

**Additional Information & Clarification for the IBSL Diplomas in Interpreting
(i.e. Essay titles and assessment requirements)**



**October
2015**

Quick Overview of the Qualification Structure

Mandatory or Optional	IBSL Unit Code	QCF Unit Number	Unit Title	Total Qualification Time*	Credits
Mandatory	INTA1	<u>H/507/8239</u>	Principles & Theories Supporting the Practice of Interpreting	25; 40; 15	8
Mandatory	INTA2	Y/505/9462	Interpret Using Technology	25; 40; 15	8
Mandatory	INTA3	D/505/9463	Work with Other Interpreters	25; 40; 15	8
Mandatory	INTA4	H/505/9464	Interpreting Linguistics Practice & Theory	25; 40; 15	8
Mandatory	INTA5	K/505/9465	Prepare for Interpreting Assignments	25; 40; 15	8
Mandatory	INTA6	M/505/9466	Perform Assignments as an Interpreter	40; 160; 40	24
Mandatory	INTA7	T/505/9467	Develop one's Performance as a Professional Interpreter	25; 40; 15	8
Optional	INTA8	A/505/9468	Interpret Using DeafBlind Communication	25; 40; 15	8
Optional	INTA12	A/507/8246	Translate Written Language into Sign Language	25; 40; 15	8
Optional	INTA13	F/507/8247	Produce written language from a signed passage	25; 40; 15	8
Optional	INTA14	K/507/8226	Interpret between two signed languages	25; 40; 15	8
Optional	INTA15	M/507/8227	Interpret within the same Signed Language	25; 40; 15	8

IBSL Level 6 Diploma in Sign Language Interpreting Studies
Guide to Assessment Marking & Moderation: How the Units are Assessed

Unit Code:	Assessment 1	Assessment 2	Assessment 3
INTA1 <i>(Practices & Theories)</i>	IBSL Examiners	Centre Assessors	N/A
INTA2 <i>(Technology)</i>	Centre Assessors/Witness	Centre Assessors/Witness	IBSL Examiners
INTA3 <i>(Work with others)</i>	IBSL Examiners/ Independent Witness	Centre Assessors/Witness	N/A
INTA4 <i>(Linguistics)</i>	IBSL Examiners	Professional Discussion with Centre Assessor	N/A
INTA5 <i>(Preparation)</i>	Centre Assessors/Witness	Centre Assessors/Witness	N/A
INTA6 <i>(Performance)</i>	All Assessments: Centre Assessors/Witnesses		
INTA7 <i>(Development)</i>	Centre Assessors/Witness	Centre Assessors/Witness	Centre Assessors/Witness
INTA8 <i>(Deafblind)</i>	Centre Assessors/Witness	Centre Assessors/Witness	IBSL Examiners
INTA12 <i>(Written-to-Sign)</i>	Centre Assessors/Witness	Centre Assessors/Witness	Centre Assessors/Witness
INTA13 <i>(Sign-to-written)</i>	Witness Observation & IBSL	Witness Observation & IBSL	IBSL Examiners
INTA14 <i>(Sign Lan-Sign Lang)</i>	Centre Assessors/Witness	Centre Assessors/Witness	IBSL Examiners
INTA15 <i>(Within same SL)</i>	Centre Assessors/Witness	Centre Assessors/Witness	IBSL Examiners

IBSL Level 6 Diplomas in Interpreting Studies
Unit INTA1 Principles & Theories Supporting the Practice of Interpreting
Essay titles for Assessment 1

Assessment 1 Specification

This assessment will consist of a written or signed essay of a principle and/or theory chosen from a pre-determined list set by IBSL. The essay will be of 2500 words or 30 minutes signed duration. References do not form part of the number of words or signed time. The assessment may be done in the learner's own time and will be marked at source by IBSL, who will produce a statement noting the achievement of the learner. This statement should be inserted in the coursework file as evidence of achievement.

