



Signature
*excellence in communication
with deaf people*



Resource Pack

For Level 6 Diploma in Sign Language Translation (QCF)

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Acknowledgements

Information and guidance from CfA (Standards setting organisation)

Following the merger of CILT, the National Centre for Languages and the education charity CfBT Education Trust with effect from 7 April 2011, CfA has taken over the responsibility for National Occupational Standards and vocational qualifications in languages and intercultural skills.

CfA is the UK standards setting organisation for languages. CfA works with employers, language service providers, stakeholders and other sector skills organisations to promote and develop languages and intercultural skills in the UK workforce.

National occupational standards

National Occupational Standards (NOS) describe what an individual needs to do, know and understand in order to carry out a particular job role or function.

The National Occupational Standards in Translation set out what individuals need to do, and the knowledge and skills they need, to be competent professional translators. The standards have been designed by and for the translation industry. They describe translation skills and performance at two levels, professional and advanced, and in a range of contexts. They were approved by the UK Co-ordinating Group in September 2007.

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.

The standards can be used to:

- describe good practice in particular areas of professional activity
- inform job descriptions and person specifications
- design training courses and continuous professional development
- assess the skills of those training for a particular area of work
- assess or review the skills of those who are qualified, e.g. for recruitment or appraisal purposes
- offer a framework for quality assurance.

NOS are also used by awarding bodies as the basis for National Vocational Qualifications (NVQs), Scottish Vocational Qualifications (SVQs) and a range of other vocationally related qualifications.

Unit structure

The **unit overview** at the beginning of each unit is a brief summary of the content of the unit. It sets out the level of expertise and or type of translator for whom the unit might be relevant, describes links to other units and signposts further useful information.

The **learning outcomes** describe what the translator has to do to demonstrate competence in this activity. The **assessment criteria** section sets out the detailed technical and professional knowledge, understanding and abilities required to meet these outcomes. The knowledge and understanding sets out detailed technical and professional knowledge and understanding and abilities to meet these outcomes.

Assessment strategy

This is the assessment strategy based on the National Occupational Standards in Translation. It has been devised by CILT, the National Centre for Languages, as the UK standards setting body for languages, in consultation with employers, practitioners and awarding bodies and is maintained by the CfA as the pan-sector standards setting organisation. The strategy sets out a series of measures which are designed to ensure consistency in assessment.

External quality control

To ensure consistent and appropriate quality control, please see Signature regulations for this qualification.

Performance in the workplace

Naturally occurring work-based evidence is generally the best source of evidence for the assessment. There are, however, special constraints on the assessment of competence in translation (see section on Simulation). The performance evidence for each unit indicates specifically when performance in the workplace is required and what other steps may be taken to collect evidence.

Simulation

There is ample evidence from the field that there are occasions when it is impossible or inadvisable to assess candidates' competence through normal working practice. This applies in particular when:

- collecting real workplace evidence would intrude on confidentiality or privacy, for example:
 - translating to support a legal case on child protection
 - providing sight translation of a letter dealing with immigration status
- arranging observation is difficult and/or expensive, for example while working on the client's premises, far away from the assessment base
- the candidate may experience an unreasonable delay in collecting evidence to prove his/her competence.

In cases where collection of evidence in the workplace is not possible for the reasons given above, the standard setting organisation will allow simulation of assignments, provided that they mirror the potential or actual workplace environment. It is anticipated that no more than 50% of work will be simulated.

Occupational expertise of assessors and verifiers

Assessors, internal verifiers and external verifiers must hold appropriate assessor/verifier qualifications, as currently required by the regulatory authorities. For England, Wales and Northern Ireland, where assessors and internal verifiers do not hold the appropriate qualifications, they must achieve the award within 18 months of appointment, also until they are qualified, decisions must be countersigned by a qualified assessor or verifier. In Scotland these requirements are covered by the regulatory body and awarding bodies will be required to abide by current legislation.

Additionally, awarding bodies must ensure that assessors/verifiers meet the following occupational expertise requirements.

Assessors must have:

- language and translation accredited to a minimum of Level 6 (NVQ level 4 or the equivalent NQF or SCQF level)
- up-to-date knowledge of the field of translation demonstrated by a record of continuous professional development that is reviewed at least every two years and is planned to include developments in the domains in which they assess
- current and relevant experience of working as a translator
- knowledge and understanding of competence-based qualifications
- in-depth knowledge of the Translation Standards
- ability to make objective and reliable judgements about candidate competence
- a recognised assessor qualification (currently D32/33, A1 or L3 in Assessing Vocational Achievement).

Internal verifiers must have:

- sufficient expertise in language and translation to enable them to verify assessment decisions and give advice to assessors
- up-to-date knowledge of the field of translation demonstrated by a record of continuous professional development that is reviewed at least every two years and is planned to include developments in the domains in which they assess
- knowledge and understanding of competence-based qualifications

- in-depth knowledge of the Translation Standards
- a recognised Quality Assurance qualification or be working towards D34, V1 or L4 Award in the Internal Quality Assurance of Assessment Processes and Practice.

External verifiers must have:

- sufficient expertise in language and translation to enable them to verify assessment decisions and give advice to assessors, internal verifiers and centres on the quality and consistency of delivery
- up-to-date knowledge of the field of translation demonstrated by a record of continuous professional development that is reviewed on at least an annual basis and is planned to include developments in the domains in which they assess
- knowledge and understanding of competence-based qualifications
- in-depth knowledge of the Translation Standards and the awarding body quality assurance procedures
- or be working towards a recognised qualification, e.g. D35, V2 of Level 4 Award in the External Quality Assurance of assessment Process and Practice or Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice.

For further detail please see Signature regulations and NOS.

Evidence of achievement

Learners could demonstrate achievement through assessment tasks which should be work based wherever possible.

