



# Unit Specification

## ISI423 – Introduction to Interpreting

T/506/3924

**Sept 2016 – Aug 2017**

# UNIT SPECIFICATION

## Unit ISI423 – Introduction to Interpreting

(RQF Unit Number: T/506/3924)

Guided Learning Hours	Additional Study/Practice	Total Learning Time	Credit Value at Level 4
40	20	60	6

### Unit aim

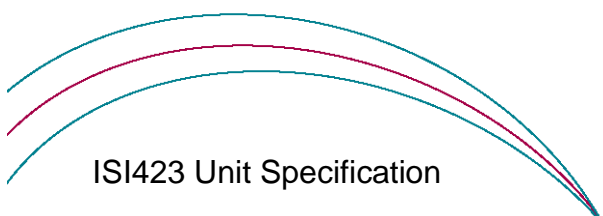
The aim of the unit is to teach learners about the role of the interpreter and how to begin interpreting.

### Unit Summary

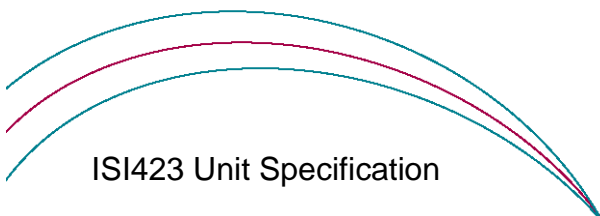
By the end of this unit the learner can:

- Understand the role and responsibilities of an interpreter.
- Know how to prepare for potential interpreting assignments.
- Know how to begin to interpret.
- Evaluate their own performance.

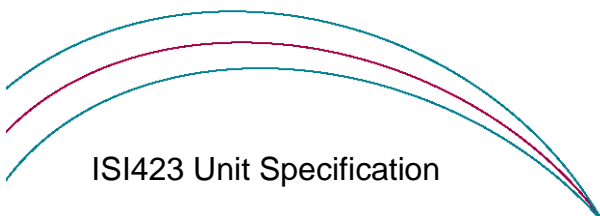
Learning Outcomes	Assessment Criteria
On completion of this unit, the learner will:	On completion of this unit, the learner can:
1. Understand the role and responsibilities of interpreters	1.1 Explain the difference between consecutive, simultaneous and whispered interpreting 1.2 Explain the role of the interpreter, code of ethics and the principles of professional conduct, specifically the need to: a. Turn down any assignment beyond their competence



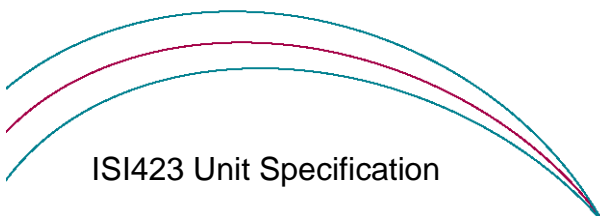
	<p>b. Be impartial and maintain integrity and professionalism</p> <p>c. Treat all information they receive in the course of their duties as confidential, unless required to disclose by law</p> <p>1.3 Describe the cognitive processing involved in interpreting including:</p> <ul style="list-style-type: none"> <li>• Reformulation</li> <li>• Synthesis</li> <li>• Strategies to deal with non-equivalence</li> <li>• Working memory</li> <li>• Time lag</li> <li>• Cognitive theories</li> </ul> <p>1.4 Describe how to reflect the meaning, tone, register and style of the source language into the target language</p> <p>1.5 Define cultural mediation and explain how differences in cultural conventions can affect the planning and implementation of the interpretation</p> <p>1.6 Identify ways to deal with dilemmas during interpreting assignments</p> <p>1.7 Describe the different models relevant to sign language interpreting</p>
<p>2. Be able to begin preparation for interpreting assignments</p>	<p>2.1 Identify:</p> <p>a. The subject, purpose and complexity of the assignment</p> <p>b. The level of language and interpreting skills required</p> <p>2.2 Consider the importance of agreeing contract details, (e.g. location, timescales, insurance and payment)</p> <p>2.3 Explain the importance of requesting preparation materials and/or a briefing session in advance</p> <p>2.4 Prepare effectively for a variety of potential interpreting assignments (e.g. telephone interpreting, face-to-face etc.) by using sources of general information and</p>



