



Resource Pack

For Level 6 NVQ Diploma in Sign Language Interpreting (QCF)

Level 6 NVQ Diploma in Sign Language Interpreting

QCF Accreditation Number: 501/0076/2

Signature Qualification Reference: INT6

The information provided in this document supports the Level 6 NVQ Diploma in Sign Language Interpreting and should be read alongside the Qualification Specification.

Signature

Mersey House

Mandale Business Park

Belmont

Durham DH1 1TH

Telephone: 0191 383 1155

Textphone: 0191 383 7915

Fax: 0191 383 7914

Email: enquiries@signature.org.uk

Website www.signature.org.uk

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Part 1 – General Information

Information and guidance from CfA (Standards Setting Organisation)

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.

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.

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 National Occupational Standards in Interpreting (CILT 2006) set out what individuals need to do, and the knowledge and skills they need, to be competent interpreters.

The NOS in Interpreting are made up of 15 units, which describe core aspects of interpreting performance as well as relevant support activities.

N.B The knowledge and understanding element of the NOS are not formally assessed, assessment is through the assessment criteria. They do provide background information to help support the achievement of the assessment criteria detailed in each unit.

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.

Unit Structure

The unit overview at the beginning of each unit is a brief summary of the content of the unit. It sets out the level of expertise and or type of interpreter for whom the unit might be relevant, describes links to other units and signposts further useful information.

The learning outcomes describe what the translator 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.

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, 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. It is anticipated that no more than 50% of work will be simulated.

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 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
- a recognised assessor qualification (currently D32/33, A1 or L3 in Assessing Vocational Achievement).

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
- a recognised Quality Assurance qualification or be working towards D34, V1 or L4 Award in the Internal Quality Assurance of Assessment Processes and Practice.

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
- or be working towards a recognised qualification e.g. D35, V2 of Level 4 Award in the External Quality Assurance of assessment Process and Practice or Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice.

For further detail please see Signature regulations and NOS.

Evidence of achievement

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

Evidence is not prescribed but 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 each 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.

Evidence claimed in one unit may be claimed in other units.

Principles of Professional Practice

The text below distils the common essentials of the principles of professional practice. These are based on the code of ethics from registration bodies which operate in the UK, 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.

Part 2 – Portfolio Building

Candidate portfolio

Signature Level 6 Certificates and Diplomas are assessed by means of a candidate portfolio. The term ‘portfolio’ means simply a suitable way of presenting evidence, with a good referencing system so that the candidate, assessor, or verifier can find what they need when they need it.

The portfolio is the body of work, or ‘evidence’, produced by the candidate upon which the assessor makes the final judgement on the candidate’s competence. A complete portfolio will comprise direct and supporting written evidence (often recorded on video/DVD or USB), assessment records and videos of assignments. Consequently, it is vital that the assessor, internal verifier (IV) and (if required) the external verifier (EV) can find the individual pieces of evidence claimed.

Candidates will require guidance on how to record and present the evidence, structure the portfolio and index the sections. A well-planned portfolio helps both assessor and candidate.

The candidate is responsible for the organisation and the contents of their portfolio. In practice, the assessor may feel that they have a ‘duty of care’, including sometimes the safekeeping of portfolios until they have been seen by the verifier. It is important that putting together the portfolio does not become a greater worry for the candidate than gathering the evidence it contains! Portfolios should not create excessive paperwork, and good referencing can cut down the amount of paper needed dramatically.

It is important to note that the term NVQ is no longer a qualification type. It is now a brand that can be used in QCF titles.

Reasonable Adjustments

The translation qualification is competence-based, and linked to the relevant National Occupational Standards (NOS). This means that, under current legislation, the standards (assessment criteria) within the qualification must not be changed for candidates who request a reasonable adjustment, as the ability to achieve each of the criteria is essential to being 'competent'. It is vital that centres explain this to potential candidates during the initial advice and guidance process, so that no candidate reaches the point of assessment without being aware of the competence standards that they have to achieve.

