



'Promoting Quality in British Sign Language'

Qualification Specification

IBSL Level 6 Diploma in Sign Language Interpreting Studies

QAN: 601/7795/0

Version: June 2016



'Promoting Quality in British Sign Language'

Contact details:

**Institute of British Sign Language
11-13 Wilson Patten Street
Warrington
WA1 1PG**

**From the 1st October 2016:
Institute of British Sign Language
2nd Floor, Empire Court
30-40 Museum Street
Warrington
WA1 1HU**

Email: admin@ibsl.org.uk

Website: www.ibsl.org.uk

Qualification Specification

IBSL Level 6 Diploma in Sign Language Interpreting Studies

Accreditation Number: 601/7795/0
IBSL Qualification Reference: IBSLIntB

Qualification Aim

The aim of this Level 6 Diploma in Sign Language Interpreting is to promote underpinning knowledge, understanding of interpreting theories and a diverse range of skills required for those who are working and/or training as interpreters so that they are able to function with the high level standards expected of them.

This Diploma is a taught qualification rather than an NVQ and requires the Learner to achieve a set number of assessments/examinations and assignments in order to qualify and uses the National Occupational Standards in Interpreting (CILT, 2006), which define competent performance in interpreting.

The SkillsCfA, the UK standards setting organisation for languages, requires that Learners achieve language competencies in the languages which are intended to be used in their interpreting role(s) before embarking on this programme. These competencies include the relevant learner's national sign language at Level 6, plus any other accepted recognised language, whether spoken or signed but Learners must use the same two languages to complete each unit in order to achieve this qualification.

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

*Please note that the qualification's written language **will be English** throughout the qualification. Any learner registering to do the qualification in a spoken language that is not English will need a Certificate of Proficiency in English which is an internationally recognised qualification, which can enable a learner to bring their English language up to Level 6 standard.

Qualification Objectives

At the end of the qualification, successful learners 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
- demonstrate an awareness of the main interpreting principles and theories which support the practice of interpreting
- demonstrate practice, etiquette and competence in telephonic interpreting and use technology effectively
- evaluate and reflect on performance
- promote personal and professional development.

Qualification Structure

To be awarded a Level 6 Diploma in Sign Language Interpreting Studies Learners must achieve nine units in total (seven mandatory units and **two out of five** optional units) in order to be awarded the full qualification.

Learners will provide proof of their interpreting competence against the National Occupational Standards by undertaking a set number of assessments/examinations and assignments covering the nine chosen units. These are assessed by a variety of methods, usually by the Centre who should ensure that the assessors are appropriately trained or qualified. In certain units, Learners will be required to sit written or oral examinations and/or complete essays. Before completion, IBSL will externally moderate the coursework files containing the assessment and examination papers/essays, and there will be a final “live” assessment undertaken in the presence of an IBSL-appointed External Examiner or Independent Assessor.

The table below outlines the units that make up the Diploma.

Mandatory or Optional	IBSL Unit Code	QCF Unit Number	Unit Title	Total Qualification Time (hrs)*
Mandatory	INTA1	H/507/8239	Principles & Theories Supporting the Practice of Interpreting	80 of which 25 is guided learning
Mandatory	INTA2	Y/505/9462	Interpret Using Technology	80 of which 25 is guided learning
Mandatory	INTA3	D/505/9463	Work with Other Interpreters	80 of which 25 is guided learning
Mandatory	INTA4	H/505/9464	Interpreting Linguistics Practice & Theory	80 of which 25 is guided learning
Mandatory	INTA5	K/505/9465	Prepare for Interpreting Assignments	80 of which 25 is guided learning
Mandatory	INTA6	M/505/9466	Perform Assignments as an Interpreter	240 of which 40 is guided learning
Mandatory	INTA7	T/505/9467	Develop one’s Performance as a Professional Interpreter	80 of which 25 is guided learning
Optional	INTA8	A/505/9468	Interpret Using DeafBlind Communication	80 of which 25 is guided learning
Optional	INTA12	A/507/8246	Translate Written Language into Sign Language	80 of which 25 is guided learning
Optional	INTA13	F/507/8247	Produce written language from a signed passage	80 of which 25 is guided learning
Optional	INTA14	K/507/8226	Interpret between two signed languages	80 of which 25 is guided learning
Optional	INTA15	M/507/8227	Interpret within the same Signed Language	80 of which 25 is guided learning

*On 17 September 2015, Ofqual published new conditions that require qualifications to be measured in size called Total Qualification Time, otherwise known as TQT. This measure of size is divided into two parts: Guided Learning Hours and Directed Learning (the latter includes time required for assessments). Every unit (except INTA6) on the above list will have a TQT of 80 hours of which 25 hours is guided learning. INTA6 will have a TQT of 200 hours including 40 hours of guided learning.

Evidence of Achievement

Learners are required to collect evidence in a coursework file. This may be either paper-based or an electronic file in an approved format. Achievement can be demonstrated through a variety of assessment or examination tasks, which may include written or signed essays. Wherever possible, particularly where the Learner is required to perform tasks, these will be work based.

Evidence will include the following, depending on the unit:

- observation reports
- oral/written questions and answers
- computer based-tasks
- written or signed essays
- witness statements
- recorded evidence (audio & video)
- case studies/assignments
- other suitable supplementary evidence
- final “Live” assessment in the presence of an IBSL External Examiner or Independent Assessor.

The most appropriate evidence for the unit should be used. This is not an exhaustive list and other evidence may be acceptable. Evidence should be the learner’s own work and generated from the activities undertaken on the course.

The coursework file must clearly demonstrate how the learner has met the assessment criteria for the unit.

Progression Routes

On successful completion of the Institute of British Sign Language of Level 6 Diploma in Sign Language Interpreting Studies Learners can apply to become NRCPD Registered Sign Language Interpreters. For further information about registration requirements please visit the NRCPD website (www.nrcpd.org.uk).

Centre Resources

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

IBSL will insist that their own training should be delivered to centre staff, and these staff will be approved by IBSL as having the required competence and expertise to undertake delivery. IBSL will not allow any centre to start delivery of the qualification unless appropriate staff has received the training.

Centres will be required to send appropriate staff to attend a specific annual interpreting standards meeting at a date to be announced by IBSL.

Unit Specification: INTA1: Principles and Theories Supporting the Practice of Sign Language Interpreting
(Unit accreditation number: H/507/8239)

Unit Summary, Learning Outcomes and Assessment Criteria

Unit Summary and Guided Learning Hours

The aim of this unit is to enable learners to understand the principles and theories that support sign language interpreting. The Total Qualification Time of 80 hours has an element of 25 guided learning hours and includes research into the topic.

Achievement of this unit will be through two instruments of assessment as follows:

Assessment 1: this will comprise of a question paper which requires the learner to respond either in writing or by signing to a selection of three ethical scenario questions (chosen from five).

Assessment 2: a written or signed analysis of the application of interpreting strategies or cognitive processing in TWO selected interpreting tasks which are contributed as evidence in other units.

Learning outcomes and assessment criteria for the INTA1 unit

Learning Outcomes, On completion of this unit, the Learner will...	Assessment Criteria On completion of this unit, the Learner can...
1. Be able to understand main interpreting theories and their impact on practice	1.1 Recognise the principal theories relating to interpreting concepts, methodologies and the tools used therein 1.2 Apply suitability of various strategies within interpreting practice
2. Be able to analyse the interpreting process and apply theoretical knowledge of that process to practice	2.1 Recognise the components within the cognitive challenges in the interpreting process 2.2 Apply theoretical knowledge of cognitive processing into practice
3. Be able to distinguish between different models of interpreting and identify contexts in which they operate	3.1 Recognise the differences in different models of interpreting, i.e. simultaneous, consecutive, whispered relay, summary & telephonic. 3.2 Identify contexts in which the first four models may operate. <i>(but not telephonic interpreting which is in Unit INTA2)</i>
4. Be able to use reference sources relating to interpreting theory	4.1 Use reference sources effectively to confirm or clarify meaning of interpreting concepts, methodologies and interpreting processes.

IBSL Level 6 Diploma in Sign Language Interpreting Studies

Unit INTA1

ASSESSMENT SPECIFICATION

The unit will be assessed by two instruments of assessment.

Assessment 1 will consist of a question paper which requires the learner to respond either in writing or by signing to a selection of three ethical scenario questions (chosen from five).

The ethical scenario question paper will have questions chosen from a pre-set list created for IBSL by an external organisation (a university or a professional body). IBSL will have model answers for the questions created by the organisation/university with appropriate marks allocated for easy reference.

The assessment will be for a fixed period of **ONE AND HALF** hours in controlled and supervised Open Book conditions.

The assessment will be marked at source by IBSL, who will produce a mark sheet giving the achievement of the learner, which should be inserted in the coursework file (or *e-file*) as evidence of their achievement.

