Qualification Specification

Level 6 Diploma in Sign Language Translation

600/2941/9

Sept 2017 – Aug 2018

QUALIFICATION SPECIFICATION

Signature Level 6 Diploma in Sign Language Translation (RQF)

(RQF Accreditation Number: 600/2941/9)

Signature Qualification Reference: TRA6

Qualification aim

The aim of the Signature Level 6 Diploma in Sign Language Translation is to provide those who are working or training as translators with the underpinning knowledge, understanding and skills in order to effectively fulfil the role.

Qualification objectives

At the end of the qualification candidates will be able to:

- demonstrate good practice in their area of professional activity
- be fully aware of the role of the professional translator and the principles of professional practice
- evaluate and reflect on performance
- be aware of own capabilities/limitations and develop skills where appropriate
- promote personal and professional development.

Target group

Signature Level 6 Diploma in Sign Language Translation is appropriate for people already working in the field of translation. This will be people working mainly in the media or web interface but may also be in a number of other areas where translation from English to BSL is required.

Essential requirements

It has been assumed for the purposes of this specification that candidates for assessment will have language competence as set below, before embarking on this programme.

Candidates are expected to have language competence in both/all languages for which they provide evidence for this qualification. This should be:

- the equivalent of at least Level 6 in their first language. At Level 6, candidates can understand and use complex and specialised language. Candidates can deal confidently with most work situations, both within and outside candidates' area of professional expertise
- the equivalent of Level 6 in the second language. At Level 6, candidates can understand and use complex language and express themselves fluently. Candidates can deal confidently with most work situations.

* Level 6 is equivalent to NVQ Level 4 in the National Qualifications Framework prior to the introduction of the revised eight-level structure used for NVQs in the Qualifications & Credit Framework from 2010.

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

*The Certificate of Proficiency in English is an internationally recognised qualification, which will enable a candidate to bring their English language up to Level 6 standard.

Assessment

Signature Level 6 Diploma in Sign Language Translation uses the National Occupational Standards in Translation (CILT, 2007), which define competent performance in Translation[1]
N.B. The knowledge and understanding element of the NOS are not formally assessed. Assessment is through the assessment criteria. They do provide background information to help support the achievement of the assessment criteria detailed in each unit.

Signature Level 6 Diploma in Sign Language Translation is assessed by means of a candidate portfolio which comprises direct and supporting written evidence (often recorded on video/DVD or USB), assessment records and videos of assignments.

Guidance on how to record and present the evidence, structure the portfolio and index the sections is available the resource pack and in the unit specifications.

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[1] Unit INT6E1 is based on National Occupational Standards in Interpreting (CILT, 2006)

Progression routes

On successful completion of the Signature Level 6 Diploma in Sign Language Translation candidates can apply to become a NRCPD Registered Sign Language Translator. For further information about registration requirements please visit the NRCPD website (www.nrcpd.org.uk).

Centre resources

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

Qualification structure

To be awarded a Level 6 Diploma in Sign Language Translation candidates must achieve five units in total in order to be awarded the full qualification. Candidates will provide proof of their translation competence against the National Occupational Standards by compiling a portfolio of evidence covering the five units. The centre internally assesses and verifies all units. External quality assurance is provided by Signature.

Level 6 Diploma in Sign Language Translation consists of five mandatory units.

Unit type	Signature unit code	RQF unit number	Unit title	Guided learning hours (GLH)	Additional study/ practice time	Total learning time/ credits
Mandatory	PTRA1	J/504/7601	Maintain skills and systems for managing translation tasks	130 hours	70 hours	200 hours 20 credits
Mandatory	PTRA2	T/504/7612	Manage new translation assignments	200 hours	100 hours	300 hours 30 credits
Mandatory	PTRA3	D/504/7622	Translate written texts from one language into another	200 hours	100 hours	300 hours 30 credits
Mandatory	PTRA4	F/504/7628	Develop your performance as a professional translator	160 hours	80 hours	240 hours 24 credits
Mandatory	INT6E1	L/602/0491	Support sign language interpreting through sight translations of routine written documents	160 hours	80 hours	240 hours 24 credits

Total Qualification Time

Guided learning hours (GLH)	Additional study hours	Total Qualification Time	Credit value at Level 6
850	430	1280	128 Credits at Level 6

UNIT SPECIFICATION

Unit PTRA1 - Maintain skills and systems for managing translation tasks (Mandatory)

(RQF Unit Number: J/504/7601)

Unit aims

The candidate will demonstrate their ability to maintain their professional competence in managing translation assignments. This unit is about the general maintenance and development of translation and other skills which underpin the work of the professional translator.

