and vice versa.
3. In one-to-one and groups situations.	
4. There should be at least three samples to show interpreting from first to second language and at least three samples from second to first language.  Samples to include evidence of simultaneous* and consecutive interpreting into both first and second languages.	<p>An example of a one-way consecutive assignment:</p> <p>A deaf person is shadowing a colleague from a different department. The deaf person has no knowledge of how the department operates. The terminology used by the department is also new to the interpreter. To ensure they have an understanding of the information, the interpreter asks the staff member to provide the information in chunks so that they can work consecutively throughout the assignment.</p> <p>*It is understood that consecutive interpreting may be the considered mode of interpreting for candidates working from sign language to sign language.</p> <p>In such cases simultaneous interpreting will still need to be evidenced at least once into both the first and second languages.</p>

<p>5. All samples will be at least ten minutes in length.</p>	<p>Consecutive interpreting can be cross referenced with INT6C1. Evidence will need to be sustained and on the same topic.</p> <p>Example:</p> <p>BSL&gt;English&gt;BSL: A candidate interprets a BSL user 'dictating' a letter in chunks and voices it for a third party to type up in English (one-way). The completed letter is then read back (in chunks) by the third party for the candidate to sign for the BSL user to verify (two-way).</p>
<p>6. Use of technology, e.g. microphone, video link and telephone.</p>	<p>Candidates are able to cross reference evidence with INT6C1.</p> <p>Interpreters should know how to switch on a hand-held or lapel microphone, and be aware of the effect that interpreting via videophone or telephone has on the interpreting process. Interpreters should also know when it is inappropriate to become involved in technical matters. Examples:</p> <ul style="list-style-type: none"> <li>• Use of Powerpoint – may have the potential to hinder effective interpretation and preparation, e.g. the interpreter asks the speaker to pause before commenting on a slide that needs to be read by the audience, or clarifies if the speaker is pointing or referring to a slide.</li> <li>• Use of a video relay service (deaf person has a webcab or videophone). If video link lasts over 30 minutes for health and safety reasons interpreter would need a break.</li> <li>• Telephone – using a speaker phone or headsets when interpreting. Automated phone system can create potential difficulties in the interpreting process.</li> </ul>

## Knowledge and understanding

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

- K1** The process of interpreting from one language into another.
- K2** 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. (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.

# 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	1.7	1.8	1.9	1.10	1.11	2.1	2.2

\*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.

# UNIT SPECIFICATION

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

(RQF Accreditation Number R/602/0489)

### Unit aims

The candidate 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 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
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 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 1.2 Reflect the flow of communication between the source and target language users 1.3 Reflect the language users': register, attitude

and tone as expressed through verbal and non-verbal communication

1.4 Reflect the language users' roles and relationships with each other

1.5 Interpret consecutively and/or simultaneously/whispered

1.6 Interpret factual information, concepts and opinions

1.7 Handle standard varieties of language and common regional dialects

1.8 Paraphrase the meaning of complex terms and phrases, if the direct equivalent in the target language is not known

1.9 Support effective communication throughout the assignment and take action if communication breaks down

1.10 Explain the interpreter's role on arrival, if necessary

1.11 Take notes during consecutive interpreting, where required

1.12 Use conduct consistent with the principles of professional practice and the relevant professional or registration body's code of conduct

<b>Learning outcomes</b> By the end of this unit of learning, the successful learner will:	<b>Assessment criteria</b> By the end of this unit of learning, the successful learner can:
2. Use technology appropriately for an interpreting assignment	2.1 Use technology effectively and safely, such as microphone, video link and telephone 2.2 Adjust communication to the medium and technology used



# ASSESSMENT SPECIFICATION

Requirements	Guidance
1. Evidence should total at least 60 minutes of interpreting and must include one mandatory observation lasting 20 minutes.	
2. Minimum of four samples.	
3. In one-to-one and groups situations.	
4. All samples will be at least ten minutes in length.	
5. Evidence of simultaneous and consecutive interpreting into both first and second languages should be shown.	<p>Consecutive interpreting can be cross referenced with INT6B1. Evidence will need to be sustained and on the same topic.</p> <p>Example:            BSL&gt;English&gt;BSL: A candidate interprets a BSL user 'dictating' a letter in chunks and voices it for a third party to type up in English (one-way). The completed letter is then read back (in chunks) by the third party for the candidate to sign for the BSL user to verify (two-way).</p>