Assessment 2 will involve the analysis of TWO completed interpreting tasks that are being used as evidence for other units making up the qualification. These will normally be from Unit INTA6, but it is possible they could be from Units INTA2 & INTA3. The analysis may be done in the Learner's own time and will then form the basis of a professional discussion with the Learner's interpreting teacher/assessor or mentor who should issue a Feedback sheet which should be inserted in the coursework file (or *e-file*) as evidence of their achievement.

Please see page 45-46 and 47 for Assessment Regulations for Assessment 1 above.

Unit Specification: INTA2 Interpret Using Technology
(Unit accreditation number: Y/505/9462)

Unit Summary, Learning Outcomes and Assessment Criteria

Unit Summary and Guided Learning Hours

The aim of this unit is to enable learners to demonstrate competence in most aspects of day-to-day work involving telephonic interpreting (TI).

The Total Qualification Time of 80 hours has an element of 25 guided learning hours and includes research into the principles and theories of TI, including remote interpreting, remote simultaneous interpreting, tele-interpreting, and TIS (telephonic interpreting services) that include use of audio-visual devices such as FaceTime, Skype, oovoo, video-conferencing.

Achievement of this unit will be through **THREE** practical instruments of assessment, two of which are practical assessments using an approved technology device, plus a written or signed essay on TI models and methodologies.

Assessment 1: under supervised and witnessed conditions using an audio-visual device. *(Note: This may be an approved form of video-relay service such as Sign Video, or computer software such as FaceTime; Skype; oovoo. These are too numerous to mention but the most important criteria is that the quality is absolutely first-rate.)*

Assessment 2: under supervised and witnessed conditions using a standard telephone instrument. *(Note: a mobile phone will be an acceptable alternative)*

Assessment 3: this will take the form of a 2500-word written (or alternatively a 30-minuts signed) essay on TI models and methodologies.

Learning outcomes and assessment criteria for the INTA2 unit

Learning Outcomes, On completion of this unit, the Learner will...	Assessment Criteria On completion of this unit, the Learner can...
1. Be able to distinguish between main telephonic interpreting practices and the contexts in which they operate	1.1 Recognise the principal theories in telephonic interpreting methodologies 1.2 Identify various methodologies on telephonic interpreting practice 1.3 Apply knowledge of telephonic interpreting processes in practice 1.4 Demonstrate etiquette and competence in telephonic interpreting practice
2. Be able to demonstrate practice, etiquette and competence in modern telephone interpreting services (TIS)	2.1 Recognise differences in TIS that use technology. 2.2 Demonstrate etiquette and competence in practice using TIS <i>Continued on next page</i>

3. Be able to distinguish between different models of telephonic interpreting and identify contexts in which they operate	3.1 Recognise the differences in different models of telephonic interpreting 3.2 Identify contexts in which the different models of telephonic interpreting may operate.
4. Be able to use technology effectively and safely, including microphones and other assistive devices	4.1 Adjust his/her style of communication to the medium of technology being used.
5. Be able to use reference sources relating to telephonic interpreting	5.1 Use reference sources effectively to confirm or clarify meaning of telephonic interpreting concepts, methodologies and processes.

IBSL Level 6 Diploma in Sign Language Interpreting Studies

Unit INTA2

ASSESSMENT SPECIFICATION

The unit will be assessed by **THREE** instruments of assessment.

Assessment 1 will be conducted under controlled and supervised conditions. It will consist of an interpreted session using an audio-visual device. The session may be pre-arranged according to circumstances and the situation. *(See page 8 for types of audio-visual devices)*

The assessment will be observed by a competent and qualified witness who shall complete a Witness Statement attesting to the circumstances and nature of the call. The Witness should be able to observe/hear both sides of the conversation.

Assessment 2 will be conducted under controlled and supervised conditions. It will consist of an interpreted session using standard telephone device *(or a substituted mobile phone)*. The session may be pre-arranged according to circumstances and the situation.

The assessment will be observed by a competent and qualified witness who shall complete a Witness Statement attesting to the circumstances and nature of the call. The Witness should be able to observe/hear both sides of the conversation.

NOTE: *For Deaf Learners, the instrument used in this assessment will be replaced by an audio-visual device different from that used in assessment 1.*

Assessment 3 will consist of a 2500-word written (30 minute signed) essay on a topic to be decided by IBSL. The topic will relate to TI methodologies, practices, processes and theories.

Assessments 1 & 2 are to be marked by the Learner's Teacher-Assessor and inserted into his/her Coursework file, whilst Assessment 3 is to be marked at source by IBSL

Please see page 45 for Assessment Regulations for Assessment 1 above.

Unit Specification: INTA3 Work with Other Interpreters (Unit accreditation number: D/505/9463)

Unit Summary, Learning Outcomes and Assessment Criteria

Unit Summary and Guided Learning Hours

The aim of this unit is for the Learner to 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.

Achievement of this unit will be through **TWO** instruments of assessment planning team/co-working interpreting assignments, and carrying them out, as follows:

Assessment 1: To plan and carry out a co-working assignment with another sign language interpreter (for example, in a small team meeting or a classroom lecture or any other situation where two interpreters are needed to deliver the assignment). ***Note: This assessment will normally be the final “Live” assessment of the qualification held in the presence of an IBSL External Examiner. It should not be held until all other assessments have been completed as the Examiner will be required to inspect and sign off coursework files. (See page 52)***

Assessment 2: To plan and carry out a team assignment with other sign language interpreters (for example, during a conference where there is a mixture of plenary sessions and workshop sessions needing a team of more than two sign language interpreters - this could be for example a Deaf organisation conference organised by the BDA/AoHL/NDCS or similar, or a mainstream conference such as the annual *Who Do You Think You Are* event).

In both assessments, the Learner is expected to have an effective pre-assignment plan, and also perform in the co-working role.

The total qualification time for this unit is 80 hours of which 25 hours are guided learning.

Note: All work generated for this Unit are to be marked and (where a Witness has done an observation) moderated by the Learner’s Teacher-Assessor and inserted into his/her Coursework file.

Learning outcomes and assessment criteria for the INTA3 unit

Learning Outcomes, On completion of this unit, the Learner will...	Assessment Criteria On completion of this unit, the Learner can...
1. Be able to plan for interpreting assignments as part of a team of interpreters	1.1 Clarify own role and that of colleagues 1.2 Show how self and the assigned team will be able to 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 others in the team: 1.4 Negotiate within the team how any necessary preparation and research will be carried out: 1.5 Agree appropriate alternative ways of organising your & the team's work, if arrangements for an assignment change
2. Be able to 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 improve the effectiveness of the interpreting team 2.6 Behave throughout the assignments consistently within the professional code of conduct

IBSL Level 6 Diploma in Sign Language Interpreting Studies

Unit INTA3

ASSESSMENT SPECIFICATION

This unit shall be determined by **TWO** instruments of assessment. These shall consist of two samples of evidence as follows:

Assessment 1:

a) Plan a co-working assignment with another sign language interpreter. This will include clarifying details of the assignment including type of assignment, location & time of the assignment, agreement on the allocation of duties and support for each other.

The assignment can be any small meeting, classroom lecture or seminar which requires two interpreters, and may be arranged by IBSL as the final “Live” assessment.

b) Carry out the co-working assignment. This will include the actual performance which shall be observed by a qualified and approved Witness who will be an IBSL External Examiner or Independent Assessor (See page 41).

Assessment 2:

a) Plan an assignment with a team of interpreters (more than two) booked for a conference where there is a mixture of plenary and workshop sessions **AND opportunities for Deaf people to network outside of planned sessions**. This will include clarifying details of the assignment including type of assignment, location & time of the assignment, agreement on the allocation of duties and support for each other.

The assignment can be any Deaf-related conference such as a BDA, AoHL or ASLI conference, international conferences on deaf-related issues such as Mental Health, Sign Language, Deaf History or mainstream events such as *Who Do You Think You Are*. This list is not exhaustive, and the Learner may find other opportunities. He or she may have to contact the conference organisers and volunteer for all or part of the conference. IBSL does not expect a normal college, deaf-business or university teaching or meeting event to be considered suitable as a sample for this evidence. The **exceptions** are events such as graduation occasions where there may be multiple Deaf participants or special events such as City Lit’s annual Deaf Day, or a University/College Open Day where there is a need for multiple interpreters, and there are presentations being held during the event.

b) Carry out the co-working assignment. This will include the actual performance which shall be observed by a qualified and approved Witness and moderated by the Learner’s Teacher-Assessor.

The Witness

The Learner needs to find his or her own qualified Witness for any such event and have this person approved by IBSL to observe the performed sessions outlined above. The Learner must then deliver their witness statements together with their plans as stated in the two (a) clauses above to their Teacher or Centre to be moderated and assessed.

Unit Specification: INTA4 Interpreting Linguistics Practice & Theory
(Unit accreditation number: H/505/9464)

Unit Summary, Learning Outcomes and Assessment Criteria

Unit Summary and Guided Learning Hours

The aim of this unit is for the Learner to demonstrate understanding of linguistics practice and theory as used in interpreting, and to demonstrate how cultural influences affect interpreting practice.