Suggested Essay Reading List

Essay titles will come from a short reading list. Currently for 2015-2016 this list will include:

- Sign Language Interpreting Theory & Practice in Australia & New Zealand (*Napier, McKee & Goswell, 2006 ISBN 1-86287-583-9*)
- Sign Language Interpreting and Interpreter Education (*Marc Marschark & Ricco Peterson 2005 ISBN 978-0-19-517694-0*)
- Sign Language Interpreting: Linguistic Coping Strategies (*Napier 2002, ISBN 0-946252-37-8*)
- *The Interpreting Studies Reader 2nd Edition* (*Franz Pochhacker & Miriam Shlesinger: to be released 27 January 2016*)
- The Demand Control Schema: Interpreting as a Practice Profession (*Robyn K. Dean: 2013 ISBN: 9781489502193*)
- Sign Language Interpreting: Deconstructing the Myth of Neutrality (*Melanie Metzger, 2011 ISBN 13-978-1-563683-44-2*)
- Interpreting as Interaction (*Celia Wadensjö 1998, ISBN 9780582289109*)
- Telephone Interpreting and the synchronization of talk in social interaction (*Wadensjö 1999, in the Translator 5 [2]*)
- www.asli.org.uk *About Interpreting in Health care Settings*
- Introduction to Healthcare for Interpreters and Translators (*Ineke H.M. Crezee, 2013 ISBN 9789027212061*)

Note: Learners are encouraged to do additional reading through magazine articles and other books on mainstream interpreting theories and strategies. One such article is *Interpreting in Healthcare Settings: Recommendations for a Tiered Registry* by the Minnesota Department of Health, February 2015.

Typical Essay List to be used by IBSL 2015-2016

IBSL will provide a choice of two essay titles each year. It will be for the Learner to decide which essay s/he chooses for their assessment. The following is a list of possible essay titles that will be chosen for 2015-2016. The titles will change on the 1st January each year.

Each essay title is mapped to the appropriate Learning Outcome/Assessment Criteria found in the qualification specification.

1. Managing relationships within an educational setting is an important consideration for an interpreter. Expand on this statement.
Mapped to Learning Outcomes 1, 2, 3, 4; Assessment criteria 1.1; 2.1; 3.1 & 3.2; 4.1
2. Why is the impact of an interpreter in a community health setting potentially so significant? Give two reasons and expand on these reasons.
Mapped to Learning Outcomes 1, 2, 3, 4; Assessment criteria 1.1; 2.1; 3.1 & 3.2; 4.1
3. Explain what is meant by *Professional Distance* and why this is crucial in interpreting relationships with Deaf people.
Mapped to Learning Outcomes 1, 2, 3, 4; Assessment criteria 1.1; 2.1; 3.1 & 3.2; 4.1
4. Why is the Code of Ethics important to the interpreting profession? How does it protect interpreters?
Mapped to Learning Outcomes 1, 2, 3, 4; Assessment criteria 1.1; 2.1; 3.1 & 3.2; 4.1
5. Try to think of some potentially negative outcomes of an interpreter (i) interjecting personal opinions or advising clients (ii) disclosing information about interpreting assignments.
Mapped to Learning Outcomes 1, 2, 3, 4; Assessment criteria 1.1; 2.1; 3.1 & 3.2; 4.1

IBSL Level 6 Diplomas in Interpreting Studies

Unit INTA2 *Interpret Using Technology*

Essay titles for Assessment 3

Assessment 3 Specification

This assessment will consist of a written or signed essay of a principle and/or theory chosen from a pre-determined list set by IBSL. The essay will be of 2500 words or 30minutes signed duration. References do not form part of the number of words or signed time.

The assessment may be done in the learner's own time and will be marked at source by IBSL, who will produce a statement noting the achievement of the learner. This statement should be inserted in the coursework file as evidence of achievement.

Recommended Essay Reading List

Unfortunately there are few deaf-specific telephone interpreting books or articles and Learners are encouraged to do additional reading and research topic-specific articles from Internet sources on generic telephonic interpreting and adapt these to deaf-related work. Other suggested sources are:

- Telephone Interpreting and the synchronization of talk in social interaction (*Wadensjö 1999, in the Translator 5 [2]*)
- Telephone Interpreting - "Hello, is anyone there?" - *published in Deaf Worlds 18(2)*
- Modelling the Field of Community Interpreting: Questions of Methodology in Research and Training (*Claudia Kainz, Erichj Prunc & Rafael Schögler, 2012.*) [This publication includes an article on telephone interpreting methodology by Myriam Vermeerbergen, Assistant Professor of Flemish Sign Language at the Department of Applied Language Studies, Lessius University College, Antwerp, Belgium]
- Telephone Interpreting: A Comprehensive Guide to the Profession (*Nataly Kelly 2008, ISBN: 9781425185015*)
- www.signvideo.co.uk (also see SignVideo accessibility websites)
- Also check out websites such as www.kwintessential.co.uk or www.languageline.co.uk

Typical Essay List to be used by IBSL 2015-2016

IBSL will provide a choice of two essay titles each year. It will be for the Learner to decide which essay s/he chooses for their assessment. The following is a list of possible essay titles that will be chosen for 2015-2016. The titles will change on the 1st January each year.