	<p>specialist information, (e.g. internet, leaflets, video and glossaries)</p> <p>2.5 Plan appropriately so that they can deal with:</p> <ol style="list-style-type: none"> <li>a. The type and topic of the assignment</li> <li>b. The language likely to be used</li> <li>c. Any weaknesses in language/processing skills and how to overcome these</li> <li>d. Domain-specific language (technical terms, jargon)</li> <li>e. The cultural and communication conventions of the users</li> </ol> <p>2.6 Use terminology accurately to describe interpreting and language features</p> <p>2.7 Demonstrate the ability to extract information from both languages being used</p> <p>2.8 Seek advice from their mentor/teacher/suitably qualified person on a regular basis and review their progress and achievements</p> <p>2.9 Maintain a glossary of terminology</p>
<p>3. Be able to start interpreting two-way</p>	<p>3.1 Begin to interpret consecutively:</p> <ol style="list-style-type: none"> <li>a. Deliver broadly the meaning, register and tone expressed by the users who communicate across two languages</li> <li>b. The pace and flow of communication between the users/the purpose and audience of the source language</li> <li>c. Factual information and opinions</li> </ol> <p>3.2 Use strategies to</p> <ol style="list-style-type: none"> <li>a. Repair miscues (omission, addition, substitution, paraphrasing)</li> <li>b. Maintain interaction and to clarify content, meaning and understanding, if required</li> </ol> <p>3.3 Demonstrate the ability to use and recognise all common regional variations in both languages</p> <p>3.4 Use strategies to overcome non-equivalence in order to</p>



	<p>express the meaning of complex terms and phrases</p> <p>3.5 Check back with the source language user if they are unable to interpret or are not sure that they have interpreted the meaning accurately</p> <p>3.6 Take notes during consecutive interpreting, where required</p> <p>3.7 Demonstrate consistency with the principles of professional practice and Code of Conduct</p> <p>3.8 Interact effectively before, during and after the assignment with good social and interpersonal skills</p>
<p>4. Be able to develop his/her interpreting skills through self-evaluation</p>	<p>4.1 Reflect on:</p> <ol style="list-style-type: none"> <li>a. The effectiveness of their preparation for assignments</li> <li>b. The effectiveness of their interpreting performance <ul style="list-style-type: none"> <li>• Capturing the overall meaning</li> <li>• Capturing the main points</li> <li>• Capturing a sequence of events or actions</li> <li>• Using discourse markers to structure the interpretation</li> <li>• Using of register matched that of the source language user</li> </ul> </li> <li>c. The accuracy of the language that they used while interpreting, e.g. vocabulary and syntax</li> </ol> <p>4.2 Evaluate how well they managed the assignment in terms of:</p> <ol style="list-style-type: none"> <li>a. Conduct, style and interaction with users</li> <li>b. The approach they took to dealing with cultural conventions</li> <li>c. Instances of communication breakdown and imperfect interpreting, their causes, and whether they took the right action to repair them</li> <li>d. Compliance with the principles of professional practice</li> </ol> <p>4.3 Use terminology accurately to describe language and</p>



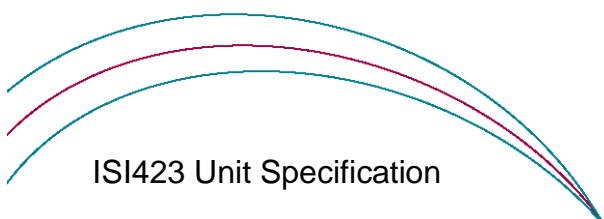
	<p>interpreting features while evaluating their performance</p> <p>4.4 Identify ways in which they can improve:</p> <ol style="list-style-type: none"> <li>Their preparation for assignments</li> <li>Their interpreting skills</li> <li>The evaluation of their work</li> </ol> <p>4.5 Identify and take relevant opportunities to develop their interpreting skills and knowledge</p>
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### Knowledge and understanding

Knowledge and understanding is not assessed separately. It is done through achievement of the assessment criteria.

The learner will be able to demonstrate K1 – K10 shown below:

- K1** the languages in which you interpret, with the ability to function at graduate/NQ6 level for your first language; and A level/Higher/NQF4 for your other language(s)
- K2** the process of interpreting from one language into another and how to reflect the meaning of the source language into the target language
- K3** the cognitive processing involved in interpreting and concepts such as long-term and working memory, reformulation and time lag
- K4** the cultures of the languages in which you interpret and their conventions for communication
- K5** the concept of register (frozen, formal, informal, colloquial and intimate) and the transfer of register from one language into the other
- K6** the concept of consecutive and simultaneous/whispered modes of interpreting and when you might use these
- K7** techniques to manage 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 user
  - your position and/or that of the users hinders communication
  - the users are communicating too fast or too slowly



- the users fail to observe appropriate turn-taking.
- K8** the role of the interpreter and the principles of professional practice
- K9** the concept of the domain in interpreting
- K10** health and safety requirements
- K11** techniques of taking notes when interpreting in consecutive mode.

## Level 4 Certificate in the Introduction to Interpreting

Unit ISI423

# ASSESSMENT SPECIFICATION

Please read this specification in conjunction with Signature Assessment Regulations on our website.

