

Unit Specification

INT6B1 – Interpret one-way as a
professional Sign Language Interpreter

L/602/0488

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

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: BSL>English>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"> • 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. • 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. • Telephone – using a speaker phone or headsets when interpreting. Automated phone system can create potential difficulties in the interpreting process.

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	

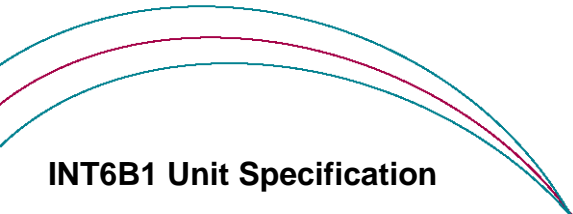
*FC = film clip, Ob = Observation, S = Simulated, L = Live, WP = Written Product, Q = Question / What If, PD = Professional Discussion, WS = Witness Statement

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.





Signature

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