Each essay title is mapped to the appropriate Learning Outcome/Assessment Criteria found in the qualification specification.

1. State what is meant by VRI and explain how these have grown over the past decade or so. How is this system different from a video relay service?

Mapped to Learning Outcomes 1, 2, 3, 5; Assessment criteria 1.1 & 1.2; 2.1; 3.1 & 3.2; 5.1

2. Explain why the use of VRI in medical, legal and mental health settings is seen as controversial by some in the deaf community.
Mapped to Learning Outcomes 1, 2, 3, 5; Assessment criteria 1.1 & 1.2; 2.1; 3.1 & 3.2; 5.1
3. Telephone interpreting has become a key service for businesses around the world. Explain this statement.
Mapped to Learning Outcomes 1, 2, 3, 5; Assessment criteria 1.1 & 1.2; 2.1; 3.1 & 3.2; 5.1
4. SignVideo have set the standard for sign language telephone/video interpreting but the service is still “new” and still to realise its potential. Expand on this statement.
Mapped to Learning Outcomes 1, 2, 3, 5; Assessment criteria 1.1 & 1.2; 2.1; 3.1 & 3.2; 5.1
5. State some of the (a) benefits and (b) drawbacks of telephone interpreting
Mapped to Learning Outcomes 1, 2, 3, 5; Assessment criteria 1.1 & 1.2; 2.1; 3.1 & 3.2; 5.1

IBSL Level 6 Diplomas in Interpreting Studies
Unit INTA3 Working with Other Interpreters
Notes for Assessment 1 (Observed Session)

Assessment Specification

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 shall be an IBSL External Examiner or Independent Assessor.

Clarification of the above

- Live observations must be carried out by an appointed IBSL External Examiner/Independent Witness
- Observed sessions need to be of at least 30-40 minutes *interpreted* duration to allow Learners to co-work. This is the minimum - it can go on for longer.
- The two learners need to meet/make contact and plan their session before the interpreted session begins.
- Arrangements by a Centre with 6 or 8 (or more) Learners for an interpreted event may be suggested to IBSL. This might be a half-day or full-day seminar where potentially there could be scope for more than one team of co-working Learners to be observed, subject to suitable timetabled breaks in the seminar programme.
- Alternatively, IBSL will set up a workshop/seminar and arrange for an appointed IBSL External Examiner to be present. This workshop will need to be arranged well in advance and be at a location convenient to the Learners.

IBSL Level 6 Diplomas in Interpreting Studies
Unit INTA4 *Linguistics Theory and Practice*
Essay titles for Assessment 1

Assessment 1

This explanation refers only to Assessment 1 which 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 rules and/or how signed and spoken linguistic and grammatical rules differ from one other, and how they impact on sign language interpreting.

The essay titles will be supplied by IBSL.

The assessment will be done as an Open Book session.

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

Reference sources are essential but do not form part of the minimum/maximum number of words/time allowed with the main content of the essay.

Typical Essay List to be used by IBSL 2015-2016

IBSL will provide a choice of two essay titles each year. It will be for the Learner to decide which essay s/he chooses for their assessment. The following is a list of possible essay titles that will be chosen for 2015-2016. The titles will change on the 1st January each year.

All essay titles are mapped to the following Learning Outcomes/Assessment Criteria found in the qualification specification, viz: *Learning Outcome 1, Assessment Criteria 1.2; Learning Outcome 2 & Assessment Criteria 2.1*

1. It has been stated that although interpreters might use omissions as a conscious linguistic strategy, it is possible they might make other omissions for different reasons. Expand on this.
2. Explore how knowledge of productive morphology enables an understanding of new lexical terms created in the Deaf community, and how interpreters meet this challenge.
3. With reference to the work of Sutton-Spence & Woll (1999), Liddell (2003), Vogt-Svendson (2007 and Nilssen (2008), outline how knowledge of space and Real space blending contributes to a shared understanding between signer and addressee.
4. Consider how concepts of time are expressed in sign language and spoken language and the challenges this may pose for the sign language interpreter.
5. Compare and contrast the use of metaphor in signed and spoken languages.
6. Describe the structure of non-manual morphemes and their role in negation, sentence and clause patterning.
7. A basic principle of interpreting is said to be this (a) restate schemas (b) translate terms. Explain this.

