

Signature

Teacher and Student Support Pack

Signature Level 6 Diploma in
Sign Language Interpreting and
Translation (RQF)

SIGNATURE LEVEL 6 DIPLOMA IN SIGN LANGUAGE INTERPRETING AND TRANSLATION

Contents

Section 1: Part 1 – Theories and principles of interpreting and translation

- List of taught content
- Explanation of assessment criteria for Part 1
- Assessment requirements for Part 1

Section 2: Part 2 – Undertake professional interpreting and translation assignments

- List of taught content
- Explanation of assessment criteria for Part 2
- Assessment requirements for Part 2
- Assessment specification by stream:
 - Stream 1 assessment specification
 - Stream 2 assessments specification
 - Stream 3 assessment specification
 - Stream 4 assessment specification

Section 3: Marking Criteria for External Assessments

Section 4: Frequently Asked Questions

Section 5: Definition of Terms

Section 6: Learning Resources and References

Appendix 1: Professional Development Plan template

Appendix 2: Preparation templates

SECTION 1

Part 1 – Theories and Principles of Interpreting and Translation

List of taught content

The following is a list of the taught content for each learning outcome in Part 1 in order to prepare candidates for assessment. Teachers/assessors should ensure this content is taught to candidates before undertaking assessments.

Underpinning theoretical content

The candidate should have a good understanding of a wide range of interpreting and translation theories and be able to apply these theories throughout the qualification. Key interpreting and translation studies literature may include, but are not limited to, the following:

- Definitions of interpreting and translation (Munday 2012 and Pochhacker 2016)
- Origins of interpreting and translation (Munday 2012 and Pochhacker 2016)
- Interpreting modes
 - Consecutive interpreting cline (Pochhacker 2016)
 - Forms of simultaneous interpreting (Pochhacker 2016)
- Directionality (Pochhacker 2016)
- Service models of interpreting (Napier et al. 2010)
 - Helper model
 - Conduit/machine model
 - Communication facilitator model
 - Bilingual-bicultural mediator model
- Interpreting cognitive models
 - Colonomos (1992) model
 - Gish (1987) model
 - Cokley (1992) cognitive process model and miscue analysis
 - Gile (2015) effort model
 - Russel (2002) meaning based model
- Role of the professional interpreter
 - Code of ethics and professional standards
 - Professionalisation
 - Dean and Pollard (2001) Demand Control Schema
 - Role space (Lee and Llewelyn-Jones 2013)
- Equivalence and faithfulness
 - Free and literal translation (Munday 2012)
 - Faithfulness, spirit and truth (Kelly 1979)
 - Jakobson (1959) linguistic meaning and equivalence
 - Nida (1964) formal and dynamic equivalence
 - Koller (1979) equivalence relations
- Linguistic theories of translation
 - Vinay and Darbelnet (1958) direct and oblique translation
 - Catford (1965) linguistic theory of translation
- Functionalist theories of translation
 - Reiss (1977) text types
 - Holz-Manttari (1984) translatorial action
 - Reiss and Vermeer (1984) skopos theory
 - Nord (1988) documentary and instrumental translation
- Discourse analysis approaches
 - House (1997) overt and covert translation

- Halliday and Hassan (1976) cohesion
- Polysystem theory (Munday 2012)
- Normative theory (Toury 1995)
- Foreignisation and domestication (Venuti 2008)

Candidates can choose which of the above theories to focus on as they feel appropriate.

The candidate should also be taught the following skills and knowledge for each of the learning outcomes.

LO1 – Analyse and evaluate key theories and principles in interpreting and translation

- How to assess the degree of difficulty of assignments
- Methods to undertake research in preparation for assignments
- The importance of good interpersonal skills
- Strategies to manage communication breakdowns during assignments
- A good knowledge of interpreting and translation theories (see above)
- How to quality assure interpreting/translation work
- How to find support available for personal and professional wellbeing
- How to find continuing professional development opportunities

LO2 – Maintain skills and systems for interpreting and translation tasks

- How to maintain up-to-date knowledge of the working languages and cultures
- How to maintain interpreting skills
- Types of equipment used for interpreting/translation and how to use them
- The importance of ensuring compliance with GDPR and keeping client information and documentation confidential and secure
- How to seek feedback to inform own quality assurance and professional development
- Types of administrative systems required for freelance work and how to use them

LO3 – Prepare for interpreting and translation assignments

- How to assess own skills and competence to deliver an assignment
- Assessing the language and interpreting skills required for a particular assignment
- How to assess the context of the assignment and issues to consider
- How to identify the subject matter, purpose and scope of the assignment
- How to negotiate and agree the terms and conditions, including payment
- Skills to compile a glossary
- The degree of complexity and sensitivity of the assignment and managing expectations of client and service users
- Making appropriate decisions about the mode of interpreting to be used
- How to plan and prepare for assignments as part of a team of interpreters
- How to manage expectations of colleagues and how to establish an effective working pattern
- How to manage last-minute changes to the assignment

LO4 – Plan and implement continuous professional development

- How to identify trends and new developments of good practice within the profession

- How to create and maintain a professional development plan
- How to look for relevant professional development opportunities
- Ways to seek feedback and advice on professional performance
- How to review own development against measurable objectives

Explanation of assessment criteria for Part 1

Learning Outcome 1 - Analyse and evaluate key theories and principles relating to interpreting/translation assignments

Assessment criteria	Guidance
1.1 Assess the degree of difficulty of an interpreting/translation assignment with reference to own skills, level of competence and the needs of service users	<p>The candidate understands that different interpreting/translation assignments require specific skills and competencies. The candidate is able to recognise the complexity and the potential consequences of an assignment and can come to justifiable conclusions, supported by relevant theory, about the degree of difficulty of a particular assignment.</p> <p>Example The candidate is able to identify that a court booking requires a higher degree of language and interpreting skill compared to a GP appointment. The candidate is able to assess the degree of difficulty of a GP appointment and a court booking based on the skills and competencies required of the interpreter.</p>
1.2 Evaluate a wide range of sources of general and specialist information to assist with assignments	<p>The candidate is able to list a wide range of different resources to help him/her with assignments. These resources should cover both general and specialist content in relation to the assignment. The candidate is also able to evaluate the resources and make appropriate decisions about which resources will best aid him/her with the assignment.</p> <p>Example The candidate is booked to interpret for a university student studying geography. The candidate is able to research general information about the university, the particular course content and some general information about the module. The candidate is also able to research specific information relating to the topic of the lecture and the key theories studied on the course. The candidate has the skills to filter through all of the materials and make appropriate choices about which resources are most relevant and helpful.</p>

<p>1.3 Describe a wide range of ways to research and verify general and domain-specific terminology and language protocols</p>	<p>The candidate can describe a wide range of ways find out information about language and terminology specific to a particular domain. This includes language protocols specific to a particular domain, that is, the particular way that professionals working in that domain speak or use language.</p> <p>Example The candidate is booked to interpret for a deaf social worker. The candidate is able to describe ways to research terminology specific to the social work domain, in both the source and target languages, such as 'threshold criteria'. The candidate can also describe ways to find out about language protocols specific to the social work domain, such as how the term 'threshold criteria' is used in context (e.g. 'has threshold been met?')</p>
<p>1.4 Analyse the role of interpersonal skills to build and maintain good communication with clients, translation companies and colleagues</p>	<p>The candidate is able to describe the reasons why interpersonal skills are essential for building and maintaining communication with clients and colleagues. The candidate is able to analyse and explore the role of interpersonal skills within the profession and is able to identify potential consequences of good and bad interpersonal skills.</p> <p>Example The candidate has been informed by the agency that he/she must interpret for 5 hours without a co-worker. The candidate is able to analyse the potential consequences of good and poor interpersonal skills when communicating with the interpreting agency in order to resolve this problem.</p>
<p>2.1 Critically analyse a wide range of strategies to achieve effective translation, such as accuracy, equivalence and faithfulness, variation between the source and target language register, and the transfer of culture-specific references</p>	<p>The candidate is able to demonstrate a good knowledge of key theories in translation and interpreting studies, and is able to critically analyse these theories in relation to their practice as a sign language interpreter. These theories may include (but are not limited to):</p> <ul style="list-style-type: none"> • Service models of interpreting

	<ul style="list-style-type: none"> • Cognitive models of interpreting • Role of the professional interpreter • Equivalence and faithfulness • Linguistic theories of translation • Functionalist theories of translation • Discourse analysis approaches • Polysystem theory • Normative theory • Foreignisation and domestication <p>Example The candidate is interpreting a first aid course to a group of deaf people. The deaf audience contains a mixture of language needs, which may require the interpreter to modify the TL register in order to achieve effective communication. The candidate is able to identify the need to balance modification of register with accuracy and faithfulness to the source text, and is able to critically analyse relevant theories in order to justify their interpreting approach.</p>
2.2 Evaluate a wide range of strategies to manage communication if it breaks down	<p>The candidate is able to list a wide range of strategies for managing communication breakdowns during assignments. The candidate should be able to justify these strategies by drawing on relevant theory. The candidate can also evaluate the effectiveness of each strategy according to the specific context and can make justifiable decisions about the most appropriate strategy to use.</p> <p>Example The candidate is interpreting a university lecture. There are over 100 students in the lecture theatre and 1 deaf student. The candidate did not understand something the lecturer said and the communication between the interpreter and the TL audience breaks down. The candidate's normal approach to managing this communication breakdown is to stop the SL speaker to clarify. The candidate is able to evaluate the</p>

	consequences of implementing this strategy in this situation and is able to evaluate alternative strategies in order to make an appropriate decision about how to manage the communication breakdown.
2.3 Critically analyse theories of modes of interpreting and translation (e.g. consecutive and simultaneous), including the role of note-taking	<p>The candidate is able to name the different modes of interpreting. The candidate is able to draw upon the interpreting and translation literature in order to critically analyse the relevance and applicability of interpreting modes to the field of sign language interpreting.</p> <p>Example The candidate is able to understand the traditional definitions (based on spoken language interpreting) of consecutive and simultaneous interpreting, and is able to apply this to field of sign language interpreting.</p>
2.4 Critically analyse the role of the interpreter/translator with reference to the principles of professional practice, codes of conduct, legislation and legal requirements, and ethical models	<p>The candidate is able to draw upon relevant theories to critically analyse the role of the professional sign language interpreter and/or translator. The candidate is able to make reference to the codes of conduct of various professional and regulatory bodies in order to critically analyse the role of the professional sign language interpreter/translator. The candidate is also able to demonstrate a sound knowledge of the Demand Control Schema and can use it to justify his/her ethical decisions.</p> <p>Example The candidate is interpreting a job interview for a deaf candidate. The deaf candidate has asked the interpreter to add in any information they might have missed or thinks would further support their interview. The candidate is able to draw upon the theory, and apply the Demand Control Schema, to critically analyse the role of the interpreter in this particular situation, and in order to make appropriate and justifiable decisions.</p>
3.1 Evaluate a range of quality assurance processes and procedures, such as checking,	The candidate is able to list ways to check the quality of their interpretation or translation. These could include strategies such as

revising and reviewing translations and obtaining feedback	<p>checking with the service users and asking for feedback from colleagues. The candidate is able to evaluate these sources of feedback in order to make informed and appropriate decisions about the quality of their work.</p> <p>Example The candidate is interpreting a conference to a small group of deaf people. The candidate is able to identify a range of ways to obtain feedback and to check the quality of their work. The candidate is also able to evaluate the effectiveness of each of the strategies identified in order to make appropriate decisions about which strategies will be the most helpful.</p>
3.2 Describe ways to keep up-to-date with the working languages and cultures	<p>The candidate is able to describe a range of ways to make sure he/she is able to keep up-to-date with his/her working languages and cultures. This could include scheduling time to engage with the community, listening/watching to media in the language and following the news.</p> <p>Example The candidate's working languages are English and BSL. The candidate has scheduled time to attend deaf social events in order to keep up-to-date with colloquial signs used within the community. The candidate also follows the UK news regularly to maintain up-to-date knowledge of English vocabulary.</p>
3.3 Identify the support available for physical, emotional and personal wellbeing and evaluate its effectiveness for developing emotional intelligence	<p>The candidate is able to list a number of services available to support with physical, emotional and personal wellbeing. This could include services to support with mental health (e.g. counselling), physical health (e.g. physiotherapy) or personal wellbeing (e.g. managing schedule to ensure a good work/life balance). The candidate is also able to evaluate these methods and services in order to make appropriate decisions about how effective they are for developing emotional intelligence.</p> <p>Example</p>

	<p>The candidate is interpreting for a hearing social worker during a home visit to a deaf family to discuss care proceedings to remove the children from the parent's care. This is a very sensitive and highly emotional situation for the interpreter. The candidate is able to recognise the emotional charge of the situation and is able to identify and evaluate a range of ways to protect his/her emotional and personal wellbeing.</p>
<p>3.4 Evaluate a range of continuing professional development activities to support self evaluation and to improve professional performance and knowledge</p>	<p>The candidate is able to describe ways to find CPD activities and can describe the types of CPD activities typically available. The candidate is also able to evaluate a range of CPD activities in order to make appropriate decisions about why certain CPD activities might be more helpful for developing particular professional skills.</p> <p>Example The interpreter would like to develop skills in BSL to English interpreting. The candidate is able to identify a range of CPD activities that could help improve this area of practice, such as specific training on BSL to English interpreting, voice training and public speaking training. The candidate can make appropriate choices about which of these activities might be the most effective for his/her own professional development.</p>

Learning Outcome 2 - Maintain skills and systems for interpreting and translating tasks

Assessment criteria	Guidance
<p>1. Maintain up-to-date knowledge of the working languages and cultures</p>	<p>The candidate has a workable and realistic plan in place to maintain an up-to-date knowledge of his/her working languages and cultures.</p> <p>Example The candidate has dedicated a section in his/her business plan listing the ways he/she intends to maintain knowledge of working languages and cultures.</p>

<p>2. Maintain and develop ability to translate/interpret to a professional standard</p>	<p>The candidate has a workable and realistic plan in place to maintain and develop interpreting/translation skills. This may be through CPD activities.</p> <p>Example The candidate has a quality assurance and professional development plan in place. The candidate has a reasonable and realistic budget dedicated for CPD activities.</p>
<p>3. Make effective use of relevant software and equipment for translating/interpreting</p>	<p>The candidate can use relevant software and/or equipment used for interpreting/translation work. This could include a microphone for BSL to English interpreting, video-relay equipment, videoconference equipment, autocue software etc.</p> <p>Example The candidate has listed the software or equipment he/she is likely to use in the business plan. This could include having a webcam and computer with plain background for remote interpreting work, or voice-recognition software for BSL to English sight translation.</p>
<p>4. Ensure the security and confidentiality of electronic equipment, client documents and translated/interpreted texts</p>	<p>The candidate has a robust policy in place to ensure the security and confidentiality of client information, in line with GDPR and other legal requirements.</p> <p>Example The candidate has included a data protection policy in the business plan.</p>
<p>5. Implement quality assurance systems to monitor the effectiveness of the work</p>	<p>The candidate has a quality assurance policy in place detailing how the candidate will carry out quality assurance.</p> <p>Example The candidate has included a quality assurance policy in the business plan.</p>
<p>6. Seek advice from other translators/interpreters and subject specialists to clarify terminological and other queries</p>	<p>The candidate has identified sources of advice for terminological and other queries relating to the assignment. The candidate has provided a list of potential sources of advice for different types of queries.</p> <p>Example</p>

	The candidate works regularly in theatre settings. The candidate has included a list of sources of advice, such as deaf BSL consultants and interpreters/translators experienced in this domain, for terminological and domain-specific queries in the business plan.
7. Liaise effectively with clients, translation companies and colleagues	<p>The candidate has a suitable policy and systems in place to liaise effectively with clients, translation companies and colleagues, such as a dedicated work email and telephone line, access to company portals and/or a website.</p> <p>Example The candidate has included a policy in the business plan outlining his/her approach to liaising with clients, such as timescales for responding to emails, sending invoices, contacting co-workers etc.</p>
8. Maintain administrative systems to handle business aspects, such as invoicing, payment, insurance and marketing systems	<p>The candidate has listed in the business plan the administrative systems he/she will use to handle business aspects as a freelance interpreter. If the candidate is employed as an in-house interpreter, the candidate should outline what systems his/her employer has in place.</p> <p>Example The candidate has a dedicated business bank account and has linked the bank account to accounting software (e.g. FreeAgent). The candidate will manage invoices and payment through the accounting software. The candidate can provide proof of membership of a professional association (e.g. ASLI or VLP) that provides suitable insurance.</p>

Learning Outcome 3 – Prepare for interpreting and translation assignments

Assessment criteria	Explanation
1.1 Advise the client in a professional and timely manner of the decision to accept or decline the interpreting assignment, based on assessment of own skills, competence, availability and conditions of engagement	<p>The candidate has conducted an assessment of his/her ability to undertake an assignment and informs the client of his/her decision to accept or decline the assignment.</p> <p>Example</p>