However, adjustments to the process of gathering evidence for each of the assessment criteria are encouraged for candidates with particular needs. This means that the centre can provide support for such candidates, e.g.

- additional time or support to understand any written information relating to the qualification and its assessment requirements
- additional time or support to produce any written information that may be required.

Centres requesting any other reasonable adjustment on behalf of a candidate should:

- i. ensure that the request does not relate to any of the assessment criteria, which cannot be adjusted (see above)
- ii. check the proposed adjustment with Signature when they register the candidate online, or check with their EV.

Before requesting a reasonable adjustment on behalf of a candidate, the centre should be satisfied that the adjustment applied for will enable the candidate to attempt to meet the same standards of assessment as a candidate without the disability, difficulty or special need concerned.

Learning Outcomes and Assessment Criteria

Unit INT6A1 Prepare for Sign Language Interpreting Assignments (Mandatory)

Learning Outcomes	Assessment criteria
<p>By the end of this unit of learning, the successful learner will:</p> <ol style="list-style-type: none">1. Know how to prepare for professional interpreting assignments	<p>By the end of this unit of learning the successful learner can:</p> <ol style="list-style-type: none">1.1 Identify the subject matter and purpose of the assignment1.2 Identify the level of language and interpreting skills required1.3 Determine the mode of interpreting to be used: consecutive or simultaneous/whispered1.4 Request a briefing session and sight of documents to be used in advance of the assignment1.5 Plan appropriately in order to be able to deal with:<ol style="list-style-type: none">a) the type and complexity of the assignmentb) domain-specific requirementsc) likely cultural differences and language needsd) any special requirements, including the need for equipment and the positioning of the user(s) and the interpretere) the likely requirements and expectations of the client and

	<p>user(s)</p> <p>1.6 Use relevant sources of information to prepare for the assignment</p> <p>1.7 Compile and maintain a glossary of terminology</p>
<p>2. Understand professional issues relating to accepting an assignment</p>	<p>2.1 Recognise and decline any assignment which is beyond own competence</p> <p>2.2 Agree contract details, including location, equipment, timescales, insurance and payment</p> <p>2.3 Explain the principles of professional practice if unethical demands are made</p>

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

<p>Learning outcomes</p> <p>By the end of this unit of learning, the successful learner will:</p>	<p>Assessment criteria</p> <p>By the end of this unit of learning the successful the learner can:</p>
<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 and phrases, if the direct equivalent in the target language is</p>

Learning outcomes By the end of this unit of learning, the successful learner will:	Assessment criteria By the end of this unit of learning the successful the learner can:
	not known 1.8 Support effective communication throughout the assignment and take action if communication breaks down 1.9 Explain the interpreter’s role on arrival, if necessary 1.10 Take notes during consecutive interpreting, where required 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 2.2 Adjust own style of communication to the medium and technology used

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

<p>Learning outcomes</p> <p>By the end of this unit of learning, the successful learner will:</p>	<p>Assessment criteria</p> <p>By the end of this unit of learning, the successful learner can:</p>
<p>1 Carry out two-way interpreting assignments to a professional standard</p>	<p>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</p> <p>1.2 Reflect the flow of communication between the source and target language users</p> <p>1.3 Reflect the language users': register, attitude and tone as expressed through verbal and non-verbal communication</p> <p>1.4 Reflect the language users' roles and relationships with each other</p> <p>1.5 Interpret consecutively and/or simultaneously/whispered</p> <p>1.6 Interpret factual information, concepts and opinions</p> <p>1.7 Handle standard varieties of language and common regional</p>

Learning outcomes By the end of this unit of learning, the successful learner will:	Assessment criteria By the end of this unit of learning, the successful learner can:
	<p>dialects</p> <p>1.8 Paraphrase the meaning of complex terms and phrases, if the direct equivalent in the target language is not known</p> <p>1.9 Support effective communication throughout the assignment and take action if communication breaks down</p> <p>1.10 Explain the interpreter’s role on arrival, if necessary</p> <p>1.11 Take notes during consecutive interpreting, where required</p> <p>1.12 Use conduct consistent with the principles of professional practice and the relevant professional or registration body’s code of conduct</p>
2. Use technology appropriately for an interpreting assignment	<p>2.1 Use technology effectively and safely, such as microphone, video link and telephone</p> <p>2.2 Adjust communication to the medium and technology used</p>

