

Signature

# Unit Specification

INT6C1 – Interpret two-way as a  
professional Sign Language Interpreter

R/602/0489

Sept 2019 – Aug 2020

# 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.

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# CANDIDATE ASSESSMENT RECORD

Candidate name:..... Teacher-Assessor name:.....

Evidence date	Portfolio reference		Evidence type*	Evidence title	Learning Outcomes and Assessment Criteria – each column must be ticked to show that the criteria has been met.														
	Page number	Clip number			1.1	1.2	1.3	1.4	1.5	1.6	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.





## **Signature**

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