The unit is recommended for people who have excellent language and good translation skills in two or more languages and who would like to develop and benchmark their skills as a professional translator.

Unit summary

Guided learning hours	Additional study/practice time	Total learning time	Credit value at Level 6
130	70	200	20

Learning outcomes	Assessment criteria
By the end of this unit of learning, the successful learner will	By the end of this unit of learning, the successful learner can:

Learning outcomes	Assessment criteria
By the end of this unit of learning, the successful learner will	By the end of this unit of learning, the successful learner can:
1. Know how to maintain and develop language and research skills	1.1 Determine how to maintain up to date knowledge of the languages into and out of which you translate 1.2 Demonstrate how to carry out regular research to develop ability to translate to a professional standard 1.3 Demonstrate how to acquire knowledge of genre and domain specific language 1.4 Compile and update glossary of terms
2. Be able to evaluate suitable electronic equipment, programs and software	2.1 Demonstrate effective use of general word processing and how to use the studio and live and pre-recorded teleprompter 2.2 Present translated texts in commonly requested formats 2.3 Ensure the security and confidentiality of electronic equipment, client documents and translated texts 2.4 Identify quality assurance systems to monitor the effectiveness of work
3. Understand the importance of developing communication skills and maintaining good relationships with clients, translation companies and colleagues	3.1 Demonstrate you know how and when to get advice from other translators and domain and genre specialists to clarify terminology and other queries 3.2 Demonstrate how to communicate effectively with the party/ies requesting the service.
4. Be able to implement administrative systems to ensure business requirements are met	4.1 Maintain skills and administrative systems to handle business aspects such as: a) invoicing b) payment c) indemnity insurance

Learning outcomes	Assessment criteria
By the end of this unit of learning, the successful learner will	By the end of this unit of learning, the successful learner can:
	d) marketing systems

Unit PTRA1 - Maintain skills and systems for managing translation tasks (Mandatory)

ASSESSMENT SPECIFICATION

Evidence must show that each assessment criterion has been achieved on the CAR form.

- Produce your own skills maintenance and activity log for 1.1, 1.2 and 1.3.
- Produce your own personal statement covering: quality, security and technology. Supporting evidence to be produced for 2.1, 2.2, 2.3 and 2.4.
- Produce your own personal statement discussing your communication skills and maintenance with clients, colleagues and employer/agencies for 3.1 and 3.2.
- Provide evidence of your business package (if self-employed) or policies, procedures, client agreements etc if employed to cover 4.1 **(see Resource pack for further examples you may use)**.
- Produce your own extensive glossary of terms relevant to your place of work or equivalent, and to include sources to cover 1.4.

Knowledge and understanding

Knowledge and understanding is not assessed separately, but through achievement of the assessment criteria.

K1   The languages in which you translate, with the ability to sign in BSL/ISL at Level 6 for the language(s) into which you translate and at least Level 6 Reading for the language (s) out of which you translate (most likely to be English, see the UK Occupational Language Standards for performance and knowledge requirements).

K2   Suitable means to keep up to date with the languages into and out of which you translate, and with the cultures of the countries where these languages are spoken and/or signed.

K3   Sources of information and research relevant to the field of translation.

K4   Techniques to research and verify general and domain - specific terminology.

K5   Commonly requested formats of video presentation.

K6   Know to select, maintain and evaluate suitable media recording software.

K7   Health and safety requirements when using equipment and how to troubleshoot technical problems.

K8   Methods and software to compile, store and access information.

K9   Standard quality assurance processes and procedures, such as checking, revising and reviewing translations.

K10   Interpersonal skills and how to build and maintain good communication.

K11   Sources of general and specialist information to assist with assignments, e.g. reference sources, dictionaries, technical journals, publicly available glossaries and the internet.

K12   Contract negotiation and agreement, including timescales, payment, professional indemnity and third party insurance.

K13   Marketing skills to win new business, if you work in a freelance capacity.