Evidence is not prescribed but may include any or all of the following:

- observation reports
- oral/written questions and answers
- worksheets/workbooks
- witness statement
- recorded evidence (video)
- case studies/assignments
- other suitable supplementary evidence.

The most appropriate evidence for each unit should be used. This is not an exhaustive list and other evidence is acceptable.

Evidence should be varied, the learner's own work and naturally generated from the activities undertaken on the course.

It must clearly demonstrate how the learner has met the assessment criteria for the unit.

Evidence claimed in one unit may be claimed in other units.

Essays to be submitted totalling 5,000 words on:

1. preparing for jobs (2,500 words)
2. reviewing and evaluating your own performance (2,500 words).

Essays are to include discussion of theoretical models of translating.

Principles of professional practice

The text below distils the common essentials of the principles of professional practice. These are based on the code of ethics from registration bodies which operate in the UK, in particular the Institute of Translation and Interpreting.

You, the professional translator, must show that you adhere to the following principles of professional practice. This means that you:

- meet the standard of performance as described in the national occupational standards in translation
- treat all information you receive in the course of your duties as confidential, unless required to disclose by law
- are impartial and maintain integrity and professionalism
- do not accept an assignment which is beyond your competence
- explain the principles of professional practice if unethical demands are made on you
- disclose any information, including conflicts of interest, which may make you unsuitable for an assignment
- demonstrate a commitment to continuing professional development
- support colleague translators sensitively in the course of their duties
- respect the ethics and the working practices of other professions
- do not discriminate against parties on any grounds
- do not bring the profession into disrepute
- adhere to the code of conduct as expressed by your registration body.

Candidate portfolio

Signature Level 6 Certificates and Diplomas are assessed by means of a candidate portfolio. The term 'portfolio' means simply a suitable way of presenting evidence, with a good referencing system so that the candidate, assessor, or verifier can find what they need when they need it.

The portfolio is the body of work, or 'evidence', produced by the candidate upon which the assessor makes the final judgement on the candidate's competence. A complete portfolio will comprise direct and supporting written evidence (often recorded on video/DVD or USB), assessment records and videos of assignments. Consequently, it is vital that the assessor, internal verifier (IV) and (if required) the external verifier (EV) can find the individual pieces of evidence claimed.

Candidates will require guidance on how to record and present the evidence, structure the portfolio and index the sections. A well-planned portfolio helps both assessor and candidate.

The candidate is responsible for the organisation and the contents of their portfolio. In practice, the assessor may feel that they have a 'duty of care', including sometimes the safekeeping of portfolios until they have been seen by the verifier. It is important that putting together the portfolio does not become a greater worry for the candidate than gathering the evidence it contains! Portfolios should not create excessive paperwork, and good referencing can cut down the amount of paper needed dramatically.

It is important to note that the term NVQ is no longer a qualification type. It is now a brand that can be used in QCF titles.

Reasonable adjustments

The translation qualification is competence-based, and linked to the relevant National Occupational Standards (NOS). This means that, under current legislation, the standards (assessment criteria) within the qualification must not be changed for candidates who request a reasonable adjustment, as the ability to achieve each of the criteria is essential to being 'competent'. It is vital that centres explain this to potential candidates during the initial advice and guidance process, so that no candidate reaches the point of assessment without being aware of the competence standards that they have to achieve.

However, adjustments to the process of gathering evidence for each of the assessment criteria are encouraged for candidates with particular needs. This means that the centre can provide support for such candidates, e.g.

- additional time or support to understand any written information relating to the qualification and its assessment requirements
- additional time or support to produce any written information that may be required.

Centres requesting any other reasonable adjustment on behalf of a candidate should:

- i. ensure that the request does not relate to any of the assessment criteria, which cannot be adjusted (see above)
- ii. check the proposed adjustment with Signature when they register the candidate online, or check with their EV.

Before requesting a reasonable adjustment on behalf of a candidate, the centre should be satisfied that the adjustment applied for will enable the candidate to attempt to meet the same standards of assessment as a candidate without the disability, difficulty or special need concerned.

Summary of portfolio requirements for Signature Level 6 Diploma in Sign Language Translation

These forms and examples can be found in Appendix A.

Ref	Title of form	Form no	Description of the usage of forms
1	Portfolio Front Page		Details Candidate's name and registration number Also the centre name and number
2	Portfolio Signature Summary Sheet		A list of everyone involved in the production, assessment and verification of the portfolio
3	Sample Index		A comprehensive list of everything contained in the portfolio and where it can be found
4	Candidate Profile	Form A1	A summary of the candidate's background and reasons for taking the qualification A photo also needs to be included for ID purposes
5	Initial Assessment Plan	Form A2	<ul style="list-style-type: none"> • First formal meeting between candidate and assessor when the candidate is ready to start collecting evidence • Identify the candidate's strengths and weaknesses. Teacher should provide feedback on areas that need improvement • Identify what opportunities the candidate has to gather evidence when ready • Reasonable adjustments to assessment process • Agreed assessment plan
6	Assessment Plan	Form A3	Regular meetings should be arranged between assessor and candidate to agree on evidence collection Above initial assessment plan reviewed and updated regularly, and cross-referenced across the portfolio
7	Final Assessment Plan	Form A4	Records final discussion between assessor and candidate
8	Live Observation	Form	For use in giving feedback to a candidate when the

Ref	Title of form	Form no	Description of the usage of forms
	Record Sheet	A5	assessor observes a live situation the candidate is involved in
9	Assessor Question & Answer Record Sheet	Form A6	Record of any assessor's questions arising from the verification of evidence used as evidence to cover minor gaps in assessment criteria, to complete candidate's claim to competence Or to clarify any area that could improve performance or understanding of skills
10	Professional Discussion Record Sheet	Form A7	Record of any professional discussion held with the candidate and used as evidence to cover minor gaps in assessment criteria, to complete candidate's claim to competence
11	Assessment and Feedback Record Sheet	Form A8	Record of assessment decisions, with feedback, to assist candidate's progress
12	DVD/USB Log	A9	List of the DVDs or USB clips used as evidence in the portfolio, cross referenced to relevant evidence clips.
13	(CAR) Forms	A17 – A21	Record of the assessment criteria achieved by the candidate, cross-referenced to relevant evidence clips Each column must be ticked to show that the criteria has been met.