	<p>The candidate has been asked to interpret an all day meeting on his/her own. The candidate has assessed the conditions of engagement and his/her own skills and decides to decline the assignment. The candidate informs the interpreting agency of the decision.</p>
<p>1.2 Assess own level of skills and competence to professionally deliver the interpreting/translation assignment in line with ethical considerations, relevant codes of conduct and legal requirements</p>	<p>The candidate has considered ethical considerations, professional codes of conduct and legal requirements in his/her assessment of skills and in the decision to accept or decline an assignment. The candidate makes reference to relevant literature to support the decision to accept or decline an assignment.</p> <p>Example The candidate has left his/her employer and is now working as a freelance interpreter. The candidate has post-termination restrictions on his/her contract with the ex-employer, which states that the candidate cannot work with the employer's clients. The candidate is then offered a booking to interpret for a client of the ex-employer. The candidate decides to decline this assignment due to the legal implications with the former employer.</p>
<p>1.3 Establish the context of the interpreting/translation assignment, including the timeline for completion, the need for equipment, the positioning of the service users and interpreter, and the format of the target text (if relevant)</p>	<p>The candidate can successfully identify the context of the assignment and provide a detailed analysis of the requirements of the assignment. The candidate can use relevant theory from the translation and interpreting studies literature to support his/her decisions.</p> <p>Example The candidate has been booked to interpret a university lecture. The candidate is able to identify that the assignment will take place in a typical university lecture theatre, the session is due to last 2 hours with a 10 minute break in between, the interpreters will likely be positioned at the front the lecture theatre, next to the lecturer and facing the students and the deaf student. The candidate expects the lecture will use a microphone and that the interpreters may be positioned</p>

	behind the speakers, which could cause problems with hearing the SL clearly.
1.4 Identify the subject matter, purpose and scope of the interpreting/translation assignment, seeking clarification where necessary	<p>The candidate can successfully identify the subject matter, purpose and scope of the assignment. If the candidate is not sure, he/she is able to reach out to relevant parties to seek clarification (e.g. the interpreting agency or the booker).</p> <p>Example The candidate has received a timesheet from the interpreting agency with limited information. The candidate is able to identify that the assignment will take place in the radiology department of a hospital. The candidate can use this information to identify that the purpose of the assignment is likely to be to have some type of scan (e.g. X-Ray or MRI).</p>
1.5 Review and agree the terms and conditions of engagement for the interpreting/translation assignment, clarifying any queries and concerns with the relevant parties	<p>The candidate has agreed appropriate terms and conditions of engagement for the assignment, such as fees, travel expenses, co-worker details and any other specific requirements (e.g. agreeing for the event to be live streamed).</p> <p>Example The candidate is not sure how much to charge for a particular assignment. The candidate seeks advice from NUBSLI and is then able to agree appropriate terms and conditions for the assignment. The candidate agrees to do a booking but notifies the agency that he/she does not wish to be filmed during the event.</p>
1.6 Evaluate the degree of complexity and sensitivity of the interpreting/translation assignment, including potential conflicts of interest and the likely expectations of the service users	<p>The candidate can draw upon relevant theory in translation and interpreting studies to evaluate how complex and/or sensitive the assignment could be. The candidate has identified any conflicts of interest and the likely expectations of the service users and is able to consider how this may impact on the complexity and sensitivity of the assignment.</p> <p>Example</p>

	<p>The candidate works regularly with a deaf social worker who makes regular visits to a deaf parent. The candidate is familiar with the deaf parent from the social worker's perspective. The candidate is then booked on a separate occasion to interpret for a child protection conference on behalf of the local authority. The deaf parent is the same person the candidate has worked with in the past. The candidate is able to identify any conflicts of interest in this scenario and how this could impact on the situation.</p>
<p>1.7 Assess the language and translation skills required for the interpreting/translation assignment, such as any specialist or domain-specific knowledge and any likely cultural differences or language needs</p>	<p>The candidate can draw upon relevant literature in translation and interpreting studies to assess the language and translation skills required for the assignment, including knowledge of other cultures. The candidate can come to a justifiable conclusion about whether or not he/she has the required skills to undertake the assignment.</p> <p>Example</p> <p>The candidate is booked to interpret for a Somali slam poetry night. The candidate has experience in performance interpreting but does not have any knowledge of Somali culture. The candidate is able to assess the language and translation skills required to carry out this assignment and make conclusions about how their interpreting approach might impact on the service users.</p>
<p>1.8 Determine the mode of interpreting or translation to be used (e.g. consecutive or simultaneous)</p>	<p>The candidate can reference relevant literature to make appropriate decisions about which mode of interpreting to use in the assignment. The candidate may decide to use more than one mode of interpreting during the assignment depending on the dynamics of the situation. The candidate can use relevant literature to justify this decision.</p> <p>Example</p> <p>The candidate is booked to interpret for a hospital consultation. The candidate expects that the doctor will do most of the talking and so will use mostly simultaneous mode for these</p>

	<p>periods of mostly one-way interaction. The candidate will then use consecutive mode when the interaction becomes more two-way so that the candidate has greater control over the interaction.</p>
1.9 Compile and update a glossary of terms including domain-specific language	<p>The candidate can create and update a glossary of terms for work within a specific domain. The glossary can be in either electronic or hard copy format, but must show: 1) the SL term, 2) the SL definition, 3) the TL term and 4) the TL definition.</p> <p>Example The candidate is interpreting a maths lecture. The candidate has agreed a number of signs with the deaf student for various maths terms. The candidate has created a glossary with all of the maths terms and updates this regularly when a new term comes up.</p>
2.1 Negotiate and agree with colleague interpreters/translators how the interpreting assignment will be most effectively carried out in terms of:	<p>The candidate is able to prepare effectively as part of a team of interpreters and as part of the overall preparation for an assignment.</p>
a) allocating the work in the most effective way, the working order and breaks	<p>The candidate is able to agree with the interpreting team how the work will be most effectively allocated (e.g. according to specific skill sets, preferences or language directions), how long each interpreter will work for, preferences on how to support and be supported and any formal breaks.</p> <p>Example The candidate is working with another interpreter for a meeting with 2 deaf participants and 3 hearing participants. The interpreting team agrees to work in shifts of 15 minutes to interpret from English to BSL but to interpret only for 1 of the deaf people (i.e. one deaf person each). This is in order to provide clarity to the hearing participants which deaf person is talking and if both deaf people are talking to each other at the same time then having both interpreters working allows the hearing participants to access the BSL conversation.</p>

b) the need and arrangements for equipment	<p>The candidate is able to agree with the interpreting team how equipment will be used, e.g. a microphone.</p> <p>Example The candidate is interpreting for a deaf professional delivering a presentation, working from BSL into English. There is only 1 microphone for the whole room. The candidate agrees with the interpreting team that the working interpreter will hold the microphone and will pass this to the supporting interpreter when changing shifts. In the event that an audience member wishes to ask a question, the interpreting team has negotiate with the deaf presenter to ask everyone to come to the front of the room to ask the question so that they can access the microphone.</p>
c) how any peer support will be provided during co- or team-working assignments	<p>The candidate is able to agree with the interpreting team preferences on working and how to support and to be supported.</p> <p>Example The candidate informs the supporting interpreter to give feeds in BSL when the candidate is working into BSL. The colleague interpreter has asked the candidate to provide spoken feeds at all times.</p>
d) collaborating with colleague interpreters/translators to carry out preparation and research	<p>The candidate can work with colleague interpreters to prepare for interpreting assignments as a team. This may involve conducting research and discussing terminology.</p> <p>Example The candidate is interpreting a presentation on an unfamiliar subject. The candidate has received the PowerPoint slides in advance and undertakes independent research into the subject. The candidate has agreed to meet with the colleague interpreter half an hour before the start of the assignment to discuss the research and to agree the interpreting approach.</p>
e) making efficient use of resources	<p>The candidate can support the working interpreter by making use of resources (if available), such as print outs of the PowerPoint presentation</p>

	<p>or notes. The candidate can make efficient use of these resources when actively interpreting.</p> <p>Example The candidate is interpreting a presentation containing lots of statistical and numerical information. The interpreting team agrees to note down the numbers and figures on a piece of paper to support the working interpreter. The candidate shows that he/she can support the working interpreter by noting down key numbers and that he/she can be supported this way too by using this prompt to ensure accuracy.</p>
2.2 Agree appropriate alternative ways of working with colleague interpreters/translators in case of last minute changes	<p>The candidate demonstrates flexibility in his/her approach to working as part of a team of interpreters and is able to adapt to a change of circumstances and working patterns.</p> <p>Example The candidate is interpreting at a conference and the supporting interpreter is sitting opposite. The candidate is working into BSL. A deaf member of the audience wishes to ask a question and suddenly stands up and starts signing. The supporting interpreter does not see the deaf person standing up and the candidate is caught by surprise. The candidate agrees with the colleague interpreter for the working pattern to be adapted so that the supporting interpreter will be ready to interpret any questions from deaf members of the audience.</p>
2.3 Check that the physical work environment supports effective co- or team-working and agree any adjustments with colleague interpreters/translators, if necessary	<p>The candidate is able to check that the physical environment supports effective team working. The candidate is able to make appropriate suggestions about how best to work as a team within the space.</p> <p>Example The room is very small and there is not enough space for two interpreters to sit side by side at the front. The candidate suggests that the working interpreter stands at the front and the supporting interpreter supports by sitting opposite in order to work with the limited space available.</p>

Learning Outcome 4 – Plan and implement continuous professional development

Assessment criteria	Guidance
<p>1. Adapt own working practice in light of trends, developments and good practice in the interpreting/translation industry</p>	<p>The candidate is able to research, reference and apply academic and professional publications and research into own professional development activities. Sources may include (but are not limited to) academic articles, blogs, professional forums, best practice guidelines from professional associations (e.g. ASLI and VLP), peer group discussions, conferences and workshops.</p> <p>Example The candidate works regularly in university settings. The candidate keeps up to date with academic research on university interpreting, such as Napier's (2002, 2005) work on linguistic coping strategies in university interpreting. Napier argues that deaf students benefit from a blended free/literal translation approach; the candidate draws upon this research to inform his/her own interpreting work.</p>
<p>2. Create a professional development plan to address any gaps in knowledge, skills and competence, seeking support from others</p>	<p>The candidate produces a detailed professional development plan (or continuous professional development plan), identifying: areas for development, what activities the candidate plans to do and a review of the activity (e.g. evidenced through learning journals). The PDP should be informed by feedback from assessed work, formal observations and supervision meetings. The candidate is able to seek support from assessors, teachers, supervisors and mentors to shape and inform their professional development. See appendix 1 for an example PDP template, and refer to NRCPD CPD Handbook: https://www.nrcpd.org.uk/continuous-professional-development.</p>

	<p>Example</p> <p>The candidate has received feedback from his/her assessor about areas for development when working from BSL into English. The candidate identifies BSL>English interpreting as an area for development on his/her PDP. The candidate plans relevant activities to develop this skill, in consultation with his/her supervisor/mentor, such as practising managing time lag, observing experienced interpreters working into English and attending a public speaking workshop. The candidate then reviews this activity in a learning journal, critically reflecting on each activity and deciding whether further action is required.</p>
3. Evaluate the impact of professional development on own interpreting/translation practice and undertake further development or changes where necessary	<p>The candidate is able to evaluate how effective his/her PDP activities have been, identifying how these activities have developed his/her own practice. The candidate writes learning journals, reflecting critically on PDP activities and identifying further work or areas for development.</p> <p>Example</p> <p>The candidate attended a 1-day public speaking workshop as part of his/her PDP point to improve BSL>English work. The candidate identifies the benefit of public speaking for BSL>English work and decides to undertake further training in public speaking (e.g. enrolling on a longer course), noting this in the review section of the PDP.</p>
4. Identify and undertake relevant opportunities to develop knowledge and skills, including formal and informal development activities to support continuous professional development	<p>The candidate is aware of a wide range of formal and informal professional development opportunities within the translation and interpreting industry. The candidate takes opportunities relevant to his/her own professional development, reflecting on this through learning journals. Opportunities may include (but are not limited to): professional conferences (e.g. ASLI, VLP, EFSLI and WASLI conferences), professional forums, professional events, peer support networks, professional supervision and mentoring.</p>

	<p>Example The candidate attends the ASLI conference in order to keep up-to-date with current discourse and practice within the signed language interpreting and translation industry. The candidate also has regular professional supervision to reflect on his/her own professional practice.</p>
5. Obtain regular, objective and valid feedback and advice on own professional practice and development from those who are in a position to provide it	<p>The candidate has a good support network in place, which he/she can use to inform professional development and seek advice about professional issues more generally. This may include: teacher, assessor, professional supervisor, mentor, experienced interpreters in specific domains and informal peer support.</p> <p>Example The candidate contacts experienced colleagues in medical interpreting in order receive feedback on own work.</p>
6. Set professional development goals and priorities to measure, evaluate and monitor progress and achievement against his/her professional development plan	<p>The candidate uses the PDP/CPD to set professional development goals (areas for development), and is able to prioritise these goals by setting realistic timelines for completion. The candidate uses learning journals and critical analysis of own work in order to measure, evaluate and monitor progress, recording dates and times of activities.</p> <p>Example The candidate sets realistic timelines/deadlines for each activity, as well as logs dates and times when he/she reviews or updates the activity.</p>
7. Update and revise his/her professional development plan in line with progress made	<p>The candidate manages and keeps up-to-date the PDP in light of progress made, recording dates/times of reviews, activities, completed areas for development and additional areas for development/PDP activities.</p> <p>Example The candidate has decided that he/she has done sufficient work on BSL>English interpreting. The candidate records the date/time of completion on the PDP. The candidate now adds another area for</p>

	development to focus on, e.g. English>BSL interpreting.
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Assessment Requirements

Assessment 1 – Essay

- 3,000 words (or 30 minutes structured BSL) (including in-text citations and excluding reference list)..We allow a 10% above and below this number.
- Essay titles will be set by Signature, based on the content of Part 1
- Candidates will have 14 days to complete and submit the essay to Signature for external marking
- Must draw upon references from the wider interpreting and translation studies literature
- Must take a critical approach to discussing interpreting and translation issues
- Essay will be graded Pass, Merit or Distinction based on the Marking Criteria for Essays (see Section 3)
- Pass = 50%, Merit = 60% and Distinction = 70%

Candidates may complete the essay in written English or BSL

Example essay titles

- Critically analyse modes of interpreting in relation to signed language interpreting
- Critically analyse ‘faithfulness and equivalence’ in relation to your own work as a sign language interpreter or translator
- Discuss the importance of interpersonal skills for a professional interpreter or translator
- Describe and evaluate methods to support with physical, emotional and personal wellbeing

Assessment 2 – Business Plan

- Should follow a standard business plan format, detailing systems and processes in place to do business as a freelance interpreter
- If the candidate works as an in-house interpreter, the candidate should detail the policies, procedures and systems that his/her employer has in place
- Candidates and centres are free to use a business plan format that suits them best
- The business plan must be completed in written English
- Business plan must cover:
 - Process for maintaining up-to-date knowledge of working languages and cultures (e.g. setting time aside for social activities within the deaf community)
 - Process for maintaining interpreting skills (e.g. budgeting and setting time aside for CPD activities)
 - Policy and procedures for working with technology (e.g. remote working policy, budget and inventory of business equipment)
 - GDPR policy (detailing how electronic communications and client documents will be kept confidential and secure)
 - Quality assurance procedure (e.g. process for seeking feedback from clients and colleagues, professional supervision or mentoring)

- Details of administrative systems in place (e.g. accounting software, client relationship management software, dedicated work email address, cloud storage etc.)

Assessment 3 – Glossary

- The candidate must maintain a bilingual glossary throughout the course
- The glossary must cover at least 10 terms within at least one of the topics in the qualification specification (e.g. legal), but the candidate should aim to cover a wide range of topics
- Glossary must include as a minimum: source language term, source language definition, target language term and target language definition
- Candidate may use specialist glossary software (e.g. Termbase or generic software that can be used to produce a glossary such as Excel)

Assessment 4 – Preparing for assignments

- Total of **4x evidence** from the following:
 - 1-way interpreting L2>L1
 - 1-way interpreting L1>L2
 - 2-way interpreting
 - Text translation
 - In-vision translation
 - Sight translation
 - Immediate translation
- At least 1 evidence to show planning for co/team-working situations
- Minimum 2,000 words (or 20 minutes structured BSL) for each preparation evidence.
- Must draw upon research from the wider interpreting and translation studies literature
- Candidates should use academic referencing conventions consistently in all written work (e.g. Harvard, APA etc.)
- May be completed in written English or BSL
- The candidate may wish to use a range of different preparation templates (see appendix 2), such as:
 - WWW.TERP.CO
 - Hymes' SPEAKING mnemonic
 - Discourse map (based on Demand Control Schema) (see Napier et al. 2010)
 - Harrington and Turner's Judging Assignment Complexity (see Harrington & Turner 2000)

Assessment 5 – Professional Development Plan

- Must demonstrate professional development over a minimum 6 month period
- Written development plan should show specific learning points
- The candidate should evidence the learning through reflective learning journals
- Must be completed in written English
- An example Professional Development Plan template is provided in appendix 1, but candidates and centres are free to design PDP templates that suit them best

SECTION 2

Part 2 – Undertake professional interpreting and translation assignments

List of taught content

The following is a list of practical skills required in order to meet the requirements of learning outcomes 1-4 in Part 2.