Unit PTRA1 – Maintain skills and systems for managing translation tasks (Mandatory)

CANDIDATE ASSESSMENT RECORD

Candidate name:………………………………………………….. Teacher-assessor name:………………………………….……

Evidence date	Portfolio reference		Evidence type*	Evidence title	Learning Outcomes and Assessment Criteria - each column must be ticked to show that the criteria has been met													
	Page number	Clip number			1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4	3.1	3.2	4.1 a	b	c	d

***FC** = film clip, **Ob** = Observation, **S** = Simulated, **L** = Live, **WP** = Written Product, **Q** = Question / What If, **PD** = Professional Discussion, **WS** = Witness Statement
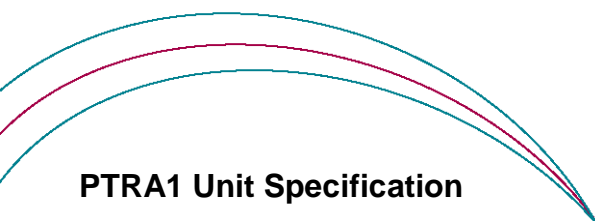
Candidate's signature: ……………………………………………… Date completed: ………………………………………………

I confirm that the evidence is authentic work of the candidate. Teacher-assessor's signature: …………………………….……

IV signature & date if sampled from this unit: ………………………………………………………………………………………….
Confirmed by initials and date at end of respective line.

UNIT SPECIFICATION

Unit PTRA2 - Manage new translation assignments (Mandatory)

(RQF Unit Number T/504/7612)

Unit aims

The candidate will demonstrate their professional competence in managing new translation assignments.

The unit is recommended for people who have excellent language and good translation skills in two or more languages and who would like to develop and benchmark their skills as a professional translator.

This unit complements:

- Unit PTRA1
- Unit PTRA3

Unit summary

Guided learning hours	Additional study/practice time	Total learning time	Credit value at Level 6
200	100	300	30

Learning outcomes	Assessment criteria
By the end of this unit of learning, the successful learner will:	By the end of this unit of learning, the successful learner can:
1. Be able to establish the nature and purpose of the text and the context and setting in which it will be used	1.1 Establish: a) the language and if relevant, the language and register of English text and sign language b) the subject matter and purpose of the assignment

Learning outcomes	Assessment criteria
By the end of this unit of learning, the successful learner will:	By the end of this unit of learning, the successful learner can:
	c) the meaning and intent from the source language/English d) the projected deadline for completion e) the format in which the text is to be delivered to the client

2. Be able to evaluate and plan an assignment	2.1 Agree the skills and resources which will be needed to translate the task
	2.2 Schedule the work to meet agreed deadlines with the client
	2.3 Plan appropriately in order to manage the task effectively and to deadline by anticipating:
	  a) the type and complexity of the assignment
	  b) domain specific requirements
	  c) the impact of localisation requirements including cultural differences, language and stylistic features
	  d) any special requirements, including the need to use specific software
	  e) the format and presentation of the translated text
	2.4 Demonstrate how you familiarise yourself with the client's brief

3. Understand professional issues relating to accepting new translation assignments	3.1 Recognise and decline any assignment which is beyond own competence 3.2 Explain the principles of professional practice to the client, if unethical demands are made 3.3 Agree contract details and employment

Unit PTRA2 - Manage new translation assignments (Mandatory)

ASSESSMENT SPECIFICATION

Evidence must show that each assessment criterion has been achieved on the CAR form.

- Four samples of preparing for actual assignments.
- A 2,500 word essay on preparing for jobs and using theoretical models to be produced and covering all or some of the above criteria (Further information is available in the Guidance notes).
- Demonstrate an understanding of professional issues (3.1 and 3.2) this may be in the form of a professional discussion or incorporated in the essay.

Notes:
- There must be evidence of client agreements and requirements covering 1.1a-e, 2.2, 2.3a-e and 3.3.
- The actual script or document is to be produced and there must be evidence of preparation (i.e. annotation, research, glossary, advice from peers, meeting notes, etc) for translation from one language into another e.g. English into BSL, this covers 1.1, 2.1 and 2.4.
- Preparation needs to relate to actual assignments (whether those assignments are real or simulated).

Knowledge and understanding

Knowledge and understanding is not assessed separately, but through achievement of the assessment criteria.

K1   The languages in which you translate, with the ability to sign in BSL/ISL at Level 6 for the language(s) into which you translate and Level 4 Reading for the language(s) out of which you translate.

K2   The process of translation from one language into another and how to manage differences between languages.

K3 The culture of the languages with which you translate, their conventions for communication and the implications for localising translated texts.

K4 Techniques to anticipate the degree of difficulty of the translation and how to meet the client's and readers' needs.