Unit PTR A1 - Maintain skills and systems for managing translation tasks

Unit PTR A1 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 PTR A1 key support principles underpinning translation practice

Assessment criteria	Guidance
1.1 Determine how to maintain up to date knowledge of the languages into and out of which you translate	<ul style="list-style-type: none"> • Develop and maintain overall competency in BSL and English • Demonstrate on going ability to develop knowledge of both languages and relevant cultures • Examples could be: linguistic courses, writing learning journals and PDPs (can cross reference to PTR A4)
1.2 Demonstrate how to carry out regular research to develop ability to translate to a professional standard	<ul style="list-style-type: none"> • Networking, speaking with colleagues, CPD and on-going research • Show how research was carried out and how it was completed • Give examples of pertinent reference and research sources
1.3 Demonstrate how to acquire knowledge of genre and domain specific language	<ul style="list-style-type: none"> • Identify different genres, i.e. News, Sport, Current Affairs, Drama, Children, Comedy • Develop vocabulary and contextual understanding of different domains • Why is this of special interest, how will you keep knowledge up to date
1.4 Compile and update glossary of terms	Work together to develop wider vocabulary and how to translate specific English terms, phrases and concepts
2.1 Demonstrate effective use of general word processing and how to use the studio and live and pre-recorded teleprompter	<ul style="list-style-type: none"> • Making use of computers and video recording equipment. How to put it all together. How to edit and to transfer filmed data into a portable format • How to identify appropriate equipment and software to meet clients expectations • Demonstrate health and safety awareness when operating equipment • Arranging a conversion at short notice • How to use annotation in the script • Working with STTRs

Assessment criteria	Guidance
	<ul style="list-style-type: none"> • Remote translators can practice by using free and accessible packages such as EZprompt
2.2 Present translated texts in commonly requested formats	<ul style="list-style-type: none"> • How to convert filmed data into different formats • Ability to have translated text converted into format requested by client • If you do not have the ability to do this, how would you arrange it? • Examples: broadcasts, web and face to face
2.3 Ensure the security and confidentiality of electronic equipment, client documents and translated texts	Demonstrate how to keep data secure, locking documents, computer security, etc
2.4 Identify quality assurance systems to monitor the effectiveness of work	<ul style="list-style-type: none"> • Need to identify what quality assurance systems are, what are commonly accepted systems? How are they used and how are changes incorporated
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	<ul style="list-style-type: none"> • Demonstrate how you would set up your own network of translators • Joining a professional network, how to identify other people who can help, reference sources etc. How would use network to benefit • Demonstrate own network of peer translators Identification of genre specialists
3.2 Demonstrate how to communicate effectively with the party/ies requesting the service	<ul style="list-style-type: none"> • Demonstrate how you would obtain requirements and clarify the job at hand with clients and potential clients, translation companies and colleagues • Identify negotiation techniques • Identify communication methods, i.e. relay services
4.1 Maintain skills and administrative systems to handle business aspects such as	<ul style="list-style-type: none"> • Train in working as a freelancer, meeting insurance requirements, handling finances, marketing yourself, etc • Marketing can be in the form of compiling own CV, tapping into appropriate networks and writing a suitable letter of

Assessment criteria	Guidance
<ul style="list-style-type: none"> a) invoicing b) payment c) indemnity insurance d) marketing systems 	<p>introduction</p> <ul style="list-style-type: none"> • Other areas relating to 4.1 might include fee structure; third party insurance; assignment confirmation documents, i.e. client brief template; assignment or employment terms and conditions; registration and membership certificates, i.e. ASLI, NRCPD, etc; CRB checks

PTRA1 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 thereof 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.
- Produce your own extensive glossary of terms relevant to your place of work or equivalent, and to include sources to cover 1.4.

It must clearly demonstrate how the learner has met the assessment criteria for the unit.

Unit PTR A2 - Manage new translation assignments

Unit PTR A2 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.

Unit PTR A2 key support principles underpinning translation practice

Assessment criteria	Guidance
<p>1.1 Establish</p> <p>a) the language and if relevant, the language and register of English Text and sign language</p> <p>b) the subject matter and purpose of the assignment</p> <p>c) the meaning and intent from the source language/English</p> <p>d) the projected deadline for completion</p> <p>e) the format in which the text is to be delivered to the client</p>	<ul style="list-style-type: none"> • Need training in reviewing document when in receipt <p>Breaking down the document into chunks, identifying the subject and context etc</p> <p>Identifying difficult to translate content</p> <ul style="list-style-type: none"> • Examples • Demonstrate annotation skills • If the job is to be produced during a “live” setting, need to decide if occupationally competent to take it on. Will you have a co-worker? Who will be your palantypist? <p>i.e. material for television broadcast, the internet, etc</p>
<p>2.1 Agree the skills and resources which will be needed to translate the task</p>	<ul style="list-style-type: none"> • Self-evaluation skills • Establish skills, research materials and equipment needed to translate the text
<p>2.2 Schedule the work to meet agreed deadlines with the client</p>	<p>Can use existing resources</p> <p>Consider various deadlines, i.e. preparation, production and review</p> <p>Also allow time for despatch</p> <p>Demonstrate scheduling of work to meet the deadline agreed with the client allowing for:</p> <ul style="list-style-type: none"> • accepting and preparing assignment • identifying co-workers • practice runs • the actual production • peer review, editor review and approval • finalising the data and checking it is accessible • delivery
<p>2.3 Plan appropriately in order to</p>	<p>Teaching planning and notetaking skills</p>