Assessment for this unit will be split into different parts as detailed below:

Assessment	Method of Assessment
1. Written Paper	Externally assessed by Signature
2. Written Paper	Externally assessed by Signature
3. Simulated assignment	Externally assessed by Signature
4. Simulated assignment	Externally assessed by Signature
5. Simulated assignment	Externally assessed by Signature
6. Self-evaluation	Internally assessed at the centre
7. Learning Journal	Internally assessed at the centre

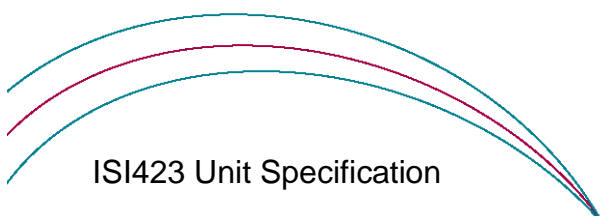
**Important Notice: All Internally Assessed Units will be Externally Quality Assured by Signature.**

### Part 1- Written Paper

Candidates will be assessed on their ability to clearly explain the assessment criteria in learning outcome 1. They will complete a written paper provided by Signature. This will be externally assessed by a Signature External Assessor.

### Part 2- Written Paper

Candidates will be assessed on their ability to clearly explain the assessment criteria in learning outcome 2. They will complete a written paper provided by Signature. This will be externally assessed by a Signature External Assessor.





## Parts 3 to 5 - Simulated assignment

Candidates will complete three different 20 minute simulated assignments.

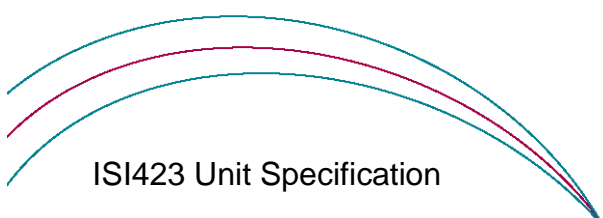
### Notes:

- The teacher-assessor will set up three different simulated interpreting assignments.
- Three different topics must be planned and negotiated by the teacher-assessor and candidate, prior to the assessment date.
- The candidate will deliver a 20 minute consecutive piece of interpreting during the simulated assignment.
- The candidate should be viewable, in the viewing frame of the camera, and **all** ISL features fully visible.
- Sound is switched on, to hear each simulation, during the recording of the assessments.
- Candidates will fail if their assignment is under 20 minutes.

**For Parts 3 to 5, the teacher-assessor will recommend a Pass/Fail. All parts will be externally marked by a Signature External Assessor. The final mark awarded to the candidate for these parts will be the mark given by the Signature External Assessor, and centres can use the mark given by the internal assessor as guidance on how they are assessing the unit internally.**

## Part 6 – Self Evaluation

Candidates will need to show evidence of progress through self evaluation and the use of Personal Development Plans. Candidates will need to evaluate their performance on the three different simulated assignments using the assessment criteria to identify strengths and areas for development. The teacher-assessor should fill in the relevant Candidate Assessment Record (CAR) form for each candidate for this assessment to show which criteria has been met. This will be internally assessed by appropriately qualified staff at the centre and externally moderated by Signature.



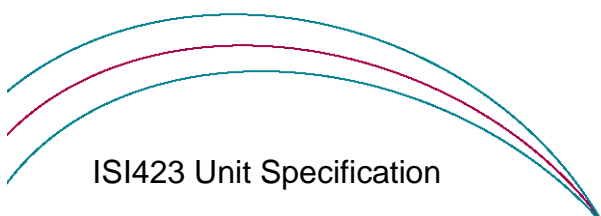
## Part 7 – Learning Journal

Candidates will be expected to create a Learning Journal to reflect on their performance, documenting their areas of learning. Candidates should use the template provided and will need to show which criteria they have met on the CAR form for this part of the assessment. The Learning Journal should cover the length of the course. This will be internally assessed by appropriately qualified staff at the centre and externally moderated by Signature.

Parts 1 to 5 will be sent to a Signature External Assessor for marking. The CAR forms to show that candidates have achieved parts 6 and 7 must be returned to Signature at the same time as sending Parts 1 to 5 to the External Signature Assessor for marking.