K5 Techniques to research and verify general and domain - specific terminology.

K6 Techniques to compile and maintain glossaries of terms.

K7 Sources of general and specialist information to assist with assignments, e.g. dictionaries, glossaries, technical journals, leaflets, and the internet.

K8 The role of the translator and the principles of professional conduct, specifically the need to:

- disclose any information, including conflict of interest which may make you unsuitable for an assignment
- be impartial, maintain integrity and professionalism
- treat all information you receive in the course of your duties as confidential, unless required to disclose by law.

K9 The ethics and working practices of other professions and respect for these.

K10 Demonstrate planning skills i.e. establishing time scales, continuous review of project, setting up evaluation mechanisms.

CANDIDATE ASSESSMENT RECORD

Candidate name:…………………………………………………………….. Teacher-assessor name:………………………………………………

Evidence date	Portfolio reference		Evidence type*	Evidence title	Learning Outcomes and Assessment Criteria -each column must be ticked to show that the criteria has been met														
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	Page number	Clip number			a	b	c	d	e			a	b	c	d	e				

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Candidate's signature: ……………………………………………… Date completed: ………………………………………….…

I confirm that the evidence is authentic work of the candidate. Teacher-assessor's signature: …………………………………..

IV signature and date if sampled from this unit: ………………………………………………………………………………………

Confirmed by initials and date at end of respective line.

UNIT SPECIFICATION

Unit PTRA3 - Translate written texts from one language into another (Mandatory)

(RQF Unit Number D/504/7622)

Unit aims

The candidate will demonstrate their professional competence as a sign language translator.

The unit is recommended for people who have excellent language and good translation skills in two or more languages and who would like to develop and benchmark their skills as a professional translator.

This unit complements:

- Unit PTRA1
- Unit PTRA2

Unit summary

Guided learning hours	Additional study/practice time	Total learning time	Credit value at Level 6
200	100	300	30

Learning outcomes	Assessment criteria
By the end of this unit of learning the successful learner will:	By the end of this unit of learning the successful learner can:
1. Carry out translation of written texts from one language into another	1.1 Produce a sustained translation that accurately reflects the overall meaning and function of the source text in the chosen language 1.2 Produce a translation that reflects the source text in terms of: a) the type and purpose of the text

Learning outcomes	Assessment criteria
By the end of this unit of learning the successful learner will:	By the end of this unit of learning the successful learner can:
	b) register, attitude and tone
	c) concepts, factual information and opinion
	d) cultural conventions and style
	e) the role and relationship of the writer with the intended readership
	1.3 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
	1.4 Manage the translation task effectively and within the timescales agreed
	1.5 Manage the expectations and priorities of the client by communicating regularly, especially in cases of queries or difficulties
	1.6 In a "live" or real-time situation, demonstrate you are able to satisfactorily:
	a) plan co-worker change-over times
	b) manage co-working change-overs
	c) implement coping strategies to correct errors and challenges in translation
2. Evaluate own performance and address any concerns or queries in the text	2.1 Identify that any omissions, additions, errors are minor and do not significantly affect the meaning of the translated text
	2.2 Identify when to ask colleagues to review work
	2.3 Check and revise the translation before it is sent to the client or inform the client if this has not taken place
	2.4 Alert the client to any outstanding queries in the text
	2.5 Produce translators notes where appropriate
	2.6 Use conduct consistent with the principles of

Learning outcomes	Assessment criteria
By the end of this unit of learning the successful learner will:	By the end of this unit of learning the successful learner can:
	professional practice and the relevant professional or registration body's code of conduct

Unit PTRA3 - Translate written texts from one language into another (Mandatory)

ASSESSMENT SPECIFICATION

Evidence must show that each assessment criterion has been achieved on the CAR form. The evidence needs to be sustained at the level and 1.1, 1.2 and 1.3 needs to be seen in each piece of evidence.