- One-way simultaneous interpreting from first language into second language
- One-way simultaneous interpreting from second language into first language
- One-way consecutive interpreting with notes, interpreting extended source texts
- Two-way simultaneous interpreting
- Two-way consecutive interpreting, both with and without notes
- Note-taking techniques and practice
- Managing lag time
- Interpreting cognitive skills
- Managing additions, omissions, substitutions and distortions
- Self-reflection and critical analysis of interpreting/translation work
- Applying interpreting and translation theories to practice
- Language skills to deal with domain-specific vocabulary
- Remote and video interpreting, including managing the interaction and dealing with equipment
- Sight translation skills
- Strategies and techniques for effective team working

Explanation of assessment criteria for Part 2

Learning Outcome 1 - Carry out interpreting tasks as a professional interpreter

Assessment criteria	Guidance
1. Explain the role of the professional interpreter	<p>The candidate can explain the role of the professional interpreter before or during the interpreting assignment, including clarifying the role and boundaries of interpreter if necessary. The candidate is able to produce a concise and informative explanation of the role of the professional sign language interpreter.</p> <p>Example The candidate is working with a hearing participant who has never met a deaf person before and has never worked with an interpreter before. The candidate spends a brief moment before the interaction to explain the role of the interpreter.</p>
2. Check that the physical environment supports effective interpreting, personal safety and comfort, requesting adjustments if necessary	<p>The candidate demonstrates a clear thought process when deciding if the physical environment is suitable. This includes inspecting the space to ensure personal safety and comfort.</p>

	<p>The candidate can ask for adjustments if necessary</p> <p>Example The candidate arrives at the assignment and inspects the space to ensure that the physical environment supports effective interpreting. The candidate alerts a relevant party if any adjustments to the physical environment are required.</p>
3. If relevant, confirm the relationships between and with participants according to established protocols	<p>The candidate confirms the role of the participants and the relationships between the participants. In particular, the candidate is able to demonstrate an awareness of how power dynamics and gatekeeping scenarios can impact on the interpreting approach, and is able to implement strategies to deal with relationships.</p> <p>Example The candidate is interpreting in a medical setting and is able to confirm the medical professional's role (e.g. doctor, nurse etc.). The candidate is aware of how relationship and rapport building between patient and medical professional operates in the source culture and is able to reflect this in the target culture.</p>
4. Establish communication expectations with participants to facilitate effective interpreting	<p>The candidate liaises with all parties involved in the interpreted interaction in order to establish their expectations from the interaction. This may involve identifying the goal of the interaction, type of discourse situation (e.g. persuasive, critical, eristic etc.), register, genre and conversational style.</p> <p>Example The candidate is interpreting a meeting with a deaf professional and her colleagues. The deaf professional expects the interpreter to use domain-specific terminology in the English TT, in order to reflect the deaf professional's expertise in this area. The deaf professional also expects minimal interruptions/clarifications so that the TL production is cohesive, sustained and accepted as</p>

	professional language by the TL culture.
5. Interpret accurately the meaning of a sustained interaction between the source and target languages, reflecting:	The candidate can maintain accuracy in his/her interpretation when working for a sustained period of time. 'Sustained' is defined as a minimum of 15-minute period of one-way interpreting without interruption.
a) register, tone and speed of production as expressed through verbal and non-verbal communication	The candidate is able to reflect the register, tone and speed of production of the SL, using equivalent lexical, grammatical and phonological features in the TL. The candidate shows an awareness of how register may need to be balanced with faithfulness to the SL in situations where it is necessary to modify the TL register in order to meet the communication of the TL audience.
b) social and cultural nuances	The candidate demonstrates an awareness of social and cultural nuances in SL and how these may pose problems for the interpretation. The candidate is able to implement a range of strategies to reflect the social and cultural nuances in the TL, such as by using equivalent cultural references and metaphors or by using meta-comment to explain the SL nuance where no equivalent exists in the TL.
c) role and relationship with the target language participants	The candidate shows an understanding of the typical role and relationships that exist between participants within a particular situation (e.g. GP surgery). The candidate is able to reflect, or reproduce, the relationship between the participants in the TL and in a culturally appropriate way.
d) the flow of communication between the participants	<p>The candidate is able to facilitate the interpreter-mediated interaction in a way that allows for the natural flow of communication between participants. That is, the flow of communication between participants is not hindered by the interpretation process. Similarly, the interpreter does not upset the protocols of the situation by facilitating the flow of communication at inappropriate times.</p> <p>Example The candidate is able to interpret accurately for a sustained period of</p>

	time so that the flow communication between the GP and the patient is as natural as possible (e.g. no excessive clarifications). The candidate understands that it is inappropriate to interrupt a university lecture in the middle of the lecture, even if the deaf student is insisting on asking a question. The candidate is able to manage the flow of communication appropriately in both situations.
6. Interpret in the appropriate mode (e.g. consecutive or simultaneous)	<p>The candidate can make appropriate decisions about the mode of interpreting to be used in a particular situation. The candidate may choose to use different modes within a single assignment depending on how the dynamic of the interaction changes.</p> <p>Example The candidate interprets a university lecture simultaneously into BSL so that the deaf and hearing audiences are receiving information at the same time. The candidate decides to interpret in consecutive mode when the deaf person is asking a question, as this ensures greater accuracy and all of the hearing people will receive the information at the same time.</p>
7. Interpret factual information, concepts and opinions	The candidate can interpret facts, concepts and opinions accurately during sustained periods of interpretation.
8. Interpret complex language including domain specific terminology	<p>The candidate can deal with complex language and domain-specific terminology, and is able to render these concepts and terms in the TL accurately.</p> <p>Example The candidate is interpreting a meeting for staff in a residential home for deaf people with additional needs. The meeting contains lots of abbreviations and terms from the care sector. The candidate is able to deal with this complex language and is able to interpret the domain specific terms accurately in the TL.</p>
9. Take notes during consecutive interpreting	The candidate can use note taking effectively to interpret consecutively extended source texts. The candidate can use conventional note taking techniques used in the interpreting

	<p>profession to interpret extended source texts.</p> <p>Candidates in stream 3 (relay interpreting) may wish to use written notes, pictures or visual cues to support the signed interpretation.</p> <p>Example</p> <p>The deaf person is chairing a meeting and is required to read documents on her computer for extended periods of time. The hearing participants continue to talk while they study the documents, but the deaf person is unable to watch the interpreters and read documents at the same time. The candidate decides to employ note taking in this instance to keep an accurate record of the discussion, while the deaf person is reading the documents, and then is able to interpret this information consecutively with greater accuracy.</p>
10. Monitor the effectiveness of interpreting throughout the assignment and address any problems and issues that may arise without compromising the quality of the interpreting	The candidate is able to monitor his/her own interpreting throughout the assignment. The candidate demonstrates a reflective approach to his/her practice, identifying omissions, additions and distortions, and taking steps towards achieving an accurate interpretation.
11. Monitor the interpreting process to identify when it is necessary to seek assistance or withdraw from the interpreting assignment, and act accordingly, clearly communicating with relevant parties, as appropriate	The candidate shows an awareness of professional codes of conduct and ethical behaviour, using this to guide their reflections on whether or not further assistance is required. The candidate is able to identify any conflicts of interest or any situation that makes them feel unsafe, and is able to communicate clearly to relevant parties their decision to withdraw from the assignment.
12. Provide information to, and seek feedback from, the relevant parties post assignment, as appropriate	The candidate may wish to provide information or signpost parties to relevant sources of information after the assignment. The candidate may also ask the participants for feedback about their interpreting work.
13. Assess whether post assignment support is required for physical, emotional and personal wellbeing and access post assignment support, where available	The candidate reflects on the assignment and identifies whether additional support is required for physical, emotional and/or personal wellbeing.

14. Ensure own conduct is in line with ethical considerations, relevant codes of conduct and relevant legal requirements	The candidate carries out the assignment in line with professional codes of conduct, legal requirements and ethical behaviour.
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Learning Outcome 2 - Work as part of a team of professional interpreters and translators

Assessment criteria	Guidance
1. Follow agreed co/team-working arrangements and make efficient use of resources	The candidate is able to follow the arrangements for co-working agreed during the preparation/briefing meeting. The candidate is able to support the working interpreter effectively by making good use of resources, such as pointing to relevant sections of the handouts/PowerPoint slides and making notes of jargon or statistics.
2. Provide support to, and make effective use of support from, colleague interpreters throughout the assignment	The candidate is able to monitor the co-worker's interpretation and is able to feed the working interpreter any missing or incorrect information. The candidate is also able to provide support in case the working interpreter needs it by continuing to listen actively and providing feeds where necessary. Similarly, the candidate is able to receive and implement feeds and support from the supporting interpreter when he/she is the working interpreter.
3. Inform the appropriate colleague interpreter(s) promptly of any difficulties in meeting responsibilities	The candidate is able to monitor his/her own interpreting performance is able to ask the supporting interpreter for support if required. This could be in the form of a feed or taking over the interpretation for a short time.
4. Make appropriate suggestions to improve the effectiveness of future co/team-working interpreting assignments	The candidate is able to monitor the interpreting assignment and is able to suggest changes or modifications to the co-working strategy to improve the effectiveness of the co-working. For example, as there are 2 deaf people often talking over each other, the candidate suggests that each interpreter interprets for each deaf person so that the hearing participants hear two voices speaking at the same time.
5. Behave consistently with ethical considerations, relevant codes of conduct and legal requirements	The candidate carries out the assignment in line with professional codes of conduct, legal requirements and ethical behaviour.

6. Reflect on and evaluate the effectiveness of the co/team-working activities with colleague interpreters after the assignment	The candidate requests to debrief, and is able to reflect on the effectiveness of the co-working during the assignment, making a note of any learning points or areas for development.
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Learning Outcome 3 - Use technology effectively to perform remote interpreting assignments

Assessment criteria	Guidance
1. Assess whether remote interpreting is appropriate for the assignment, discussing alternative arrangements with the relevant parties if not	<p>The candidate assesses the context of the assignment and makes a judgement about whether or not the context of the assignment is appropriate for remote interpreting. The candidate consults with the participants of the interaction, and any other relevant parties, if remote interpreting is not appropriate, or if further adaptations need to be made in order to facilitate remote interpreting.</p> <p>Example Two deaf professionals are in a large team meeting and decide to use a remote BSL/English interpreter. The service users are calling from an iPad and the interpreter is struggling to hear what people are talking about. As the interpreter is not visible in person, the hearing participants are not aware that the meeting is being interpreted; there is significant overlapping talk and the microphone is not picking up voices well from the far side of the room. The interaction is extremely difficult for the interpreter to manage remotely. The candidate recognises that the context of this assignment is not appropriate for remote interpreting and informs the service users, explaining the decision.</p>
2. Assess own competence, skills and ability to perform remote interpreting effectively	The candidate demonstrates they can assess their own ability to manage a remote interaction, taking into account the need to manage delays so that the fluidity of the interaction is not disrupted. This may also include modifying/adapting own use of signed or spoken language that works better with remote technology (e.g. using C

	<p>timeline instead of E timeline, or slowing down speed of fingerspelling, for increased clarity on 2D screen). The candidate is also competent in the operational use of the different remote interpreting platforms (e.g. Zoom, Skype, Microsoft Teams) so that the technology supports rather than hinders the interaction.</p> <p>Example The candidate is interpreting a team meeting that will include heavy discussion about timelines, milestones, KPIs and financial information. The candidate is aware that this type of information requires complex use of 3D signing space in BSL and that the clarity of space may be reduced in 2D. The candidate assesses own BSL skills and thinks about alternative ways to use signing space that appear clearer on a 2D screen.</p>
3. Prepare, set up and check technology and equipment before the interpreting assignment begins	<p>The candidate recognises the need to properly check and set up ahead of a remote interpreting assignment. This may involve checking Wi-Fi capabilities (e.g. Ethernet cable, signal strength), broadband speed at both ends, and a test run to check the technology is working correctly and as expected.</p> <p>Example The candidate is interpreting a webinar hosted through Zoom. The candidate has not used this particular platform before. They conduct some research to increase their knowledge. They then contact the booker, explain the situation and arrange a brief tutorial session on how to access a webinar, which includes a test run on a mock webinar to make sure the candidate can put their learning into practice.</p>
4. Consult the relevant person to deal with any set up and technical problems, if necessary	<p>The candidate takes steps to find out who is the IT lead in advance of the assignment. They can explain the tools they will be using and their requirements for ensuring this runs smoothly on the day. They request the IT lead to be available on the day in case support is required.</p>

	<p>Example</p> <p>The candidate is with the deaf person who is remotely joining a meeting with two people in a different office. The candidate has already asked the booker for contact information for the IT leads in both offices and has made contact in advance to discuss their requirements and check everything will be in place. On the day, the candidate is unable to hear the hearing participants in the other location. They explain this to all participants and advise that they will call the IT lead to provide support. Once the IT lead has resolved the problem, the candidate performs a test and then advises all parties to proceed with the meeting.</p>
5. Assess the work environment and check that the environment and equipment supports effective remote interpreting, personal safety, comfort and confidentiality, making adjustments if necessary	<p>The candidate is able to assess the location of the remote interpreting assignment to create a private and safe space that enables confidentiality to be upheld throughout the assignment. They take steps to ensure there are no interruptions e.g. they put up a poster on the door explaining that a meeting is in progress and do not disturb. They check the acoustics of the room and make sure all visual/background noise is cleared so there are no distractions. They check that chairs, tables, webcams etc. are all adjustable to accommodate the comfort of participants whilst maintaining an effective interaction.</p> <p>Example</p> <p>A remote consultation is booked with the deaf person's new GP. When the GP comes online they are at their desk in their consultation room but their visual frame is too close, meaning that the interpreter and deaf person cannot see the GP's gestures or body language. There is also a noticeboard behind them with lots of posters and notes attached, which may be distracting. The candidate advises the GP of the problems and requests that they turn their screen towards the door, giving them space to move their chair back, thereby</p>

	increasing the visual frame, and creating a clearer background with the clean wall and door.
6. Interpret in a manner appropriate to the technology and equipment being used	The candidate is aware of the need to modify their interpreting style to accommodate the restricted signing space and 2D nature of remote interpreting. They make correct use of role shift to reflect the hearing participants. They manage any delays resulting from the use of technology, including good control over own lag time, to maintain a fluid conversation between participants. They are mindful of the fact that the SL and TL participants may not be able to see each other and work to minimise the impact of this on the interaction. They pay attention to environmental conditions such as good lighting.
7. Carry out introductions and declare presence	The candidate makes him/herself known at the start of the assignment by introducing him/herself as the interpreter and by identifying who are the SL and TL participants.
8. Explain the process of remote interpreting and any specific conditions for participants	The candidate can articulate who made the booking. They confidently explain the roles and expectations of participants so that they all learn how to behave in a remotely interpreted assignment, in order to support an effective interpretation. This includes turn taking, the need to raise hands (for larger groups), the need for pauses, and the delays in response etc. The candidate may refer to published guidance for remote interpreting (e.g. UCL Deafness Cognition and Language Research Centre: https://www.ucl.ac.uk/dcal/remote-working-guidelines)
9. Monitor the interpreting technology and equipment for audibility and visibility with participants, making adjustments if necessary	The candidate monitors the picture and sound quality of the interaction throughout the assignment. When problems arise they are confident to alert the parties of the problem, make necessary adjustments e.g. to place/position or volume, and advise others of adjustments they need to make.

	<p>Example</p> <p>During the assignment the picture becomes blurry then freezes, preventing the candidate from accessing the signed SL. The candidate raises their hand to alert the deaf person to the problem and explains the situation to the other participants. The candidate waits until the picture quality improves before advising both parties to continue, asking the deaf person to repeat any missed information where necessary.</p>
10. Follow the agreed process in the event of a technological and equipment breakdown	<p>The candidate has considered alternative back up plans in the event of a technological or equipment breakdown. They may have spare equipment, alternative platforms to use, a Wi-Fi dongle etc. and they readily implement these plans in the event of a technological breakdown. In the event of a complete breakdown, they will aim to liaise with both parties, such as by SMS to agree an alternative plan.</p>

Learning Outcome 4 - Carry out translation tasks as a professional translator

Assessment criteria	Guidance
1. Produce a translation that accurately reflects the overall meaning and function of the source text in the target language	<p>The candidate produces an accurate and faithful translation in the TT, reflecting the overall meaning, spirit intent and function of the ST. The candidate demonstrates sound decision-making when reproducing the TT discourse, such as modifying register, function and language in order to meet the TL cultural expectations. The candidate demonstrates a good awareness of a wide range of translation strategies and is able to implement these strategies in his/her own work, such as foreignisation/domestication strategies, overt/covert translation approaches and discourse analysis frameworks. The TT is of professional and publishable quality.</p> <p>Example</p> <p>The candidate is translating a news article into BSL, which will be published by a national charity. The translator considers the fact that the</p>

	BSL video will be published as an independent piece of discourse within the TL culture and that TL addressees will not be aware that this is a translation. The candidate recognises this as a covert translation, and consequently opts for a domestication strategy to re-situate the ST within a BSL context.
2. Determine and assess the feasibility of the mode of translation to be used (e.g. consecutive, simultaneous or sight), considering the constraints of the assignment	<p>The candidate can make appropriate decisions about the mode of translation to be used for a particular assignment. For example, whether the translation must be done simultaneously ('sight translation', 'immediate translation' or live broadcast from autocue/subtitles) or consecutively (text/document translation, pre-recorded in-vision or subtitling). If sight or immediate translation (requiring translation on the spot) is not feasible, the candidate suggests alternative options, such as translating this consecutively (e.g. using notes and taking more time to produce the TT). See Section 5 for definition of terms.</p> <p>Example The candidate has been asked to translate at sight a medical document containing a significant amount of medical jargon. The translator is not familiar with all of the terms and does not feel comfortable translating this document at sight (simultaneously). The candidate asks for extra time to take notes, research the terminology and re-structure the ST in the TL (consecutive translation).</p>
3. Produce a translation that reflects the source text in terms of: 3.1 type and purpose of the text	The candidate identifies the type (e.g. letter, leaflet, audio-visual media etc.) and purpose (persuade, argue, inform, explain etc.) of the ST. The candidate is able to produce a TT reflecting the type and purpose of the ST.

3.2 register, attitude and tone	The candidate is able to reflect the register, attitude and tone of the ST author, using equivalent lexical, grammatical and phonological features in the TL. The candidate shows an awareness of how register may need to be balanced with faithfulness to the ST in situations where it is necessary to modify the TL register in order to meet the communication needs of the TL audience.
3.3 concepts, facts and opinions	The candidate can interpret concepts, facts and opinions accurately.
3.4 cultural conventions and style	The candidate demonstrates awareness of cultural conventions and nuances in the ST and uses a range of strategies to reflect these in the TL, such as by using cultural references and metaphors or by using meta comment to explain the SL nuance where no equivalent exists in the TL.
3.5 the role and relationship of the writer with the intended readership	The candidate identifies the role and relationship that exists between the ST author and the SL readership, reflecting this relationship in the TL.
4. Demonstrate that the translation meets the client's specification, such as domain and localisation requirements, and the required closeness of the translation to the original text	<p>The candidate is able to produce a final translation that meets the client's brief. This may include domain requirements (use of particular jargon and domain-appropriate language), localisation requirements (targeting a specific social or regional audience – does the language used reflect this audience, e.g. a BSL text for residents of Manchester might use BSL variants local to Manchester). The candidate also considers the required 'closeness' of the translation to the original text based on a range of theoretical frameworks, e.g. a more literal style may be required for more jargon heavy/specialist texts, compared to a narrative-based text that may allow for freer translation.</p> <p>Example The candidate is translating an important communication from Manchester City Council to all Manchester residents about new</p>

	<p>legislation. The document contains some jargon relating to policy and government. The translator decides to keep all of the jargon in the TT (reflecting domain-specific requirements), as well as to use localised Manchester signs and sign names for local places (meeting localisation requirements).</p>
<p>5. Manage the expectations and priorities of the client by:</p> <p>5.1 completing translation tasks within the timescales agreed</p> <p>5.2 communicating regularly and alerting the client to any queries or difficulties</p> <p>5.3 making adjustments to the task if the brief changes</p> <p>5.4 informing relevant parties if the requested mode of translation (e.g. consecutive, simultaneous or sight) is not possible, so that alternative arrangements can be considered</p>	<p>The candidate demonstrates good organisational and time management skills throughout the assignment. They set realistic timeframes for different stages of the translation process, and agree deadlines with the client.</p> <p>They build in good preparation time, providing themselves with the opportunity to check-in with the client to discuss any queries, difficulties or changes. They identify what additional support they require from the client and demonstrate they are able to negotiate with the client about the appropriate mode of translation and discuss alternative arrangements.</p> <p>Example</p> <p>The candidate receives a brief from the client. Before responding, they consider the requirements and the impact on preparation in order to make an informed decision about whether or not to accept the assignment, based on both their skill level and existing commitments.</p>
<p>6. Identify that any omissions, additions and errors are minor and do not significantly affect the meaning of the translated text</p>	<p>The candidate can monitor and reflect critically on own practice in order to recognise if any omissions, additions or errors have occurred in the translation. The translator is able to justify the translation approach and strategies used based on the translation and interpreting studies literature (e.g. translation techniques in Baker's (1992/2011) <i>In Other Words</i>). The candidate is able to identify that errors, additions or omissions resulting from the translation process do not adversely affect the accuracy and/or faithfulness of the TT.</p>

<p>7. Identify when to ask colleagues to review work</p>	<p>The candidate has in place a realistic and sound quality assurance process (evidenced in business plan) to quality assure translations. This includes a process of having translations reviewed by another translator. The candidate has a network of colleagues (e.g. colleagues if in-house or peer support networks if freelance) to approach to review work.</p> <p>Example The translator has completed a BSL>English translation of a witness statement, which will form evidence as part of a crown court trial. The translator asks a colleague to review his/her translation in order to check for accuracy of meaning, spelling, grammar etc. before returning the final translation to the client.</p>
<p>8. Check and revise the translation before it is sent to the client, or inform the client if this has not taken place</p>	<p>The candidate demonstrates their ongoing approach to the quality assurance of translation assignments by evaluating all translations against a comprehensive and standardised quality assurance process (to be detailed in the business plan). If the candidate is not able to perform this quality assurance check, they must inform the client.</p> <p>Example The candidate receives a translation request. When calculating the quote for services, the translator considers time for quality assurance. The candidate provides the client with a copy of the quality assurance checklist when submitting the completed work.</p>
<p>9. Produce translator's notes where applicable</p>	<p>The candidate may wish to provide translator's notes to accompany the final translation in cases where there have been problems or difficulties with the translation process. Translator's notes may take the form of a translator's preface, postscript, footnotes or annotations within the text.</p> <p>Example The candidate is translating an English text that uses the term 'deaf</p>

	and dumb' frequently. The translator has decided to change this to 'deaf' in the BSL text, as the translator recognises that the term 'deaf and dumb' is offensive in BSL culture. This is a significant change and difference between the ST and TT. The candidate adds a preface to the translation explaining that this change was made by the translator in order not to cause offense to the BSL community.
10. Maintain conduct consistent with the principles of professional practice and the code of conduct of the relevant professional body	The candidate carries out the assignment in line with professional codes of conduct, legal requirements and ethical behaviour.