This unit should be delivered by a person well-versed in sign language linguistics, and achievement will be through **TWO** instruments of assessment, one of which will be an observation of a filmed recording of one of the Learner's actual performances and the other will be a written or signed essay on a topic to be determined by IBSL.

The Total Qualification Time of 80 hours has an element of 25 guided learning hours and includes research into the topic.

Learning Outcomes, On completion of this unit, the Learner will...	Assessment Criteria On completion of this unit, the Learner can...
1. Be able to understand main BSL Linguistic theories and their impact on interpreting practice	1.1 Apply knowledge of BSL Linguistic processes in practice. Including: <ul style="list-style-type: none"> a) Morphology, phonology & syntax; b) Semantics c) BSL variations & regional differences; d) Metaphors & idioms; e) Appropriate use of referents and role shifts during interpreting, including 3rd & 4th person role shifts 1.2 Identify influences on interpreting practice from other modes in use, viz: <ul style="list-style-type: none"> a) Young people's Sign b) Educational Sign (as used in schools etc) c) News broadcast Sign
2. Be able to demonstrate use of cultural influences in interpreting practice	2.1 Identify influences on interpreting practice of: <ul style="list-style-type: none"> a. Deaf cultural issues and cultural translations b. Use of taboo signs and euphemisms in Deaf culture where they impact in interpreting.

IBSL Level 6 Diploma in Sign Language Interpreting Studies

Unit INTA4

ASSESSMENT SPECIFICATION

The unit will be assessed by **TWO** instruments of assessment, each of which will focus on separate areas requiring the learner to demonstrate competence in the understanding of BSL Linguistics.

Assessment 1 will take the form of a 2500-word written essay (or alternatively a 30 minute signed) essay where Learners will analyse or explain their understanding of different types of linguistic rules and/or how **sign language and/or spoken language** linguistic and grammatical rules differ from one other, and how they impact on sign language interpreting.

The essay titles will be supplied by IBSL.

IBSL will also be responsible (through selected External Examiners experienced in BSL Linguistics) for the marking of the essays.

Reference sources should be given, but do not form part of the minimum/maximum number of words/time allowed with the main content of the essay.

This assessment will be conducted as a two-hour **Open Book session** (*see page 47*).

Assessment 2 will consist of an analysis of a video-recording of one of the trainee interpreter's performances where the Learner needs to demonstrate understanding of a number of linguistic rules in order to pass the assessment.

The assessment will be based on an observation sheet which would then form the basis of a professional discussion with the Learner's interpreting teacher/assessor or mentor.

Reasonable adjustments

A specific set of reasonable adjustment allowances for people with dyslexia or sight issues, or those needing the language modified will apply upon specific request to IBSL.

**Unit Specification: INTA5 Prepare for Interpreting Assignments
(Unit accreditation number: K/505/9465)**

Unit Summary, Learning Outcomes and Assessment Criteria

Unit Summary and Guided Learning Hours

The aim of this unit is for the Learner to demonstrate their ability to prepare for interpreting assignments.

A Total Qualification Time of 80 hours applies to this unit. Of this, 25 hours are guided learning.

Learning Outcomes, On completion of this unit, the Learner will...	Assessment Criteria On completion of this unit, the Learner can...
1 Know how to prepare for new interpreting assignments	1.1 Identify <ul style="list-style-type: none"> a) the subject matter and purpose of the assignment b) the level of language and interpreting skills required c) the mode of interpreting to be used: consecutive or simultaneous/whispered 1.2 Recognise and decline any assignment which is beyond own competence 1.3 Agree contract details, including location, equipment, timescales, insurance and payment 1.4 If appropriate, 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"> a) the type and complexity of the assignment b) domain-specific requirements c) likely cultural differences and language needs d) any special requirements, including the need for equipment and the positioning of the user(s) and the interpreter e) the likely requirements and expectations of the client and user(s) 1.6 Explain the principles of professional practice if unethical demands are made 1.7 Use relevant sources of information to prepare for the assignment 1.8 Compile and maintain a glossary of terminology

IBSL Level 6 Diploma in Sign Language Interpreting Studies

Unit INTA5

ASSESSMENT SPECIFICATION

The unit will be assessed by **TWO** instruments of assessment, each of which will focus on separate areas requiring the learner to demonstrate competence in preparation for assignments.

Assessment 1 will be a typical day-to-day assignment in the interpreter's place of employment (or if self-employed, typical day-to-day assignments for which bookings are received either by private agreement or through agencies). The preparation must relate to an actual assignment chosen as evidence in INTA6. Where appropriate, evidence of Professional Indemnity Insurance (PII) should be demonstrated. Where the evidence is of a self-employed assignment, full details of the assignment should be stated including location, time, whether co-working or not, payment arrangements and the nature of the assignment.

If the chosen evidence is an assignment that is part of the Learner's normal day-to-day operations in their paid employment, e.g. in a college, an university or a deaf organisation, the preparation must show details of how the task has been assigned to him/her, by whom, location, timings, whether co-working or working on one's own. It is expected that such a Learner would be covered under their organisation's insurance arrangements, and the Learner must clarify all issues around these arrangements in any case of an insurable incident arising from the assignment.

Assessment 2 should be an actual assignment that is not normally part of the Learner's day-to-day employment role, and must relate to an assignment in either INTA2 (where the Learner has been contracted to provide a period of telephonic interpreting tasks, or in INTA3, where the Learner has a co-working assignment, or in INTA8 (if selected) as well as Assessments 1-4 in INTA6 where the assignment fulfils the criteria or not being a day-to-day task.

The preparation must show full contractual details of the assignment including time, location, the nature of the assignment, PII and payment arrangements.

In both cases, the evidence must be supported by relevant documentation and descriptions of the techniques required to:

- anticipate the type and degree of difficulty of the assignment
- anticipate the needs of the client(s) and the user(s)
- carry out the delivery of effective communication between source and target language users
- show the research and verification of general and domain-specific terminology used in the evidence
- compile glossaries of terminology

All work generated for this unit is to be marked by the Learner's Teacher-Assessor and inserted into his/her Coursework file.

**Unit Specification: INTA6 Perform Assignments as an Interpreter
(Unit accreditation number: M/505/9466)**

Unit Summary, Learning Outcomes and Assessment Criteria

The Learner will demonstrate his or her ability to carry out interpreting assignments to a professional standard. Assignment performances for this unit should be observed by a qualified person accepted by IBSL, and shall include both one-way and two-way assignments as outlined in the assessment criteria.

The Total Qualification Time of 200 hours includes 40 hours of guided learning.

Learning Outcomes, On completion of this unit, the Learner will...	Assessment Criteria On completion of this unit, the Learner can...
<p>1. Be able to carry out one-way assignments to a professional standard</p>	<p>1.1 Interpret the meaning of a sustained presentation or other form of narrative accurately with only minor omissions and inaccuracies which do not significantly affect the meaning of the base message.</p> <p>1.2 Reflect the source language or language variant user's: a) Register, attitude and tone as expressed through verbal & non-verbal communication; b) Role and relationship with the target language or language variant user(s).</p> <p>1.3 Interpret consecutively and/or simultaneously/whispered.</p> <p>1.4 Interpret factual information, concepts and opinion.</p> <p>1.5 Handle standard varieties of language and common regional dialects.</p> <p>1.6 Paraphrase the meaning of complex terms and phrases where the direct equivalent in the target language or language variant is not known.</p> <p>1.7 Support effective communication throughout the assignment and take action if communication breaks down.</p> <p>1.8 Explain your role as interpreter upon arrival for the assignment, where required.</p> <p>1.9 Take notes during consecutive interpreting, where required.</p> <p>1.10 Use conduct consistent with the principles of professional practice and appropriate code of conduct.</p> <p><i><u>Continued on next page</u></i></p>

<p>2. Be able to carry out two-way assignments to a professional standard</p>	<p>2.1 Interpret accurately the meaning expressed by users who are communicating with each other across two languages or variants of the same signed language.</p> <p>2.2 Reflect the flow of communication between the users of two variants of the same signed language.</p> <p>2.3 Interpret with only minor omissions or inaccuracies that do not significantly affect the base message in either language or language variation.</p> <p>2.4 Reflect the source language or language variant user's:</p> <ul style="list-style-type: none"> a) Register, attitude and tone as expressed through verbal & non-verbal communication; b) Role and relationship with the target language or language variant user(s). <p>2.5 Interpret consecutively and/or simultaneously/whispered.</p> <p>2.6 Interpret factual information, concepts and opinion.</p> <p>2.7 Handle standard varieties of language and common regional dialects.</p> <p>2.8 Paraphrase the meaning of complex terms and phrases where the direct equivalent in the target language or language variation is not known.</p> <p>2.9 Support effective communication throughout the assignment and take action if communication breaks down.</p> <p>2.10 Explain your role as interpreter upon arrival on site, if required.</p> <p>2.11 Take notes during consecutive interpreting, where required</p> <p>2.12 Use conduct consistent with the principles of professional practice and appropriate code of conduct.</p>
---	---

Note: The **bold** sections above (i.e. 1.1, 1.2 and 2.1, 2.2) are **mandatory** requirements in assessments 1-4 shown on page 20.

