



Ascentis Level 2 Certificate in

Preparing for the Community Interpreting Role

Specification

Ofqual Number	601/6263/6
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SUMMARY OF CHANGES

Version and Date	Change Detail	Section
V2 December 2024	AI statement added	Assessment and Verification arrangement
	Learner Declaration added	Tracking Sheets
V3 October 2025	Extended Review Date	Front Page

ABOUT ASCENTIS

Ascentis was originally established in 1975 as OCNW, a co-operative scheme between Universities and Colleges of Further Education. Ascentis was the first 'Open College' in the UK and served the needs of its members for over 34 years. Throughout this period, OCNW grew yet maintained its independence in order that it could continue to respond to the requirements of its customers and provide a consistently high standard of service to all centres across the country and in recent years, to its increasing cohorts of overseas learners.

In 2009 OCNW became Ascentis - a company limited by guarantee and a registered educational charity.

Ascentis is distinctive and unusual in that it is both:

- **an Awarding Organisation** regulated by the Office of Qualifications and Examinations Regulation (Ofqual, England), Council for the Curriculum, Examinations and Assessment (CCEA, Northern Ireland) and Qualifications Wales

and

- **an Access Validating Agency (AVA)** for 'Access to HE Programmes' licensed by the Quality Assurance Agency for Higher Education (QAA).

Ascentis is therefore able to offer a comprehensive ladder of opportunities to centres and their students, including Foundation Learning, vocational programmes and progressing to QAA recognised Access to HE qualifications. The flexible and adult-friendly ethos of Ascentis has resulted in centres throughout the UK choosing to run its qualifications.

ASCENTIS CONTACT DETAILS

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ASCENTIS LEVEL 2 CERTIFICATE IN PREPARING FOR THE COMMUNITY INTERPRETING ROLE

Introduction

The role of the Community Interpreter has become increasingly important, particularly in regions with many minority linguistic communities. The community interpreter acts as a bridge between these communities and the public services, enabling people to access provision and deal with situations which would otherwise be very difficult.

This qualification enables learners who are speakers of other languages to develop the language and skills necessary to go on and train as community interpreters at Level 3 and higher levels.

As with the Level 1 Award in Understanding Community Interpreting, this qualification is not a training course to become an interpreter. Those wishing to carry out paid work are advised to undertake training at Level 3 or higher.

There are several features of this qualification that make it very appropriate for its target learners:

- It allows the learners to understand how to go about getting voluntary bilingual work and supports them in optional voluntary placements enabling them to gain experience prior to undertaking higher level study in Community Interpreting
- The learners will look more closely at some of the aspects of language and other skills which they will need in order to be successful on community interpreting training schemes.
- Learners will develop personal skills such as assertiveness and listening skills which will support their future study and work as community interpreters.
- There will be an opportunity to further develop awareness and knowledge about public services in the UK
- Unit certification is available for each of the units
- Verification and certification can be offered throughout the year, allowing maximum flexibility for centres

Aims

The aims of the qualification are to enable learners

1. To develop public service awareness and knowledge
2. To develop language skills in preparation for training as community interpreters
3. To develop listening and assertiveness skills in preparation for further community interpreting study and work
4. To develop volunteering experience in the community

Target Group

This qualification is aimed at a range of learners, including

- Those who wish to train in the future to become community interpreters. It is not necessary for learners to have completed the Level 1 Award in Understanding Community Interpreting but this could be a progression route for those who have. It is particularly suited to those who need to develop their language skills and their public service knowledge
- Those who already have some voluntary interpreting experience in the community, or would like to gain some for further training in community interpreting
- Those who wish to gain further qualifications to enable them to work towards becoming a registered Community Interpreter

Regulation Codes

Ascentis Qualification Name: Ascentis Level 2 Certificate in Preparing for the Community Interpreting Role

Ofqual Qualification Number 601/6263/6

Rationale for the Rules of Combination

To achieve the Certificate learners must achieve a total of 13 credits. There is one optional unit and 4 mandatory units.

Rules of Combination

Ascentis Level 2 Certificate In Preparing For The Community Interpreting Role				
Minimum credits 13 Maximum credits 16 Minimum credit value at level of qualification or above 13				
Mandatory Units				
Credit from Mandatory Units				
Title	Level	Credit Value	GLH	Unit ref
Introduction to working as a Bilingual Volunteer	2	3	30	Y/507/2650
English Language for Community Interpreters	2	4	40	H/507/2652
Understanding Public Services in the UK	2	3	30	K/507/2653
Assertiveness and Listening Skills for Community Interpreters	2	3	30	Y/507/2654
Optional Unit				
Practical elements of working as a Bilingual Volunteer	2	3	30	D/507/2651
Credits from equivalent Units: Please contact the Ascentis office to request equivalences, and ask to speak to a member of the Qualifications Development Team.				
Credits from exemptions: Please contact the Ascentis office to request exemptions and ask to speak to a member of the Qualifications Development Team.				