IBSL Level 6 Diplomas in Interpreting Studies

Unit INTA4 *Linguistics Theory and Practice*

Notes about Assessment 2

Assessment 2

This explanation refers only to Assessment 2 which will consist of an analysis of a video-recording of one of the trainee interpreter's performances. The Learner should use the same filmed recording that s/he will also use with Unit 6A7. In this task, the Learner is to carry out an observation analysis identifying different aspects of Sign Linguistics used in the recording. The observation analysis will include an explanation of why the Learner chose to interpret in a particular way.

The Observation Sheet will be supplied by IBSL and the marking of that sheet should form part of a professional discussion between the Learner's Interpreting teacher/assessor or mentor.

Suggested Reading and Research for INTA4

- The Linguistics of British Sign Language: An Introduction (*Sutton-Spence & Woll, 1998 ISBN 0-521-63718-X*)
- Grammar, Gesture, and Meaning in American Sign Language (*Scott K. Liddell 2003 ISBN 978-0521016506*)
- Sign Language and Linguistic Universals (*Wendy Sandler 2009 ISBN 978-0521483957*)
- The Demand Control Schema: Interpreting as a Practice Profession (*Robyn K. Dean: 2013 ISBN: 9781489502193*)
- Australian Sign Language (Auslan): An Introduction to sign language linguistics (*Trevor Johnston and Adam Schembri 2007 ISBN 978-0521483957*)
- Cognitive Theory of Simultaneous Interpreting & Training (*Erik Camayd-Freixas in Proceedings of the 52nd Conference of the American Translators Association, 2011.*)

Note: The works of Marit Vogt-Svendson (University of Oslo) & Signe Nilssen (University of Bergen, Norway) have been published in a number of Linguistics Academia publications, some through the University College London and Learners are encouraged to research these.

IBSL Level 6 Diplomas in Interpreting Studies
Unit INTA5 *Prepare for Interpreting Assignments*
Clarification Notes

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. Both assessments should be marked by the Teacher-Assessor or Interpreter-Trainer using the attached assessment record sheet (note: this can be used for either assessment). All criteria must be achieved at least once when completing the unit, although in some instances, evidence needs to be covered for both assessments.

Evidence can be in the form of a narrative, or more likely, a series of written statements relating to specific points or independent evidence notes (such as for example a contract from the client what specifies details of an assignment.)

Assessment 1

This will be either:

- a typical day-to-day assignment in the interpreter's place of employment such as in a college, private organisation or other institution where the interpreter has a contract with the employer as an interpreter (*however it is termed.. it could be Communicator*). The preparation must relate to an actual assignment which is chosen as evidence in Unit 6. Where the assignment 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 (i.e. the manager), the location within the organisation or perhaps an external meeting supporting Deaf employees, timings, whether co-working or working on one's own. It is expected that such a Learner would be covered under their organisations' insurance arrangements, and the Learner must clarify all issues around these arrangements in any case of an insurable incident arising from the assignment.

OR

- where the interpreter is self-employed as a community-type interpreter with a range of regular day-to-day assignments (which may include educational, medical or organisational meeting assignments) for which bookings are received either by private agreement or through agencies. The preparation must relate to an actual assignment which is chosen as evidence in Unit 6, and should include where appropriate evidence of Professional Indemnity Insurance (PII), and full details of the assignment including location, time, whether co-working or not, payment arrangements and the nature of the assignment.

Assessment 2

This 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:

- Unit 6A2 where the Learner has been contracted to provide a period of telephonic interpreting tasks,, perhaps by a Remote Telephonic Interpreting agency or a private assignment generated by a

Deaf employee working in a different organisation where that person needs to conduct one or more telephone interpreting sessions that cannot be done by an in-house staff member

OR

- in Unit 6A3, where the Learner has a co-working assignment for something that is not part of the interpreter's day-to-day role (i.e. a seminar attended by one or more deaf persons),

or

- in Unit 6A8 (if selected)

or

- an assignment that fulfils the criteria or not being a day-to-day task in assessments 1-4 of Unit 6A6 .