6. Use of technology, e.g. microphone or videophone, for at least one sample.	Candidates are able to cross reference evidence with INT6B1. Candidates need to be able to demonstrate awareness of use of technology.  Please see guidance from INT6B1 Assessment Specification.
7. Evidence should demonstrate the interpreter's full command of both languages.	The ability to pick up the speaker's tone, emphasis, pace and therefore attitude, in order to convey meaning to BSL users, and vice versa.

## Knowledge and understanding

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

- K1** The process of interpreting from and into two languages.
- K2** 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. (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 – Interpret two-way as a Professional Sign Language Interpreter (Mandatory)

# 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	1.7	1.8	1.9	1.10	1.11	1.12	2.1	2.2	

\*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.

# 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

	<p>1.4 Evaluate how well assignments were managed in terms of:</p> <ul style="list-style-type: none"><li>a) own conduct, style and interaction with users</li><li>b) the approach taken to dealing with cultural expectations</li><li>c) the appropriateness of simultaneous/whispered and/or consecutive mode</li><li>d) instances of communication breakdown, their causes, and whether the right action was taken to repair them</li><li>e) own compliance with the principles of professional practice and the relevant registration body's code of conduct</li></ul> <p>1.5 Produce an accurate and justifiable analysis of the strengths and also areas for development as an interpreter</p> <p>1.6 Identify ways in which own preparation for assignments could be improved</p>
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<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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**Unit INT6D1 - Develop your Performance as a Sign Language Interpreter  
(Mandatory)**

# ASSESSMENT SPECIFICATION

Requirements	Guidance
<p>1. Minimum of four samples of evaluation which must contain evidence either on video or of live observation.</p>	<p>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.</p>
<p>2. Evaluation needs to relate to actual assignments (whether those assignments are real or simulated).</p>	
<p>3. The use of interpreting theory should be included in all evidence.</p>	<p>Guidance notes on interpreting theory from INT6A1 might be useful. Other methods such as Miscue and Discourse Analysis. This list is not exhaustive.</p>
<p>4. One-to-one and in groups.</p>	
<p>5. At least one sample must be of one-way interpreting and two samples of two-way.</p>	
<p>6. Evidence of first to second language and second to first language.</p>	



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.



# UNIT SPECIFICATION

## Unit INT6E1 - Support Sign Language Interpreting through Sight Translations of Routine Written Documents

(RQF Accreditation Number L/602/0491)

For the Level 6 NVQ Diploma in Sign Language Interpreting (501/0076/2) this unit is optional.  
For the Level 6 Diploma in Sign Language Translation (600/2941/9) this unit is mandatory.

### Unit aim

The candidate 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 languages and who would like to develop or accredit the skills needed to work as a professional interpreter/translator.

### 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. Produce translations of written documents at sight into sign language	1.1 Assess own ability to provide a sight translation of the document 1.2 Determine own ability to prepare a sight translation within a reasonable time (typically within twenty minutes)

<b>Learning outcomes</b> By the end of this unit of learning, the successful learner will:	<b>Assessment criteria</b> By the end of this unit of learning, the successful learner can:
	1.3 Suggest an alternative solution to the user(s) of interpreting service, if more preparation or research is needed than is feasible given the time available and/or the current context 1.4 Make effective use of reference materials to check on unfamiliar vocabulary 1.5 Give an accurate sight translation of the contents of the document 1.6 Translate at sight factual information as well as concepts and opinions 1.7 Reflect the language, register and tone used in the document 1.8 Paraphrase the meaning of complex terms and phrases, if you do not know the direct equivalent in target language 1.9 If necessary, check and clarify any uncertainty of meaning with the user to whom the document belongs