Assessment criteria	Guidance
<p>manage the task effectively and to deadline by anticipating:</p> <p>a) the type and complexity of the assignment</p> <p>b) domain specific requirements</p> <p>c) the impact of localisation requirements including cultural differences, language and stylistic features</p> <p>d) any special requirements, including the need to use specific software</p> <p>e) the format and presentation of the translated text</p>	<p>Refer to previous training in identifying domains, vocabularies required, technology, etc</p> <p>Ensuring material is culture-sensitive</p> <p>Show evidence of planning and breaking down assignments, identifying various deadlines</p> <p>Also identify peer reviewers</p> <p>Demonstrate planning all activities required including:</p> <ul style="list-style-type: none"> • determining the type and complexity of the assignment • identifying domain-specific requirements • identifying the impact of localisation requirements including cultural differences, language and stylistic features • identifying any special requirements, including the need to use specific software • identifying the format and presentation of the translated text • clarifying any queries with the client • examples
<p>2.4 Demonstrate how to familiarise yourself with the clients brief</p>	<ul style="list-style-type: none"> • Reading skills • Demonstrate ability to understand all aspects of clients brief • Form/template
<p>3.1 Recognise and decline any assignment which is beyond own competence</p>	<p>Professional judgement</p> <p>Decide when and whether to decline jobs based on:</p> <ul style="list-style-type: none"> • own competence • ability to complete within the chosen timescale <p>Example could be through a personal statement</p>
<p>3.2 Explain the principles of professional practice to the client, if unethical demands are made</p>	<ul style="list-style-type: none"> • Code of ethics • Demonstrate what professionalism means to self
<p>3.3 Agree contract details and</p>	<p>Can use existing resources</p>

Assessment criteria	Guidance
employment	Examples

Unit PTR A2 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.
- 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 1.1 a-e, 2.2, 2.3 a-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).

Unit PTR A3 - Translate written texts from one language into another

Unit PTR A3 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 PTR3 key support principles underpinning translation practice

Assessment criteria	Guidance
<p>1.1 Produce a sustained translation that accurately reflects the overall meaning and function of the source text in the chosen language</p>	<p>Demonstrate translation techniques:</p> <ul style="list-style-type: none"> • type and purpose of the text • register, attitude and tone • concepts, factual information and opinion • cultural conventions and style • the role and relationship of the writer with the intended readership
<p>1.2 Produce a translation that reflects the source text in terms of:</p> <ol style="list-style-type: none"> a) the type and purpose of the text 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 	<p>Demonstrate review skills, matching BSL vocabulary to English text</p>
<p>1.3 Demonstrate that the translation meets the client's specification, such as domain and localization requirements, and the required closeness of the translation to the original text</p>	<p>Demonstrate analysis and review skills</p>
<p>1.4 Manage the translation task effectively and within the timescales agreed</p>	<ul style="list-style-type: none"> • Efficiency and time management • Adhere to time scales • Co-workers allocated appropriately • Pre-production, production and post-production are managed effectively

Assessment criteria	Guidance
<p>1.5 Manage the expectations and priorities of the client by communicating regularly, especially in cases of queries or difficulties</p>	<ul style="list-style-type: none"> • Communication skills May need to use relay services • Ensuring that English used when communicating is accurate and appropriate • Priorities and expectations • Clarification of text • Dealing with queries • Delivery • Other difficulties • Examples
<p>1.6 In a “live” situation, demonstrate you are able to satisfactorily:</p> <p>a) plan co-worker change over-times</p> <p>b) manage co-working change-overs</p> <p>c) implement coping strategies to correct errors and challenges in translation</p>	<ul style="list-style-type: none"> • Could be either conference setting or during a live-transmission. Coping strategies to cope with speed of autocue and dialogue, obscure and hard to translate text, especially during off the cuff broadcasts and speeches • Demonstrate ability to plan change-overs with co-workers and actual change-overs are smooth and appropriately timed with minimal disruption to the audience. Also need to demonstrate ability to choose appropriate co-worker taking into consideration knowledge of subject, signing style, etc examples
<p>2.1 Identify that any omissions, additions, errors are minor and do not significantly affect the meaning of the translated text</p>	<p>Reviewing skills</p>
<p>2.2 Identify when to ask colleagues to review work</p>	<p>Co-working</p>
<p>2.3 Check and revise the translation before it is sent to the client or inform the client if this has not taken place</p>	<p>Reviewing skills ensuring that:</p> <ul style="list-style-type: none"> • client specifications are all met • there is sufficient time for delivery • the translation is faithful and has been revised by colleagues

Assessment criteria	Guidance
	<ul style="list-style-type: none"> • the translation format is compatible with client requirements • peer feedback is obtained for live translations • example is the sign off form
2.4 Alert the client to any outstanding queries in the text	<ul style="list-style-type: none"> • Reviewing skills • Demonstrate effectiveness of communication with client
2.5 Produce translators notes where appropriate	<ul style="list-style-type: none"> • Produce script with translators notes in margin or in body text • Demonstrate understanding of commonly accepted forms of annotation • Possible cross reference to PTR2
2.6 Use conduct consistent with the principles of professional practice and the relevant professional or registration body's code of conduct	<ul style="list-style-type: none"> • Self evaluation and peer review skills • Demonstrate professionalism • If not naturally occurring can have a personal statement, question and answer or professional discussion

Unit PTR3 assessment specification

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

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 PTR3.

- 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-recording 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 4 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.

Unit PTR4 - Develop your performance as a professional translator

Unit PTR4 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.