IBSL Level 6 Diploma in Sign Language Interpreting Studies

Unit INTA6

ASSESSMENT SPECIFICATION

The unit will be assessed by **FIVE** instruments of assessment, two for one-way interpreting and two for two-way interpreting. The final assessment will focus on a specific context and can either be one- or two-way interpreting.

Interpretations can be done consecutively and/or simultaneously/whispered.

Assessments 1 & 2: Any small brief meeting, brief classroom or seminar lecture of not more than 20 minutes duration where the Learner is the sole interpreter present to deliver the contents of the meeting/lecture, but assignments are not restricted to these domains. Another possible example is where a Deaf person is new to a job and needs to be shown around his/her new place of employment by a different person (manager/foreman/supervisor or work colleague) in order to understand what goes on in his/her new department or place or employment.

Assessments 3 & 4: Any meeting or event of at least 30-40 minutes duration which needs two-way communication between the source and target language users. The example listed above can also be used here if the Deaf person needs to ask a lot of questions.

Assessment 5: Any public service interpreting assignment where there is a need to interpret as accurately as possible a series of spoken passages being delivered as part of an event. "Public service" in the meaning of this context is taken to mean an event that is organised and delivered by a public authority, a deaf organisation, a private company or any other organisation which organises events needing to be interpreted. The interpretations can either be one-way or two way. Examples could be:

- a tour of a museum or National Trust venue or stately home organised for deaf people;
- a commentary delivered on a guided bus tour deaf people as might happen in tourist cities such as Chester, Edinburgh, London, and Oxford (to name a few)
- accompanying a group of deaf people on holiday and conveying travel arrangements;
- an event where deaf people need to network (i.e. at conferences);
- an event where there is interactive dialogue between the source organisation (or users taking part in the source organisation's event) and deaf people who are visiting the source organisation's event;
- a conference with a series of small presentations;
- a Deaf funeral (see below), graduation service or similar.

Note: IBSL does not regard ordinary church services as suitable for evidence collection unless it includes a baptism service or funeral services where eulogies are given. Interpreting evidence at weddings should be confined to reception style speeches and the like, not the actual service itself. There must be deaf people present at these events.

The possibilities are infinite but the assignment should embody the spirit of the intended event.

Any assignment from assessments 1-4 may be chosen for INTA5 (*Prepare for Interpreting Assignments*)

An event chosen for Assessment 5 must not be the same as an assignment chosen for the second assessment in INTA3.

All assessments in this Unit must be observed by a qualified Witness approved by IBSL. However, it is recommended that one or more of the assignments be video-recorded, where possible and if the situation so permits, **so that the video recording can be utilised in INTA7.**

The Witness

The Learner needs to find his or her own qualified Witness for any such event and have this person approved by IBSL to observe the performed sessions outlined in this Unit. The Learner must then deliver their witness statements together with any supporting documents (where appropriate)* to their Teacher or Centre to be moderated/assessed.

*Supporting documents in Assessments 1-4 will be a summary of the assignment; in Assessment 5, the supporting documents could be a leaflet of the event at which the interpreting is to take place.

Note: At least one of these assignments should be video-recorded for the purposes of analysis in INTA7.

**Unit Specification: INTA7 Develop one’s Performance as a Professional Interpreter
(Unit accreditation number: T/505/9467)**

Unit Summary, Learning Outcomes and Assessment Criteria

The aim of this unit is for the Learner to review and evaluate their performance as an interpreter, identify their strengths and weaknesses and formulate a plan for their professional development.

The Total Qualification Time of 80 hours includes 25 hours of guided learning hours.

Learning Outcomes, On completion of this unit, the Learner will...	Assessment Criteria On completion of this unit, the Learner can...
1. Be able to evaluate own performance as an interpreter	1.1 Use commonly used concepts to review preparation for and delivery of assignments. 1.2 Evaluate the language used during interpreting in terms of syntax, lexical choice, register, pronunciation and intonation/modulation. 1.3 Review how accurately and fluently the meaning of the source language message to the target language or language variation was. 1.3 Evaluate how well assignments were managed in terms of: a) Conduct, style and interaction with users b) The approach taken when dealing with cultural expectations c) The appropriateness of consecutive and/or simultaneous/whispered mode d) Instances of communication breakdown, their causes and whether the right action was taken to repair them e) Compliance with the principles of professional practice and the appropriate code of conduct. 1.4 Produce an accurate and justifiable analysis of the strengths and weakness of the performed interpretation. 1.5 Identify ways in which preparation for assignments can be improved.

Continued on next page

<p>2. Be able to plan and implement professional development</p>	<p>2.1 Use the evaluation of the performance to plan future preparation of assignments and interpreting performance.</p> <p>2.2 Develop goals and priorities consistent with the evaluation.</p> <p>2.3 Identify and take relevant opportunities to develop 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 professional development against the criteria set.</p> <p>2.6 Update and revise plans made in the light of any progress made.</p> <p>2.7 Seek appropriate advice if progress and achievements do not meet expectations.</p>
<p>3. Be able to understand professional ideologies and ethics and the relevance of professional associations in terms of career development.</p>	<p>3.1 Identify professional ideologies that will help to shape future development.</p> <p>3.2 Adhere to an appropriate code of ethics as an Interpreter</p> <p>3.3 Utilise membership of a relevant professional association and understand the benefits of that membership in terms of career development.</p>

IBSL Level 6 Diploma in Sign Language Interpreting Studies

Unit INTA7

ASSESSMENT SPECIFICATION

There must be a minimum of **three** instruments of assessment to achieve this unit. These instruments of assessment relate to evaluations which are the result of reflections of own performance(s) as an interpreter. The reflections may come as an analysis of relevant theoretical models and feedback from colleagues, clients and the Witness.

The evaluations must relate to actual assignments performed by the Learner. One of these assignments must be a video-recording of the Learner's performance, and one assignment must be an observation backed up by a Witness Statement. The final evaluation must come from an assignment carried out in INTA2 (*Interpret Using Technology*).

All evaluations are to be marked by the Learner's Teacher-Assessor and inserted into his/her Coursework file.

Unit Specification: INTA8 Interpret Using Deafblind Communication (Unit accreditation number: A/505/9468)

Unit Summary, Learning Outcomes and Assessment Criteria

Unit Summary and Guided Learning Hours

This is one of the **five optional** units.

The aim of this unit is to enable learners to demonstrate awareness and competence in most aspects of interpreting assignments involving Deafblind Communication (DBC).

The Total Qualification Time of 80 hours includes 25 hours of guided learning.

Achievement of this unit will be through **THREE** instruments of assessment, two of which will be practical assignments using an approved mode of Deafblind Communication. It is essential to note that an important aspect of the interpreter's role with a Deafblind person is to ensure that the environment within which the interpreter is to interact with his/her client must have regard to the personal safety of the Deafblind person, whether or not that person is accompanied by a carer. In other words, the interpreter has a responsibility to ensure that there is no undue risk to the client in any working situation.

The third instrument of assessment will be a written (or signed) essay.

Learning outcomes and assessment criteria for the INTA8 unit

Learning Outcomes, On completion of this unit, the Learner will...	Assessment Criteria On completion of this unit, the Learner can...
1. Know the role of an interpreter working with Deafblind people	1.1 Identify <ul style="list-style-type: none"> a) the category of users likely to use Deafblind interpreting services b) the types of communication strategies needed for Deafblind interpreting services c) the type of business relationships needed to provide the support required in Deafblind interpreting services d) the interactive communication skills required with Deafblind people who have different cultural experiences and perspectives to his/her own e) the environment in which the interpreter has to work with the Deafblind person, with an emphasis on the client's safety. <p style="text-align: right;"><i>Continued on next page...</i></p>

<p>2. Be able to carry out assignments using Deafblind Communication strategies suitable to the source language user</p>	<p>2.1 Identify</p> <ul style="list-style-type: none"> a) the subject matter and purpose of the assignment b) the level of language and Deafblind interpreting skills required c) the mode of interpreting to be used: Manual/Block/Visual frame or Hands-on BSL <p>2.2 If appropriate, request a briefing session and sight of documents to be used in advance of the assignment</p> <p>2.3 Ensure the environment for interpreting assignment is safe for the Deafblind person</p> <p>2.4 Interpret with only minor omissions that do not significantly affect the meaning of factual information, concepts and opinion.</p> <p>2.5 Paraphrase where appropriate the meaning of any complex terms and phrases where the direct equivalent cannot be translated.</p> <p>2.6 Support effective communication throughout the assignment and take action if communication breaks down</p> <p>2.7 Behave throughout the assignments consistently within the professional code of conduct</p>
--	--

IBSL Level 6 Diploma in Sign Language Interpreting Studies

Unit INTA8

ASSESSMENT SPECIFICATION

The unit will be assessed by **THREE** instruments of assessment.