All units are at Level 2 for achievement of the qualification.

Unit certification is available for all units.

Guided Learning Hours (GLH)

The recommended guided learning hours for this qualification are 130 - 160.

Total Qualification Time (TQT)

The total qualification time for the Level 2 Certificate in Preparing for the Community interpreting Role is 130-160.

Time Limit for the Process of Credit Accumulation and Exemptions

Credit accumulation is usually within the life span of the qualification. Exemptions may have been achieved previous to the qualification start date; each case will be considered separately.

Recommended Prior Knowledge, Attainment and/or Experience

There is no formal entry requirement for the qualification. However, centres will need to satisfy themselves that learners will be able to demonstrate the language skills and study skills necessary to achieve the learning outcomes.

Age Range of Qualification

This qualification is suitable for young people aged 16-19, but it is likely that most learners will be adults with life or work experience.

Opportunities for Progression

Learners may wish to progress onto the Ascentis Level 3 Certificate in Community Interpreting.

Resources to Support the Delivery of the Qualification

These are outlined in [Appendix 3](#).

Centre Recognition

This qualification can only be offered by centres recognised by Ascentis and approved to run this qualification. Details of the centre recognition and qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Qualification Approval

If your centre is already a recognised centre, you will need to complete and submit a qualification approval form to deliver this qualification. Details of the qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Registration

All learners must normally be registered with Ascentis within seven weeks of commencement of a course via the Ascentis electronic registration portal.

Status in England, Wales and Northern Ireland

This qualification is available in England, Wales and Northern Ireland. It is only offered in English. If a centre based overseas (including Scotland) would like to offer this qualification, they should make an enquiry to Ascentis.

Reasonable Adjustments and Special Considerations

In the development of this qualification Ascentis has made every attempt to ensure that there are no unnecessary barriers to achievement. For learners with particular requirements reasonable adjustments may be made in order that they can have fair assessment and demonstrate attainment. There are also arrangements for special consideration for any learner suffering illness, injury or indisposition. Full details of the reasonable adjustments and special considerations are available from the Resources/Key Documents area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

Enquiries and Appeals Procedure

Ascentis has an appeals procedure in accordance with the regulatory arrangements in the Ofqual *General Conditions of Recognition*¹. Full details of this procedure, including how to make an application, are available from the Resources/Key Documents area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

¹ The Scottish Qualifications Authority (SQA) has developed some high level principles that cover the same requirements as the Ofqual Conditions. These are the SQA *Accreditation's Regulatory Principles* (2014).

ASSESSMENT AND VERIFICATION ARRANGEMENTS

Assessment

All units are internally assessed through the learner building up a portfolio of evidence that covers the relevant assessment criteria, internally assessed and verified by the centre and then externally verified by Ascentis. In addition learners may obtain a placement as a bilingual volunteer with a relevant organisation. This will provide invaluable experience for those wishing to undertake the Level 3 Community Interpreting qualification.

On completion of the learners' evidence for either the individual units or the certificate, the assessor is required to complete the Summary Record of Achievement for each learner. The Summary Record of Achievement asks assessors and the internal verifier to confirm that the rules of combination have been followed. The Summary Record of Achievement form is provided in [Appendix 1](#).

Centres are required to retain all evidence from all learners for external verification and for 4 weeks afterwards should any appeal be made.

Internal Assessment

Evidence for each unit is through building up a portfolio of evidence to demonstrate that all the assessment criteria within the unit have been achieved. The evidence will be assessed by the assessor at the centre, who may or may not be the tutor teaching the course.

Portfolios of evidence should include a variety of evidence to demonstrate that the assessment criteria for each unit have been met. Examples of evidence that could be included are

- Observation record
- Questions and discussions
- Photographs
- Video recordings
- Worksheets
- Audio recordings
- Self assessments

If the learner fails to meet the assessment criteria on the first attempt at an activity, they may redraft the work following feedback given by the tutor. However, tutors must not correct the work of the learner, and all feedback given by the tutor must be included within the learner's evidence.