Unit PTR4 key support principles underpinning translation practice

Assessment criteria	Guidance
<p>1.1 Select and review a sample of texts which represent work completed over time, across domains, difficulty and type</p>	<ul style="list-style-type: none"> • Demonstrate reviewing skills • When random sampling, how do you determine minimum of samples to pull out for review?
<p>1.2 Use commonly used criteria to review own:</p> <ul style="list-style-type: none"> 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 	<p>Demonstrate reviewing skills</p>
<p>1.3 Evaluate selected translations in terms of:</p> <ul style="list-style-type: none"> 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 	<p>Demonstrate reviewing skills</p> <p>Examples</p>
<p>1.4 Obtain feedback from others on the quality of the translated text</p>	<p>Co-working, ensuring peers are occupationally competent and possess required knowledge</p> <p>Review skills</p> <p>Obtain feedback on the quality of the translated text from:</p> <ul style="list-style-type: none"> • colleague translators • managers • clients • examples

Assessment criteria	Guidance
1.5 Reflect on own work and feedback from others to provide an analysis of strengths and weaknesses	<ul style="list-style-type: none"> • Co-working, review skills • Use the results of own reflections together with feedback from others to produce an accurate and justifiable analysis of the strengths and weaknesses of performance as a translator
1.6 Identify ways in which own performance as a translator can be improved	<p>Research skills, CPD</p> <p>Demonstrate understanding of personal development methods and programmes, both self assessment and training, and external assessment and development programmes</p>
2.1 Use evaluation of own performance to plan how improvements to performance can be improved	<ul style="list-style-type: none"> • Self evaluation • Provide with options on improving own performance
2.2 Identify and take relevant opportunities to develop own translating skills and knowledge	<p>Planning own CPD</p> <p>“What if” questions or professional discussion is acceptable if evidence is not readily available</p>
2.3 Use feedback from other professionals to ensure own development plan is sound and consistent with the evaluation of performance	<p>Finding appropriate peers, co-working, CPD</p> <p>Verify that CPD plans and opportunities are relevant by checking with:</p> <ul style="list-style-type: none"> • manager • mentor • colleagues and peers • other personnel
2.4 Set relevant criteria to evaluate the planned developmental activities	CPD, personal record log
2.5 Undertake and record professional development	CPD, personal record log
2.6 Regularly monitor and evaluate own professional development against the criteria set	CPD, personal record log

Assessment criteria	Guidance
2.7 Update and revise plan in the light of progress made	CPD, personal record log
2.8 Seek appropriate advice, if progress and development do not meet expectations	<ul style="list-style-type: none"> • CPD, self evaluation • Provide with options on improving own performance, finding appropriate peers

Unit PTR4 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

Unit INT6E1 - Support Sign Language Interpreting through sight translations of routine written documents

Unit INT6E1 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.

Unit INT6E1 key support principles underpinning translation practice

Assessment specification

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

<ul style="list-style-type: none">• Minimum of three samples of evidence• The written document should be between 180 – 250 words in length and contain complex language appropriate to this level• There must be evidence to show recipient has understood the translation	<p>An example of this might be an occasion when you are translating 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 as part of the assignment</p> <p>The Deaf person should be asked to provide an appropriate document to use for the sight translation</p> <p>Please note that the material should be of a Level 6 standard at least, e.g. candidates should not sight translate a primary school reading book</p> <p>Examples: Leaflets, DLA forms, 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</p> <p>An explanation of complex language is provided in the glossary and an overview can be found in the UK Occupational Language Standards</p>
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This unit is also part of the Level 6 NVQ Diploma in Sign Language Interpreting (L/602/0491). It is expected that the most appropriate evidence for the unit should be used in relation to the candidate's experience.

General assessment specifications

Level 6 Diploma in Sign Language Translation

Requirements	Notes	References
<p>1. Portfolio of evidence must cover:</p> <ul style="list-style-type: none"> • all assessment criteria • all learning outcomes • all knowledge 	<p>Assessment summary for each unit must be met</p>	
<p>2. Generating evidence:</p> <ul style="list-style-type: none"> • workplace activity • classroom activity • simulation 	<p>The best possible form of evidence is that carried out by translators in their own workplace</p>	
<p>3. Number of evidence You must provide evidence of your work in at least two of the following genres and domains:</p> <ul style="list-style-type: none"> • business and the world of work • education • health • local government • news and documentaries • sport • drama and comedy • a younger audience between 8 - 14 • internet • conferences and other live translation situations 	<p>Evidence could be generated by observation of candidate translation or by you providing written or recorded evidence</p> <p>However, for a variety of reasons it may prove impossible to gather all the evidence in this way</p> <p>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</p>	

Requirements	Notes	References
<p>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.</p> <ul style="list-style-type: none"> • minimum specified in assessment summary requirements of each unit • can include cross referenced evidence to various learning outcomes and units throughout the assessment 	<p>Personal statements and reflective journals may be delivered in BSL or written English</p>	
<p>4. How to conduct assessment:</p> <ol style="list-style-type: none"> a) plan b) prepare c) carry out, make judgement and record d) give feedback, review and update plan e) repeat until completed to satisfaction 	<p>During the initial assessment planning interview, you and your assessor should try to identify as many opportunities for collecting naturally occurring evidence as possible</p> <p>If this proves impractical, then the assessor needs to record the reasons why this cannot be done</p>	<p>Record on assessment plan</p> <p>Record on CAR form</p> <p>DVD record log</p> <p>Record on feedback sheet</p>

Requirements	Notes	References
<p>5. Essay Guidelines</p> <p>2,500 words to be written on preparing for a job and evaluating work done (totalling 5,000 words).</p> <p>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</p> <p>Essays will be supported if all the following are attained:</p> <ul style="list-style-type: none"> • 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 appropriately used 		

<p>6. Principles of portfolio based assessment:</p> <ul style="list-style-type: none"> • 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 	<p>One piece of evidence can be used across one or more units and learning outcomes (see 3 above)</p> <ul style="list-style-type: none"> • 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 	<p>Assessment plan</p> <p>CAR forms</p> <p>Assessment and feedback sheet</p> <p>Assessment plan</p>
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Glossary of terms