Assessment 1 will take the form of providing an interpretation of a video-recorded dialogue between a Deafblind person and another person who is not Deafblind lasting approximately 10-15 minutes. This dialogue will be supplied by IBSL and will use the Vision Frame sign language method.

This will be independently observed by the Teacher-Assessor who will, after the assessment, complete a Mark sheet a copy of which should be inserted into the learner's coursework file (or *e-file*) as evidence of their achievement. The Mark Sheet must be copied, dated and signed by both the Teacher-Assessor and the Learner.

After completion of the assessment, the invigilator or Teacher-Assessor will be required to complete the Application for Achievement form which must be sent to IBSL **within SEVEN days** of the assessment taking place, together with the other copy of the signed Mark Sheet and the video recording of the dialogue. The Centre should retain their copy in a safe place as required by the Assessment Regulations. IBSL will confirm the result within 28 working days, and this confirmation should also be inserted into the Learner's coursework file.

Assessment 2 will take the form of providing an interpretation of a video-recorded dialogue between a Deafblind person and another person who is not Deafblind lasting approximately 10-15 minutes. This dialogue will be supplied by IBSL and will use the Hands-On sign language method.

This will be independently observed by the Teacher-Assessor who will, after the assessment, complete a Mark sheet a copy of which should be inserted into the learner's coursework file (or *e-file*) as evidence of their achievement. The Mark Sheet must be copied, dated and signed by both the Teacher-Assessor and the Learner.

After completion of the assessment, the invigilator or Teacher-Assessor will be required to complete the Application for Achievement form which must be sent to IBSL **within SEVEN days** of the assessment taking place, together with the other copy of the signed Mark Sheet and the video recording of the dialogue. The Centre should retain their copy in a safe place as required by the Assessment Regulations. IBSL will confirm the result within 28 working days, and this confirmation should also be inserted into the Learner's coursework file.

Assessment 3 will consist of a 2500-word written (30 minute signed) essay on a topic to be decided by IBSL. The topic will relate to Deafblind Communication methodologies, practices, processes and theories. This assessment will be marked at source by IBSL.

This assessment will be conducted as a two-hour **Open Book session** (see page 47).

**Unit Specification: INTA12 Translate Written language into Sign Language
(Unit accreditation number: A/507/8246)**

Unit Summary, Learning Outcomes and Assessment Criteria

Unit Summary and Guided Learning Hours

This is one of the **five optional** units.

The aim of this unit is for Learner to produce at sight translations of written documents into signed language, and put into practice the process of providing a sight translation from written text taking into consideration the clients' and users' needs.

The Total Qualification Time of 80 hours includes 25 hours of guided learning.

Learning Outcomes, On completion of this unit, the Learner will...	Assessment Criteria On completion of this unit, the Learner can...
1. Be able to 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. 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. 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 the target language. 1.9 Check and clarify any uncertainty of meaning with the user to whom the document belongs

IBSL Level 6 Diploma in Sign Language Interpreting Studies

Unit INTA12

ASSESSMENT SPECIFICATION

THREE samples of evidence are required to achieve this unit.

All samples in the written document to be translated need to contain at least 200-250 words of sufficient complexity appropriate to Level 6. Examples of this type of evidence include DLA questionnaires, local government letters, course evaluation forms, financial and healthcare letters, wills, travel and flight documentation providing details of e-ticketing methods or baggage allowances.

All translations are to be observed by the Teacher-Assessor or approved Witness, who must judge that the complexity of language within the document to be translated is of appropriate Level 6 standard.

There needs to be observed evidence to show that the recipient of the translated passage has understood the content. This may be head nods, questions asked or active engagement in the translation through dialogue.

**Unit Specification: INTA13 Produce Written Language from a Narrative or Passage
in Sign Language
(Unit accreditation number: F/507/8247)**

Unit Summary, Learning Outcomes and Assessment Criteria

Unit Summary and Guided Learning Hours

This is one of the **five optional** units.

In this unit, Learners are required to translate signed passages in BSL into formal correspondence or brief reports.

It is recommended learners who are doing this unit should have excellent language skills in two or more languages (at least one of which has written form). They should be competent and/or familiar with the different styles used in formal business correspondence and reports structures.

The Total Qualification Time of 80 hours includes hours of 25 guided learning.

Learning Outcomes, On completion of this unit, the Learner will...	Assessment Criteria On completion of this unit, the Learner can...
1. Be able to give a complete written translation of the contents of a signed passage in the form of a letter or report.	1.1 Convey the sense of the original signed passage 1.2 Translate information without omissions, inaccuracies or distortions that may lead to misunderstandings
2. Be able to provide a written translation of factual information as well as concepts and opinions	2.1 Translate the signed passage without inaccuracies that alter the original meaning 2.2 Paraphrase into written language without distorting the meaning 2.3 Use vocabulary and specialist terminology within the learner's area of expertise
3. Be able to provide a written translation of a signed passage using modes and techniques to deliver effective communication	3.1 Display command of the language to deliver effective communication 3.2 Create written letters and reports in written language in a structured format, both informally and formally, from signed passages.

IBSL Level 6 Diploma in Sign Language Interpreting Studies

Unit INTA13

ASSESSMENT SPECIFICATION

The unit will be assessed by **THREE** instruments of assessment.

Assessment 1 will take the form of a letter consisting of between 200-250 words in structured in a formal business-style format taken from a signed passage in sign language delivered by a Deaf person.

This assessment should be witnessed and a copy of the letter attached to the Witness Observation Report and sent to IBSL.

Assessment 2 will consist of assisting the Deaf person to produce a circular or notice consisting of approximately 100-150 words. Examples are advisory notices about changes of programmes; information about closure periods for holidays and how to get emergency contact; information about a planned move or relocation; announcements about extra-curricular activities; an announcement of a staff meeting and its purpose. This is not an exhaustive list.

This assessment should be witnessed and a copy of the notice or circular attached to the Witness Observation Report and sent to IBSL.

Assessment 3 will consist of a typical business report, properly structured in a formal and accepted business format, taken from a signed passage in sign language delivered by a Deaf person. The report should be of approximately two A4 pages or around 750 words in length.

The Deaf person in this assessment should be filmed signing the report (with the Learner also in the frame) and the filmed clip sent to IBSL to be marked together with the typed-up report. The name of the Learner and his/her ULN or SCN should be put at the bottom of the report. IBSL will return the report together with a mark sheet for insertion into the coursework file.

**Unit Specification: INTA14 Interpret between two signed languages
(Unit accreditation number: K/507/8226)**

Unit Summary, Learning Outcomes and Assessment Criteria

This is one of the **five optional** units.

The Learner will demonstrate his or her ability to carry out interpreting assignments to a professional standard. Assignment performances for this unit should be observed by a qualified person accepted by IBSL, and shall include both one-way and two-way assignments as outlined in the assessment criteria.

The Total Qualification Time of 80 hours includes 25 hours of guided learning.

Learning Outcomes, On completion of this unit, the Learner will...	Assessment Criteria On completion of this unit, the Learner can...
1. Be able to carry out assignments to provide interpretation to a professional standard across two different signed languages	1.1 Interpret accurately the meaning expressed by users who are communicating with each other across two signed languages with only minor omissions and inaccuracies that do not significantly affect the meaning of the base message delivered in either language. This includes delivery of interpretation services at conferences or seminars. 1.2 Reflect the source language users': a) Register, attitude and tone as expressed through verbal & non-verbal communication; b) Role and relationship with the target language user(s) 1.3 Interpret consecutively and/or simultaneously/whispered. 1.4 Interpret factual information, concepts and opinion. 1.5 Paraphrase the meaning of complex terms and phrases where the direct equivalent in the target language is not known. 1.6 Support effective communication throughout the assignment and take action if communication breaks down. 1.7 Use conduct consistent with the principles of professional practice and appropriate code of conduct.
2. Know the role of an interpreter working across two different signed languages.	2.1 Identify circumstances where different signed language interpreting services are used. 2.2 Contrast and compare strategies needed for the use of different signed language interpreting services

IBSL Level 6 Diploma in Sign Language Interpreting Studies

Unit INTA14

ASSESSMENT SPECIFICATION

The unit will be assessed by **THREE** instruments of assessment.

Assessment 1 will take the form of providing an interpretation of a video-recorded dialogue between a person using a recognised sign language and another person using a different recognised signed language lasting approximately 10-15 minutes during which they will have a conversation/discussion on a mutually agreed upon topic.

This will be independently observed by the Teacher-Assessor who will, after the assessment, complete a Mark sheet a copy of which should be inserted into the learner's coursework file (or *e-file*) as evidence of their achievement. The Mark Sheet must be copied, dated and signed by both the Teacher-Assessor and the Learner.

After completion of the assessment, the invigilator or Teacher-Assessor will be required to complete the Application for Achievement form which must be sent to IBSL **within SEVEN days** of the assessment taking place, together with the other copy of the signed Mark Sheet and the video recording of the dialogue. The Centre should retain their copy in a safe place as required by the Assessment Regulations. IBSL will confirm the result within 28 working days, and this confirmation should also be inserted into the Learner's coursework file.