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

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	<p>1.1 Use commonly used concepts and criteria to review own preparation for and delivery of assignments</p> <p>1.2 Evaluate the language used during interpreting assignments in terms of syntax, lexical choice, pronunciation and intonation/modulation, register</p> <p>1.3 Review how accurately and fluently the meaning of the source language message was processed into the target language</p> <p>1.4 Evaluate how well assignments were managed in terms of:</p> <ul style="list-style-type: none"> a) own conduct, style and interaction with users b) the approach taken to dealing with cultural expectations c) the appropriateness of simultaneous/whispered and/or consecutive mode d) instances of communication breakdown, their causes, and whether the right action was taken to repair them

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: e) own compliance with the principles of professional practice and the relevant registration body's code of conduct 1.5 Produce an accurate and justifiable analysis of the strengths and also areas for development as an interpreter 1.6 Identify ways in which own preparation for assignments could be improved
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 2.2 Set development goals and priorities consistently with the evaluation of own performance 2.3 Identify and take relevant opportunities to develop own interpreting skills and knowledge 2.4 Set relevant criteria to evaluate own professional development programme

Learning outcomes By the end of this unit of learning the successful learner will:	Assessment criteria By the end this unit of learning the successful learner can:
	2.5 Regularly monitor and evaluate own professional development against the criteria set 2.6 Update and revise development plan in the light of progress made 2.7 Seek appropriate advice, if progress and achievements do not meet own expectations

Unit INT6E1 – Support Sign Language Interpreting through Sight Translations of Routine Written Documents (Optional)

<p>Learning outcomes</p> <p>By the end of this unit of learning, the successful learner will:</p>	<p>Assessment criteria</p> <p>By the end of this unit of learning, the successful learner can:</p>
<p>1. Produce translations of written documents at sight into sign language</p>	<p>1.1 Assess own ability to provide a sight translation of the document</p> <p>1.2 Determine own ability to prepare a sight translation within a reasonable time (typically within twenty minutes)</p> <p>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</p> <p>1.4 Make effective use of reference materials to check on unfamiliar vocabulary</p> <p>1.5 Give an accurate sight translation of the contents of the document</p> <p>1.6 Translate at sight factual information as well as concepts and opinions</p> <p>1.7 Reflect the language, register and tone used in the document</p> <p>1.8 Paraphrase the meaning of complex terms and phrases, if you do not</p>

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:
	<p>know the direct equivalent in the target language</p> <p>1.9 If necessary, check and clarify any uncertainty of meaning with the user to whom the document belongs</p>

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

Learning outcomes By the end of this unit of learning, the successful learner will:	Assessment criteria 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 cover 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 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 2.2 Be an effective member of the team of interpreters 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

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:
	<p data-bbox="874 412 1334 506">improve the effectiveness of the interpreting team</p> <p data-bbox="722 551 1394 696">2.6 Behave throughout the assignments consistently with the professional code of conduct</p>

Summary of portfolio requirements for Signature Level 6 NVQ Diploma in Sign Language Interpreting

Ref	Title of form	Form no	Description of the usage of forms
1	Portfolio Front Page		Details Candidate's name and registration number. Also the centre name and number
2	Portfolio Signature Summary Sheet		A list of everyone involved in the production, assessment and verification of the portfolio
3	Sample Index		A comprehensive list of everything contained in the portfolio and where it can be found.
4	Candidate Profile	Form A1	A summary of the candidate's background and reasons for taking the qualification. A photo also needs to be included for ID purposes.
5	Initial Assessment Plan	Form A2	<ul style="list-style-type: none"> • First formal meeting between candidate and assessor when the candidate is ready to start collecting evidence. • Identify the candidate's strengths and weaknesses. Teacher should provide feedback on areas that need improvement. • Identify what opportunities the