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

In **BOTH** assessments, 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
- the needs of the client(s) and the user(s)
- the delivery of effective communication between source and target language users
- the research and verification of general and domain-specific terminology
- the compilation of glossaries of terminology

ASSESSMENT RECORD SHEET: Unit 6A5

Learner Name:		ULN:	
Assessment 1	Unit/Assessment to which this 6A5 assessment applies	Assessment 2	Unit/Assessment to which this 6A5 assessment applies
1. Has Learner identified subject matter & purpose of assignment?	Yes/No	1. Has Learner identified subject matter & purpose of assignment?	Yes/No
2. Has Learner identified level of language & interpreting skills required?	Yes/No	2. Has Learner identified level of language & interpreting skills required?	Yes/No
3. Has Learner determined the mode of interpreting to be used?	Yes/No	3. Has Learner determined the mode of interpreting to be used?	Yes/No
4a. Is assignment is within own competence?	Yes/No	4a. Is assignment is within own competence?	Yes/No
4b. What if it is beyond own competence?	Write a statement	4b. What if it is beyond own competence?	Write a statement
5. Briefing session needed? Requested?	Yes/No	5. Briefing session needed? Requested?	Yes/No
6. Has Learner produced a plan that covers pc1.5, a) to e) of the assessment criteria	Yes/No	6. Has Learner produced a plan that covers pc1.5, a) to e) of the assessment criteria	Yes/No
7. How will Learner explain the principles of professional practice if unethical demands are made? <i>(only needs to be covered once in unit)</i>	Write a statement	7. How will Learner explain the principles of professional practice if unethical demands are made? <i>(only needs to be covered once in unit)</i>	Write a statement
8. Has Learner accessed relevant sources of information to prepare for the assignment?	Yes/No	8. Has Learner accessed relevant sources of information to prepare for the assignment?	Yes/No
9. Has Learner agreed contract details, location, equipment & timescales?	Yes/No	9. Has Learner agreed contract details, location, equipment & timescales?	Yes/No
10. Has Learner provided evidence of Professional Indemnity Insurance? <i>(only needs to be covered once in unit)</i>	Written statement	10. Has Learner provided evidence of Professional Indemnity Insurance? <i>(only needs to be covered once in unit)</i>	Written statement
11. Has Learner compiled a glossary of terminology? <i>(only needs to be covered once in unit)</i>	Yes/No	11. Has Learner compiled a glossary of terminology? <i>(only needs to be covered once in unit)</i>	Yes/No

Note: All Yes/No boxes need to be supported by other evidence

Signature of Teacher-Assessor or Interpreter-Trainer

..... Date

Signature of Learner

..... Date

IBSL Level 6 Diplomas in Interpreting Studies
Unit INTA6 *Perform Assignments as an Interpreter*
Clarification Notes for Assessment 5

ASSESSMENT SPECIFICATION for Assessment 5

This assessment is intended to be an “off-the beaten track” type of assignment. In some instances, the assignment might be paid work, but there is a possibility that most opportunities might involve voluntary or pro bono interpreting. This assessment covers 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 with 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 and acting as gofer on the holiday;
- 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; *(examples are large-scale Craft Fairs, exhibitions such as Hobbycrafts, Stitching or similar events held at EventCity Manchester, SECC Glasgow, NEC Birmingham, ExCeL London, Penhurst Place Tonbridge, and others which are frequented by groups of Deaf people who would benefit from having their queries [and responses] interpreted.)*
- a conference with a series of small presentations;
- a Deaf funeral or wedding, a graduation service or similar.

There are many possibilities for gathering this type of evidence.

The evidence will take the form of two Witness Records signed by Deaf participants at the function attended. This form is attached.