Learners' portfolio work should include a tracking sheet to show where the evidence for each assessment criterion is to be found. Some activities could produce evidence for more than one unit, which is acceptable as long as there is clear reference to this on the tracking sheet. Examples of tracking sheets are found in Appendix 2.

The Use of Artificial Intelligence (AI) in Assessments

There are potential risks associated with the use of AI in assessments, such as the possibility of bias and the potential for cheating.

Centres are expected to detect and monitor the use of AI tools in assessments. Centres must be satisfied that the work provided is that of the learner. All learners must be aware that they are responsible for ensuring they are not cheating in assessments by using AI tools. All learners must cite the use of AI in their assessments where this is allowed.

Verification

Internal Verification

Internal verification is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards i.e. consistently and reliably. Internal verification activities will include: ensuring any stimulus or materials used for the purposes of assessment are fit for purpose; sampling assessments; standardisation of assessment decisions; standardisation of internal verification decisions. Internal Verifiers are also responsible for supporting assessors by providing constructive advice and guidance in relation to the qualification delivered.

Further information is available from the Resources/Key Documents section of the Ascentis website www.ascentis.co.uk

External Verification

Recognised centres will be visited in accordance with a verification model that is considered most appropriate for the provision. More frequent verifications can be requested from the Ascentis Quality Assurance team, for which there is usually an additional charge. External verification will usually focus on the following areas:

- A review of the centre's management of the regulated provision
- The levels of resources to support the delivery of the qualification, including both physical resources and staffing
- Ensuring the centre is using appropriate assessment methods and making appropriate assessment decisions according to Ascentis' requirements
- Ensuring the centre has appropriate internal quality assurance arrangements as outlined within the relevant qualification specification
- Checking that the centre is using appropriate administrative arrangements to support the function of delivery and assessment

External Verifiers will usually do this through discussion with the centre management team; assessment and Internal Quality Assurance staff; verifying a sample of learners' evidence; talking to learners, reviewing relevant centre documentation and systems.

Knowledge, Understanding and Skills required of Assessors and Internal Verifiers

Assessors of this qualification should have a theoretical understanding of Community Interpreting which should ideally have been gained through previous work experience or through placements in the sector as well as experience in bilingual settings.

Centres are responsible for ensuring that all staff involved in the delivery of the qualification are appropriately qualified. Ascentis will not be held responsible for any issues that relate to centre staffing which could impact on the successful delivery, assessment and internal quality assurance of our qualifications.

Those delivering the qualification should preferably hold or be working towards a recognised teaching qualification. Assessors must be able to make appropriate assessment decisions. Internal Quality Assurers need to have knowledge and experience of the internal quality assurance processes.

Centres are required to ensure that appropriate training and support is in place for staff involved in the delivery, assessment and internal verification of Ascentis qualifications.

Ascentis offers free support for centres. Further information on the support that is available can be found on the Ascentis electronic portal or the Ascentis website.

UNIT SPECIFICATIONS

Unit Title: Introduction to working as a bilingual volunteer

Unit Reference Number: Y/507/2650

Credit Value of Unit 3

GLH of Unit 30

Level of Unit 2

Introduction

In this unit learners will demonstrate their awareness of how and where bilingual volunteers work and prepare for their own voluntary placements.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand the different types of organisations which use bilingual volunteers	1.1 Give two examples of voluntary organisations in the local area which use bilingual volunteers
	1.2 Give two examples of statutory organisations in the local area which use bilingual volunteers
	1.3 Research the types of roles that bilingual volunteers could undertake in each of these organisations
	1.4 List and evaluate research sources used
2 Understand the advantages and disadvantages to volunteering	2.1 List the advantages and disadvantages for an organisation of using volunteers
	2.2 List the advantages and disadvantages for a bilingual volunteer when working for an organisation
	2.3 List the advantages and disadvantages for an organisation in having bilingual volunteers
3 Understand how to prepare for bilingual volunteering in the chosen organisation	3.1 Describe an organisation which would be suitable for a bilingual volunteer
	3.2 Record the steps one would take to secure a voluntary placement in the chosen organisation

Different types of organisations that might use volunteers

- Introduce learners to the concept of public services which are statutory e.g. educational establishments, Job Centres, Housing Offices in councils etc. and those which are not e.g. community organisations, citizen's advice bureaux, law centres, charities.
- Where possible it is most useful if learners refer to the local area when giving examples as this is part of their preparation for finding a voluntary placement
- Volunteers may be used in some or all organisations but are most often used in voluntary ones. Learners should be encouraged to explore how they could be used in a bilingual capacity in an organisation
- Learners should keep a record of the sources they use for this research and evaluate their effectiveness. Learners should discuss or describe the research sources used. It should be pointed out that this is an important skill when studying community interpreting and also when preparing for real interpreting assignments in the future.