Assessment 2 will take the form of providing an interpretation of **LIVE** dialogue between a person using a recognised sign language and another person using a different recognised signed language lasting approximately 10-15 minutes.

This will need to be independently observed by the Teacher-Assessor **OR an approved competent witness** who will, after the assessment, complete a witness statement, a copy of which should be inserted into the learner's coursework file (or *e-file*) as evidence of their achievement. **The dialogue must be video-recorded.** The witness statement must be copied, dated and signed by both the Teacher-Assessor or witness and the Learner.

If the assessment is observed by a witness, the signed statement together with the video-recording should be sent to the Learner's Teacher-Assessor who should confirm that the evidence meets the required standards. **The video-recording may be used as one of the submissions for Unit INTA7.**

After completion of the assessment, the invigilator or Teacher-Assessor will be required to complete the Application for Achievement form which must be sent to IBSL **within SEVEN days** of the assessment taking place, together with the other copy of the signed witness statement and the video recording of the dialogue. The Centre should retain their copy in a safe place as required by the Assessment Regulations. IBSL will confirm the result within 28 working days, and this confirmation should also be inserted into the Learner's coursework file.

Assessment 3 will consist of a 2500-word written (30 minute signed) essay on a topic to be decided by IBSL. The topic will **relate to the international deaf community**. This assessment will be marked at source by IBSL.

The Witness

The Learner needs to find his or her own qualified Witness for Assessment 2 and have this person approved by IBSL to observe the performed sessions outlined in this Unit. The Learner must then deliver their witness statements together with any supporting documents (where appropriate) to their Teacher or Centre to be moderated/assessed.

**Unit Specification: INTA15 Interpret within the same signed language
(Unit accreditation number: M/507/8227)**

Unit Summary, Learning Outcomes and Assessment Criteria

This is one of the **five optional** units.

The Learner will demonstrate his or her ability to carry out interpreting assignments **within the same language** to a professional standard. Assignment performances for this unit should be observed by a qualified person accepted by IBSL, and shall include both one-way and two-way assignments as outlined in the assessment criteria.

The Total Qualification Time of 80 hours includes 25 hours of guided learning hours.

Learning Outcomes, On completion of this unit, the Learner will...	Assessment Criteria On completion of this unit, the Learner can...
1. Know the role of an interpreter who modifies delivery of information from within the same signed language	1.1 Identify <ul style="list-style-type: none"> a) the category of users likely to use same signed language interpreting services b) the types of communication strategies needed for same signed language interpreting services c) the type of business relationships needed to provide the support required in same signed language interpreting services d) the interactive communication skills required with Deaf people who have different cultural experiences and perspectives to his/her own.
2. Be able to carry out assignments using same signed language modification strategies suitable to the source language user	2.1 Accurately interpret through modification and transliteration the same signed sign language modifications in a variety of settings: face-to-face; small group settings, monologue or large group settings 2.2 Apply professional standards, practices and ethics not limited to the tenets of any Code of Professional Conduct to their work.

IBSL Level 6 Diploma in Sign Language Interpreting Studies

Unit INTA15

ASSESSMENT SPECIFICATION

The unit will be assessed by **THREE** instruments of assessment.

Assessment 1 will take the form of providing an interpretation of a video-recorded dialogue between a person using a recognised sign language and another person using a variation of the same signed language lasting approximately 10-15 minutes during which they will have a conversation/discussion on a mutually agreed upon topic.

This will be independently observed by the Teacher-Assessor who will, after the assessment, complete a Mark sheet a copy of which should be inserted into the learner's coursework file (or *e-file*) as evidence of their achievement. The Mark Sheet must be copied, dated and signed by both the Teacher-Assessor and the Learner.

After completion of the assessment, the invigilator or Teacher-Assessor will be required to complete the Application for Achievement form which must be sent to IBSL **within SEVEN days** of the assessment taking place, together with the other copy of the signed Mark Sheet and the video recording of the dialogue. The Centre should retain their copy in a safe place as required by the Assessment Regulations. IBSL will confirm the result within 28 working days, and this confirmation should also be inserted into the Learner's coursework file.

Assessment 2 will take the form of providing an interpretation of **LIVE** dialogue between a person using a recognised sign language and another person using a different recognised signed language lasting approximately 10-15 minutes.

This will need to be independently observed by the Teacher-Assessor **OR an approved competent witness** who will, after the assessment, complete a witness statement, a copy of which should be inserted into the learner's coursework file (or *e-file*) as evidence of their achievement. **The dialogue must be video-recorded.** The witness statement must be copied, dated and signed by both the Teacher-Assessor or witness and the Learner.

If the assessment is observed by a witness, the signed statement together with the video-recording should be sent to the Learner's Teacher-Assessor who should confirm that the evidence meets the required standards. The video-recording may be used as one of the submissions for Unit INTA7.

After completion of the assessment, the invigilator or Teacher-Assessor will be required to complete the Application for Achievement form which must be sent to IBSL **within SEVEN days** of the assessment taking place, together with the other copy of the signed Mark Sheet and the video recording of the dialogue. The Centre should retain their copy in a safe place as required by the Assessment Regulations. IBSL will confirm the result within 28 working days, and this confirmation should also be inserted into the Learner's coursework file.

Assessment 3 will consist of a 2500-word written (30 minute signed) essay on a topic to be decided by IBSL. The topic **will relate to the cultural variations of the learner's national deaf community**. This assessment will be marked at source by IBSL.

The Witness

The Learner needs to find his or her own qualified Witness for Assessment 2 and have this person approved by IBSL to observe the performed sessions outlined in this Unit. The Learner must then deliver their witness statements together with any supporting documents (where appropriate) to their Teacher or Centre to be moderated/assessed.

**IBSL Level 6 Diploma in Sign Language
Interpreting Studies**

Guidance Notes

on

Optional Units

Knowledge and Understanding

Definition of Interpreting

National Occupational Standards

Assessment Requirements

Regulations for controlled and supervised assessments

Policy & Rules on Open Book sessions

Occupational Expertise

Final “Live” Assessment

Optional Units

There are five optional units in this qualification. Learners are to choose two out of these five to complete their studies.

The five optional units are:

1. Interpret Using Deafblind Communication (INTA8)
2. Interpret between two signed languages (INTA14)
3. Interpret within the same signed language (INTA15)
4. Translate Written language into Sign Language (INTA12)
5. Produce Written Language from a Signed Passage (INTA13)

Routes to qualification and registration:

“This qualification is a route to registration as a Registered Sign Language Interpreter with NRCPD in England. In Wales, the language chosen may be Welsh (Welsh Language Act 2011-2016). RSLIs interpret between a signed and spoken language e.g. BSL – English, or between two signed languages e.g. BSL – ISL.”
(Statement from NRCPD – February 2016)

NRCPD (or in Scotland, SASLI) Registration will need to be agreed.

Please note that this qualification is available outside the UK, and registration is not covered by NRCPD or SASLI but by other non-UK registration authorities. Please contact IBSL for advice in this issue.

Knowledge and Understanding

Knowledge and understanding is not assessed separately but is contained in much of the assessment criteria, especially those which require written essays on principles, practices, and theories.

However, there are some key criteria which apply throughout the qualification and all units. Without these key criteria, no person can effectively acquire the principles, knowledge and understanding required to qualify and perform as an interpreter.

These key criteria are:

- The languages in which you interpret, with the ability to function at Level 6 in your declared sign language, and if you choose the following options INTA12, INTA14 and/or INTA15, then you also need to demonstrate your ability to function at Level 6 in your declared second language.
- The process of interpreting from one language into another or between variations of the same signed language and how to overcome the impact of the differences between languages or language variations, including through sight translations.
- The cultures of the languages or language variations in which you interpret and their conventions for communication, and the implications of these aspects for the planning of the interpreting assignment.
- The use of register and the transfer from one language to another, or from one language variation to another
- The various modes of interpreting, with particular regard to the consecutive and simultaneous modes.
- Techniques to anticipate the type and degree of difficulty of the assignment and the client's and the users' needs.
- Techniques to deliver effective communication between the source and target language or language variation users.
- Techniques to manage the process of communication, whether one-way or two-way, if it breaks down because:
 - a. you need to check the meaning
 - b. the degree of complexity, technicality or emotional charge is beyond your ability to deal with it
 - c. the positioning of yourself and/or the users hinders communication
 - d. the conduct of the presenter (in a one-way task) or the audience within which you are interpreting (in a two-way task) prevents you from interpreting effectively
 - e. the speaker (or signer) is going too fast or too slowly
- The role of the interpreter and the principles of professional conduct/practice, specifically the need to:
 - a. disclose any information, including conflict of interest which may make you unsuitable for an assignment
 - b. be impartial, maintain integrity and professionalism
 - c. treat all information you receive in the course of your duties as confidential, unless required to disclose by law
 - d. respect the ethics and working practices of other professions
- The domains in which you interpret and how to work with other professionals within your assignments, including how to communicate and work effectively within a team and achieve joint work objectives and performance measures.
- Techniques to compile and maintain glossaries using sources of general and specialist information to assist with assignments especially those with domain-specific terminology.
- Techniques to review, assess and analyse interpreting performances

Definition of Interpreting and a Professional Interpreter

Language interpretation or interpreting is the facilitating of oral or sign-language communication, either simultaneously or consecutively, between users of different languages or language variations.