Witness Record Sheet

(For use with Assessment 5 of Unit 6A6 of the Diploma in Sign Language Interpreting Studies)

Learner Name:		ULN	
Type of Event			
Venue of Event:			
Date of Event:			
Number of Deaf People present			
Name of Witness: <i>Block letters please)</i>			

When you decided to go to this event, were you aware that an interpreter/communicator or BSL signer was available?	YES/NO
If you knew before you went, how did you find out?	
In your view, did the interpreter/communicator or BSL signer make it more worthwhile attending?	
Did you feel (as a result of the availability of the interpreter/communicator or BSL signer) that you understood more of what was happening?	
Were you able to access the all information that you wanted to know?	In full <input type="checkbox"/> In part <input type="checkbox"/> Not at all <input type="checkbox"/>
How do you rate the performance of the person who provided the interpreting at this event?	Excellent <input type="checkbox"/> Very Good <input type="checkbox"/> Good <input type="checkbox"/> Quite Good <input type="checkbox"/> Not very good <input type="checkbox"/>
Why did you give this answer?	
Any other comments?	

Signed (Witness):

This Witness Record must be accompanied by a Reflective Narrative (about 250 words) from the Learner giving their perspective of the assignment and how they could have improved, if anything.

IBSL Level 6 Diplomas in Interpreting Studies
Unit INTA6 *Develop One's Performance as a Professional Interpreter*
Clarification Notes for Whole Unit

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 Unit INTA2 (*Interpret Using Technology*).

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

Clarification Notes:

Using three completed assignments, the Learner needs to review and evaluate their performance in each of those three completed assignments, viz.

- A video-recording of a performance from a completed assignment in Unit INTA6
(Please note that the same recording needs to be used in Assessment 2, INTA4)
- An observed assignment backed up by a Witness statement from any unit, but most likely from Unit INTA6
- A supervised and witnessed assignment carried out in Unit INTA2.

It would be unrealistic for a Learner to demonstrate a full analysis of theoretical models and full feedback from all sources, but the Learner should certainly provide a narrative of at least 1500 words that covers salient points. These may be agreed with the Learner's Teacher-Assessor or Interpreter-Trainer.

It might be useful for the Learner to maintain a reflective journal throughout the programme from which the final narrative could be written.

IBSL Level 6 Diplomas in Interpreting Studies
Unit INTA8 *Interpret Using DeafBlind Communication*
Essay titles for Assessment 3

Assessment 3

This 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. It is possible that IBSL will work with an established DeafBlind charity to develop the question papers.

This assessment will be conducted as an **Open Book session**.

Recommended reading:

It should be noted that the majority of DeafBlind reading resources are contained in pamphlets issued by DeafBlind organisations or in abstracts/presentations given at national and international conferences. The pamphlets issued by organisations such as SENSE, DeafBlind UK, Action of Hearing Loss and others include useful tips about working as an interpreter with DeafBlind people. The following are a few of the articles that have links with DeafBlind Communication:

Using imitation with congenitally deafblind adults: establishing meaningful communication partnerships (*Paul Hart in Infant & Child Development, Vol. 15 Issue 3 May/June 2006*)

Deafblind People; Communication, Independence and Isolation (*Marion Hersch in the Journal of Deaf Studies & Deaf Education, June 2013*)

Social-Haptic Communication for Acquired Deafblind People and Family: Incorporating Touch and Environmental Information through Holistic Communication (*Palmer, R. & Lahtinen, R. 2005 in Deafblind Review January – June 2005*)

A Practical Kind to Implementing the Care Act for DeafBlind people (*SENSE, 2014*)

The IBSL Booklet of Facts: DeafBlind Issues (*Current Edition 2015*)

Typical Essay List to be used by IBSL 2015-2016

IBSL will provide a choice of two essay titles each year. It will be for the Learner to decide which essay s/he chooses for their assessment. The following is a list of possible essay titles that will be chosen for 2015-2016. The titles will change on the 1st January each year.

All essay titles are mapped to the following Learning Outcomes/Assessment Criteria found in the qualification specification, viz: *Learning Outcome 1, Assessment Criteria 1.2; Learning Outcome 2 & Assessment Criteria 2.1*

1. Managing communication relationships with a Deafblind person with no residual sight or hearing. Explain how you can do this.
2. Explain the methodologies to be used at a conference with a DeafBlind person who has Usher.
3. Co-working with another DeafBlind interpreter at a conference will be essential. Expand on this.
4. Explain the importance of Social-Haptic Communication in interpreting.

Please note that INTA9, INTA10 & INTA11 no longer exist:

They have been re-numbered, re-worded and discontinued.