			<p>candidate has to gather evidence when ready.</p> <ul style="list-style-type: none"> • Reasonable adjustments to assessment process • Agreed assessment plan
6	Assessment Plan	Form A3	Regular meetings should be arranged between assessor and candidate to agree on evidence collection. Above initial assessment plan reviewed and updated regularly, and cross-referenced across the portfolio.
7	Final Assessment Plan	Form A4	Records final discussion between assessor and candidate.
8	Live Observation Record Sheet	Form A5	For use in giving feedback to a candidate when the assessor observes a live situation the candidate is involved in.
9	Assessor Question & Answer Record Sheet	Form A6	If a candidate has minor gaps in the assessment criteria the assessor can carry out a question and answer session to make sure that the candidate understands what the criteria means.
10	Professional Discussion Record Sheet	Form A7	<p>If a candidate has minor gaps in the assessment criteria the assessor can carry out a professional discussion to make sure that the candidate understands what the criteria means. This is more than just a question and answer session.</p> <p>The candidate must be aware of the area of discussion before the meeting.</p>

11	Assessment and Feedback Record Sheet	Form A8	Record of assessment decisions, with feedback, to assist candidate's progress.
12	DVD / USB Log	A9	List of the DVDs or USB clips used as evidence in the portfolio, cross referenced to relevant evidence clips.
13	(CAR) Forms	INT6A1 INT6B1 INT6C1 INT6D1 INT6E1 INT6G1	Record of the assessment criteria achieved by the candidate, cross-referenced to relevant evidence clips. Each column must be ticked to show that the criteria has been met.

Glossary

BSL	British Sign Language.
BSL/English interpreter	An interpreter who interprets between BSL and English.
Chunk	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.
Client	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'.
Code of conduct	<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">• For conference interpreting, contact AIIC (www.aiic.net)• For spoken language interpreting, contact the Chartered Institute of Linguists (www.iol.org.uk); the Institute of Translation and Interpreting (www.itl.org.uk); the National Register of Public Service Interpreters (www.nrpsi.co.uk), which is a wholly owned not-for-profit subsidiary of the Chartered Institute of Linguists; and/or the Association of Police and Court Interpreters (www.apcinet.co.uk)• For British Sign Language/English interpreting, contact Signature (www.signature.org.uk), the Association of Sign Language Interpreters (www.asli.org.uk) and/or the Scottish Association of Sign Language Interpreters (www.sasli.org.uk).

Complex	'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.
Consecutive interpreting	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.
Documents which need a sight or written translation	<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"> • Leaflets explaining health precautions or medical advice. • Leaflets giving information about rights, entitlements and/or responsibilities. • Business, medical or legal letters. • Personal status certificates, such as certificates of foreign qualifications or documents to prove identity.
Domain	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.
Draft written translation	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.

	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.
Interpreting one-way	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.
Interpreting two-way	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.
Mode	There are two modes of interpreting: consecutive and simultaneous/whispered. Definitions of these terms are found elsewhere in the glossary.
Modulation	The interpreting standards refer to pronunciation and intonation/modulation. Please note that modulation applies to sign language; and pronunciation and intonation to spoken language.
Paraphrase	To paraphrase means to restate in another form or in other words.
Presentation	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.

Principles of professional practice	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 AICC, NRCPD, ITI, NRPSI and SASLI.
Pronunciation and intonation/modulation	The interpreting standards refer to pronunciation and intonation/modulation. Please note that pronunciation and intonation apply to spoken languages and modulation to sign language.
Register	<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"> • Frozen, e.g. the Lord's prayer, the wedding ceremony or the police caution. • Formal, e.g. court sessions, local authority meetings, a lecture on English literature and any documentation used for these. • Informal, e.g. small meetings and letters or emails between colleagues who know each other well. • Colloquial, e.g. friends chatting at a party, colleagues gossiping about their boss or dashing off a quick message to each other. • Intimate, e.g. a husband and wife, or parents and children talking to each other. <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</p>

	and the patient.
Sight translation	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.
Simultaneous interpreting	<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>
User(s)	The person(s) who participate(s) in a meeting or presentation which is being interpreted.
Whispered interpreting	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.
World of work	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.
You	In the standards 'you' refers to the interpreter.