Learning Outcome 5 - Evaluate performance as a professional interpreter or translator

Assessment criteria	Guidance
1. Reflect on and evaluate own preparation and planning for interpreting/translation assignments	The candidate reflects on and evaluates his/her preparation and planning for the assignment, identifying any areas for development as well as areas that were effective and helpful in preparing for the assignment.
2. Reflect on and evaluate own ability to maintain and enhance skills and systems needed to carry out professional interpreting/translation tasks	The candidate reflects on and evaluates the repertoire of skills and systems he/she has to function as a professional interpreter. This may include access to peer support networks, engagement with professional associations, budgeting for CPD activities or investing in new equipment or software.
3. Reflect on and evaluate how well the interpreting/translation assignment was delivered and managed	The candidate reflects on and evaluates how well he/she managed and delivered the interpreting assignment overall, focusing on issues such as professional behaviour, managing ethical dilemmas, facilitating the flow of communication between participants and reflecting the relationships between participants.
4. Review how accurately the meaning of the source language message was expressed in the target language	The candidate conducts a detailed critical analysis of the accuracy of the interpretation, with reference to relevant translation and interpreting theory.

<p>5. Evaluate the target language in terms of:</p> <ul style="list-style-type: none"> a. appropriateness of the language, grammar and style used b. improvements to the accuracy of the text, grammatical errors, omissions and additions c. how well the needs of the client and intended audience of the text were met 	<p>The candidate conducts a critical analysis of the quality of the target text, focusing on the use of language, grammar and style; grammatical accuracy and faithfulness; and meeting the needs of the SL and TL audiences. The candidate draws upon relevant literature from translation and interpreting studies to support their decisions and interpreting approach.</p>
<p>6. Evaluate the current and future requirements of own role and professional practice as an interpreter/translator, identifying any gaps in knowledge and skills</p>	<p>The candidate reflects on his/her own professional practice, identifying any current or potential areas for professional development. This may be relating to current gaps in knowledge or skills, or to developing skills in order to specialise in a particular field.</p>
<p>7. Ask for, reflect on and make use of feedback, support and advice from others</p>	<p>The candidate actively asks for feedback, support and advice from other professionals and colleagues, and uses this to inform his/her practice.</p>
<p>8. Use feedback from self and others to produce an analysis of own strengths and weaknesses and to identify ways to improve own performance as a professional translator</p>	<p>The candidate draws upon feedback received from other professionals and colleagues, as well as any personal reflections, to analyse his/her strengths and weaknesses as a practitioner. The candidate focuses on gaining an overview of his/her competence as a practitioner, identifying any gaps or areas for further development.</p>
<p>9. Reflect on and evaluate own professional practice and behaviour using relevant ethical models</p>	<p>The candidate can draw upon relevant ethical models and theories from translation and interpreting studies to reflect on and evaluate his/her professional practice and behaviour.</p>
<p>10. Reflect on the perspective of the participants, where relevant</p>	<p>The candidate seeks feedback from participants in order to build a picture of the participant experience when using own interpreting services. The candidate incorporates the perspective of participants in own reflection of practice.</p>

Assessment requirements

Topics

Candidates must demonstrate interpreting and translation evidence across at least 4 of the following topics:

1. Community and local government
2. Conference
3. Education
4. Employment and business
5. Family and social services
6. Health
7. Legal
8. Media and performance

NB: Candidates should undertake interpreting and translation assignments in line with relevant professional codes of conduct. Candidates are advised to refer to guidance from regulators about suitable domains for trainee interpreters.

Generating evidence of interpreting work

The best possible form of evidence is produced in the workplace. Assessors may wish to observe the candidate carrying out interpreting tasks in the workplace, or this evidence may be recorded.

In cases where recording or observation of real evidence in the workplace is impossible, simulated assignments are acceptable provided that they mirror the potential or actual workplace environment. Evidence of rehearsed, construed or scripted interactions is not acceptable.

Assessment methods

Candidates will track their completion of assessments, and monitor their achievement of assessment criteria, through a Candidate Record Booklet (INTRA6).

The assessor may use a range of assessment methods to evidence the candidate's performance against the assessment criteria, such as:

- Live observations
- Filmed clips
- Written/signed essays and coursework
- Record of discussions
- Observation reports from authorised professionals

Critical analysis

The candidate is also required to complete a critical analysis of interpreting or translation performance for 4 of the internal assessments in order to demonstrate skills against LO5. The critical analyses must be included in the portfolio.

- Minimum 2000 words (or 20 minutes) for each critical analysis (including in-text citations, excluding reference list)
- Critical analysis must draw upon references from the wider interpreting and translation studies literature and may be structured around a relevant quality

assurance framework (e.g. Cokely's (1986) miscue analysis, Dean & Pollard's (2001) Demand Control Schema, House's (1997) Translation Quality Assessment)

- Candidates should use academic referencing conventions consistently in all written work (e.g. Harvard, APA etc.)
- Candidate must cover the assessment criteria in Learning Outcome 5 (evaluate performance as a professional interpreter or translator)
- Critical analysis may be completed in either written English or BSL
- Assessor Mark Sheet must be completed by a qualified assessor for all internal assessments and kept in the candidate's portfolio
- Candidates and centres are free to design their own critical analysis templates

Stream 1 Assessment Specification

Assessments 1 to 6 – internal assessments

Assessment 1 - One-way consecutive interpreting (with notes) L2>L1

The candidate will complete a one-way consecutive interpreting assignment with notes, working from the second language (L2) into the first language (L1), e.g. BSL to English.

The candidate should use conventional note taking techniques used within the interpreting profession (see list of resources).

Example scenarios

- Deaf student asking or making a lengthy and complex question or comment during the lecture
- Deaf professional is explaining notes from a meeting to be formally typed up or explained verbally later on

Assessment 2 - One-way consecutive interpreting (with notes) L1>L2

The candidate will complete a one-way consecutive interpreting assignment with notes, working from the first language (L1) into the second language (L2), e.g. English to BSL.

The candidate should use conventional note taking techniques used within the interpreting profession (see list of resources).

Example scenarios

- Hearing people are having a discussion while the deaf person is reading documents
- Doctor or medical professional is giving detailed instructions or advice to deaf patient

Assessment 3 - One-way simultaneous interpreting L2>L1 and critical analysis

The candidate will complete a one-way simultaneous interpreting task, working from the second language (L2) into the first language (L1), e.g. BSL to English.

Example scenarios

- Deaf academic giving a lecture to university students
- Deaf professional delivering a presentation at a meeting

Assessment 4 - One-way simultaneous interpreting working in a team of 2 or more interpreters L1>L2 and critical analysis

The candidate will complete a one-way simultaneous interpreting task, working from the first language (L1) into the second language (L2), e.g. English to BSL.

The candidate will work as part of a team of 2 or more interpreters to demonstrate skills against LO2. The candidate should demonstrate a range of co-working techniques.

Example scenarios

- Professional conference with speakers

- University lecture

Assessment 5 - Two-way face-to-face simultaneous interpreting working in a team of 2 interpreters and critical analysis

The candidate will complete a two-way simultaneous interpreting task, working between the first language (L1) and second language (L2).

The candidate will work as part of a team of 2 or more interpreters to demonstrate skills against LO2. The candidate should demonstrate a range of co-working techniques.

Example scenarios

- Staff meeting with 2 or more deaf staff
- Panel discussion with a deaf panel member

Assessment 6 - Two-way remote consecutive interpreting (with notes) and critical analysis

The candidate will complete a two-way consecutive interpreting task where the interpretation takes place remotely. The participants will call in using videoconferencing software and the interpreter will facilitate the call. The candidate will work between the first language (L1) and second language (L2).

The candidate should work consecutively with notes. The candidate should also demonstrate skills against LO3.

Example scenarios

- Deaf person calling utility company about bill
- Staff meeting or conference call with deaf and hearing staff

Additional notes for assessments 1-6 (internal assessments)

- Minimum 15 minutes for each piece of evidence (no maximum)
- The candidate must use notes for one-way consecutive interpreting. Candidate to control the timing of the chunks. Candidate makes notices and controls the interaction as appropriate.
- Assessor Mark Sheet must be completed by a qualified assessor for all internal assessments and kept in the candidate's portfolio
- Evidence can be live observed or filmed and will be internally assessed at the centre by qualified assessors. The portfolio of evidence will be externally moderated by Signature
- All live observations must be filmed for external moderation purposes
- Candidates may choose their own topics for assessments 1 to 6, based on the topics in this qualification and with guidance from their teacher
- Interpreting and translation evidence must cover at least 4 different topics (from the list of domains in this qualification)
- Assessments 1 to 6 should be carried out as formative assessments throughout the course
- The candidate must complete and pass assessments 1 to 6 before taking the external assessments 7 to 12
- Removed need to 1 x ST and 1 x IT from 1-6
- Evidence of real or simulated assignments are acceptable
- Candidates may not use the same participant more than twice

- All assessment criteria must be covered at least once across all 6 internal assessments (CAR form to be completed and kept in candidate's portfolio)
- The candidate should evidence interpreting in group situations. This could be covered in assessment 4 and 5.

Assessments 7 to 12 – external assessments

Assessments 7 to 12 will be filmed and externally marked by Signature assessors. Assessments 7 to 12 should be carried out as summative assessments at the end of the course.

External assessments are graded Pass, Merit and Distinction.

Pass: 50%

Merit: 60%

Distinction: 70%

Assessment 7 - One-way simultaneous interpreting L2>L1

The candidate will complete a one-way simultaneous interpreting task, working from the second language (L2) into the first language (L1), e.g. BSL to English.

- Signature will provide the centre with a scenario based on one of the domains in this qualification, 21 days before the assessment date.
- The centre is responsible for sourcing, engaging and preparing the L1 and L2 participants
- The candidate may begin preparing for the assessment 14 days before the assessment date
- The interpreting assignment must be a minimum of 15 minutes and a maximum of 16 minutes. The assessor will stop marking after 16 minutes.
- The centre will record the assessment and send the clip to Signature for marking.

Assessment 7 is marked against the Marking Criteria for Interpreting (LO1).

Assessment 8 - One-way simultaneous interpreting L1>L2

The candidate will complete a one-way simultaneous interpreting task, working from the first language (L1) into the second language (L2), e.g. English to BSL. The candidate must complete the task alone (i.e. this should not be co-worked).

- Signature will provide the centre with a scenario based on one of the domains in this qualification, 21 days before the assessment date. The centre is responsible for sourcing, engaging and preparing the L1 and L2 participants
- The candidate may begin preparing for the assessment 14 days before the assessment date
- The interpreting assignment must be a minimum of 15 minutes and a maximum of 16 minutes. The assessor will stop marking after 16 minutes.
- The centre will record the assessment and send the clip to Signature for marking.

Assessment 8 is marked against the Marking Criteria for Interpreting (LO1).

Assessment 9 - Two-way face-to-face simultaneous interpreting

The candidate will complete a two-way simultaneous interpreting, which will take place face-to-face. The candidate will work between the first language (L1) and the second language (L2). The candidate will work alone (i.e. this should not be co-worked).

- Signature will provide the centre with a scenario based on one of the domains in this qualification, 21 days before the assessment date. The centre is responsible for sourcing, engaging and preparing the L1 and L2 participants
- The candidate may begin preparing for the assessment 14 days before the assessment date
- The interpreting assignment must be a minimum of 15 minutes and a maximum of 16 minutes. The assessor will stop marking after 16 minutes.
- The centre will record the assessment and send the clip to Signature for marking.

Assessment 7 is marked against the Marking Criteria for Interpreting (LO1).

Assessment 10 - Two-way remote consecutive interpreting (with notes)

Assessment 10 tests the candidate's ability to manage remote interpreting assignments when interpreting two-way.

- The centre will book a date and time with Signature for the assessment. We require 6 weeks notice of the assessment date.
- The candidate will interpret a conversation between 1 deaf and 1 hearing service user remotely, using appropriate video conferencing software.
- The candidate will receive preparation information about the assignment 14 days in advance.
- Signature will provide the deaf and hearing participants for the assessment.
- The interpreting assignment will be recorded and externally marked by Signature.

Assessment 10 is marked against the Marking Criteria for Interpreting (LO1).

Assessment 11 - Sight translation (written English to BSL)

Assessment 11 tests the candidate's ability to produce sight translations of written or recorded signed texts. The candidate must produce a signed translation of a written English source text.

A sight translation is defined as from a fixed or recorded source text format into a live target text format, e.g. written language into live signed language (stream 1) or recorded signed text into live signed language (stream 2 and 3).

An example would be a letter or leaflet, or a recorded signed text into LIVE signed language)

- Signature will provide 2 x 250 word texts to be translated on the day of the assessment
- Candidates will have up to 1½ hours to prepare and produce their signed translation
- The signed translation must be delivered to a deaf participant and video recorded
- The centre must send the signed translations to Signature to be externally marked

Assessment 11 is marked against the Marking Criteria for Sight/Immediate Translation.

Assessment 12 - Immediate translation (BSL to written English)

Assessment 12 tests the candidate's ability to produce immediate translations of recorded signed texts. The candidate must produce a written English source text of a BSL (or L2) video-recorded source text.

An example would be Access to Work conference need to write an abstract, a complaint. With Immediate Translation the have interaction with the source

- Signature will provide the 2 x 3 minute signed source text to be translated on the day of the assessment
- Candidates will have up to 1½ hours to produce their written translation
- The written translation may be hand written or typed
- The centre must send the written translation to Signature to be externally marked

Assessment 12 is marked against the Marking Criteria for Sight/Immediate Translation.

Stream 2 Assessment Specification

Assessments 1-6 – internal assessments

Assessment 1 - One-way consecutive interpreting (with notes) L2>

The candidate will complete a one-way consecutive interpreting assignment with notes, working from the second language (L2) into the first language (L1), e.g. ASL to BSL. The candidate must be able to work from extended source texts with minimal disruption to the SL user.

The candidate should use conventional note taking techniques used within the interpreting profession (see list of resources).

Assessment 2 - One-way consecutive interpreting (with notes) L1>L2

The candidate will complete a one-way consecutive interpreting assignment with notes, working from the first language (L1) into the second language (L2), e.g. BSL to ASL. The candidate must be able to work from extended source texts with minimal disruption to the SL user.

The candidate should use conventional note taking techniques used within the interpreting profession (see list of resources).

Assessment 3 - One-way simultaneous interpreting L2>L1 and critical analysis

The candidate will complete a one-way simultaneous interpreting task, working from the second language (L2) into the first language (L1), e.g. ASL to BSL.

Assessment 4 - One-way simultaneous interpreting working in a team of 2 or more interpreters L1>L2 and critical analysis

The candidate will complete a one-way simultaneous interpreting task, working from the first language (L1) into the second language (L2), e.g. BSL to ASL.

The candidate will work as part of a team of 2 or more interpreters to demonstrate skills against LO2. The candidate should demonstrate a range of co-working techniques. The candidate may work with either deaf or hearing interpreters and may involve a relay set up, e.g. English>BSL>ASL.

Assessment 5 - Two-way face-to-face consecutive interpreting (with notes) and critical analysis

The candidate will complete a two-way consecutive interpreting task, working between the first language (L1) and second language (L2).

The candidate will work as part of a team of 2 or more interpreters to demonstrate skills against LO2. The candidate should demonstrate a range of co-working techniques.

Assessment 6 - Two-way remote consecutive interpreting (with notes) and critical analysis

The candidate will complete a two-way consecutive interpreting task where the interpretation takes place remotely. The participants will call in using videoconferencing software and the interpreter will facilitate the call. The candidate will work between the first language (L1) and second language (L2).

The candidate should work consecutively with notes. The candidate should also demonstrate skills against LO3.