Annotation	Refer to Translators' Notes below
Back translation	The process of translating a translated text back into the original language. The two versions in the source language can then be compared for accuracy. While this process can give an indication of the quality of the language translation, it is often problematic because variations between the original and back-translated texts may occur without the translated text necessarily being wrong.
Client	A person or organisation which commissions a translator to translate a written text from one language into another.
Code of conduct	The standards contain references to codes of conduct for translators. For a copy of current codes, please contact organisations which hold registers for translators: <ul style="list-style-type: none"> • the Institute of Translation and Interpreting • the Chartered Institute of Linguistics
Complex	'Complex' language as described in the standards refers to the use of complex sentences and structures, and specialized signs and expressions. 'Complex' can also refer to the nature of a task, e.g. a 'complex' discussion may involve several speakers/signers or a sensitive negotiation.
Corpus (plural corpora)	A collection of text(s) which is used for language analysis. A corpus can consist of monolingual material, e.g. in English only. It may also be multilingual, where material from more than one language is represented. The latter may also include original texts and their translations side-by-side. Translators often use corpora to search for the equivalent in the target language of source text terminology and phrases.
Domain	The field or area of work in which you translate, e.g. law, health, local government or business.
Format	The presentation of a text in a specific format. This often refers to a particular type of electronic format requested by the client, e.g. Word.
Glossary of terms	A list of words and their meanings. Translators may develop different glossaries for different subject areas or even clients.

Indemnity insurance	Insurance to protect translators against damages sought by clients, e.g. if they have made a mistake or are found to have been negligent while working as a translator. Professional indemnity insurance normally also covers legal costs.
Localisation	In the generic sense, the adjustment of the content and presentation of a translated text to the culture of the intended readership. More recently, this term has taken on a more specific meaning in the context of website and multi-media development. In the standards the term 'localisation' is used in the former sense of the word.
Language competence	The degree of language proficiency required to produce translations to a professional standard. For full information, see the language levels as described in the National Language Standards.
Language variant	Some languages have more than one national variant, which can vary significantly e.g. Castilian and Latin American Spanish; Metropolitan and African French; British and American English.
Principles of professional practice	The principles of professional practice summarise the common essentials of good practice in translation. They are distilled from the codes of good practice from registration bodies such as the Institute of Translation and Interpreting and the Chartered Institute of Linguists.
Register	<p>The term 'register' is used to describe the degree of formality in language use. Register is divided into five categories:</p> <ul style="list-style-type: none"> • frozen: e.g. the Lord's prayer, the wedding ceremony or the police caution • formal: e.g. official letters, court documents or instruction manuals • informal: e.g. letters or e-mails between colleagues who know each other well. <p>Register is of particular relevance to translators when the register used in the text and/or culture of the target language does not match that of the source language.</p>
Review	A review is often carried out at the end of the translation process. Once the text has been translated and revised, it is examined for accuracy and client requirements, e.g. how well the text meets the client's house style and domain conventions. Reviews are often carried out by a person who has not been involved with the translation process. This may be an

	experienced translator who is familiar with the subject matter and/or the client's business; or a person nominated by the organisation that commissioned the translation. The reviewer makes suggestions for improvement, e.g. on aspects such as inconsistencies, grammatical errors or inappropriate style. The translator uses these to revise the text.
Revise	The process of checking a draft translation for accuracy, appropriateness and coherence against the source text; and of making corrections to the translation.
Source language	The language in which the original text is written, e.g. English.
Target language	The language in which the translated text is produced, e.g. BSL.
Translators' notes	These are notes made by the translator to record aspects which are to be brought to the attention of or clarified with the client. This may be because the source text contains an ambiguity or error or to provide necessary information which cannot be produced in the translated text itself. These are often called annotations.
Variant	See language variant.
Translation	The production of a draft translation of a written document.
You	In the standards 'you' refers to the translator.



Portfolio Front Page

Signature Level 6

Diploma in Sign Language Translation

Name: _____

Registration Number: _____

Centre Name:

Centre Number:

Portfolio Signature Summary Sheet

	Name (Please print clearly)	Signature
Candidate		
Assessor		
Countersigning Assessor		
Internal Verifier (IV)		
Countersigning IV		
Witness 1*		
Witness 2*		

*This includes anyone who has provided a witness statement that has been used in the evidence e.g. co-worker

Sample Index to be sent / completed electronically and edited as appropriate

Unit	Contents	Page
	Portfolio Front Page Portfolio Signature Summary Sheet Candidate Profile Initial Assessment Plan Notes/emails from Assessment & Guidance Meetings Assessor Final Feedback Sheet Clip Log (and DVDs/USBs)	
IPRTA1	<ul style="list-style-type: none"> • • • 	
IPRTA2	CAR Mark Sheet (Speaker Controlled) Assessor's Feedback Sheet Preparation (add title & date to each prep line) Mark Sheet (Web/DVD) Assessor's Feedback Sheet Preparation Mark Sheet (Text) Assessor's Feedback Sheet Preparation Mark Sheet 4 (Any of the above) Assessor's Feedback Sheet Preparation Essay Mark Sheet/Assessor Feedback Essay	
PTRA3	CAR Mark Sheet (15m Speaker Controlled) Assessor's Feedback Evaluation Report (add title & date to each report line)	