Portfolio Front Page

Signature Level 6

Diploma in Sign Language Interpreting

Name: _____

Registration Number: _____

Centre Name:

Centre Number:

Portfolio Signature Summary Sheet

	Name (Please print clearly)	Signature
Candidate		
Assessor		
Countersigning Assessor		
Internal Verifier (IV)		
Countersigning IV		
Witness 1*		
Witness 2*		

*This includes anyone who has provided a witness statement that has been used in the evidence e.g. co-worker

Sample Index to be sent / completed electronically and edited as appropriate

Unit	Contents	Page
	Portfolio Front Page Portfolio Signature Summary Sheet Candidate Profile Initial Assessment Plan Notes / emails from Assessment & Guidance Meetings Assessor Final Feedback Sheet Clip Log (and DVDs / USBs)	
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A1 Candidate Profile

Candidate Name:		Date:
Assessor Name:		Date:
Candidate Signature:	Date:	
Assessor Signature:	Date:	
I.V Signature:	Report No:	Date:

Form A2: Initial Assessment Plan

Candidate name:		Date:	
Assessor name:		Venue:	
<p>Assessment Planning Meeting (record of discussion, Q&A, background etc. Include as appropriate specifics re; Units, ACs & LOs, assessment methods covered and evidence ref / title).</p>			
<p>Action Plan (Include as appropriate specifics re; Units, ACs, Los, assessment methods etc plus target dates)</p>			
Check list; tick date as appropriate or carry forward as an action point			
Induction when?		Health & Safety Policy	

Programme dates		Confidentiality & Malpractice Policies	
Programme Terms & Conditions		Equal Opportunities Policy	
Sample Paper Work		Complaints & Appeals Policy & Procedure	
Qualification Standards		Reasonable Adjustment	
Contact details		Learning Agreement	
Date and venue of next assessment planning meeting:			
Candidate Signature:		Date:	
Assessor Signature:		Date:	
Internal Verifier Signature:		Date:	

Form A3: Assessment Plan

Candidate name:	Date:
Assessor name:	Venue:
Assessment Planning Meeting (record of discussion e.g. review & update re current situation, action points, issues etc. Include as appropriate specifics re Units, ACs & Los, assessment methods covered and evidence ref / title.)	
Action Plan (Include as appropriate specifics re; Units, ACs, Los, assessment methods etc plus target dates)	

Date and venue of next assessment planning meeting:	
Candidate Signature:	Date:
Assessor Signature:	Date:
Internal Verifier Signature:	Date:

Form A4: Final Assessment Plan

Candidate name:	Date:
Assessor name:	Venue:
Final Assessment Meeting (record what has been discussed and areas covered). Candidate's questions and Assessor's answers to be recorded	
Action Plan	

Candidate signature:	Date:
Assessor signature:	Date:
Internal Verifier signature:	Date:

Form A5: Live Observation Record Sheet

Level:	Venue:
	Evidence No:
Candidate Name:	Date:

Live observation situation

Learning outcomes and assessment criteria met	Record of observation by assessor

Questions by assessor on candidate's performance and learning outcomes and assessment criteria if applicable	Recorded answers
Unit: Question	
Unit: Question	

Candidate Signature:	Date:	
Assessor Signature:	Date:	
I.V Signature:	Report No:	Date:

Form A6: Assessor Question and Answer Record Sheet

Candidate name:	Date:
Qualification:	Venue:

Describe situation:

Learning outcomes and assessment criteria met	
Record of Assessor's questions and candidate's answers	
Unit LO_ AC_	Question
Answer	
Unit LO_ AC_	Question