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IBSL Level 6 Diplomas in Interpreting Studies
Unit INTA12 *Translate Written Language into Sign Language*
Clarification Notes

Three samples of evidence are required to achieve this unit.

These samples will relate to:

- A DLA or other benefits questionnaire
- An employment, financial or healthcare letter
- Travel documentation providing details or e-ticketing or baggage allowances or other essential travel information such as visas, vaccination and the like.

All samples in the written document to be translated should contain at least 200-250 words of sufficient complexity appropriate to Level 6.

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.

The form to be used is shown on the next page.

Witness Observation Record

(For use with all assessment of Unit INTA12 of the Diploma in Sign Language Interpreting)

Learner Name:		ULN	
Sample Number	<i>Please circle or tick</i> Sample 1	Sample 2	Sample 3
Type/Name of Document:			
Date Completed:			
Name of Assessor or Witness: <i>Block letters please)</i>			

In your view, did the Learner make the right choice of information and language in translating the given document?	
In your view, did the Learner sufficiently clearly for the Recipient to get the message?	
Did you feel that the Recipient was able to access all the information that s/he wanted to know?	In full <input type="checkbox"/> Most of it (over 85%) <input type="checkbox"/> Only about half of it <input type="checkbox"/> Only a small part And insufficient to understand the points <input type="checkbox"/> Not at all <input type="checkbox"/>
How do you rate the performance of the person who provided the interpreting of this document?	Excellent <input type="checkbox"/> Very Good <input type="checkbox"/> Good <input type="checkbox"/> Quite Good <input type="checkbox"/> Not very good <input type="checkbox"/>
Why did you give this answer?	
Any other comments?	

Signed (Witness):

This Witness Record must be accompanied by a Reflective narrative (about 250 words) from the Learner giving their perspective of the assignment and how they could have improved, if anything.

IBSL Level 6 Diplomas in Interpreting Studies
Unit INTA13 *Produce Written Language from a Narrative or Passage in Sign Language*
Clarification Notes

Three samples of evidence are required to achieve this unit.

These samples will relate to:

- A formal business style letter of approximately 200-250 words. There should be a formal beginning and ending included.
- A circular or notice. For example, about a proposed closure of a business due to holidays or planned maintenance/repairs (this can include a notice about website or server downtime). Other examples include announcements of programme changes or staff meetings to be called.
- A typical business report, including minutes of meetings or proposals for new procedures. The report should be properly structured in a business-like way and should be a minimum of 750 words.

All samples produced as the written document should contain sufficient complexity appropriate to Level 6.

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.

Witness Observation Record

(For use with all assessment of Unit INTA13 of the Diploma in Sign Language Interpreting)

Learner Name:		ULN	
Type of sample			
Name of Document:			
Date Completed:			
Name of Assessor or Witness: <i>Block letters please)</i>			

In your view, did the Learner compose the letter or written document in a proper, well-structured manner?	
In your view, did the Learner sufficiently understand the message that needed to be produced?	
Did you feel that the Learner was able to access all the information that s/he needed to know to produce the written document?	In full <input type="checkbox"/> Most of it (over 85%) <input type="checkbox"/> Only about half of it <input type="checkbox"/> Only a small part And insufficient to understand the points <input type="checkbox"/> Not at all <input type="checkbox"/>
How do you rate the performance of the person who interpreted the signed narrative or passage to produce this document?	Excellent <input type="checkbox"/> Very Good <input type="checkbox"/> Good <input type="checkbox"/> Quite Good <input type="checkbox"/> Not very good <input type="checkbox"/>
Why did you give this answer?	
Any other comments?	

Signed (Witness):

This Witness Record must be accompanied by a Reflective narrative (about 250 words) from the Learner giving their perspective of the assignment and how they could have improved, if anything.

IBSL Level 6 Diplomas in Interpreting Studies
Unit INTA14 *Interpret between two Signed Languages*
Essay titles for Assessment 3

Assessment 3

This explanation refers only to Assessment 3 which will take the form of a 2500-word (minimum) written essay or alternatively a 30 minute (minimum) signed essay relating to the signed languages of the international deaf community, one of which must include the Learner's national sign language (e.g. if the Learner is British, the national sign language will be BSL; if the Learner is French or Australian, the national sign language will be LSF (*langue des signes française*) or Auslan.

The essay titles will be supplied by IBSL.