Additional notes for assessments 1-6 (internal assessments)

- Minimum 15 minutes for each piece of evidence (no maximum)
- The candidate must use notes for one-way consecutive interpreting. Candidate to control the timing of the chunks. Candidate makes notices and controls the interaction as appropriate.
- Evidence must include evidence of sustained one-way interpreting or translating (at least 10 minutes of interpreting without a break).
- Assessor Mark Sheet must be completed by a qualified assessor for all internal assessments and kept in the candidate's portfolio
- Evidence can be live observed or filmed and will be internally assessed at the centre by qualified assessors. The portfolio of evidence will be externally moderated by Signature
- All live observations must be filmed for external moderation purposes
- Candidates may choose their own topics for assessments 1 to 6, based on the topics in this qualification and with guidance from their teacher
- Interpreting and translation evidence must cover at least 4 different topics (from the list of domains in this qualification)
- Assessments 1 to 6 should be carried out as formative assessments throughout the course
- The candidate must complete and pass assessments 1 to 6 before taking the external assessments 7 to 12
- Evidence of real or simulated assignments are acceptable
- Candidates may not use the same participant more than twice
- All assessment criteria must be covered at least once across all 6 internal assessments (CAR form to be completed and kept in candidate's portfolio)
- The candidate should evidence interpreting in group situations. This could be covered in assessment 4 and 5.

Assessments 7-12 – external assessments

Assessment 7 - One-way consecutive interpreting L2>L1

The candidate will complete a one-way consecutive interpreting task, working from the second language (L2) into the first language (L1), e.g. ASL to BSL.

- Signature will provide the centre with a scenario based on one of the domains in this qualification, 21 days before the assessment date. The centre is responsible for sourcing, engaging and preparing the L1 and L2 participants
- The candidate may begin preparing for the assessment 14 days before the assessment date
- The interpreting assignment must be a minimum of 15 minutes and a maximum of 16 minutes. The assessor will stop marking after 16 minutes.
- The centre will record the assessment and send the clip to Signature for marking.

Assessment 7 is marked against the Marking Criteria for Interpreting (LO1).

Assessment 8 - One-way simultaneous interpreting L1>L2

The candidate will complete a one-way simultaneous interpreting task, working from the first language (L1) into the second language (L2), e.g. BSL to ASL. The candidate must complete the task alone (i.e. this should not be co-worked).

- Signature will provide the centre with a scenario based on one of the domains in this qualification, 21 days before the assessment date. The centre is responsible for sourcing, engaging and preparing the L1 and L2 participants
- The candidate may begin preparing for the assessment 14 days before the assessment date
- The interpreting assignment must be a minimum of 15 minutes and a maximum of 16 minutes. The assessor will stop marking after 16 minutes.
- The centre will record the assessment and send the clip to Signature for marking.

Assessment 8 is marked against the Marking Criteria for Interpreting (LO1).

Assessment 9 - Two-way face-to-face consecutive interpreting

The candidate will complete a two-way consecutive interpreting task, which will take place face-to-face. The candidate will work between the first language (L1) and the second language (L2). The candidate will work alone (i.e. this should not be co-worked).

- Signature will provide the centre with a scenario based on one of the domains in this qualification, 21 days before the assessment date. The centre is responsible for sourcing, engaging and preparing the L1 and L2 participants
- The candidate may begin preparing for the assessment 14 days before the assessment date
- The interpreting assignment must be a minimum of 15 minutes and a maximum of 16 minutes. The assessor will stop marking after 16 minutes.
- The centre will record the assessment and send the clip to Signature for marking.

Assessment 9 is marked against the Marking Criteria for Interpreting (LO1) on page 35.

Assessment 10 - Two-way remote consecutive interpreting

Assessment 10 tests the candidate's ability to manage remote interpreting assignments when interpreting two-way.

- The centre will book a date and time with Signature for the assessment. We require 6 weeks notice of the assessment date.
- The candidate will interpret a conversation between the L1 and L2 service users remotely, using appropriate video conferencing software.
- The candidate will receive preparation information about the assignment 14 days in advance.
- Signature will provide the deaf and hearing participants for the assessment.
- The interpreting assignment will be recorded and externally marked by Signature.

Assessment 10 is marked against the Marking Criteria for Interpreting (LO1).

Assessment 11 - Sight translation (fixed L2 to live BSL)

Assessment 11 tests the candidate's ability to produce sight translations of recorded signed texts. The candidate must produce a signed translation of a recorded signed source text in the L2 (e.g. recorded ASL video to live BSL).

A sight translation is defined as from a fixed or recorded source text format into a live target text format, e.g. written language into live signed language (stream 1) or recorded signed text into live signed language (stream 2 and 3).

- Signature will provide 2 x 250 word texts to be translated on the day of the assessment
- Candidates will have up to 1½ hour to prepare and produce their signed translation
- The signed translation must be video recorded and delivered to a deaf participant
- The centre must send the written and signed translations to Signature to be externally marked

Assessment 11 is marked against the Marking Criteria for Sight/Immediate Translation

Assessment 12 - Immediate translation (fixed BSL to fixed L2)

Assessment 12 tests the candidate's ability to produce immediate translations of recorded signed texts. The candidate must produce a recorded signed target text in the L2 of an L1 video-recorded source text (e.g. recorded BSL video to recorded ASL video).

- Signature will provide 2 x 3 minute signed source text to be translated on the day of the assessment
- Candidates will have up to 1½ hours to produce their written translation
- The written translation may be hand written or typed
- The centre must send the written translation to Signature to be externally marked

Assessment 12 is marked against the Marking Criteria for Sight/Immediate Translation.

Stream 3 Assessment Specification

Assessments 1-6 – internal assessments

Assessment 1 – One-way consecutive interpreting L1M>L1

The candidate will complete a one-way consecutive interpreting assignment with notes, working from the modified L1 (L1M) into the first language (L1), e.g. Modified BSL to BSL. The candidate must be able to work from extended source texts with minimal disruption to the SL user.

The candidate should use conventional note taking techniques used within the interpreting profession (see list of resources).

The candidate may wish to do a sight or immediate translation as part of this assignment.

Assessment 2 – One-way simultaneous interpreting working with another interpreter L1>L1M

The candidate will complete a one-way simultaneous interpreting assignment, working from the first language (L1) into the modified first language (L1M), e.g. Modified BSL to BSL.

The candidate should use conventional note taking techniques used within the interpreting profession (see list of resources).

The candidate will work as part of a team of 2 or more interpreters to demonstrate skills against LO2. The candidate should demonstrate a range of co-working techniques. The candidate may work with either deaf or hearing interpreters and may involve a relay set up, e.g. English>BSL>Modified BSL.

The candidate may wish to do a sight or immediate translation as part of this assignment.

Assessment 3 – Two-way face-to-face consecutive interpreting and critical analysis

The candidate will complete a two-way consecutive interpreting task, working between the first language (L1) and modified first language (L1M), e.g. BSL and Modified BSL.

Assessment 4 – Two-way face-to-face consecutive interpreting working in a team of 2 interpreters and critical analysis

The candidate will complete a two-way consecutive interpreting task, working between the first language (L1) and modified first language (L1M), e.g. BSL and Modified BSL.

The candidate will work as part of a team of 2 or more interpreters to demonstrate skills against LO2. The candidate should demonstrate a range of co-working techniques. The candidate may work with either deaf or hearing interpreters and may involve a relay set up, e.g. English<>BSL<>Modified BSL.

Assessment 5 – Two-way face-to-face consecutive interpreting (with notes) and critical analysis

The candidate will complete a two-way consecutive interpreting task, working between the first language (L1) and modified first language (L1M), e.g. BSL and Modified BSL.

The candidate should use conventional note taking techniques used within the interpreting profession (see list of resources).

Assessment 6 – Two-way remote consecutive interpreting (with notes) and critical analysis

The candidate will complete a two-way consecutive interpreting task where the interpretation takes place remotely. The participants will call in using videoconferencing software and the interpreter will facilitate the call. The candidate will work between the first language (L1) and modified first language (L1M).

The candidate should work consecutively with notes. The candidate should also demonstrate skills against LO3.

Additional notes for assessments 1-6 (internal assessments)

- Minimum 15 minutes for each piece of evidence (no maximum)
- The candidate must use notes for one-way consecutive interpreting. Candidate to control the timing of the chunks. Candidate makes notices and controls the interaction as appropriate.
- Assessor Mark Sheet must be completed by a qualified assessor for all internal assessments and kept in the candidate's portfolio
- Evidence can be live observed or filmed and will be internally assessed at the centre by qualified assessors. The portfolio of evidence will be externally moderated by Signature
- All live observations must be filmed for external moderation purposes
- Candidates may choose their own topics for assessments 1 to 6, based on the topics in this qualification and with guidance from their teacher
- Interpreting and translation evidence must cover at least 4 different topics (from the list of domains in this qualification)
- Assessments 1 to 6 should be carried out as formative assessments throughout the course
- The candidate must complete and pass assessments 1 to 6 before taking the external assessments 7 to 12
- Evidence of real or simulated assignments are acceptable
- Candidates may not use the same participant more than twice
- All assessment criteria must be covered at least once across all 6 internal assessments (CAR form to be completed and kept in candidate's portfolio)
- The candidate should evidence interpreting in group situations. This could be covered in assessment 4 and 5.

Assessments 7-12 – external assessments

Assessment 7 – One-way consecutive interpreting L1M>L1

The candidate will complete a one-way consecutive interpreting task, working from the second language (L2) into the first language (L1), e.g. ASL to BSL.

- Signature will provide the centre with a scenario based on one of the domains in this qualification, 21 days before the assessment date. The centre is responsible for sourcing, engaging and preparing the L1 and L2 participants
- The candidate may begin preparing for the assessment 14 days before the assessment date
- The interpreting assignment must be a minimum of 15 minutes and a maximum of 16 minutes. The assessor will stop marking after 16 minutes.
- The centre will record the assessment and send the clip to Signature for marking.

Assessment 7 is marked against the Marking Criteria for Interpreting (LO1).

Assessment 8 – Two-way face-to-face consecutive interpreting

The candidate will complete a one-way simultaneous interpreting task, working from the first language (L1) into the second language (L2), e.g. BSL to ASL. The candidate must complete the task alone (i.e. this should not be co-worked).

- Signature will provide the centre with a scenario based on one of the domains in this qualification, 21 days before the assessment date. The centre is responsible for sourcing, engaging and preparing the L1 and L2 participants
- The candidate may begin preparing for the assessment 14 days before the assessment date
- The interpreting assignment must be a minimum of 15 minutes and a maximum of 16 minutes. The assessor will stop marking after 16 minutes.
- The centre will record the assessment and send the clip to Signature for marking.

Assessment 7 is marked against the Marking Criteria for Interpreting (LO1).

Assessment 9 – Two-way face-to-face consecutive interpreting (with notes)

The candidate will complete a two-way consecutive interpreting task, which will take place face-to-face. The candidate will work between the first language (L1) and the second language (L2). The candidate will work alone (i.e. this should not be co-worked).

- Signature will provide the centre with a scenario based on one of the domains in this qualification, 21 days before the assessment date. The centre is responsible for sourcing, engaging and preparing the L1 and L2 participants
- The candidate may begin preparing for the assessment 14 days before the assessment date
- The interpreting assignment must be a minimum of 15 minutes and a maximum of 16 minutes. The assessor will stop marking after 16 minutes.
- The centre will record the assessment and send the clip to Signature for marking.

Assessment 7 is marked against the Marking Criteria for Interpreting (LO1) on page 35.

Assessment 10 – Two-way remote consecutive interpreting

Assessment 10 tests the candidate's ability to manage remote interpreting assignments when interpreting two-way.

- The centre will book a date and time with Signature for the assessment. We require 6 weeks notice of the assessment date.

- The candidate will interpret a conversation between the L1 and L2 service users remotely, using appropriate video conferencing software.
- The candidate will receive preparation information about the assignment 14 days in advance.
- Signature will provide the deaf and hearing participants for the assessment.
- The interpreting assignment will be recorded and externally marked by Signature.

Assessment 10 is marked against the Marking Criteria for Interpreting (LO1).

Assessment 11 – Sight translation (fixed BSL to live Modified BSL)

Assessment 11 tests the candidate's ability to produce sight translations of recorded signed texts. The candidate must produce a signed translation in the L1M of a recorded signed source text in the L1 (e.g. recorded BSL to live Modified BSL).

A sight translation is defined as from a fixed or recorded source text format into a live target text format, e.g. written language into live signed language (stream 1) or recorded signed text into live signed language (stream 2 and 3).

- Signature will provide 2 x 3 minute recorded signed source text to be translated on the day of the assessment
- Candidates will have up to 1½ hours to produce their signed translation
- The signed translation must be video recorded and delivered to a deaf participant
- The centre must send the written and signed translations to Signature to be externally marked

Assessment 11 is marked against the Marking Criteria for Sight/Immediate Translation

Assessment 12 – Immediate translation (fixed Modified BSL to fixed BSL)

Assessment 12 tests the candidate's ability to produce immediate translations of recorded signed texts. The candidate must produce a recorded signed target text in the L1 of an L1M video-recorded source text (e.g. recorded Modified BSL video to recorded BSL video).

- Signature will provide 2 x 3 minute provide the signed source text to be translated on the day of the assessment
- Candidates will have up to 1½ hour to produce their signed translation
- The centre must send the written translation to Signature to be externally marked

Assessment 12 is marked against the Marking Criteria for Sight/Immediate Translation.

Stream 4 Assessment Specification

Assessments 1-6 – internal assessments

Assessment 1 – Translation L2>L1 (text translation)

The candidate will complete a text translation from the L2 into the L1 (e.g. English to BSL). The candidate may choose his/her own text to translate, so long as the content of the source text relates to 1 of the 8 topics in this qualification. The source text must be at least 1500 words in length.

Assessment 2 – Translation L2>L1 (pre-recorded in-vision clip)

The candidate will translate a piece of pre-recorded media to be presented with an in-vision signer. This may include television media (e.g. documentaries, drama/soaps, news/current affairs) webinars, educational videos, conference presentations etc. The source text must be at least 1500 words in length (or minimum 15 minutes running time).

The candidate should have access to an accurate transcript or subtitles of the source text media, and have the technical skills to add the in-vision signer into the media.

Assessment 3 – Translation L2>L1 (extended text translation) and critical analysis

The candidate will translate a longer source text (extended text translation), from the L2 into the L1 (e.g. English to BSL), in order to demonstrate translation skills with bigger translation projects. The source text must be at least 6,000 words in length.

Examples for extended text translation may include full or excerpts of books and literature (fiction or non-fiction), websites, plays, theatre performances, feature films etc.

Assessment 4 – Translation L1>L2 (subtitling and transcription) and critical analysis

The candidate will produce accurate subtitles in the L2 of video media presented in the L1 (e.g. English subtitles of a BSL video). The candidate will know how to produce a spotting list, to follow character and timing limits of subtitles according to industry standards, and to use subtitling software effectively to produce closed or open captioning (see list of resources).

The source text media must minimum 15 minutes in length.

The centre should record the final product, not the actual process.

Candidates can use communication support to polish up the English grammar for the BSL>English subtitles. However, the candidate must submit both their original English translation and the modified version polished up by the communication support.

Assessment 5 – Consecutive interpreting L2>L1 and critical analysis

The candidate will complete a one-way consecutive interpreting assignment with notes, working from the second language (L2) into the first language (L1), e.g. written English to BSL. The candidate must be able to work from extended source texts with minimal disruption to the SL user.

For example, using a pre-recorded English clip with subtitles that is cut into 1-2 minute chunks for the candidate to translate consecutively with notes from the subtitles.

The candidate should use conventional note taking techniques used within the interpreting profession (see list of resources).

Assessment 6 – Simultaneous interpreting L2>L1 (conference or live broadcast) working with other interpreters and critical analysis

The candidate will complete a one-way simultaneous interpreting assignment, working from the second language (L2) into the first language (L1), e.g. written English to BSL.

For example, the candidate may be working at a conference from an autocue (generated by speech to text), or live TV broadcast from an autocue (scripted or generated by re-speaking).

Additional notes for assessments 1-6 (internal assessments)

- Minimum 15 minutes for each piece of evidence (no maximum)
- The candidate must use notes for one-way consecutive interpreting, and may wish to use notes to support two-way consecutive interpreting. Candidate to control the timing of the chunks. Candidate makes notices and controls the interaction as appropriate.
- Assessor Mark Sheet must be completed by a qualified assessor for all internal assessments and kept in the candidate's portfolio
- Evidence can be live observed or filmed and will be internally assessed at the centre by qualified assessors. The portfolio of evidence will be externally moderated by Signature
- All live observations must be filmed for external moderation purposes
- Candidates may choose their own topics for assessments 1 to 6, based on the topics in this qualification and with guidance from their teacher
- Interpreting and translation evidence must cover at least 4 different topics (from the list of domains in this qualification)
- Assessments 1 to 6 should be carried out as formative assessments throughout the course
- The candidate must complete and pass assessments 1 to 6 before taking the external assessments 7 to 12
- Evidence of real or simulated assignments are acceptable
- Candidates may not use the same participant more than twice
- All assessment criteria must be covered at least once across all 6 internal assessments (CAR form to be completed and kept in candidate's portfolio)
- The candidate should evidence interpreting in group situations. This could be covered in assessment 4 and 5.

Assessments 7-12 – external assessments

Assessment 7 – Simultaneous interpreting L2>L1 (live broadcast)

The candidate will produce a signed translation of a live written source text, such as a live broadcast, podcast or conference, working from an autocue.

- Signature will provide the centre with the written source text, based on one of the domains in this qualification
- The source text will be approximately 1500 words in length

- The candidate will be notified of the subject content of the assessment 7 days before the assessment date, and will have 7 days to prepare for the assessment
- The candidate may not see the source text until on the day of the assessment
- The candidate will translate the source text from an autocue. The signed translation will be filmed and sent to Signature for external marking

Assessment 7 is marked against the Marking Criteria for Interpreting (LO1).

Assessment 8 – Simultaneous interpreting L2>L1 (live broadcast)

The candidate will produce a signed translation of a live written source text, such as a live broadcast, podcast or conference, working from an autocue.

- Signature will provide the centre with the written source text, based on one of the domains in this qualification
- The source text will be approximately 1500 words in length
- The candidate will be notified of the subject content of the assessment 7 days before the assessment date, and will have 7 days to prepare for the assessment
- The candidate may not see the source text until on the day of the assessment
- The candidate will translate the source text from an autocue. The signed translation will be filmed and sent to Signature for external marking

Assessment 8 is marked against the Marking Criteria for Interpreting (LO1).

Assessment 9 – Translation L2>L1 (text translation)

The candidate will produce a signed translation of a written source text, such as a book, policy or website.