In professional parlance, *interpreting* denotes the facilitating of communication from one language form into its equivalent, or approximate equivalent, in another language form or variation; while *interpretation* denotes the actual product of this work, that is, the message thus rendered into speech, sign language, writing, non-manual signals, or other language form or variation. This important distinction is observed in order to avoid confusion.

A 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 signed or written translation of written documents where appropriate.

A professional interpreter is impartial, promoting effective communication between source and target language users and clarifies language and cultural misunderstandings where appropriate.

A professional interpreter is NOT an advocate for clients.

A professional 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.

National Occupational Standards

National Occupational Standards (known as 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 a number of units that relate to core aspects of interpreting performance and are part of a range of NOS that are standards set by the relevant UK standards setting organisations who work with employers, providers, stakeholders and other sector skills organisations to promote and develop skills for workforces.

The sector skills council responsible for interpreting is the Council of Administration (known as SkillsCfA) which has a portfolio of responsibilities relating to the development of various NOS promoting and providing for good practice and skills in particular areas of professional activity. This portfolio includes areas such as Business & Administration, Industrial Relations, HR & Recruitment, Management & Leadership, Marketing, Sales and, for our purposes, Languages and Intercultural Working. The Interpreting NOS are just one part of a range of national occupational standards under the Languages & Intercultural Working portfolio managed by SkillsCfA.

No qualification may be released as part of an approved qualifications framework unless it has been through a form of validation process by SkillsCfA to ensure that the qualification meets the national occupational standards. This process includes looking at the unit structure and the learning outcomes within that structure that describe what a learner has to do to demonstrate competence in his/her chosen occupational activity. Alongside this, an assessment criteria section sets out the detailed technical and professional knowledge, understanding and abilities required to meet the learning outcomes.

If the new proposed qualification meets the NOS and all other criteria related to the validation process, the new qualification is supported (approved) by SkillsCfA.

IBSL's application for its Level 6 Diploma in BSL/English Interpreting Studies was supported by SkillsCfA in December 2013. It is regarded as a *taught* vocationally related qualification with the unit structure and assessment methodology different from the National Vocational Qualification (NVQ) in interpreting, and this is reflected by the use of the word *Studies* in the title.

IBSL's application to vary its Level 6 interpreting Diploma was the subject of a dialogue with the SkillsCfA during April 2014 through to August 2015, when it finally received support as the IBSL Diploma in ***Sign Language*** Interpreting. The terms *British Sign Language/English* were removed from the new variation to enable the diploma to be more widely available to other languages and language variations, including in particular Welsh due to Welsh Government legislation. In consequence, the Diploma may now be available in the European Union.

Assessment Requirements

The IBSL Level 6 Diploma in Sign Language Interpreting Studies is based on a **COURSEWORK FILE** system which may either be paper-based or in an e-file. This file needs to contain all the evidences generated by the Learner for the purposes of achieving the qualification. (**Note:** *A Coursework file is the main evidence-generating process used by IBSL in all but the very basic of its qualifications.*)

A Learner will achieve the qualification by completing a series of assessments, examinations, tasks and written or signed essays. Each unit is specific in the number of objectives that need to be completed and achieved by the Learner, and no-one can achieve the full qualification unless all units and the number of objectives within each unit have been achieved.

The series of assessments, examinations, tasks and written or signed essays may take place across a variety of evidence-generating locations. These include workplace activities, classroom activities, community activities and through private study, and these locations must be agreed with the Learner's Teacher-Assessor (T/A). A large number of the assessments and tasks need to be observed and the Learner will either use his/her T/A for this, or some other suitably qualified person with the T/A's approval.

The Learner must provide evidence of his or her work in a minimum of two of the following domains:

- Business and the world of work (including Media)
- Education
- Health
- Local Government
- Community

When registering for units for this qualification, the learner must declare which languages or language variations they are to be interpreting into and from. For example:

- If a learner wishes to interpret between English and British Sign Language, they need to declare this when registering for the Units
- If a learner wishes to interpret between standard BSL and a variation of BSL, this needs to be declared, and if the same learner wishes to register for one of the Sight Translation Units i.e. Units INTA12 and INTA13, then the learner is required to declare they will be working with English as well.
- If a learner wishes to interpret between two signed languages, then both languages will need to be declared, and if the learner wishes to register for one of the Sight Translation units then the learner is required to declare they will be working with English as well
- If a learner wishes to work as a deafblind interpreter using BSL, then this needs to be declared as well, and if the learner wishes to register for one of the Sight Translation units then the learner is required to declare they will be working with English as well

All work generated by the Learner must be genuine, and the use of simulation is to be avoided whenever possible, except where the use of video-recording is necessary for the purposes of analysis.

There are a total of 25 instruments of assessments (including the final "live" assessment) across the series of assessments, examinations, tasks and written or signed essays to be achieved before completion of the qualification.

There are **NINE** units needing to be completed out of a total of 12, 7 of which are Mandatory and 2 out of 5 optional.

Regulations for Controlled and Supervised Assessments

In some assessments, reference is made to controlled and supervised conditions. These are instances when a learner has to sit down and complete examination or assessment papers, perhaps individually or perhaps in groups of other learners. Some sessions may be classified as Open Book Sessions (see page 47). The following regulations govern timed controlled and supervised sessions:

1. All assessments must be carried out under appropriate 'examination conditions', and no Learner must receive help from anyone during the assessment. The assessment witness and the Teacher-Assessor (or an *invigilator*) must sign the appropriate Learner Assessment Record form to confirm this.

2. 'Examination conditions' mean that the assessment room:

- must be identified by an appropriate sign outside the room;
- must not contain displays of material which could assist the Learner;
- must be set up correctly for each assessment, taking into account the position of the participants and the location of the technology equipment to be used
- personal mobile telephones not part of the assessment process must be switched off;
- each learners' ID must be confirmed;
- all unauthorised items/materials/belongings are placed out of reach of the learners;
- learners are informed they are subject to the rules of the assessment;
- learners are supervised and observed throughout the assessment;
- there is no distraction or disturbance during the assessment.

3. It is the responsibility of Centres to appoint a suitably qualified person (invigilator) to carry out the observation of the Assessments, ensuring that they are briefed and familiar with IBSL's regulations for external assessments.

4. If the invigilator or assessment co-ordinator observes any misconduct, the assessment must be stopped immediately, and complete a Misconduct Report Form (available from the IBSL website).

The time of the action must be noted, and the Learner informed of the procedure. The Application for Achievement should be annotated with a brief statement describing the incident.

5. If an emergency should occur, e.g. fire alarm, the assessment room must be evacuated immediately in accordance with the instructions of the appropriate authority, and a report detailing the time and date of the incident sent to IBSL.

Depending on the circumstances, the assessment may be:

- a) resumed if there has been no breach of assessment security, or
- b) cancelled to be rearranged at a later date or
- c) if the assessment was almost completed, a Special Consideration form should be completed on behalf of the Learner(s).

6. After the assessment, the Application for Achievement form must be correctly completed and all learners should check their names are spelt correctly before signing the form. The form is then sent to IBSL together with all completed Witness statements **within SEVEN days** of the assessment taking place.

IBSL Policy and Rules Concerning in Open Book sessions

Including Personal Items, Examination Breaks, Medical Conditions, Food & Drink
(in accordance with JCQ guidelines)

Timed Open Book Sessions

In IBSL, Open Book sessions are timed at 2 hours, unless otherwise stated.

What Learners may bring into the Open Book session

Learners are allowed certain items that they may bring into the examination room for their Open Book Session.

These include:

- A laptop or camera for use in the session (note: the laptop must not be connected to the Internet)
- A flipchart stand to assist in structuring the written or filmed presentation (the notepad must be new with clean sheets and not include any unauthorised writing)
- A new and clean USB for recording purposes (both written and signed versions)
- "Classroom Notes" on no more than **ONE sheet** of a two-page A4 paper on which the Learner has listed references that s/he might need during the assessment/examination. These are to be used as a memory aid. (This sheet will require to be attached to the completed assessment materials).
- A clear, plastic bottle of water

The flipchart notepad should be mounted or stood out of sight of any other learner who may be in the room sitting the same Open Book session. The sheet(s) that were used by the Learner should be detached at the end of the assessment/examination and included with the typed papers/filmed USB and sent to IBSL.

NO other written materials or text books are allowed in the room.

NOTE: Audio recordings are **not** permitted except with specific IBSL permission (obtained by way of a Reasonable Adjustment application) if the Learner is registered Blind, or has identified dexterity issues. This is because the IBSL External Examiners will usually be Deaf and IBSL would have to call in at a cost a hearing translator/interpreter to work with the examiner.