Advantages and disadvantages to volunteering

These should be listed for general volunteering as well as bilingual volunteering.

Advantages might include:

- Organisations able to help more people
- Simple tasks may be done by volunteers leaving more experienced/qualified staff for more complex issues, bilingual volunteers may bring knowledge and awareness of the communities
- Ability to communicate with speakers of other languages may be increased and simple information can be obtained in the mother tongue
- Volunteers gain valuable experience and can develop their skills and knowledge for further work and study.

Disadvantages might include

- The difficulty of getting volunteers to attend regularly
- Volunteers not understanding their limitations and boundaries
- Volunteers not having high level language skills to help effectively in a bilingual capacity
- Organisations' staff over-stretched and so unable to supervise volunteers effectively
- Organisations without a strategy and experience for supporting volunteers.

Preparing for bilingual volunteering

Learners will describe the organisation in which they intend to volunteer wherever possible.

Learners should log the actions and stages they went through to secure a placement.

N.B. Unless the learners already had a placement at the start of the course or it is envisaged finding placements will be easy, some of this unit could be developed as a pre-course task and learners encouraged to start looking for a placement and keeping a record as they go along prior to starting a course.

Assessment Method

This unit is assessed by a portfolio of evidence.

UNIT SPECIFICATIONS

Unit Title: Practical elements of working as a bilingual volunteer (optional unit)

Unit Reference Number: D/507/2651

Credit Value of Unit 3

GLH of Unit 30

Level of Unit 2

Introduction

In this unit learners will demonstrate their understanding of their roles and responsibilities on a voluntary bilingual placement and to keep reflective records of what they learn from the experience in preparation for further interpreter training.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand the recruitment process for bilingual volunteers for a relevant organisation	1.1 Describe the steps which a bilingual volunteer would follow in order to obtain a placement with the chosen organisation
	1.2 Describe the induction process offered to new volunteers by the chosen organisation
	1.3 List the terms, conditions or agreements which would apply to a bilingual volunteer in the chosen organisation
2 Understand the role and responsibilities of a bilingual volunteer in the chosen organisation	2.1 Describe the role of a bilingual volunteer in the chosen organisation
	2.2 List the main responsibilities of a bilingual volunteer in the chosen organisation
	2.3 Outline the tasks which would not be appropriate for the bilingual volunteer to deal with and explain the reasons for this
	2.4 Describe the support and supervision procedures for bilingual volunteers within the chosen organisation
3 Understand the structure and function of the chosen organisation	3.1 Describe the status and funding arrangements of the chosen organisation
	3.2 Describe the structure of the staffing and line management responsibilities within the chosen organisation
	3.3 Describe the services offered by the chosen organisation and the main target groups
4 Evaluate own performance as a bilingual volunteer	4.1 Identify own strengths and development needs as a bilingual volunteer in the chosen organisation

Indicative Content

Recruitment process for bilingual volunteers

Organisations which use volunteers may have recruitment drives perhaps including newspaper advertisements or publicity materials at local events, relationships with local council for voluntary services (CVS), and may carry out formal or informal interview and inductions. Learners should outline the above in relation to their chosen organisation as well as the information on any volunteer job description or volunteer agreement. If this does not exist in the chosen organisation the tutor may wish to provide a draft document which the learner could take, agree and sign with the organisation.

Roles and responsibilities of bilingual volunteers

This may also be part of the volunteer job description or agreement. Learners should complete a document which describes the tasks which they will be carrying out. These should be tasks where the learners' bilingual skills will be used – ideally in simple interpreting situations e.g. answering the phone, filling out forms, sight translating simple documents and leaflets, letters etc. accompanying clients to straightforward appointments, examples of which could include joining the library, reporting lost property, routine medical tests such as blood tests. Learners should never be placed in a situation that would be inappropriate for a bilingual volunteer.

Learners should also obtain details of the organisation's procedures for supporting and supervising volunteers.

Structure and function of the chosen organisation

Learners could complete a written or oral presentation covering the issues listed in the assessment criteria. This may include staffing and organisational charts, reports, and mission statements. Learners may need help formulating questions to ask to gain the required information as well as who to ask in the organisation if information is not immediately evident.