- Signature will provide the centre with the source text to be translated, based on one of the domains in this qualifications
- The written source text will be approximately 1500 words in length
- The candidate will have 7 days with the source text to prepare the translation
- The candidate will film the signed translation under exam conditions, which will be ^[1]_{SEP} video recorded and sent to Signature for external marking
- The candidate will have up to 1 hour to record the translation

Assessment 9 is marked against the Marking Criteria for Translation (LO4).

Assessment 10 – Translation L2>L1 (text translation)

The candidate will produce a signed translation of a written source text, such as a book, policy or website.

- Signature will provide the centre with the source text to be translated, based on one of the domains in this qualifications
- The written source text will be approximately 1500 words in length
- The candidate will have 7 days with the source text to prepare the translation
- The candidate will film the signed translation under exam conditions, which will be ^[1]_{SEP} video recorded and sent to Signature for external marking
- The candidate will have up to 1 hour to record the translation

Assessment 10 is marked against the Marking Criteria for Translation (LO4).

Assessment 11 - Sight translation (written English to BSL)

Assessment 11 tests the candidate's ability to produce sight translations of written or recorded signed texts. The candidate must produce a signed translation of a written English source text.

A sight translation is defined as from a fixed or recorded source text format into a live target text format, e.g. written language into live signed language (stream 1) or recorded signed text into live signed language (stream 2 and 3).

- Signature will provide the written English or recorded signed source text to be translated on the day of the assessment
- The source text will be 500 words or 5 minutes in length
- Candidates will have 30 minutes to prepare
- Candidates will have up to 1 hour to produce their signed translation
- The signed translation must be video recorded and delivered to a deaf participant
- The centre must send the written and signed translations to Signature to be externally marked

Assessment 11 is marked against the Marking Criteria for Sight/Immediate Translation.

Assessment 12 - Immediate translation (BSL to written English)

Assessment 12 tests the candidate's ability to produce immediate translations of recorded signed texts. The candidate must produce a written English source text of a BSL (or L2) video-recorded source text.

- Signature will provide the signed source text to be translated on the day of the assessment
- The source text will be 500 words or 5 minutes in length
- Candidates will have 30 minutes to prepare
- Candidates will have up to 1 hour to produce their written translation
- The written translation may be hand written or typed
- The centre must send the written translation to Signature to be externally marked

Assessment 12 is marked against the Marking Criteria for Sight/Immediate Translation.

SOURCING DEAF AND HEARING PARTICIPANTS

As mentioned above, it is the centre's responsibility to source appropriate people to be involved in assessments. For Stream 1 we would assume this would include Deaf People who do not use English and Hearing People who do not use BSL.

SECTION 3

Marking Criteria for External Assessments

External Marking Criteria for Essay

0-30%	<ul style="list-style-type: none">• The work fails to provide a competent description of the topic, and falls far short of a competent discussion.• It is poorly structured and has no coherent argument.• The style and presentation are so poor as to seriously impair communication and there is no evidence that the conventions of academic writing have been understood.
30-39%	<ul style="list-style-type: none">• The work is almost wholly descriptive. It displays no awareness at all of theoretical or critical ideas.• It displays some potential to move from description to discussion of the topic and to structure a basic argument derived from this descriptive approach but it fails to achieve this in clearly identifiable respects.• The style and presentation are poor. There is little evidence that the conventions of academic writing have been understood, but communication is maintained.
40-49%	<ul style="list-style-type: none">• The work provides a superficial discussion of the topic but remains predominantly descriptive.• It demonstrates a basic grasp of the topic but is lacking in critical or analytical insight in general.• It reveals a very limited awareness of theoretical or critical ideas such as those learned on the core course units, and no attempt is made to use such ideas in practice.• An identifiable argument is discernible but this is poorly and inconsistently sustained.• The style and presentation exhibit a large number of errors but there is some evidence that the conventions of academic writing have been understood.
50-59%	<ul style="list-style-type: none">• The work demonstrates a reasonable understanding of the topic and can discuss it competently even if it is not able to develop complex ideas in relation to this topic.• There is an awareness of critical or theoretical ideas, accompanied by limited attempts to use them in practice.• The approach is generally unambitious, but a coherently structured argument is in place and there is an awareness of relevant secondary literature.• The work exhibits a certain number of errors of style and presentation but an adherence to the conventions of academic writing is predominant.
60-69%	<ul style="list-style-type: none">• The work demonstrates thorough understanding of the topic, and provides a good discussion of it with appropriate examples.• The work shows an awareness of critical or theoretical ideas, supported by a sustained ability to use these ideas relevantly in critical practice.• The argument will be clearly structured and the student has begun to develop new ideas on the texts or objects of study, revealing an ability to critically evaluate existing research in the area.• There are few errors in style and presentation and the work demonstrates that the conventions of academic writing have been fully understood.

70-79%	<ul style="list-style-type: none"> • The work demonstrates a sophisticated grasp of the topic, supporting critical analysis with pertinent examples. • An in depth awareness of critical or theoretical ideas is relevantly applied in critical practice. • The work is based on wide reading in a range of source materials and shows clear originality. • The work goes well beyond the mere exposition of ideas, providing a consistently sustained and lucid argument. • It demonstrates the ability to critically evaluate existing research on the object of study in a confident, directed manner. • There are no substantial or recurrent errors in style and presentation and the work demonstrates that the conventions of academic writing have been fully understood.
80-100%	<ul style="list-style-type: none"> • The work shows extensive knowledge of both the topic and the academic contexts in which it is applied. • A complex, original and relevant application of critical or theoretical ideas is demonstrated in critical practice. • There is clear evidence of an ability to critically evaluate existing research on the object of study as the basis for identifying and defining new fields of research. • The work demonstrates considerable originality. • The style and presentation are virtually faultless.

External Marking Criteria for Interpreting

0-30%	<ul style="list-style-type: none"> • The interpretation is extremely poorly structured and delivered in an incoherent manner. • There are severe problems in comprehension and rendition of the interlocutors' interventions with communication between interlocutors breaking down as a result of distortion, high frequency of omissions and a number of incoherent statements. • There is no attempt to establish contact with the audience and clear difficulty in deciphering notes. • The student requests excessive clarification of basic concepts or terms, indicating a lack of comprehension of the source text. • Severe difficulty is experienced in implementing consecutive interpreting and time lag techniques. • There is no attempt to facilitate communication between interlocutors. • No evidence is provided of successful application of interpreting conventions in the particular language and cultural pair, nor conventions pertaining to interaction in the specific domain. • Style, register and delivery are so poor as to seriously impair communication and there is no evidence that the principles of interpreting have been understood.
30-39%	<ul style="list-style-type: none"> • The interpretation of interlocutors' interventions consists of little more than a list of statements with very little attempt made to establish links between these and reproduce any kind of coherent argument. • There is very little attempt made to establish contact with the audience. • There is evidence of repeated omission and significant distortion of source text meaning by inversion or addition. • Sustained difficulty is experienced in implementing consecutive interpreting and time lag techniques.

	<ul style="list-style-type: none"> • The candidate displays some potential to facilitate communication between interlocutors but fails to achieve this in clearly identifiable respects. • There is very little attempt made to apply conventions related to interpreting in the particular language and cultural pair, or conventions pertaining to interaction in the specific domain. • Style, register and delivery are poor with obvious interference from the source language and there is little evidence that the principles and the purpose of interpreting have been understood, although communication is maintained.
40-49%	<ul style="list-style-type: none"> • The interpretation provides the basic content of the interventions but fails to render speaker intention satisfactorily. • Audience contact is established but not continuously exploited. • The interpretation operates on a rather superficial level and there is interference from the source text on syntax and idiomatic expression. • There are recurring problems in implementing consecutive interpreting and time lag techniques. • There is some evidence of facilitation of communication between interlocutors but this is not continuously exploited. • There is some effort made to apply conventions related to interpreting in the particular language and cultural pair, or conventions pertaining to interaction in the specific domain. • There is some hesitation and backtracking and no evidence of interpreting strategies being employed. • Style, register and delivery exhibit a large number of weaknesses but there is some evidence that the principles of interpreting have been understood.
50-59%	<ul style="list-style-type: none"> • The public service interpretation demonstrates a reasonable understanding and rendition of most primary arguments and some basic secondary arguments in the interventions. • Audience contact is established and maintained. • There is evidence of omission of detail and/or addition but no significant distortion of argument structure. • Minor problems only are encountered in implementing consecutive interpreting and time lag techniques. • There is evidence of facilitation of communication between interlocutors and of strategies such as paraphrase being employed successfully. • There is an identifiable effort made to apply conventions related to interpreting in the particular language and cultural pair, or conventions pertaining to interaction in the specific domain. • The interpretation exhibits a certain number of slips of style, register and delivery but an adherence to the principles of interpreting is predominant.
60-69%	<ul style="list-style-type: none"> • The interpretation reproduces the overall structure of the original interventions by rendering all primary arguments and most secondary arguments. • Audience contact is good. • The candidate is able to identify and reproduce rhetorical devices and speaker intention. • Consecutive interpreting and time lag techniques are implemented fairly successfully throughout, with only the odd slip in either section. • There are good examples of facilitation of communication between interlocutors and of strategies such as use of contextual knowledge being employed successfully.

	<ul style="list-style-type: none"> • There is clear evidence of conventions related to interpreting in the particular language and cultural pair and conventions pertaining to interaction in the specific domain being applied. • There are only a few slips in style, register and delivery and the candidate's performance demonstrates that the principles of interpreting have been fully understood.
70-79%	<ul style="list-style-type: none"> • The interpretation clearly renders all primary and secondary arguments and shows a high level of awareness of contextual factors. • The ability to identify and reproduce speaker intention in a sophisticated manner is also displayed. • Consecutive interpreting and time lag techniques are implemented very well. • Audience contact is established and exploited well with targeted use of notes. • There are some very good examples of facilitation of communication between interlocutors and of more advanced strategies such as cultural explication being employed successfully. • There is clear evidence of a sophisticated knowledge of conventions related to interpreting in the particular language and cultural pair and conventions pertaining to interaction in the specific domain. • There are no substantial or recurrent errors in style, register and delivery and the interpretation demonstrates that the principles of interpreting have been fully understood.
80-100%	<ul style="list-style-type: none"> • The interpretation shows sophisticated analytical and rhetorical skills. • All levels of argumentation and information hierarchy present in the speech are rendered in the interpretation. • Speaker intention and rhetorical effect are identified and interpreted with a high degree of sensitivity towards cultural and situational factors. • Consecutive interpreting and time lag techniques are implemented to a professional standard. • There are some excellent examples of facilitation of communication between interlocutors and of advanced strategies being employed. • There is sustained evidence of a sophisticated knowledge of conventions related to interpreting in the particular language and cultural pair and conventions pertaining to interaction in the specific domain. Prosody is used in an exemplary way for rhetorical effect and style, and register and delivery are virtually faultless in both languages. • The interpretation is a prime example of the principles, techniques and devices of interpreting in practice.

External Marking Criteria for Sight/Immediate Translation

0-30%	<ul style="list-style-type: none"> • The sight translation is extremely poorly structured and delivered in an incoherent manner. • Primary arguments in the source text are omitted in the target text and there is severe distortion of source text argumentation in the translation. • The style and presentation are so poor as to seriously impair communication and there is no evidence that the principles of sight translation have been understood.
30-39%	<ul style="list-style-type: none"> • The sight translation consists of a list of statements with very little attempt made to establish links between these and reproduce any kind of argument structure. • There is evidence of repeated omission of basic elements and significant distortion of source text meaning by inversion or addition. • The sight translation displays some potential to move towards a simple rendering of the topic and to reconstitute the basic argument of the source text but it fails to achieve this in clearly identifiable respects. • Style and presentation are poor with obvious interference from the source language and there is little evidence that the principles and the purpose of sight translation have been understood, but communication does not break down completely.
40-49%	<ul style="list-style-type: none"> • The sight translation provides a basic summary of the source text but fails to render the argumentation structure and information hierarchy satisfactorily. • The sight translation lacks explicit links of logical argument and operates on a rather superficial level. • There is some hesitation and backtracking • Style and presentation exhibit a large number of weaknesses but there is some evidence that the principles of sight translation have been understood.
50-59%	<ul style="list-style-type: none"> • The sight translation demonstrates a reasonable understanding and rendition of most primary arguments and some basic secondary arguments. • There is evidence of omission of detail and/or addition but no significant distortion of argument • The sight translation exhibits a certain number of slips of style and presentation but an adherence to the principles of sight translation is predominant.
60-69%	<ul style="list-style-type: none"> • The sight translation reproduces the overall structure of the original by rendering all primary arguments and most secondary arguments. • There are only a few slips in style and presentation. • The candidate is able to identify and reproduce rhetorical devices such as climatic structure or repetition. • The interpretation demonstrates that the principles of sight translation have been fully understood.
70-79%	<ul style="list-style-type: none"> • The sight translation clearly renders all primary and secondary arguments and shows a high level of awareness of context. • The ability to identify and reproduce sophisticated structuring and rhetorical devices is also displayed. • There are no substantial or recurrent errors in style and presentation and the interpretation demonstrates that the principles of sight translation have been fully understood.

80-100%	<ul style="list-style-type: none"> • The sight translation shows sophisticated analytical and rhetorical skills. • All levels of argumentation and information hierarchy present in the speech are rendered in the interpretation. • The intention and rhetorical effect are identified and translated in the target language with a high degree of sensitivity towards cultural and situational factors. • Prosody is used in an exemplary way for rhetorical effect and style and presentation are virtually faultless. • The interpretation is a prime example of the principles, techniques and devices of sight translation in practice.
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External Marking Criteria for Translation

0-30%	<ul style="list-style-type: none"> • The translation is of a quality that would be deemed simply unacceptable by the target readership or client specified in the commissioning instructions. • Overall, the quality is so poor as to seriously impair comprehension of the translated text. • The target text demonstrates an extremely poor understanding of the source text. • It contains pervasive and important errors or omissions in rendering the basic source text meaning, as well as fundamental flaws of cohesion and coherence such that its sense and structures are often not easily comprehensible. • The target text completely fails to meet minimum standards of presentation and/or comply with the translation brief.
30-39%	<ul style="list-style-type: none"> • The translation is of a quality that would be deemed inadequate and unusable by the target readership or client specified in the commissioning instructions. • The target text demonstrates poor understanding of the source text. • It contains a large number of important errors or omissions in rendering the basic source text meaning, as well as flaws of cohesion and coherence such that its sense and structures are often not easily comprehensible. • Overall, the translation shows little grasp of the subject matter and of the technical terminology at hand. • The target text clearly fails to meet minimum standards of presentation and/or comply with the translation brief.
40-49%	<ul style="list-style-type: none"> • The translation is of a quality that would not be deemed acceptable by the target readership or client specified in the commissioning instructions. • To bring it to professional standard would require more editing and re-filming/rewriting than would be acceptable in a professional context. • The target text demonstrates fair understanding of the source text but it contains a number of misunderstandings and/or mistranslations in rendering the basic source text meaning, as well as instances of inappropriate expression at the different levels of linguistic organisation in the target language. • There is evidence of rudimentary familiarity with the subject matter and basic mastery of the technical terminology at hand. • The target text narrowly fails to meet minimum standards of presentation and/or to comply with the translation brief.

50-59%	<ul style="list-style-type: none"> • The translation is of a quality that would be deemed acceptable and usable by the target readership or client specified in the commissioning instructions, although some editing and revision would be required to bring it to professional standard. • The target text demonstrates generally good understanding of the source text but contains occasional distortions and/or unexplained omissions in rendering the basic source text meaning, and constitutes a generally acceptable piece of discourse in the target language, despite occasional instances of inappropriate expression (where the source text was fully idiomatic and coherent). • There is evidence of adequate familiarity with the subject matter and satisfactory mastery of the technical terminology at hand. • The target text adheres to acceptable standards of presentation, and the requirements of the translation brief have mostly been complied with.
60-69%	<ul style="list-style-type: none"> • The translation is of a quality that would be deemed good by the target readership or client specified in the commissioning instructions and would require minor editing to be published/used in a professional context. • The target text shows a good level of comprehension and accuracy in rendering source text meaning (including nuances and register), with few or no unexplained omissions. • The target text constitutes a generally satisfactory piece of discourse in the target language, with very minor instances of inappropriate expression. • The target text shows a good command of the subject matter and technical terminology at hand. • The target text shows an appropriate level of mastery in the presentation and layout of the text, and the requirements of the translation brief have been fully complied with.
70-79%	<ul style="list-style-type: none"> • The target text shows a very high level of comprehension and accuracy in rendering the source text meaning, with no unexplained omissions • The target text presents no noticeable shortcomings and is a fully appropriate piece of discourse in the target language. • The target text shows excellent command of the subject matter and technical terminology at hand. • The target text shows outstanding mastery of presentation standards, and the requirements of the translation brief have been fully complied with.
80-100%	<ul style="list-style-type: none"> • The translation is of a quality that would be deemed excellent by the target readership or client specified in the commissioning instructions and could be used/published in a professional context with no editing. • The target text is flawless in all respects and provides evidence of in-depth familiarity with the subject matter and technical terminology at hand. • Presentation standards and the requirements of the translation brief have been fully adhered to.

SECTION 4

Frequently Asked Questions

Do you need to film a live observation?

Yes. All live observations must be filmed but only for external moderation purposes. The assessor should mark the evidence live (not from the recording).

What are the National Occupational Standards?

The National Occupational Standards in Interpreting describe what an individual needs to do, know and understand in order to be an interpreter. They can be used to create a job description, design a training course or form the basis of a qualification. The Signature Level 6 Diploma in Sign Language Interpreting and Translation has been written based on the National Occupational Standards in Interpreting and Translation, and has been developed with learning outcomes and assessment criteria for the Regulated Qualifications Framework (RQF).

Are the Knowledge and Understanding requirements assessed separately?

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

Will there be training opportunities for this qualification?

Please see our Training for Teachers and Assessors Events on our website.

How long will it take to complete this qualification?

It is up to each centre to decide timescales for delivery of these qualifications, taking note of the Total Qualification Time (TQT) in the qualification specification. Assessors and candidates will need to make sure that evidence included in the portfolio is no more than 18 months old.

What are the language requirements for this qualification?

Candidates should be at Level 7 in their first language (e.g. English) and at level 6 in their second language (e.g. BSL). At Level 6, candidates can understand and use complex and specialised language. It is the responsibility of the centre to ensure that the language requirements have been met before accepting a candidate for this qualification. See qualification specification for details about language requirements and language combinations.