To cover 1.1 to 1.3 a minimum of eight samples totalling at least two hours (120 minutes) in duration would give a reasonable range which can be broken down into:

- At least two samples being speaker-controlled on television programmes, podcasts, at a conference, in a movie or a dramatic production or similar. One sample should include half an hour of continuous translation.
- At least two samples being translator-controlled and to include at least one of the following:
  - For web translation. Each section to be at least 30 seconds long and all samples to total a minimum of 5 minutes per assignment. Duration of all assignments to total 15 minutes. If this is not possible then candidates need to provide evidence to make up the additional minutes elsewhere in PTRA3.
  - DVDs and other promotional materials or similar.
- At least two samples of text translation, i.e. from a book, for a video letter, or a document of at least 250 words.
- To meet the "live" requirement, in real time with the audience watching simultaneously (1.6) candidates are to choose one sample from the above.
  - Evidence is to include effective planning (1.6a), the implementation of changeovers with a co-translator (1.6b), and an outline of how you implemented coping strategies to ensure a faithful translation (1.6c).
  - Evidence supporting both 1.6a and 1.6b is to be in the form of a video recording.
  - Evidence supporting 1.6c is to be in the form of a personal statement supported by a video-recoding showing the actual task and how coping strategies were implemented.

Notes:

- All above samples to be a minimum of 15 minutes in duration. For all of the samples there should be a range of topics and genre. Two samples must be a translation of a source text delivered using a formal and complex style of English, e.g. reading from a legal or medical document, or working with material for broadcast, i.e. a BBC Four type of television programme, or equivalent).

- Samples to cover at least four out of the following domains:
    – Business and the world of work
    – Education
    – Health
    – Local Government
    – News and Documentaries
    – Sport
    – Drama and Comedy
    – A younger audience 8-14
    – Internet
    – Conferences and other live translation situations.

- One sample should include a live observation of 15 minutes after preparation time. Evidence should demonstrate the translator's full command of both languages, i.e. the ability to pick up the tone of the text and language used, emphasis, pace and therefore attitude, in order to convey them to BSL users.

- All eight samples of filmed/live observed evidence are to be accompanied by the evaluation of work set against the actual script or document i.e. by way of notes, forms etc. Candidates need to mention how they performed their task against the principles of professional practice. This covers 2.1, 2.5 and 2.6.

- Two samples of constructive feedback from peers are required to cover 2.2.

- Four samples of filmed/live observed evidence are to be accompanied by documentation showing how the task was managed, corresponded with the client, and whether the task is ready to be handed to the client. This covers 1.4, 1.5, 2.3 and 2.4.

Knowledge and understanding

Knowledge and understanding is not assessed separately, but through achievement of the assessment criteria.

K1 The process of translating written text from one language into another.

K2 The languages in which you translate, with the ability to sign in BSL/ISL at Level 6 for the language(s) into which you translate and at least Level 6 Reading for the language (s) out of which you translate (most likely to be English, see the UK Occupational Language Standards for performance and knowledge requirements).

K3 Techniques to localise translated text to the culture of the intended readership, including conventions for communication.

K4 Register (frozen, formal, informal,) and the transfer of register from one language into another.

K5 Techniques to check on the meaning of vocabulary, set phrases and expressions.

K6 The domain(s) in which you translate.

K7 Task management skills and how to work to deadlines.

K8 Interpersonal skills and client handling techniques.

K9 Techniques to assure the quality of the translation, such as proofreading, review, revision and back translation, and when these techniques are best used.

K10 Techniques to produce translators' notes and when to apply these.

K11 The role of the translator and the principles of professional practice.

K12 Techniques to produce a satisfactory translation in a live setting.

Unit PTRA3 – Translate written texts from one language into another (Mandatory)

CANDIDATE ASSESSMENT RECORD

Candidate name:……………………………………………….. Teacher-assessor name:……………………………………………

Evidence date	Portfolio reference		Evidence type*	Evidence title	Learning Outcomes and Assessment Criteria – each column must be ticked to show that the criteria has been met																	
	Page number	Clip number			1.1	1.2					1.3	1.4	1.5	1.6			2.1	2.2	2.3	2.4	2.5	2.6
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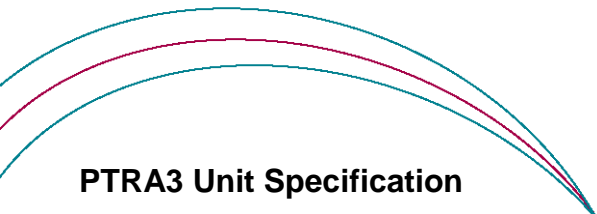
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I confirm that the evidence is authentic work of the candidate. Teacher-assessor's signature: …………………………………

IV signature and date if sampled from this unit: ……………………………………………………………………………………………
Confirmed by initials and date at end of respective line.

UNIT SPECIFICATION

Unit PTRA4 - Develop your performance as a professional translator (Mandatory)

(RQF Unit Number F/504/7628)

Unit aims

The candidate will demonstrate how they are able to evaluate their own performance and develop their skills as a professional translator.