Answer		
Candidate Signature:	Date:	
Assessor Signature:	Date:	
I.V Signature:	Report No:	Date:

Form A7: Professional Discussion Record Sheet

Level:	Venue: Evidence No:
Candidate Name:	Date:

Contents to discuss with assessor:

Record of candidate's feedback		
Candidate Signature:	Date:	
Assessor Signature:	Date:	
I.V Signature:	Report No:	Date:

Form A8: Assessment and Feedback Record Sheet

Example for Unit INT6A1

Level:	Venue:	Ref:
Candidate Name:		Date:

Describe activity done by candidate:

Learning outcomes & assessment criteria met	Record of assessor feedback
<p>By the end of this unit of learning, the successful learner will:</p> <p>1. Carry out two way interpreting assignments to a professional standard</p>	
<p>Assessment Criteria</p> <p>By the end of this unit of learning, the successful learner can:</p>	
<p>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.</p>	

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 & the relevant professional or registration	

body's code of conduct	
2.1 Use technology effectively and safely such as microphone, video link and telephone	
2.2 Adjust communication to the medium and technology used	
Assessor comments / additional feedback	

Candidate Signature:	Date:
Assessor Signature:	Date:
I.V comments and signature:	Date:

Form A9: DVD / USB Log

Disc No	Clip No	Portfolio Page No	Unit Covered	Brief description of sample Title, group, range, technology used etc	Clip Duration Start / Finish
Candidate Signature:				Date:	
Assessor Signature:				Date:	
I.V Signature:				Report No:	Date:

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

CANDIDATE ASSESSMENT RECORD

Candidate name: 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	2.1	2.2	2.3				
					a	b	c	d	e													

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

I can confirm that the evidence is authentic work of the candidate.

Teacher-assessor's signature:

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

Confirmed by initials and date at end of respective line.

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

CANDIDATE ASSESSMENT RECORD

Candidate name: 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

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

CANDIDATE ASSESSMENT RECORD

Candidate name: 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

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 INT6E1 – Support Sign Language Interpreting through Sight Translations of Routine Written Documents (Optional)

CANDIDATE ASSESSMENT RECORD

Candidate name: 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

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 INT6G1 – Work with other Sign Language Interpreters (Optional)

CANDIDATE ASSESSMENT RECORD

Candidate name: 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

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.

Part 3 – Resources

Frequently Asked Questions (FAQs)

The following FAQs are also available on the Qualification FAQ section of our website at www.signature.org.uk

Portfolio and Evidence FAQs

Do you need to film a live observation?

Live observations do not need to be filmed. Centres may still film for quality assurance purposes.

Does the evidence type have to be recorded on the CAR form?

Yes, all evidence must be recorded and cross referenced; date, type, title and reference/page where specific evidence can be found within the portfolio plus clip number where appropriate.

Who is responsible for assessment and feedback?

The allocated assessor is ultimately responsible for assessment and feedback of all evidence. However candidates should be encouraged to review their work and write a brief evaluation prior to submitting evidence to their assessor. The assessor will then check and add their own feedback which may or may not confirm the candidate's-comments.

Does ‘Assessment and Feedback Record Sheet’ need to be completed for all evidence used in the portfolio?

Yes, the assessor should complete detailed feedback on all evidence; relating it to the assessment criteria and adding comments including those for further development where necessary

Do you have an example of a one-way consecutive interpreting assignment?

Yes. The Level 6 NVQ Diploma in Sign Language Interpreting qualification specification includes an example of a one-way consecutive interpreting assignment.

Can evidence of consecutive interpreting be cross referenced?

Yes. Candidates are able to cross reference evidence with units INT6B1 and INT6C1. An example is included in the Level 6 NVQ Diploma in Sign Language Interpreting qualification specification.

What is the difference between National Occupational Standards in Interpreting and Qualification Specification?

The Standards and Level 6 NVQ Diploma in Sign Language Interpreting Qualification Specification are different.

National Occupational Standards in Interpreting describe what an individual needs to do, know and understand in order to be an interpreter. They can be used to create a job description, design a training course or form the basis of a qualification. They are not written with learning outcomes and assessment criteria in mind.