Are there topics that need to be covered?

Yes. Candidates' evidence must relate to the 8 topics listed in this qualification.

Are there any compulsory topics that candidates must cover?

The candidate can choose his/her own topics for the internal assessments 1-6. For the external assessments 7-12, Signature will send a list of 3 topics and the candidate must choose one.

How many times can a candidate film with the same person?

The candidate can film with the same person maximum 2 times.

Can the candidate film their filmed evidence with their assessor?

No. The assessor must complete an Assessor Mark Sheet for all observations, which means the assessor cannot be both a participant and an assessor.

Is there a limit to how many evidences candidates have in their portfolio?

The candidate must have 6 pieces of practical interpreting evidence in their portfolio and must have achieved all of the assessment criteria at least once across all 6 pieces of evidence, and also cover the essential criteria in each one. If the candidate has minor gaps in the assessment criteria, they can submit one further piece of evidence or the assessor can do a professional discussion.

How many evidences should be recorded?

All of the evidence should be video recorded and stored securely (e.g. on a hard drive or cloud storage). If the assessment has been selected for moderation then you will need to provide Signature with a copy of everything. All evidence must be recorded on the CAR form.

Is there a time limit for the length of evidence clips?

Yes. The clips must be a minimum of 15 minutes. There is no maximum time limit, but it is recommended that clips be between 15-18 minutes.

Who is responsible for marking the candidates work?

The internal assessor is responsible for marking the candidates internal assessments. The assessor must complete the Assessor Mark Sheet for each piece of internal evidence they are marking (either live or filmed). External assessments will be marked by a Signature external assessor.

Candidates must also complete a critical analysis of each practical interpreting assessment in order to reflect on their own work.

What is the Total Qualification Time and do teachers have to follow these?

The Total Qualification Time is 1000 hours, including assessment time. It is strongly recommended to stick as closely to the recommended hours in this qualification.

Does it matter how many of the assessment criteria you cover in a piece of internally assessed evidence?

Candidates should aim to cover all of the assessment criteria in each piece of evidence. The candidate must cover all of the assessment criteria at least once across all of the 6 pieces of evidence including the essential criteria in each one.

How many live observations do you need?

It is up to the candidate and the assessor to decide on the number of live observations. It is advisable that all of the 6 pieces of evidence are live observed (and filmed for moderation) within the natural context.

If the assessor cannot perform a live observation, then the candidate can film the evidence and the assessor can mark this later. The centre can also set up simulated evidence in the classroom (so long as the simulations reflect actual interpreting assignments are not scripted, construed or rehearsed).

Can you assess more than one candidate in a live observation?

No. Live observations must be carried out on one candidate at a time so that the assessor can give feedback to the candidate afterwards.

Does the live observation have to be recorded on the CAR form?

Yes. All of the internal assessments must be recorded on the CAR form inside the Candidate Record Booklet (INTRA6).

Do Assessor Mark Sheets need to be completed for every piece of evidence used in the portfolio?

Yes. The assessor should complete the Assessor Mark Sheet for each piece of internally assessed evidence inside the Candidate Record Booklet (INTRA6).

Can candidates apply for recognition of prior learning?

Yes. Candidates who already hold a qualification in sign language interpreting or translation (e.g. are registered with the NRCPD as RSLI or RSLT) and wish to retrain in another stream may apply for recognition of prior learning for Part 1. The candidate will

need to complete all of the assessments in Part 2 in order to re-qualify in the new skill area. The centre must still register the candidate for Part 1 and Part 2, and then apply to Signature for recognition of prior learning for Part 1. Contact Signature for more information.

Can centres register for Part 1 or Part 2 separately?

Part 1 and Part 2 are not qualifications on their own, so centres will not be able to offer only Part 1 or Part 2. Centres must register for the full qualification, which includes both Part 1 and Part 2. Centres may register for Part 1 and one stream in Part 2, for example.

Can candidates do Part 1 in one centre and Part 2 in another centre?

Yes, this is possible.

Can candidates start Part 2 before completing Part 1?

Part 1 covers the theoretical elements of the National Occupational Standards, which underpins professional practice. Candidates must complete the Part 1 assessments before starting the assessments for Part 2.

However, centres may wish to design courses that cover practical skills alongside Part 1 theory and carry out mock assessments. This will enable candidates to develop the practical skills necessary for the Part 2 assessments.

How can candidates collect evidence for legal domain if there are practice restrictions in place by regulatory bodies?

Candidates should follow the code of conduct of their professional body at all times and observe any practice restrictions. Evidence for restricted domains can be collected through simulations or through written work and reflections (e.g. preparation evidence, critical analysis, professional discussions, sight and immediate translations etc.).

What is difference between formative and summative assessments?

Formative assessments are carried out throughout the course and serve to keep track of the candidate's development over the course. Summative assessments take place at the end of the course and measure the candidate's skills, knowledge and competence against the standards.

The internal assessments 1-6 in Part 2 are formative assessments, which should be done throughout the course. The external assessments 7-12 are summative assessments, which should be done at the end of the course. For formative assessments, the candidate must be able to demonstrate skills and competence against the standard in order to pass these assessments (the standards are described in Section 2 'Explanation of Assessment Criteria').

What practice areas should be covered in Part 1 preparation assessments?

For Part 1 preparation assessments, the candidate should show evidence of preparing for a range of different types of assignments, e.g. remote interpreting, face-to-face interpreting, co-working, translation assignments, one-way and two-way interpreting etc.

How are streams mapped to registration categories?

Please contact relevant registration bodies for information about their registration categories and approved qualifications.

What qualifications and experience must staff hold to deliver this qualification?

The qualifications and experience that the delivery team should hold are detailed in the qualifications specification. Centres must list the staff members involved in the delivery of the qualification, and upload their qualifications, to the centre portal.

At what point during the qualification should candidates be supported for Trainee Sign Language Interpreter (TSLI) registration?

Please contact relevant registration bodies for information on TSLI registration requirements.

SECTION 5

Definition of Terms

The following is a broad and very general definition of terms used in this qualification, based on the wider interpreting and translation studies literature. It is important to note here that there is huge variation in how these terms are used, applied and understood within the interpreting and translation studies field, with several major differences between how they are used in the spoken language and signed language interpreting fields.

Candidates, teachers and assessors should use this list with caution and refer to relevant literature for a deeper understanding of concepts. A comprehensive glossary of terms used within translation and interpreting studies can be found in Shuttleworth, M. & M. Cowie (1997/2013) *Dictionary of Translation Studies*, Manchester: St Jerome Publishing

Accuracy	The extent to which a translation matches its original. The notion of accuracy is often perceived as being prescriptive in nature, where departures from 'strict accuracy' are perceived as shortcomings in the translation. However, deviations from the original may be inevitable, as translators may need to modify the target text in order to reproduce the original as a cohesive, organic whole and as an independent piece of discourse in the target culture.
Back translation	A process where a text that has been translated into a given language is retranslated into the source language. Back translation may be used for various purposes, e.g. to illustrate the structure and conceptual differences between source and target texts, to check the semantic content, or to illustrate certain areas of translational behaviour. Back translations are by necessity highly literal .
Borrowing	A process where a source language word is transferred (without any modification) into the target text. Borrowing may be done where there is no equivalent word in the target language, or to retain a foreign flavour in the target text. For example, the BSL signs DEAF and HEARING may be borrowed into English as 'deaf' and 'hearing' in order to convey BSL culture in the English translation.
BSL community or BSL culture	The community that uses British Sign Language as its primary language, irrespective of audiological status. BSL culture refers to the cultural norms and practices of

	the BSL community. BSL community and BSL culture may be used as alternatives for 'deaf' and 'hearing' in order to illustrate the socio-ethnic status of the British deaf community.
BSL interpreter	An interpreter who has British Sign Language as a working language. A BSL interpreter may be deaf or hearing, and have various working languages (e.g. BSL/ASL, BSL/English).
Client	The person who solicits the interpreter/translator's services (e.g. a direct client or translation agency). Normally refers to the person who is paying for the interpreting/translation service (could also be called the 'customer').
Code of conduct	An established code of ethics that guide the conduct of the profession. These codes set out standards of behaviour based on moral principles designed to protect clients from possible abuses of power or incompetence. Agreed behavioural standards not only help practitioners but also provide clients with clear expectations about how people within the profession will operate. It can also act as a benchmark for enforcing high standards of practice, e.g. through registration requirements and grievance procedures.
Coherence	The extent to which the target language addressee understands the target text. The target text must make sense as an independent piece of discourse in the TL culture, and be understood by the target language audience.
Community interpreting	A type of interpreting defined by the context in which the interpreting practice takes place. It is also known as public service interpreting . Community interpreters provide access to public services for people who do not know the majority language of the community in which he/she lives (e.g. English). Community, or public service, contexts may include police and legal encounters, educational institutions, public safety, employment, health and mental health services. Many sign and spoken language interpreters and translators work in community settings.
Complex language	Complex language (Level 6) is defined in the National Occupational Standards as follows: You can communicate fluently over extended periods with only occasional inaccuracy - which you can usually correct. You can

	<p>discuss all topics within your field, even when abstract or complex, and keep the conversation going smoothly. You can use your language skills to develop relationships with individuals and groups, and also, if required, negotiate in formal meetings to reach decisions or solve problems. You can use the telephone/videophone confidently and effectively.</p>
Conference interpreting	<p>A type of interpreting defined by the context in which the interpreting practice takes place, that is, national, regional and international conferences. Sign language interpreters are often positioned on stage next to the main speakers. It is often referred to within the sign language interpreting profession as platform interpreting.</p>
Consecutive interpreting	<p>A mode of interpreting where the process of interpretation occurs consecutively. For interpreters working with a spoken and signed language, the interpreter receives a section of the signed or spoken source text (and may make notes to support memory). The source language speaker/signer then pauses to allow for the interpreter to render what has been said into the target language. When the interpretation is completed, the source language speaker/signer will resume with the next section and the process is repeated.</p>
Consecutive translation	<p>A mode of translation where the process of translation occurs consecutively. It refers to the traditional understanding of the practice of 'translation'. For translators working with a written and signed language, the interpreter receives a written or fixed source text (e.g. a written English document or signed video recording) and translates this into the target language over a period time, often taking time for research, word choice and editing. The term 'consecutive translation' is used in this qualification to refer to the practice of translating written texts into a recorded (or fixed) signed language format, where the translator has time (i.e. not in real-time).</p>
Covert translation	<p>A term introduced by House (1997) to refer to one of two contrasting types of translation. The purpose of a covert translation is to produce a target text that is perceived by the target culture as an original. It can be viewed as an attempt to conceal the translated nature</p>

	of the target text (i.e. the target language reader is not aware that they are reading a translation). Covert translation involves the application of a 'cultural filter', where the cultural configuration in the target text is equivalent to that found in the source text.
Cultural conventions	A set of social and cultural conventions, rules, norms and the underlying social structures that govern what is and what is not acceptable in a given culture. Similar to norms .
Deaf/deaf	Capitalised 'Deaf' refers to people who identify as culturally deaf and part of the deaf community. It indicates a cultural identity. Lowercase 'deaf' refers to the medical condition of having hearing loss and refers to all people with a hearing loss, irrespective of membership of the Deaf community.
Dialogic discourse	Two-way communication between two people, e.g. conversation, interview or consultation.
Directionality	The direction in which the translation process occurs, i.e. a translator or interpreter's source and target languages. It is common for translators to translate from their second language into their first language (native language, preferred language or language of habitual use). Spoken language conference interpreters working in booths often have 2 or more 'passive languages' (C or B languages), working from these languages into their 'active language' (A language), which is their first/native language. Sign language interpreters often work from their first/native language (e.g. English) into their second language (e.g. BSL).
Documentary translation	A term introduced by Nord (1991) to describe 1 of 2 types of translation, defined by how the target text is intended to function in the target culture. A documentary translation is where the target text recipient becomes more of an observer of the original text, rather than producing a target text that carries out its own function within the target culture. Documentary translations may focus on aspects of the source text to inform the target language addressee about certain aspects of the source text, e.g. wording, grammatical structures and cultural ideologies).
Domain	The field of work that an interpreter or translator works in, e.g. medical, education,

	<p>legal, mental health, performance etc. Interpreters and translators may specialise in particular domains.</p>
Domesticating translation	<p>A term used by Venuti (1995) to describe a translation strategy where the foreignness or strangeness of the source text is minimised for the target language receiver. Venuti uses this term to describe the attitude of majority cultures towards translated literature, which he describes as “aggressively monolingual and unreceptive to the foreign” and as being “accustomed to fluent translations that invisibly inscribe foreign texts with [majority culture] values and provide readers with the narcissistic experience of recognising their own culture in the cultural other”. The notion of the translator’s ‘invisibility’ is key here, as Venuti argues that majority cultures that favour domesticating translation expect the translator to be invisible.</p>
Dynamic equivalence	<p>A term introduced by Nida (1964) to describe 1 of 2 basic orientations of the process of translation (the other being formal equivalence). It describes a translation where the message of the original text has been so transported into the receptor language that the response of the receptor is essentially like that of the original receptors. This may involve translation strategies such as substituting source language with culturally appropriate target language terms, making linguistically implicit source language information explicit in the target language and strategies to aid cohesion and comprehension. It aims not only to inform the target language receiver, but also to present a relevant message to them.</p>
Equivalence	<p>A term used widely in the translation and interpreting studies literature to describe the nature and extent of the relationships that exist between the source and target texts. Broadly speaking, it refers to how much the target text is representative, or reflective, of the source text. The notion of equivalence is complex and the subject of controversy within the literature.</p>
Faithfulness	<p>A general term used to describe the extent to which a target text can be considered a fair representation of the source text. The term has been criticised for being vague, and is</p>

	intertwined with the notions of equivalence and accuracy . Broadly speaking, a 'faithful' translation is understood as one that bears a strong resemblance to the source text.
Foreignising translation	A term used by Venuti (1995) to describe a type of translation in which target language norms and cultural conventions are deliberately broken in order to convey the foreignness of the source culture, e.g. by retaining source language cultural references, words or grammatical structures. It can be compared with domesticating translation .
Formal equivalence	A term introduced by Nida (1964) in contrast to dynamic translation to describe a type of equivalence that focuses on the form of the source text, e.g. by retaining the original wording. Dynamic and formal equivalence can be compared with the notions of free translation and literal translation respectively.
Format	The presentation, layout and aesthetic of a text. It can also refer to the file type of electronic files (e.g. pdf, word, mp4, mov etc).
Free translation	A type of translation in which more attention is paid to producing a naturally reading target text than to preserving the source text wording. It is also known as a sense-for-sense translation, and has been analysed as translating sentence by sentence (or higher), rather than word for word.
Genre	The type of spoken or written discourse. Written genres include reports, newspapers, letters of complaint, letters of enquiry, stories, poems and emails etc. Spoken and signed genres include presentations, speeches, interviews and conversations etc.
Gloss	Glosses give information about the meanings and grammatical properties of individual words, parts of words and morphemes. Signed languages are normally glossed in the written language using small script capital letters, e.g. INTERPRETER is the gloss for the sign meaning 'interpreter'. See Leipzig Glossing Rules for linguistic conventions for glossing: https://www.eva.mpg.de/lingua/pdf/Glossing-Rules.pdf
Glossary	A list of words (usually technical terms and subject-specific terms) with their meanings. A bilingual glossary is a list of words relating to

	a specific domain in both the source and target languages.
Hearing	A person who can hear (i.e. not deaf). The term is widely used within the BSL community to refer to people who belong to the majority English-speaking culture. Although the term implies audiological status (i.e. the ability to hear), it is possible to be audiolgically hearing and part of the Deaf community. It is also possible to be audiolgically deaf and part of the hearing community.
Immediate translation	<p>Immediate translation is the term used in the National Occupational Standards to describe the activity of translating a written source text into a written target text on the spot and without preparation. This differs from traditional 'translation', where the translator has time to review and edit the final product. Immediate translations are produced 'immediately'.</p> <p>The term 'immediate translation' is used in this qualification to refer to the activity of translating fixed source texts (e.g. written texts or video recorded signed texts) into fixed target texts (e.g. written texts or video recorded signed texts). Examples of immediate translation are:</p> <ul style="list-style-type: none"> • Written English text to recorded BSL video • Recorded BSL video to written English text • Recorded ASL video to recorded BSL video • Recorded BSL video into recorded Modified BSL video
Instrumental translation	A term used by Nord (1991) to refer to 1 of 2 types of translation defined according to how a target text is intended to function in the target culture (opposed to documentary translation). An instrumental translation is intended to fulfil a new communicative purpose in the target culture, that is, it is a communicative instrument in its own right. An instrumental translation may have the same or similar function as the source text (<i>function-preserving translation</i>) (e.g. a business letter), may be adapted to meet the expectations of the target language context (<i>adapted</i>

	<i>translation</i>) (e.g. an adult book translated for children), or may have a homologous function in the target culture (<i>corresponding translation</i>) (e.g. poetry).
Insurance	Public liability and/or professional indemnity insurance protects interpreters and translators against damages sought by clients in instances where the translator or interpreter has a complaint brought against them, has made a mistake or has been negligent in their work. Professional associations sometimes provide insurance to their members.
Interlingual translation	One of 3 types of translation defined by Jakobson (1959/1996) as an interpretation of verbal [or signed] signs by means of some other language. Interlingual translation describes the traditional understanding of translation and interpreting as a process of working between two different languages. It is used in this qualification to refer to the practice of working between two different languages (e.g. BSL and English).
Interlocutor	A person who takes part in a dialogue or conversation.
Intermodal translation	Originally used by Jakobson (1959/1996), the term intermodal translation is used in this qualification to refer to the transfer of meaning between two different modalities (e.g. spoken to signed or written to signed).
Interpreter-mediated interaction	A term used within the sign language interpreting studies literature to refer to any interaction involving an interpreter (e.g. doctor-patient consultation through an interpreter).
Interpreting	The translation and interpreting studies literature traditionally defines interpreting , and interpretation as the process of translation between two spoken languages. Someone who translates between two spoken languages, or between a signed and spoken language is called an interpreter . The term, more recently, has been extended to include signed languages, but the incorporation of signed languages, which occupy an additional modality, challenges the traditional definition of interpreting based on modality, i.e. spoken-spoken as opposed to written-written (traditionally called translation).