Reflection and evaluation of own performance

Learners should keep a reflective log of the volunteering activities undertaken. It is expected that no less than 20 hours of volunteering be undertaken, though more important than the amount of time is the range of experience gained. A regular slot over a number of weeks in an organisation that deals with a range of issues would be ideal.

Assessment Method

This unit is assessed by a portfolio of evidence.

UNIT SPECIFICATIONS

Unit Title: English language for community interpreters

Unit Reference Number: H/507/2652

Credit Value of Unit 4

GLH of Unit 40

Level of Unit 2

Introduction

In this unit the learner will demonstrate understanding of how language changes according to context and the significance of this to future interpreting study and practice.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand the meaning and significance of register to a community interpreter	1.1 Define the meaning of register 1.2 Explain the significance of register to a community interpreter 1.3 Compare register in English with that of the target language
2 Understand the features of the English language that identify the level of formality of spoken utterance or written word	2.1 List language items which indicate formality, informality and politeness 2.2 Use etymology to recognise vocabulary that indicates formality and informality 2.3 Recognise a range of slang and colloquialisms and identify their more formal synonyms 2.4 Recognise a range of phrasal verbs and idioms and their meanings including giving more formal synonyms
3 Understand the importance of using inclusive language	3.1 Recognise and use inclusive language
4 Use formal grammatical structures in English accurately	4.1 Recognise and use formal grammatical structures in English
5 Know how to summarise a piece of text	5.1 Identify and sequence the stages for summarising a text 5.2 Summarise a short text 5.3 Identify the stages of paraphrasing a text 5.4 Paraphrase at least three short texts
6 Understand what is meant by plagiarism and how it can be avoided	6.1 Describe plagiarism 6.2 Identify at least two reasons why plagiarism should be avoided

Indicative Content

Meaning and significance of register

At its most basic it is the way people speak either formally or informally. Degrees of formality include: family and friends (very informal); familiar professional – teacher or GP (more formal); unfamiliar professional – consultant, solicitor (still more formal); police or court (most formal).

Register may also include degrees of politeness.

Register used in interpreting needs to include discussion about accuracy and interpreting the whole message. There should also be discussion about ensuring intelligibility for the client, for example a younger client may be more comfortable with informal vocabulary e.g. for stomach – tummy, belly.

Learners need to demonstrate awareness of how formality is achieved in the target language.

Language items that indicate formality and informality

These should include: Greetings/salutations, titles, valedictions, language structures, slang and swearing, colloquialisms, idioms and other figurative language (phrasal verbs, metaphors, proverbs), abbreviations, contractions (mostly in written texts), vocabulary (unusual vocabulary or words from other languages that may indicate formality), jargon (may indicate formality in some circumstances unfamiliar to the client). Etymology can be discussed in class and learners should be encouraged to research various terms related to formality/informality.

Inclusive language

Interpreters need to be aware how language used can be deliberately tailored by the speaker so as not to exclude certain groups in society. Work could be done here on gender-neutral language, inclusive language for those with disabilities or from ethnically or linguistically diverse communities, LGBT communities etc. There should be discussion about what would be an appropriate way to tackle inclusive language in English especially when no equivalent is available in the target language.

More formal grammatical structures in English

More complex grammatical structures might include: the passive voice; use of the more complex conditionals especially where the subjunctive is used 'if I were to give you this book would you read it?' the use of 'one' as a gender neutral pronoun 'one's experience shapes one's attitude' especially to avoid the use of the first person 'one always hopes for the best'.

Summarising, paraphrasing and plagiarism

Learners can find it hard to put things into their own words when they are asked to research around public services and community organisations for example. This can make it hard to tell if they have understood the content they have read. They should be encouraged to summarise longer texts – useful for including in their own research/reports/presentations. Pulling out the main points of a text will also help to prepare them for sight translation of documents in the future.

Paraphrasing shorter pieces of text can be a useful skill to develop for the future production of bilingual glossaries where definitions of public service terms may not have a direct equivalent and may need a short explanation.

At this stage the avoidance of plagiarism is probably most relevant in order for learners to be able to demonstrate their own understanding for assessment purposes. It also prepares them for further academic study where plagiarism would prevent their academic success.

Assessment Method

This unit is assessed by a portfolio of evidence.