	<p>Mark Sheet (30m Speaker Controlled)</p> <p>Assessor's Feedback</p> <p>Evaluation Report</p> <p>Mark Sheet (15m Web/DVD)</p> <p>Assessor's Feedback</p> <p>Evaluation Report</p> <p>Mark Sheet (15m Web/DVD)</p> <p>Assessor's Feedback</p> <p>Evaluation Report</p> <p>Mark Sheet (15m Text)</p> <p>Assessor's Feedback</p> <p>Evaluation Report</p> <p>Mark Sheet (15m Text)</p> <p>Assessor's Feedback</p> <p>Evaluation Report</p> <p>Mark Sheet (15m Any of the above)</p> <p>Assessor's Feedback</p> <p>Evaluation Report</p> <p>Mark Sheet (15m Any of the above)</p> <p>Assessor's Feedback</p> <p>Evaluation Report 8</p>	
PTRA4	<p>CAR</p> <p>Mark Sheet (Speaker Controlled)</p> <p>Assessor's Feedback</p> <p>Evaluation (add title & date to each evaluation line)</p> <p>Mark Sheet (Web/DVD)</p> <p>Assessor's Feedback</p> <p>Evaluation</p> <p>Mark Sheet (Text)</p> <p>Assessor's Feedback</p> <p>Evaluation</p> <p>Mark Sheet (Any of the above)</p> <p>Assessor's Feedback</p> <p>Evaluation</p> <p>Mark sheet/assessor feedback/comments</p>	

	PDP Reflective Journals	
INT6E1 Sight Translation	CAR Mark Sheet Assessors Feedback Sheet Copy of Document Mark Sheet Assessor's Feedback Sheet Copy of Document Mark Sheet Assessor's Feedback Sheet 3 Copy of Document 3	
	Copy of Standards Centre Paperwork (power points, learning agreement, team chart, policies etc)	

Form A1: Candidate Profile

Candidate Name:	Date:	
Assessor Name:	Venue:	
Candidate Signature:	Date:	
Assessor Signature:	Date:	
Internal Verifier Signature:	Report No:	Date:

Form A2: Initial Assessment Plan

Candidate name:		Date:	
Assessor name:		Venue:	
<p>Assessment Planning Meeting (record of discussion, Q&A, background etc. Include, as appropriate, specifics re; Units, AC's & LO's, assessment methods covered and evidence ref/title.)</p>			
<p>Action Plan (Include, as appropriate, specifics re; Units, AC's & LO's, assessment methods etc plus target dates)</p>			
Check list; tick or date as approp or carry forward as action point			
Induction when?		Health & Safety Policy	
Programme dates		Confidentiality & Malpractice Policies	
Programme Terms & Conditions		Equal Opportunities Policy	
Sample paper work		Complaints & Appeals Policy & Procedure	
Qualification Standards		Reasonable Adjustment	
Contact details		Learning Agreement	

Date and venue of next assessment planning meeting:	
Candidate signature:	Date:
Assessor signature:	Date:
Internal Verifier signature: If verified	Date:

Form A3: Assessment Plan

Candidate name:	Date:
Assessor name:	Venue:
Assessment Planning Meeting; (record of discussion e.g. review & update re current situation, action points, issues etc. Include, <i>as appropriate</i> , specifics re; Units, AC's & LO's, assessment methods covered and evidence ref/title.)	
Action Plan; (Include, <i>as appropriate</i> , specifics re; Units, AC's & LO's, assessment methods etc plus target dates)	

Date and venue of next assessment planning meeting:	
Candidate signature:	Date:
Assessor signature:	Date:
Internal Verifier signature: If verified	Date:

Form A4: Final Assessment Meeting

Candidate name:	Date:
Assessor name:	Venue:
Final Assessment Meeting <i>(record what has been discussed areas covered)</i> <i>Candidate's questions and Assessor's answers to be recorded.</i>	
Action Plan:	
Candidate signature:	Date:
Assessor signature:	Date:
Internal Verifier signature: If verified	Date:

Form A5: Live Observation Record

Level:	Venue:
	Evidence No:
Candidate Name:	Date:

Live observation situation:

Learning outcomes and assessment criteria met	Record of observation by assessor

Learning outcomes and assessment criteria met	Record of observation by assessor	
Questions by assessor on candidate's performance and learning outcomes and assessment criteria if applicable	Recorded answers	
Unit: Question		
Unit: Question		

Candidate Signature:	Date:	
Assessor Signature:	Date:	
Internal Verifier Signature:	Report No:	Date:

Form A6: Assessor Question and Answer Record Sheet

Qualification:	Venue:
Candidate name:	Date:

Describe situation:

Learning outcomes and assessment criteria met
Record of Assessor's questions and candidate's answers

Unit LO_ – AC – ___	Question
------------------------	----------

Answer

Unit LO_ – AC ___	Question
----------------------	----------

Answer

Candidate signature:	Date:	
Assessor signature:	Date:	
Internal Verifier signature:	Report No:	Date:

Form A7: Professional Discussion Record Sheet

Level:	Venue:
Candidate Name:	Date:

Contents to discuss with assessor:

Record of candidate's feedback

Candidate Signature:	Date:	
Assessor Signature:	Date:	
Internal Verifier:	Report No:	Date:

Form A8: Assessment and Feedback Record Sheet

Example for Unit PTR A1

Level:	Venue:	Ref:
Candidate Name:		Filmed Date:

Describe activity done by candidate:

Learning outcomes	Assessment criteria	Record of assessor feedback
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.	

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

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

Learning outcomes By the end of this unit of learning, the successful learner will:	Assessment criteria By the end of this unit of learning, the successful learner can:		Record of assessor feedback
translation companies and colleagues.	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 d) marketing systems.	

Assessor comments/additional feedback:	
Candidate signature:	Date:
Assessor signature:	Date:
Internal verifier comments and signature:	Date:

Form A9: DVD/USB Log

Disc No	Clip No	Portfolio Page No	Unit covered	Brief description of sample Title, group, range, technology used etc	Clip Duration Start/Finish
				Total minutes	

Candidate signature:	Date:	
Assessor signature:	Date:	
Internal verifier signature:	Report No:	Date:

Unit PTR A1 – 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 PTR A2 – Manage new translation assignments (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					2.1	2.2	2.3					2.4	3.1	3.2	3.3			
					a	b	c	d	e			a	b	c	d	e							

***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.

Unit PTR3 – 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
					a	b	c	d	e	a	b	c										

***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.

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

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.