Personal Items

The following may **not** be accessed at all during examination/assessment appointment, including breaks:

- Mobile/smart phones, electronic tablets including iPads, cameras (except where stated above), jump drives or other electronic USB devices, weapons of any kind. All must be switched off during the examination/assessment period.
- All educational, test preparation and study materials, except the one sheet two-page paper which have been authorised by IBSL as above.
- All bags, purses, wallets, watches, coats, hats, scarves, gloves.

During check-in for the examination/assessment, all Learners are required to store the above electronic devices in a sealable, see-through plastic bag provided by the Centre. If a Learner refuses to comply with

this regulation, s/he will not be allowed to take part in the examination/assessment and must re-register and pay another examination fee for a new examination/assessment appointment.

The following may be accessed **ONLY during any permitted breaks** and are to be kept separate from the examination/assessment area.

- Medical aids/devices
- Food or drink, gum or sweets.
- Lip balm

All or any of the above that are needed for access during examination breaks must be stored in a clear, see-through plastic food box.

NOTE: Inhalers or small clear-see through **new and unopened** packets of tissues for those with colds or hay fever will be allowed into the examination/assessment room upon permission being given by the invigilator, who must examine them to ensure they are above-board.

Examination Break Procedures

There will be no authorised breaks during a standard 2-hour Open Book session. However, on occasions where IBSL sets the Open Book Session at more than two hours, all Learners will be given the opportunity to take a maximum of **TWO** scheduled examination breaks. These will be of 10 minutes duration. These are inbuilt into the examination time therefore the clock will **not** stop during the breaks.

During these breaks, Learners may:

- Go to the toilet
- Access their food and drink boxes
- Access any medication.

They may not leave the building unsupervised or access any part of the building where they might be able to access educational information or data or devices that may assist them in their examination/assessment.

During breaks:

- All examination materials must be left on their desks/tables or other work areas
- Learners must not converse or communicate with each other.
- Their electronic devices (i.e. mobile phones & iPads) may **NOT** be accessed.

Special Medical Consideration

Some learners may:

- Require timetabled medication (i.e. take medication at prescribed times or intervals)
- Need regular or more frequent toilet breaks due to a condition or infection
- Need extra rest breaks as part of a medical condition

For the first two of the above instances, application must be made to IBSL (or the Head of the Centre) prior to the examination/assessment taking place so that the invigilator may be informed of the circumstances and due allowance made. The clock will **NOT** be stopped, however.

For the third instance above, a Reasonable Adjustment application must be made to IBSL not less than 4 weeks before the scheduled date of examination/assessment. IBSL will adjust the timing allowed for the examination/assessment if needed.

Breastfeeding

It is possible that some learners may have babies that need breastfeeding. Depending on the centre policy on infants in the building, the following may apply upon application to IBSL **AND** the Centre, **IF the examination cannot be re-scheduled:**

- A separate, private room should be made available to the learner and the infant to enable breastfeeding to take place
- The learner to obtain permission to have an infant with her during the examination and where possible, a carer for the infant should be available (i.e. husband, relative) who can take the infant out of the room when breastfeeding is not required. The handover of the infant must be supervised to ensure that no messages are passed between the carer and the learner.
- An additional time of **ONE** hour will be inbuilt into the Open Book session to enable breastfeeding, but the clock will **NOT** be stopped during the allocated time.

Examinations/Assessments taken on computer

- Computer examinations will use Microsoft Word. Dyslexic Learners may use the spell checker unless their agreed arrangements state otherwise.
- Learners must ensure that their Unique Learner Number (or Scottish Candidate Number) and the code and title of the examination are put in the header of the document to ensure that it appears on every printed page. They should not put their name anywhere on the document.
- The document should be saved on the desktop during the examination. It will be saved to DVD/USB at the end of the examination.
- **DO NOT CLOSE DOWN THE DOCUMENT AT THE END OF THE EXAMINATION** so that if there is a problem with the disk, the document can be retrieved by the Examinations and Assessments Office prior to the next examination.
- Computers can fail. It is the Learners' own responsibility to ensure that the work is backed up regularly. It is recommended that the document is saved at least every 15 minutes and that Learners take the opportunity to do so whenever they are not typing.
- There may be several Learners in the computer room for any examination session and there may be some background noise. Learners who feel they may be distracted by this will be permitted to use foam/non-electronic earplugs (these are available from chemists). Learners must supply their own earplugs.

Examinations/Assessments using video recording

- Video-recorded examinations/assessments will use DVD/USB or detachable Memory Card, all of which must be able to be sent to IBSL.
- **COPIES should be saved.**
- Learners must ensure that their Unique Learner Number (or Scottish Candidate Number) and the code and title of the examination are put in front of the recording. They should not put their name anywhere on the recording.
- Learners are to provide their own cameras with a clean DVD/USB or Memory Card.
- Learners should provide their own tripods.
- **DO NOT CLOSE DOWN THE RECORDING AT THE END OF THE EXAMINATION** so that a copy can be made by the Examinations and Assessments Office prior to the next examination.

- Cameras can fail. It is the Learners own responsibility to ensure that the work is backed up regularly. At least every 15 minutes Learners should take the opportunity to do so whenever they are not filming.
- Learners are permitted to use a flipchart pad to assist in production. These papers will form part of the examination/assessment material at the end and must have the Learner's ULN written on them.

Malpractice

Any breach of these examination/assessment regulations, or inappropriate/irregular behaviour during the examination/assessment may lead to disqualification in this **AND** all future examinations/assessments.

Inappropriate/irregular behaviour includes:

- Giving/receiving assistance of any kind.
- Accessing or attempting to access prohibited devices or aids that may be helpful during the examination/assessment.
- Tampering with computer or camera equipment or attempting to use them for any purpose other than taking the examination/assessment.
- Plagiarism (the practice of taking or copying someone else's work or ideas and passing them off as one's own), especially in written essays.
- Failure to follow these regulations or any instructions given by the Centre invigilator.

Assessment Strategy and Occupational Expertise

The IBSL Level 6 Diploma in Sign Language Interpreting Studies is not a NVQ. Nonetheless, it is a vocational qualification and needs to have consistent and appropriate quality control in the assessment and marking process.

Because it is classified as a taught qualification, the key people on the teaching programme are termed Teacher-Assessors. There may be more than one on the programme, with a Lead T/A. There may also be specialist assessors within the team who are not qualified teachers - they may have, for example, translation skills or skills more appropriate to certain units, e.g. linguistics, or may be interpreters supporting the Lead Teacher-Assessor.

For the teaching of this qualification, it is essential that the T/As should have occupational expertise. They must have:

- a qualification or training as an assessor or moderator
- language and/or interpreting skills accredited to a minimum of Level 4
- up-to-date knowledge of interpreting and/or language/specialist skills demonstrated by a record of continuous professional development
- relevant experience of working as interpreters, translators or linguists
- in-depth knowledge of the interpreting standards
- an understanding of what constitutes competence-based assessments

To be a Witness of interpreting performances, such a person must have:

- preferably a qualification and experience as an assessor in interpreting
- sufficient expertise in language and interpreting to enable them to carry out assessment decisions
- relevant experience of working as interpreters
- in-depth knowledge of the interpreting standards
- an understanding of what constitutes competence-based assessments

In some parts of the qualification, IBSL will use External Examiners appropriately trained and/or qualified to undertake marking of assessments, examinations, tasks, and written or signed essays that are to be done at source.

The final coursework file check will also be carried out by an IBSL-appointed appropriately trained and/or qualified External Examiner.

The Final “Live” Assessment

It is the policy of IBSL that at least one assessment in any **BSL Studies** qualification (except at Entry Level & Level 1) is subject to a final “live” assessment where an IBSL-appointed External Examiner assesses the Learners. This is usually the final assessment in Levels 2, 3, 4 & 6 BSL Studies qualifications. The same principle is carried forward to the Level 6 interpreting diplomas.

The final “live” assessment in this qualification will most certainly be Assessment 1 of Unit IBSL6A3 (the co-working unit). This will only alter if circumstances force the change.

For this assessment, IBSL will **usually** organise a seminar or workshop with a number of presenters who shall each speak in 30-40 minute sessions, and have a prepared script for their presentation which will be made available to two pairs of Learners prior to the seminar/workshop so that they can carry out their required preparations.

In the seminar/workshop, there should be a minimum of 6 sessions, each session to be covered by one pair of Learners. The number of sessions may be adjusted according to the number of Learners needing to perform their “live” assessment on the day.

IBSL will be responsible for the logistics and the organisation of the seminar/workshop, although a Centre may ask for permission to organise their own seminar/workshop event and arrange for the IBSL external examiner to be present.

Each pair of Learners will be assessed by an IBSL-appointed External Examiner (or Independent Assessor). (The same person may assess more than one pair throughout the day.)

Please note that on the day of the final live assessment, the IBSL External Examiner will be required to examine and sign off the Learner coursework files so this assessment should not be held until all other assessments have been completed.