**The pass mark for Parts 1 to 5 is 50%.**

**Candidates must pass all 7 parts to achieve this unit.**



# UNIT MARK SHEET (Parts 3 to 5 Simulated Assignments)

Candidate name:		Assessment Number:											
Skills	Assessment Factors	Simulation 1				Simulation 2				Simulation 3			
		Marks				Marks				Marks			
Consecutive interpreting skills The learner is able to demonstrate:	The pace and flow of communication between the users was matched by the candidate	0		2	4	0		2	4	0		2	4
	Factual information delivered accurately	0		2	4	0		2	4	0		2	4
	Views and opinions delivered accurately	0		2	4	0		2	4	0		2	4
	*** Repair miscues (omission, addition, substitution, paraphrasing)	0		2	4	0		2	4	0		2	4
	Use strategies to maintain interaction and to clarify content, meaning and understanding, if required	0		2	4	0		2	4	0		2	4
	Take notes during consecutive interpreting	0		2	4	0		2	4	0		2	4
	*** Check back with the source language user if he/she is unable to interpret or is not sure that they have interpreted the meaning accurately	0		2	4	0		2	4	0		2	4
	*** Use strategies to overcome non-equivalence in order to express the meaning of complex terms and phrases	0		2	4	0		2	4	0		2	4
Essential Criteria	Interact effectively before, during and after the assignment with good social and interpersonal skills	0		2	4	0		2	4	0		2	4
	E1 - Deliver broadly the meaning, register and tone expressed by the users	0		2	4	0		2	4	0		2	4
	E2 - Demonstrate the ability to use and recognise all common regional variations in both languages	0		2	4	0		2	4	0		2	4
	E3 - Demonstrate consistency with the principles or professional practice and Code of Conduct	0		2	4	0		2	4	0		2	4
Total Score													
If zero score tick correct reason	Under time												
Other													

\*\*\* Centres should try to cover all criteria in the simulations but if this does not happen naturally then a question and answer session can be done for minor gaps in the criteria marked above. The question and answer sheet must accompany the mark-sheets sent to assessors.

**Essential criteria (E1 E2 and E3) - two or more points must be achieved for each of these to pass this part of the assessment, regardless of the total number of points achieved.**

Assessor signature ..... Assessor name .....

## ASSESSMENT CRITERIA (Parts 3 to 5 – Simulated Assignments)

Parts 3 to 5 are externally assessed by Signature assessors but the table below shows how candidates will be marked.

Assessment criteria	Points					
		Pts		Pts		Pts
<b>Pace and flow of communication</b>	Little or no evidence shown	0	Candidate matched the pace and flow correctly for at least half the time with both parties	2	Candidate matched the pace and flow correctly most of the time with both parties	4
<b>Factual information</b>		0	Candidate interpreted six facts accurately	2	Candidate interpreted at least seven facts accurately	4
<b>Views and opinions</b>		0	Candidate interpreted two opinions accurately	2	Candidate interpreted at least three opinions accurately	4
<b>*** Repair miscues (omission, addition, substitution, paraphrasing)</b>		0	Candidate identified miscues half the time and repaired them well.	2	Candidate identified miscues most of the time and repaired them well	4
<b>Maintain interaction and to clarify content, meaning and understanding</b>		0	Candidate sought clarification but with some unsuitable actions.	2	Candidate sought clarification appropriately, if necessary.	4
<b>*** Use strategies to overcome non-equivalence in order to express complex terms and phrases</b>		0	Candidate demonstrated equivalence of complex terms with some errors	2	Candidate demonstrated clear equivalence of complex terms with no errors.	4

<b>*** Check back with the source language user if they are unable to interpret or are not sure that they have interpreted the meaning accurately</b>	0	Candidate checked with source language user appropriately and interpreted accurately as a result half of the time	2	Candidate checked with source language user appropriately and interpreted accurately as a result most of the time	4
<b>Take notes during consecutive interpreting where required</b>	0	The candidates use of notes could be improved but did not effect interpretation	2	Candidate used the notes well as prompts	4
<b>Interact effectively before, during and after the assignment with good social and interpersonal skills</b>	0	Candidate had good interaction with one user	2	Candidate had good interaction with all/both users	4
<b>E1 – Deliver broadly the meaning, register and tone</b>	0	Candidate delivered the meaning, register and tone correctly half the time with both parties	2	Candidate delivered the meaning, register and tone correctly most of the time with both parties	4
<b>E2 – Use and recognise all common regional variations in both languages</b>	0	Candidate accurately matched the source language to the target language for at least half of the time with both parties	2	Candidate accurately matched the source language to the target language for most of the time with both parties	4
<b>E3 – Demonstrate consistency with the principles of professional practice and Code of Conduct</b>	0	Candidate demonstrated professionalism with some inconsistencies	2	Candidate demonstrated professionalism throughout	4

\* Essential criteria (E1, E2 and E3) - two or more points **must** be achieved for **each** of these to pass these parts of the assessment, regardless of the total number of points achieved.

**\*\*\* Centres should try to cover all criteria in the simulations but if this does not happen naturally then a question and answer session can be done for minor gaps in the criteria marked above. The question and answer sheet must accompany the mark-sheets sent to assessors.**  
**Note:** Please see Support Pack for Teachers and Students on My Signature for an explanation of the assessment criteria and other useful information



## **Signature**

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