The unit is recommended for people who have excellent language and good translation skills in two or more languages and who would like to develop and benchmark their skills as a professional translator.

This unit complements:

- Unit PTRA1
- Unit PTRA2
- Unit PTRA3

To evaluate your performance effectively, you also need to make use of the knowledge components on Units PTRA1, 2 and 3.

Unit summary

Guided learning hours	Additional study/practice time	Total learning time	Credit value at Level 6
160	80	240	24

Learning outcomes	Assessment criteria
By the end of this unit of learning the successful learner will:	By the end of this unit of learning the successful learner can:
1. Evaluate performance as a	1.1 Select and review a sample of texts which represent

Learning outcomes	Assessment criteria
By the end of this unit of learning the successful learner will:	By the end of this unit of learning the successful learner can:

professional translator.	work completed over time, across domains, difficulty and type
	
	1.2 Use commonly used criteria to review own:
	   a) ability to maintain and enhance skills and systems needed to produce professional translations
	   b) management of new assignments
	   c) ability to translate text from one language to another
	   d) quality assure the translation process
	1.3 Evaluate selected translations in terms of:
	   a) effectiveness of translation
	   b) appropriateness of the language used, grammar, style
	   c) improvement to accuracy of text, grammatical errors, omissions and additions
	   d) how well the needs of the client and intended readers of the text were met
	1.4 Obtain feedback from others on the quality of the translated text
	1.5 Reflect on own work and feedback from others to provide an analysis of strengths and weaknesses
	1.6 Identify ways in which own performance as a translator can be improved.

2. Plan personal continuing professional development.	2.1 Use evaluation of own performance to plan how improvements to performance can be improved 2.2 Identify and take relevant opportunities to develop own translating skills and knowledge 2.3 Use feedback from other professionals to ensure own development plan is sound and consistent with the evaluation of performance

Learning outcomes	Assessment criteria
By the end of this unit of learning the successful learner will:	By the end of this unit of learning the successful learner can:
	2.4 Set relevant criteria to evaluate the planned developmental activities 2.5 Undertake and record professional development 2.6 Regularly monitor and evaluate own professional development against the criteria set 2.7 Update and revise plan in the light of progress made 2.8 Seek appropriate advice, if progress and development do not meet expectations.

Unit PTRA4 - Develop your performance as a professional translator (Mandatory)

ASSESSMENT SPECIFICATION

Evidence must show that each assessment criterion has been achieved on the CAR form.

Evaluate your performance as an advanced professional translator:

- Four samples of all units. Samples can be in the form of reflective journals or personal statements, or a live observation. This is to cover 1.1, 1.2a-e, 1.3a-d, 1.4, 1.5 and 1.6.
- A 2,500 word essay including theoretical models is to be produced on evaluating your own performance and covering all or some of the above criteria.

Notes:

Samples can be delivered in English or BSL (or language/s of own choice).

Plan and implement your continuing professional development:

To cover 2.1 to 2.8, prepare your own reflective journal and written development over the duration of the assessment covering at least three of the following different development areas and to review twice monthly:

- BSL
- English
- Research skills
- Technology
- Quality Assurance
- Security
- Implementing business systems
- Preparing for a job
- Professional issues
- Producing a faithful translation
- Coping strategies
- Reviewing work done
- Planning on-going development.

Knowledge and understanding

Knowledge and understanding is not assessed separately, but through achievement of the assessment criteria.

K1   Concepts and methods to analyse translated texts in terms of quality, accuracy and fitness for purpose.

K2   Methods to review your handling of new assignments, including your initial assessment of the difficulty of the task and of the skills and resource requirements needed to produce the translated text.

K3   Methods to review your management of the translation task in terms of:
  - time management skills
  - ability to meet the needs of the client
  - client handling skills
  - ability to resolve textual and formatting difficulties.

K4   Methods to check that your analysis of strengths and weaknesses is accurate and justifiable.

K5   How to engage with other language professionals, such as colleague translators and managers, for advice on your development needs, and the accuracy of your self-assessment and development plan.

K6   Strategies to improve your knowledge and performance.

K7   Opportunities for continuing professional development, e.g professional qualifications, training courses. Use of published materials and self study.

K8   Criteria and techniques to evaluate your development programme.

K9   Sources of information on continuing professional development available, e.g from professional bodies.