Appendix B – Examples of Forms for Professional Use

Client Brief

1: Contact Details	
Name:	
Contact Person:	
Address:	
Phone:	
Best time to contact:	

2: Technical Specifications	
Source format:	
Duration of source material:	
Output media:	
Output format:	
Required output resolution:	
Other technical requirements:	
Captions required?	
Special effects required?	
If yes, please provide details:	

3: Important Dates	
Commencement date:	
Completion / delivery due:	
Other pertinent dates:	

4: Translation and Localisation Requirements	
Source language:	
Target language:	
Target language regional dialect:	
Intended Target Audience (TA):	
Intended ethnicity of TA:	
Content subject:	

Security requirements:	
------------------------	--

5: For Internal Use Only:	
Appointed main translator:	
Co-translator:	
Proof reader/Editor:	
Technician:	
Pre-production by:	
Signing recorded by:	
Post production by:	
Tech review by:	
Despatch:	

Appendix B – Examples of Forms for Professional Use Translation Contract

Contact Details/Address:

Tel:

Email:

Title or description of document

The parties hereto agree that the document in question is deemed to contain a total of _____ words/_____ minutes long.

Source language: English

Target language: British Sign Language

Deadline delivery:

Signed

Translator:

Date:

Client:

Date:

The Translator _____ and Client _____ hereby agree as follows:

1. Description of services.

The translator, as an independent contractor, will provide the following services.

(Identify item(s) to be translated and the particular services to be performed.)

Scheduled completion date is: _____

The translator shall make every effort to complete service(s) by the above date but

shall not be responsible for delays in completion caused by events beyond the Translator's control.

Method of delivery: BSL

Format of delivery:

2. Fee for services.

The client agrees to pay £_____ as Translator's fee for the above services. The due date for payment of fees under this agreement, shall be the date of billing for fees or costs. Any payments not received within 28 days of the due date will be deemed late and shall be subject to a 5% per month late charge.

3. Cancellation or withdrawal by Client

If the Client cancels or withdraws any portion of the item(s) described in paragraph 1 prior to the Translator's completion of services, a penalty of not less than 5% of the total fee will be payable.

4. Additional fees

Additional fees will be payable in the event of the following additional services being required:

- a. investigation, inquiry or research beyond that normal to a routine translation
- b. the Client makes changes in the items to be translated after the signing of this document
- c. the Translator is requested to make changes in the translation after the delivery because of the Client's personal preferences or vocabulary. Such changes are not required for accuracy.

5. Additional Costs

The Client will reimburse the Translator for any necessary out of pocket expenses that are not a normal part of the routine translation procedure.

6. Client's review of translation

Upon receipt of the translation from the Translator, the Client shall review it and within 30 days after receipt shall notify the Translator of any requested corrections or changes. The Translator shall correct, at no cost to client, any errors made by the Translator.

7. Confidentiality

All knowledge and information expressly identified in writing as confidential which the Translator acquires during the term of this Agreement shall be maintained in confidentiality by the Translator and shall not be divulged or published.

8. Copyright

Upon completion of all payments, the translation shall become the property of the client. The Translator has no obligation to take any steps to protect any copyright, trademark or other right of the client with respect to the translation.

9. Governing Law

This Agreement shall be governed by the laws of the United Kingdom.

10. Complete Agreement

This is the complete agreement of the parties. Any changes in this Agreement must be signed in writing by both parties. This agreement becomes a binding contract only upon signature by both parties and the delivery of fully signed copies to each party.

Translator: _____ Date: _____

Client: _____ Date: _____

Appendix B – Forms for Professional Use

Sign Off Form

1: Technical Specifications			
All technical details met in the final product?	Yes	No	If no, why?

2: Important Dates			
Commencement date achieved?	Yes	No	If no, why?
Completion date achieved?	Yes	No	If no, why?
Other pertinent dates achieved?	Yes	No	If no, why?

3: Translation and Localisation Requirements			
All translation and localisation specifications met in the final product?	Yes	No	If no, why?

4: For Internal Use Only			
Pre-production completed	Yes	No	If no, why?
Production completed	Yes	No	If no, why?
Post-production completed	Yes	No	If no, why?
Preliminary dispatch achieved	Yes	No	If no, why?
Final edit achieved	Yes	No	If no, why?
Despatched	Yes	No	If no, why?

Record of communication with Client/Manager	
Date	Reason

Signed off by allocated Translator or Editor:

Date:

Signed off by Manager or Client:

Date:

Acknowledgements

Signature is a key partner in the project Deaf Communications Infrastructure Development (DCID). The DCID Project is a project funded by the European Union's European Regional Development Fund through the EU Programme for Peace and Reconciliation (PEACE III) managed by the Special EU Programmes Body. It brings together a consortium of six public sector and not-for-profit organisations from Northern Ireland and the Republic of Ireland to address the critical shortage of communication professionals working with Deaf people to public sector services.

As part of this project, Signature has developed a new Level 6 qualification working with key staff who work in the field. Nominet Trust working with Action on Hearing Loss (formally RNID) and Signature, have developed a programme in 2 parts (first part induction style and second assessment) to support the qualification. A further programme will train people as assessors and verifiers.

The qualification is based on the National Occupational Standards in Translation. The evidence material for this new qualification was the result of a consultation with a project team carried out during 2010/11 which identified the key skills and knowledge required by Sign Language Translators to fulfil their role.

The project team for the first edition of the Level 6 Diploma in Sign Language Translation was:

Liz Burdess	Head of Awarding Portfolio - Signature
Lynn Delfosse	Head of Communication Training - Action on Hearing Loss
Robert Adam	Postgraduate Researcher - University College London
Christopher Stone	Researcher/Interpreter Co-ordinator- Deafness Cognition and Language Research Centre
Paul Bartlett	Project Officer- Signamic
Clara Allardyce	Production Manager - Signing Red Bee Media
Lesley McGilp	In-Vision Interpreter - Red Bee Media