IBSL will also be responsible (through selected External Examiners experienced in international deaf community issues) for the marking of the essays.

Suggested reading:

- Sign Bilingualism: Language development, interaction, and maintenance in sign language contact situations (*Edited by Carolina Plaza-Pust and Esperanza Morales-López, 2008*)
- Multilingualism: The Global Approach to Sign Languages. (Woll, B., Sutton-Spence, R. & Elton, F. 2001 in C Lucas (ed.): *The Sociolinguistics of Sign Language*.)
- International Sign Disclaimer (*European Union of the Deaf EUD 2011*)
- Ethnologue, fourteenth edition [in two volumes] (*Grimes, Barbara F., ed. 2000. Dallas: SIL International*) [Also online: <http://www.ethnologue.com>, 1 August 2003]
- Sign languages of the world, by name (*Tom Harrington 2002*). [Also online <http://library.gallaudet.edu/dr/faq-world-sl-name.html>, 4 April 2003]
- Looking back: A reader on the history of Deaf communities and their sign languages (*Fischer, Renate, and Harlan Lane, eds. 1993*)
- Sign Language Legislation in the European Union (*Wheatley, M. & Pabsch, A. 2012*)

Learners should also research several pamphlets issued by, for example, the Deafness, Cognition and Language Research Centre, University College of London and the European Union of the Deaf. These give valuable insights into the background of international and nationalistic sign languages.

Example Essay titles that could be used by IBSL 2015-2016

1. Is sign language the same the world over? Give your views on this, using your own nationalistic sign language as a basis.
2. International Sign is not accepted as a true language. Expand on this statement.
3. Contrast and compare the spoken languages and signed languages within Europe.
4. Why is often possible for two Deaf people from different sign language backgrounds to have simple conversations?

All the above are mapped to Learning Outcome 2, Assessment Criteria 2.1 & 2.2.

IBSL Level 6 Diplomas in Interpreting Studies
Unit INTA15 Interpret Within the same Signed Language
Essay titles for Assessment 3

Assessment 3

This explanation refers only to Assessment 3 which will take the form of a 2500-word (minimum) written essay or alternatively a 30 minute (minimum) signed essay. The essay content needs to focus on the **why** it can be necessary to provide an interpretation of an original signed passage of narrative and **how** this intralingual interpretation can be done, plus the circumstances **where** these interpretations take place.

The essay titles will be supplied by IBSL.

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

Suggested reading:

- When sign language breaks down: Deaf people's access to language therapy in the UK (*Atkinson J, Marshall J, Thacker A, Woll B. 2002. in Deaf Worlds 18:9-21*)
- Dialogue interpreting in mental health (*H. Bot 2005*)
- Is speech and language therapy meeting the needs of language minorities? The case of deaf people with neurological impairments. (*Marshall J, Atkinson JR, Thacker A, Woll B. 2003, in International Journal of Communication and Language Disorders 38 (1):85-94*)
- Sign language and interpretation (*Stone C. in International Encyclopedia of Rehabilitation 2010*) [*Available online: <http://cirrie.buffalo.edu/encyclopedia/en/article/264>*]
- Deaf Interpreters at Work: International Insights (*Adam R., Stone C., Collins S.D., Metzger Melanie 2014*)

Typical Essay List to be used by IBSL 2015-2016

IBSL will provide a choice of two essay titles each year. It will be for the Learner to decide which essay s/he chooses for their assessment. The following is a list of possible essay titles that will be chosen for 2015-2016. The titles will change on the 1st January each year.

All are mapped to the Learning Outcome 1 and Assessment Criteria 1.1 found in the qualification specification.

1. Intralingual translation or rewording is an interpretation of verbal signs by means of other signs of the same language. Expand on this.
2. Explain the role of Deaf Interpreters working across the same sign language.
3. Identify and explain the categories of users likely to benefit from same signed language interpreting services and the type of business relationships required.

Appendixes

Please find here examples of Mark Sheets to be used in the following assessments:

- INTA2: Assessments 1 & 2
- INTA3: Assessments 1 & 2
- INTA6: Assessments 1, 2, 3 & 4
- INTA8: Assessments 1 & 2
- INTA14: Assessments 1 & 2
- INTA15: Assessments 1 & 2

These Mark Sheets are still in course of preparation and will form part of the Coursework File and be issued as soon as possible in the New Year.