# ASSESSMENT SPECIFICATION

Requirements	Guidance
1. Minimum of three samples of evidence.	An example of sight translation might be an occasion when you are interpreting at an interview or meeting where a Deaf person needs help to complete a form, such as a guidance leaflet, and the interpreter needs to sight translate this as part of the assignment.
2. The written document should be between 180 – 250 words in length and contain complex language appropriate to this level.	<p>Please note that the materials should be of a Level 6 standard, e.g. for example, candidates should not sight translate a basic letter where the information is basic and not complex.</p> <p>Examples of evidence at Level 6 are: Leaflets, DLA questionnaires, local government letters, course evaluation forms, financial and healthcare letters This is not an exhaustive list and other examples can be found in the glossary.</p> <p>An explanation of complex language is provided in the glossary and an overview can be found in the UK Occupational Language Standards.</p>
3. There must be evidence to show the recipient has understood the translation.	<b>This could be a combination of head nods, relevant questions asked, seeking clarification from the interpreter with the recipient actively engaged in the translation.</b>

## Knowledge and understanding

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

- K1** The process of providing a sight translation from written text.
- K2** The languages in which you translate, with the ability to sign at Level 6 for the language into which you translate and at least Level 6 Reading for the language(s) out of which you translate (most likely to be English, see the UK Occupational Language Standards 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.

# 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	1.7	1.8	1.9	

\*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.



# UNIT SPECIFICATION

## Unit INT6G1 - Work with other Sign Language Interpreters (Optional)

(RQF Accreditation Number: R/602/0492)

### Unit aim

The candidate 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 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 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 1.2 Negotiate how self and colleague(s) will the assignment, the working order and any breaks 1.3 Check that the work is allocated in the most effective way, making the most of own skills and those of colleagues 1.4 Negotiate with colleagues how any necessary preparation and research will be carried out

<b>Learning outcomes</b>	<b>Assessment criteria</b>
By the end of this unit of learning, the successful learner will:	By the end of this unit of learning, the successful learner can:
	1.5 Agree appropriate alternative ways of 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 2.2 Be an effective member of the team of 2.3 Make efficient use of resources 2.4 Inform the appropriate colleagues promptly of any difficulties in meeting responsibilities 2.5 Make appropriate suggestions to improve the effectiveness of the interpreting team 2.6 Behave throughout the assignments consistently with the professional code of conduct

# ASSESSMENT SPECIFICATION

Requirements	Guidance
<p>Minimum of four samples of co-working:</p> <p>a) At least two samples relating to learning outcome 1.</p> <p>b) At least two samples relating to learning outcome 2. Evidence for learning outcome 2 must be on video or by live observation.</p>	<p>Evidence of co-working with one other interpreter is acceptable for this unit, but if possible evidence of working in a larger team should also be present.</p> <p>Co-worker can be either a Registered Sign Language Interpreter (RSLI) or Trainee Sign Language Interpreter.</p> <p>Evidence could include observation and professional discussions. Candidates may need to cover requirements through the use of 'what if' questions and written evidence, such as:</p> <ul style="list-style-type: none"> <li>• notes, correspondence, copies of emails with co-worker</li> <li>• feedback from the assessor</li> <li>• self analysis and recommendations on how to improve performance</li> <li>• a signature and statement by the co-worker to verify that the interpreter interpreted at the assignment, for the time specified.</li> </ul>

## ***Knowledge and understanding***

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

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

- 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 INT6G1 – Work with other Sign Language Interpreters (Optional)

# 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	2.1	2.2	2.3	2.4	2.5	2.6

\*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: .....

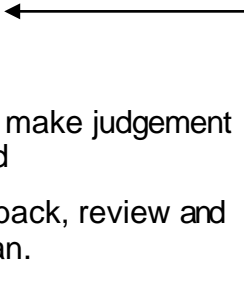
IV signature & date if sampled from this unit.....

Confirmed by initials and date at end of respective line.