K10   Sources of advice on your professional development, such as your manager, a mentor, colleague translators and peers.

CANDIDATE ASSESSMENT RECORD

Candidate name:……………………………………………………..   Teacher-assessor name:………………………………………….

Evidence date	Portfolio reference		Evidence type*	Evidence title	Learning Outcomes and Assessment Criteria – each column must be ticked to show that the criteria has been met																		
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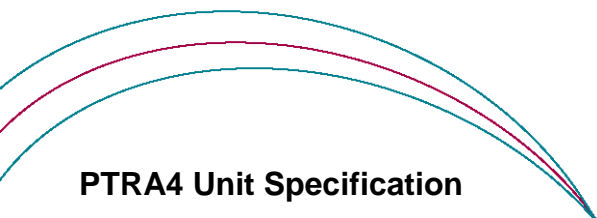
Candidate's signature: …………………………………………………   Date completed: ………………………………………….………

I confirm that the evidence is authentic work of the candidate.   Teacher-assessor's signature: ……………………………………

IV signature and date if sampled from this unit: ……………………………………………………………………………………………..
Confirmed by initials and date at end of respective line.

UNIT SPECIFICATION

Unit INT6E1 - Support Sign Language Interpreting through Sight Translations of Routine Written Documents

(RQF Unit Number L/602/0491)

For the Level 6 NVQ Diploma in Sign Language Interpreting (501/0076/2) this unit is optional.
For the Level 6 Diploma in Sign Language Translation (600/2941/9) this unit is mandatory.

Unit aim

The candidate will be able to demonstrate their ability to produce at sight translations of written documents into signed language.

This unit is recommended for people who have excellent language skills in two languages and who would like to develop or accredit the skills needed to work as a professional interpreter/translator.

Unit summary

Guided learning hours	Additional study/practice time	Total learning time	Credit value at Level 6
160	80	240	24

Learning outcomes	Assessment criteria
By the end of this unit of learning, the successful learner will:	By the end of this unit of learning, the successful learner can:
1. Produce translations of written documents at sight into sign language.	1.1 Assess own ability to provide a sight translation of the document
	1.2 Determine own ability to prepare a sight translation within a reasonable time (typically within twenty minutes)
	1.3 Suggest an alternative solution to the user(s) of the service, if more preparation or research is

Learning outcomes	Assessment criteria
By the end of this unit of learning, the successful learner will:	By the end of this unit of learning, the successful learner can:
	needed than is feasible given the time available and/or the current context
	1.4 Make effective use of reference materials to check on unfamiliar vocabulary
	1.5 Give an accurate sight translation of the contents of the document
	1.6 Translate at sight factual information as well as concepts and opinions
	1.7 Reflect the language, register and tone used in the document
	1.8 Paraphrase the meaning of complex terms and phrases, if you do not know the direct equivalent in the target language
	1.9 If necessary, check and clarify any uncertainty of meaning with the user to whom the document belongs.

ASSESSMENT SPECIFICATION

Requirements	Guidance
1. Minimum of three samples of evidence.	An example of sight translation might be an occasion when you are interpreting at an interview or meeting where a Deaf person needs help to complete a form, such as a guidance leaflet, and the interpreter needs to sight translate this as part of the assignment.
2. The written document should be between 180 – 250 words in length and contain complex language appropriate to this level.	Please note that the materials should be of a Level 6 standard, e.g. for example, candidates should not sight translate a basic letter where the information is basic and not complex. Examples of evidence at Level 6 are: Leaflets, DLA questionnaires, local government letters, course evaluation forms, financial and healthcare letters This is not an exhaustive list and other examples can be found in the glossary. An explanation of complex language is provided in the glossary and an overview can be found in the UK Occupational Language Standards.
3. There must be evidence to show the recipient has understood the translation.	This could be a combination of head nods, relevant questions asked, seeking clarification from the interpreter with the recipient actively engaged in the translation.

Knowledge and understanding

Knowledge and understanding is not assessed separately, but through achievement of the assessment criteria.

K1 The process of providing a sight translation from written text.

K2 The languages in which you translate, with the ability to sign at Level 6 for the language into which you translate and at least Level 6 Reading for the language(s) out of which you translate (most likely to be English, see the UK Occupational Language Standards for performance and knowledge requirements).

K3 The cultures, conventions and formats used to communicate orally/signed and written communication in the languages in which you interpret; and the implications of these aspects for translating a document at sight.