	<p>It can be more generally described as the production of a final translation in real time, without the possibility of going back and making revisions, as opposed to the traditional understanding of translation, where translators have unlimited opportunity to make alterations and improvements before submitting a final version.</p> <p>The term interpreting is used in this qualification to describe the activity of translating a live source text on the spot, corresponding with the wider understanding of interpreting as a real-time activity. Therefore, the activity of translating written source texts that are produced in real time through speech-to-text or re-speaking on the spot is called simultaneous interpreting in this qualification. Interpreting is also used to refer to the activities of signed-signed, spoken-signed and spoken-spoken translation, in line with the traditional use of the term.</p> <p>There are two modes of interpreting: consecutive interpreting and simultaneous interpreting.</p>
Intralingual translation	A term defined by Jakobson (1959/1996) as an interpretation of verbal signs by means of other signs of the same language. Intralingual translation is not translation in the traditional understanding of translation between two languages. It involves rewording the original language, e.g. by using synonyms. Examples of intralingual translation are modifying a technical text for a non-specialist readership, or modifying complex BSL for BSL signers with limited proficiency in the language.
Intramodal translation	Originally used by Jakobson (1959/1996), the term intramodal translation is used in this qualification to refer to the transfer of meaning between two languages that exist within the same modality (e.g. spoken-spoken, written-written or signed-signed).
Language variant	A specific form of language, or way of using language, usually characteristic of a particular regional or social group, e.g. regional variation (accents and dialects) and social variation (gay community, black community etc.).

Literal translation	A type of translation that prioritises the grammatical structure and words of the source language. There are varying degrees of literal translation, from word-for-word translation, where there is a more or less one-to-one mapping of source language words with target language words, to literal translation that is grammatical in the target language but does not convey the meaning accurately (i.e. does not make sense). The term literal translation is widely used within the literature with very different understandings.
Localisation	Translation for a specific, or local, target audience. For example, English translations may need to be localised for American and British audiences (changing to British spelling and phrases). BSL translations may need to be localised for specific regional or social groups (e.g. using regional signs, GSV or signs used in deaf ethnic communities).
Mode	<p>The mode of interpreting traditionally refers to how the interpretation is carried out, e.g. at the same time as receiving the source language (simultaneous interpreting) or after a section of the source language has been received (consecutive interpreting). Sign language interpreters often work in simultaneous mode, as the spoken and signed modalities can be overlapped, which is more challenging for spoken-spoken and signed-signed interpreting without the use of equipment.</p> <p>The mode of translation is a term used in this qualification to the different types of activities performed by a sign language translator. Simultaneous translation describes the activity of translating from written text into a live target text (e.g. reading a written English text and translating this into BSL on the spot without prior preparation or time to revise and edit). This is also called sight translation and sight interpreting in the literature. It also describes the activity of translating from a fixed target text recorded there and then (e.g. watching a recorded BSL video and translating this into written English on the spot). This is also called immediate translation in the literature.</p>

	Consecutive translation describes the traditional understanding of the term 'translation', where the translator has time to check, revise and edit the final product, which will take a fixed/recorded format (e.g. a recorded video translation in BSL of a written English book).
Monologic discourse	One-way communication, e.g. speech, sermon or lecture, where the speaker/signer controls the flow of information and the audience is mainly passive.
Norms	A broad term used for different concepts within the literature. One definition is closely related to cultural conventions and describes the norms, rules and conventions of a particular culture (i.e. the underlying social structures that govern what is and what is not acceptable in that culture). Normative theory (Hermans 1991) defines norms as strategies of translation that are repeatedly opted for, in preference to other available strategies, in a given culture. Norms influence the position of the target text on a cline between acceptability (adherence to target culture norms) and adequacy (adherence to source culture norms).
Note-Taking (for consecutive interpreting)	The technique of taking notes when interpreting consecutively. The interpreter will listen to the source text and make notes. The aim of the notes is to serve as a memory aid for when the interpreter produces the translation in the target language. See list of resources for note taking techniques.
One-way interpreting	Interpreting into one language only for a sustained period of time, e.g. English to BSL.
Overt translation	A term introduced by House (1997), contrasting with covert translation , to describe a translation strategy where target language addressees are 'overtly' not being addressed. In other words, the target language addressees are aware that they are reading a translation. House argues that overt translation is required when the source text is inextricably linked to the source text culture that re-situating the text into the target culture would compromise the faithfulness of the target text (and become a version).
Paraphrase	A broad term, generally referring to the process of restating a message in other

	words. In the context of translation, it is often used to describe a translation strategy where a source language term has no direct equivalent in the target language and so the concept is conveyed in another way.
Participant(s)	The people involved in a conversation or discussion.
Pivot language	A term used to refer to a language that serves as an intermediate stage between the source language and target language when it is not possible for the transfer to happen directly from the source language to the target language, e.g. if there is not translator or interpreter available who knows both the source and target languages. For example, if there is no interpreter available who knows both BSL and ASL, English could be used as a pivot language, so one interpreter works from BSL into English and another interpreter from English into ASL.
Polysystem theory	A theory proposed by Evan-Zohar (1978) to describe the positions of literature and translated literature within a given culture. It argues that canonised forms of literature (those that reflect the most accepted and institutionalised aesthetic) will occupy primary prominent, influential positions within the system. Non-canonised genres occupy secondary, peripheral positions – translated literature usually occupies a peripheral position.
Professionalisation	The action or process of giving an occupation, activity, or group professional qualities, typically by increasing training or raising required qualifications. Professionalisation of interpreting refers to the development of the practice being originally performed by untrained bilinguals to a system of training, qualifications and professional registration.
Public service interpreting	A term closely related to community interpreting .
Register	<p>1) The formality of language, categorised by Joos (1961) as frozen, formal, consultative, casual and intimate (this is the framework used in the National Occupational Standards).</p> <p>2) A professional register of sign language interpreters and translators (e.g. NRCPD and NRPSI).</p>

Relay interpreting	<p>A term used to refer to the practice of interpreting between two languages via a third language (a pivot language). In the wider translation and interpreting studies literature, relay interpreting tends to refer to a practice in conference interpreting where no single interpreter is able to work with both the source and target languages. In the signed language interpreting literature, relay interpreting is used to refer to deaf people who work with hearing BSL/English interpreters to interpret from one form of BSL into another form of BSL. This activity is called relay interpreting in this qualification.</p> <p>In both types of relay interpreting, the second interpreter (the relay interpreter) does not have direct access to the communicative features of the speaker's original spontaneous delivery.</p>
Revision/review	<p>The process of checking and quality assuring a translation to check for accuracy and appropriateness. Revision is particular to translation and is one factor that distinguishes translation from interpreting (where revision before final output is not possible).</p>
Sight translation	<p>A term generally referring to the unprepared, oral translation of a written text. In the context of signed languages, sight translation is defined in this qualification as an unprepared, <i>signed</i> translation of a fixed source text (e.g. written language or video recorded signed language). It differs from immediate translation in that the target language is produced live (i.e. not recorded). It is also called sight interpreting in the literature. Examples of sight translation in this qualification:</p> <ul style="list-style-type: none"> • Written English text to live BSL • Recorded ASL text to live BSL • Recorded Modified BSL text to live BSL
Sign language interpreter	<p>An interpreter with a signed language as a main working language. Sign language interpreters can work with several language combinations, including both spoken and signed languages, e.g. BSL/ASL, BSL/English, BSL/ISL, BSL/LSF etc.</p>

Sign language translator	A translator working between a signed language and a written language, e.g. BSL/English, BSL/French etc.
Signed language	One of three modalities of natural human language, using the visual-gestural modality (hands, face and body), the others being spoken and written languages. Signed languages are the natural language of deaf communities and are complete, complex and equivalent languages to written and spoken languages. Signed language interpreting refers to the modality (cf. spoken language interpreting), whereas ' sign language interpreter' refers to the person.
Simultaneous interpreting	<p>A term used to refer to 1 of 2 main modes of interpreting (cf. consecutive interpreting). Simultaneous interpreting involves producing the target language interpretation at more or less the same time as receiving the source language message. Simultaneous interpreters have a short lag time of a few seconds in which to process the incoming source message and produce this in the target language. Simultaneous spoken language interpreters often work in conference settings, working in booths with specialist equipment (microphone and headphones). Simultaneous spoken language conference interpreters therefore have an almost invisible presence.</p> <p>Sign language interpreters tend to work mostly in simultaneous mode because the spoken and signed modalities can be overlapped.</p> <p>In this qualification, simultaneous interpreting refers to the real-time translation of source and target texts that are both produced live, irrespective of modality. Examples of simultaneous interpreting include:</p> <ul style="list-style-type: none"> • Written source texts (generated live by speech-to-text or re-speaking) interpreted simultaneously into a signed target language • Spoken source texts interpreted simultaneously into a spoken or signed target language

	<ul style="list-style-type: none"> Signed source texts interpreted simultaneously into a spoken or signed target language
Simultaneous translation	<p>A term used in this qualification to describe translation that occurs on the spot and with no preparation (i.e. simultaneously) between a written language and a signed language, where the source text is fixed and not produced live (in which case, this would be considered a simultaneous interpretation). Examples of simultaneous translation are translating written English texts (fixed source text) into signed language (live target text) on the spot and without preparation, and translating recorded signed videos (fixed source text) into written English on the spot and without preparation. These are also called sight translation and immediate translation respectively, which is the terminology used in the National Occupational Standards. This differs from traditional 'translation' proper (or consecutive translation, which is the term used in this qualification) where the translator has time to review, edit and check the final translation.</p>
Source language	The original language from which the translator translates.
Source text	The original text from which the translator translates. Source text can also be used to refer to spoken and signed texts.
Subtitling	<p>A term used to refer to a type of translation used for mass audio-visual communication, e.g. film and television. It is the process of providing synchronised captions for film and television dialogue. Subtitles can be interlingual (foreign language subtitling) or intralingual (for deaf and hard of hearing people), open (part of the original film or broadcast and cannot be removed) or closed (broadcast separately and can be turned on or off). In the sign language interpreting and translation industry, there is a growing demand for subtitling of BSL videos in English.</p>
Target language	The language into which the translator translates.
Target text	The text that is produced in the target language as a product of the translation activity. Target text can also refer to spoken and signed texts.

Transfer	<p>A term used widely in the literature with very different meanings. Generally understood as the process of introducing a text into another language. The phrase 'transfer of meaning' is often used to describe the process of moving meaning from one language into another.</p>
Translation	<p>An incredibly broad notion that can be understood in many ways. Translation can refer to a process (the mechanism of transferring meaning between languages), a product (the final product in the target language is often called a 'translation', e.g. an English translation of a French book), or a craft (a professional translator working with written languages).</p> <p>Translation and translating is also commonly used to refer to the practice of working with written texts and 'translating' these into another written language. This stands in opposition to interpreting and interpretation, which traditionally describes the practice of working with spoken or signed languages. Thus, someone who 'translates' written English and French texts is a translator in the traditional sense, and the target language product is called a translation. In contrast, someone who 'interprets' between spoken English and spoken French is an 'interpreter' and the target language product is called an 'interpretation'.</p> <p>However, this distinction is not as clear-cut with intermodal translation, e.g. between a written and signed language. The traditional definition of 'translation' as a professional activity is based on the notion of working within a single modality, e.g. written-written.</p> <p>In this qualification, the term translation is used for two distinct meanings. Firstly, it describes the process of transferring meaning across languages (interlingual translation), or within the same language (intralingual translation). As a result, it is used as an overarching umbrella term to refer to all types of interlingual or intralingual transfer of meaning, including interpreting, sight translation, immediate translation etc.</p>

	<p>Therefore, interpreters are a special type of translators.</p> <p>Secondly, it is used to describe the professional practice of working with written texts that are in a fixed format (in line with how the term is used within the wider translation profession). So, someone who works with written English and BSL is described as a translator who is translating written English texts into BSL (and vice versa). However, where the written text is produced live, and therefore is more characteristic of spoken or signed text, this activity is called interpreting in this qualification (in line with definitions of interpreting as a real-time activity).</p>
Translator's notes	Notes made by the translator (e.g. in a preface, postscript, footnotes or in-text annotations) to alert the reader or client to a translation issue or problem.
Transliteration	<p>There are differences in how this term is used in the spoken and signed language interpreting literature. In linguistic theories of translation, Catford (1965) describes transliteration as the process of replacing source language graphological units with target language graphological units, e.g. replacing Arabic script with Roman script (without any translation). This is common in Islamic settings where Arabic words are transliterated into Roman script, e.g. <i>makkah</i>, <i>salat</i> and <i>zakat</i>.</p> <p>The signed language interpreting literature describes transliteration as a form of signed language that represents the spoken language in signed form (e.g. signed supported English), or an extreme form of literal translation where the signed target language resembles the grammatical structure of spoken English.</p>
Two-way interpreting	Interpreting back and forth between two languages, e.g. a conversation, interview or meeting.
User (signed or spoken language user)	The person who 'uses' a given language, e.g. spoken language user and signed language user. It may be used as a more neutral alternative to 'speaker' and 'signer'.

Version	<p>A term used to describe a target text, which in the view of the commentator departs too far from the original to be termed a translation. For example, the translator may have adapted the text for a particular target audience, has imposed a definite interpretation on it or has adopted a translation strategy that is too free. There is no clear boundary of where a translation becomes a version and this may possibly depend on several factors, such as individual values, biases and wider societal and cultural norms.</p>
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SECTION 6

Learning Resources and References

The following is a non-exhaustive list of learning resources and references, to support the delivery of the Signature Level 6 Diploma in Sign Language Interpreting and Translation qualification.

Interpreting and translation theory

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Academic referencing conventions

Academic Phrasebank (University of Manchester):
<http://www.phrasebank.manchester.ac.uk/>
 Harvard Referencing Guide (Anglia Ruskin University):
<https://library.aru.ac.uk/referencing/harvard.htm>

Note-taking skills

Gillies, Andrew (2017) *Note-Taking for Consecutive Interpreting: A Short Course*, 2nd edn, London and New York: Routledge
 ORCID: <https://orcid.eu/>

Practical interpreting and translation skills

Baker M (2011) *In Other Words: A Coursebook on Translation*. London and New York: Routledge.
 European Commission Knowledge Centre on Interpretation:
https://ec.europa.eu/education/knowledge-centre-interpretation/knowledge-centre-interpretation_en
 Speech Pool: <http://www.speechpool.net/en/login>
 Speech Repository: <https://webgate.ec.europa.eu/sr/>
 TED Talks: <https://www.ted.com/#/>

BSL resources

Signature Learning Hub: www.signaturelearninghub.co.uk
 Signature (2020) 'Part 5: Resources', *BSL6 Resource Pack*, available to download from Signature Centre Portal

English language resources

Crystal, D (2002) *The English Language*, London: Penguin Books
 Leech, G., B. Cruickshank and R. Ivancic (2001) *An A-Z of English Grammar and Usage*, Harlow: Pearson Education Limited Press
 Speech Pool: <http://www.speechpool.net/en/login>
 Speech Repository: <https://webgate.ec.europa.eu/sr/>
 Swan, M. (2005) *Practical English Usage*, 3rd ed. Oxford: Oxford University

Swan, M. and C. Walter (2001) *How English Works*, Oxford: Oxford University

Professional Development

Association of Sign Language Interpreters (ASLI): www.asli.org.uk

Chartered Institute of Linguists (CIOL): <https://www.ciol.org.uk/>

European Forum of Sign Language Interpreters (EFSLI): <https://efsli.org/>

Institute of Translation and Interpreting (ITI): <https://www.iti.org.uk/>

Labyrinth Supervision: <http://www.labyrinth-supervision.com/>

LinguistPD: <https://linguistpd.co.uk/>

NRCPD guidance for regulated trainee

interpreters: https://www.nrcpd.org.uk/documents/rft/guidance_for_TSLI_supervisors_endorsers_february_2018.pdf

Visual Language Professionals (VLP): www.vlp.org.uk

World Association of Sign Language Interpreters (WASLI): <https://wasli.org/>

Appendix 1: Professional Development Plan Template

Professional Development Plan (PDP)

Action points are based on notes and observations made within my reflective journal

PDP Point	Why do you want to develop this area?	How are you planning to develop this area? (Action Points)	When should these action points be completed?	How will you know when you have improved? (evaluation criteria)	Any update on the action points:	Final Completion date:

Appendix 2: Preparation Templates

Hymes' SPEAKING

S Setting and scene (time, place and environment of the situation)

P Participants (who is involved in the overall interaction)

E Ends (purpose, function and goals expected from the interaction)

A Act sequence (form and order of the event)

K Key, tone and manner of the communication

I Instrumentalities (register and style)

N Norms (social norms and conventions)

G Genre (the type of speech, communication or interaction)

Who	What	Where
Technical Language/Jargon	Equipment	Reading Materials
Practical Points	Confirmations/Contracts	Other

Harrington and Turner (2000) – Preparing for assignments

1) Preparability

How much time and opportunity will you have to prepare for the assignment?

2) Directionality

One-way or two-way interpreting? Which mode of interpreting will you use?

3) Stoppability

How tolerant is the assignment to interpreter interventions?

4) Sensitivity

How sensitive is the nature of the assignment? Will there be need for post-assignment support?

5) Role Multiplicity

How many different roles or agents of the interaction will there be? E.g. There may be 100 people in a lecture room, but only 2 roles (lecturer and student), whereas there can be several different roles in a courtroom.

6) Language familiarity

How familiar are you with the type of language that will be used? E.g. regional sign variations (accents, dialects), social sign variations (GSV, ethnic minority signs) etc.

7) Language plurality

How much variation will there be in the language used among participants? E.g. if there are several BSL users, how will you meet the varying language use within that group?

8) Language technicality

How technical will the assignment be? How familiar are you with the language protocols of the domain (i.e. the lexicon and grammatical structures particular to that domain)?

9) Adaptability

How adaptable or flexible will the clients and service users be towards the interpreter (i.e. client expectations). How experienced is the client and service user in using interpreters?

10) Preservability

Will the assignment be recorded? How might your performance differ if the assignment is recorded? Does this influence your decision to accept the job?

11) Scrutiny

How high profile is the assignment (e.g. are you interpreting for the CEO of the NHS, a government minister etc.)? How much scrutiny from the audience members might there be (e.g. hearing people fluent in BSL, other interpreters).

12) Perceived difficulty

On a personal level, what do you perceive as difficult factors of this assignment (e.g. fear of hospitals, bad experiences with the same client etc.)