Signature Level 6 NVQ Diploma in Sign Language Interpreting is based on the National Occupational Standards in Interpreting and has been developed with learning outcomes and assessment criteria for the Qualifications and Credit Framework (QCF).

Are the Knowledge and Understanding requirements in each unit assessed separately?

No. Knowledge and understanding is not assessed separately, but through achievement of the assessment criteria.

Can the two languages vary between units?

No. Candidates must show evidence of the required language competences by using the same two languages throughout their portfolio.

What are the guidelines for written evidence (Unit INT6A1 only)?

All written evidence should be at least 1,000 words in length, include and relate to interpreting theory models and be at a level 6 standard.

General FAQs

Will Level 4 NVQ in Interpreting (BSL/English) still be recognised?

Yes. That accreditation is and will remain valid. Anyone with Level 4 NVQ in Interpreting (BSL/English) will still be able to use it personally and professionally.

Will the Level 6 NVQ Diploma in Sign Language Interpreting qualification be seen at a higher level than the respective Level 4 NVQ in Interpreting qualification to perspective employers?

No. Level 4 NVQ in Interpreting (BSL/English) is recognised as equivalent to the new Level 6 qualification.

If a learner has already achieved a Level 4 NVQ qualification, do they need to achieve the new Level 6?

No.

If a learner has achieved a unit as part of the Level 4 NVQ in Interpreting (BSL/English). Will they need to repeat it to gain the new qualification?

No. If a unit has been successfully achieved, it will be recognised as equivalent to the respective new Level 6 unit and can be used towards achieving the full qualification. However, as the unit will have been achieved under the old NQF framework, it will not receive credit points.

What has happened to levels 4 & 5?

Our qualifications have not changed in terms of difficulty. The original level 4 qualification was re-evaluated and was deemed to be the equivalent of an Honours Degree which in Higher Education is Level 6. Levels 4 and 5 are incorporated into this

Has the content changed?

For the NVQ Level 6 Diploma in Sign Language Interpreting the units and the assessment criteria remain the same.

If a learner has Level 4 NVQ in BSL can they still progress to the NVQ Level 6 Diploma in Sign Language Interpreting?

Yes, the progression route has not changed.

Is an assessor of the Level 4 NVQ in Interpreting qualification able to assess the Level 6?

Yes, but we would advise assessors to attend one of the training sessions and read the Resource Pack for Level 6 NVQ Diploma in Sign Language Interpreting.

Will there be training opportunities for the level 6 qualification?

Please see our [Training Events for Teachers and Assessors](#) page on our website.

What qualifications does an assessor need?

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

What qualifications does an internal verifier need?

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

When is the last date that learners can submit their evidence portfolios for the Level 4 NVQ in Interpreting qualification?

Providing candidates have been registered with Signature before 31 August 2010, the last date to issue certificates is 31 August 2013. All portfolios must be completed in time for us to process results and issue certificates before the deadline.

How long will it take to complete the Level 6 qualifications?

It is up to each centre to decide timescales for delivery of these qualifications. Assessors and candidates will need to make sure that evidence included in the portfolio is no more than 18 months old.

Are there any exams in the Level 6 qualifications?

No, the Level 6 qualifications are portfolio evidence based.

What are the Guided Learning Hours (GLH) and credits be?

The Level 6 Diploma in Sign Language Interpreting will be 850 GLH and 128 credits at Level 6.

What are the fees?

The centre approval fee is £100 per unit. The candidate registration fee is £78 per unit.

Will there be guidance materials?

For this qualification we publish unit and qualification specifications which include guidance notes on evidence requirements. We also provide a Resource Pack for the qualification. These can be downloaded from our website.

What are the language requirements for this qualification?

Candidates should be at level 6 in their first and second language. At Level 6, candidates can understand and use complex and specialised language. It is the responsibility of the centre to ensure that the language requirements have been met before accepting a candidate for this qualification.