K4 Register (frozen, formal, informal, colloquial and intimate); the transfer of register from one language into another; and from written into spoken or signed language.

K5 Techniques to assess the requirements for sight translations and the clients' and users' needs.

K6 Contract negotiation and agreement to carry out sight translations, including time scales, payment, professional indemnity as well as third party insurance.

K7 The domain(s) in which you interpret and translate at sight.

K8 The use of reference materials, such as dictionaries and glossaries stored in hard copy or electronic format.

K9 Alternatives to immediate sight translation, for example professional translation services.

CANDIDATE ASSESSMENT RECORD

Candidate name:…………………………………………….. Teacher-Assessor name:………………………………….………..

Evidence date	Portfolio reference		Evidence type*	Evidence title	Learning Outcomes and Assessment Criteria – each column must be ticked to show that the criteria has been met								
	page number	clip number			**1.1**	**1.2**	**1.3**	**1.4**	**1.5**	**1.6**	**1.7**	**1.8**	**1.9**

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

Candidate's signature: ………………………………………………… Date completed: …………………………………………….………..

I confirm that the evidence is authentic work of the candidate. Teacher-Assessor's signature: …………………………………

IV signature and date if sampled from this unit: ………………………………………………………………………………………………
Confirmed by initials and date at end of respective line.

GENERAL ASSESSMENT SPECIFICATIONS

Requirements	Notes	References
1. Portfolio of evidence must cover: • All assessment criteria • All learning outcomes • All knowledge.	Assessment summary for each unit must be met.	
2. Generating evidence: • Workplace activity • Classroom activity • Simulation.	The best possible form of evidence is that carried out by translators in their own workplace.	
3. Number of evidence You must provide evidence of your work in at least two of the following genres and domains: • Business and the world of work • Education • Health • Local government • News and documentaries • Sport • Drama and comedy • A younger audience- between 8-14 • Internet	Evidence could be generated by observation of candidate translation or by you providing written or recorded evidence. However, for a variety of reasons it may prove impossible to gather all the evidence in this way. In cases where collection of evidence in the workplace is not possible for the reasons given above, Signature will allow simulation of assignments, provided that they mirror the potential or actual workplace environment and do not comprise of more than 50% of all evidence claimed. Personal statements and reflective journals may be delivered in BSL or	

Requirements	Notes	References
• Conferences and other live translation situations. Some candidates (e.g. translators who only work in one domain) will need guidance on how to satisfy this requirement. It could be met by making use of other candidates, who may be able to provide evidence collection opportunities in their place of work, in another domain, or by arranging simulations. • Minimum specified in assessment summary requirements of each unit • Can include cross referenced evidence to various learning outcomes and units throughout the assessment.	written English.	
4. How to conduct assessment: a) Plan b) Prepare c) Carry out, make judgement and record d) Give feedback, review and update plan e) Repeat until completed to satisfaction.	During the initial assessment planning interview, you and your assessor should try to identify as many opportunities for collecting naturally occurring evidence as possible. If this proves impractical, then the assessor needs to record the reasons why this cannot be done.	Record on assessment plan Record on CAR form DVD record log Record on feedback sheet

Requirements	Notes	References
5. Essay Guidelines 2,500 words to be written on preparing for a job and evaluating work done (totalling 5,000 words). Title and topic of essay to be agreed upon by both Assessor and Candidate beforehand. Candidate is to nominate which assessment criteria are to be covered in essay. Essays will be supported if **all** the following are attained: • The contents of the essay are faithful to the topic agreed upon beforehand • At least one assessment criteria is covered and supported • Use of English is at Level 6 standard • Essay is coherently and appropriately structured • Translation and/or Interpreting theory models are used • A recognised form of providing citations/references is		

Requirements	Notes	References
appropriately used.		
6. Principles of portfolio based assessment: • Cross referencing evidence • Your performance must be sustained - must meet the criteria at least once over the time/samples specified. More than one attempt can be made by you.	One piece of evidence can be used across one or more units and learning outcomes (see 3 above). • There will be either a minimum number of samples of evidence stated for each unit and/or minimum times stated for each unit. • Following feedback and a review of assessment plan, you can submit further improved evidence to support claim for competence.	Assessment plan CAR forms Assessment and feedback sheet Assessment plan

Further guidance

Further guidance including forms and appropriate portfolio evidence examples for Signature Level 6 Diploma in Sign Language Translation (RQF) is available in the resource pack for this qualification on our website (www.signature.org.uk).

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