# ASSESSMENT REQUIREMENTS

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> </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.</p> <p>Evidence could be generated through observation of candidate interpreting, or by you providing written or recorded evidence.</p> <p>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.</p> <p>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.</p> <p>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 two 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.</p> <p>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>Units:</b></p> <p>Units can be taken in any order.</p> <p>It is recommended that this is taken into consideration where evidence is used across one or more unit.</p>	<p><b>Mandatory units:</b></p> <p>Unit INT6A1</p> <p>Unit INT6B1</p> <p>Unit INT6C1</p> <p>Unit INT6D1</p> <p><b>Optional Units</b> (one of two):</p> <p>Unit INT6E1</p> <p>Unit INT6G1</p>

Requirements	Notes	References
<p>4. Language combinations</p> <ul style="list-style-type: none"> <li>The qualification is no longer limited to BSL and English This qualification is available in several language combinations either signed language &lt;-&gt; signed language, or sign language &lt;-&gt; spoken language</li> <li>Candidates must use the same two languages to complete each unit, i.e. if English and BSL are the chosen languages the candidate can not change, for example, to BSL and ISL for another unit.</li> </ul>	<p>Candidates need to demonstrate competence in both languages.</p> <p>The two languages in which the candidate intends to complete the qualification must be recorded in the initial assessment plan.</p>	
<p>5. 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.</p> <p>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>



Requirements	Notes	References
<p>6. Principles of portfolio based assessment:</p> <ul style="list-style-type: none"> <li>• Cross referencing evidence</li> <li>• Your assessment criteria must be sustained – must meet the criteria 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 (see 3 above).</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 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 (RQF) is available in the resource pack for this qualification on our website ([www.signature.org.uk](http://www.signature.org.uk)).

# APPENDIX

## Additional information and guidance from CfA (standards-setting body)\*\*

**\*\* Following the merger of CILT, the National Centre for Languages and the education charity CfBT Education Trust with effect from 7 April 2011, CfA has taken over the responsibility for National Occupational Standards and vocational qualifications in languages and intercultural skills.**

### Introduction

CfA is the UK standards setting organisation for languages. CfA works with employers, language service providers, stakeholders and other sector skills organisations to promote and develop languages and intercultural skills in the UK workforce.

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 and updated to include trainee interpreter level competences in 2010.

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).

For information about a career as a professional interpreter, go to the 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 19 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

- Regulated 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.

<b>Level 6 NVQ Diploma in Sign Language Interpreting</b>	
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
INT6G1	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 and is maintained by the CfA as the pan-sector standards setting organisation. 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, the standard setting organisation 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 accredited to a minimum of NVQ level 4 (or the equivalent NQF or SCQF level)
- up-to-date knowledge of the field of interpreting demonstrated by a record of continuous professional development that is reviewed at least every two years and is planned to include developments in 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 demonstrated by a record of continuous professional development that is reviewed at least every two years and is planned to include developments in the domains in which they assess
- 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 demonstrated by a record of continuous professional development that is reviewed on at least an annual basis and is planned to include developments in the domains in which they assess
- 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.

# 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.iti.org.uk">www.iti.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>Complex</b>	'Complex' language as described in the standards refers to the use of complex sentences and structures, and specialised signs and expressions. 'Complex' can also refer to the nature of a task, e.g. a 'complex' discussion may involve several speakers/signers or a sensitive negotiation.
<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.
<b>Documents which need a sight or written translation</b>	<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>
<b>Domain</b>	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.
<b>Draft written translation</b>	<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>

<b>Interpreting one-way</b>	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.
<b>Interpreting two-way</b>	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.
<b>Mode</b>	There are two modes of interpreting: consecutive and simultaneous/whispered. Definitions of these terms are found elsewhere in the glossary.
<b>Modulation</b>	The interpreting standards refer to pronunciation and intonation/modulation. Please note that modulation applies to sign language; and pronunciation and intonation to spoken language.
<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 AIIC, 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>	The term 'register' is used to describe the degree of formality in language use. Register is divided into five categories: <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> </ul>

	<ul style="list-style-type: none"> <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.



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