UNIT SPECIFICATIONS

Unit Title: Understanding public services in the UK

Unit Reference Number: K/507/2653

Credit Value of Unit 3

GLH of Unit 30

Level of Unit 2

Introduction

In this unit learners will demonstrate their knowledge of the public services in which community interpreters are likely to work, with a particular emphasis on some of the linguistic challenges when interpreting in public services.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand the public service situations in which a community interpreter might work	1.1 Identify two situations in which the community interpreter might be asked to interpret for each of the following services: health, education, social services, immigration, housing and benefits 1.2 Identify the service provider in each situation
2 Understand the concept of public service terminology in the UK	2.1 Define 'terminology' in the context of public services, giving examples 2.2 Identify words which are public service terms as distinct from words which are everyday vocabulary items 2.3 Give examples of abbreviations used in public services, saying what they stand for and how they would be used by a community interpreter 2.4 Give examples of acronyms used in public services, saying what they stand for and how they would be used by a community interpreter
3 Understand the meaning of public service terms	3.1 Describe ways in which to research the meaning of public service terms 3.2 Explain the advantages and disadvantages of each research method 3.3 Define a given list of public service terms in English in own words 3.4 Give two examples of difficulties that could arise when transferring meaning into another language

Indicative Content

Public service situations

Within the listed public services which represent those in which a community interpreter might be employed to work, learners identify specific scenarios in which they could be called to interpret in the future. Examples might include:

- Registering with a GP
- Making a benefits claim
- Appealing a school admission decision
- Changing a hospital appointment
- Attending a hospital physiotherapy appointment
- Reporting a repair to the Housing Office
- Applying to be considered for a family reunion
- Being present during a needs assessment visit for someone with physical disabilities

Learners should also research and identify the service provider(s) that would be likely to be represented in each case, identifying which staff might be involved.

The concept of terminology in public service terminology

Following discussion about specialist terms used in public services, learners should be given a chance to identify which are everyday vocabulary words and which are specialist terms in a document e.g. a leaflet. The context will be needed in most cases to be sure, especially when words are used as public service terms e.g. 'exclusion', 'statement', or used in more than one service with different meanings e.g. 'detention'.

Learners need to be able to demonstrate awareness and understanding of the role played by abbreviations and acronyms in public service jargon. They need to demonstrate when the term would never be used in full or when the full version and the abbreviation are interchangeable. 'GCSE', 'HIV/AIDS' for example, are rarely, if ever, used in full whereas 'HE', 'FE' and 'GP' are more interchangeable. Learners also need to demonstrate an awareness of how an abbreviation is actually said and sounds – e.g. 'ESOL', 'NVQ', 'Ofsted', 'PALS' and be able to make a record of this for future reference.

The meaning of public service terms

Learners will need to research the meanings of given terms from public services and decide if there is a direct equivalent translation in their own language. If not, they will need to judge how best to give a short explanation for the term. Many terms do not exist directly in other languages, usually because of different or non-existent public services in other countries. Learners should also keep a record of the sources they used to research current terms and say which they found the most useful and why.

Assessment Method

This unit is assessed by a portfolio of evidence.

UNIT SPECIFICATIONS

Unit Title: Assertiveness and listening skills for community interpreters

Unit Reference Number: Y/507/2654

Credit Value of Unit 3

GLH of Unit 30

Level of Unit 2

Introduction

In this unit learners will explore the need to develop assertiveness skills and the importance of listening skills to a community interpreter.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand the meaning and importance of assertiveness in the context of community interpreting	1.1 Define assertiveness
	1.2 Outline key factors in assertiveness including potential benefits
	1.3 Describe the importance of assertiveness for the work of a community interpreter
	1.4 Describe the attitudes and expectations relating to assertiveness in own culture
2 Understand how to use assertiveness skills effectively in dealing with challenging situations in the context of community interpreting	2.1 Describe situations in which assertiveness skills might be needed within the context of community interpreting
	2.2 Demonstrate assertiveness skills in a range of simulated situations
	2.3 Reflect on own performance and feedback to others
3 Understand the different ways in which people listen in different community interpreting situations	3.1 List different ways in which people listen
	3.2 Listen for specific information
	3.3 Listen for general information
	3.4 Listen for assumptions, inference and attitude within the context of community interpreting

Understanding the role of assertiveness in the work of a community interpreter

There should be a discussion of assertiveness .v. aggressiveness and the type of behaviour that is considered to be assertive. General situations need to be discussed before looking at the specific role in community interpreting. Learners need to understand the importance for the community interpreter of assertiveness in bridging the language gap and possibly power gap between client and service provider. Learners will probably need to discuss their own attitude to assertive behaviour and that in their community- perhaps with particular reference to gender and social status.

Using assertiveness skills

Situations should be discussed where assertive behaviour might be valuable in a range of everyday contexts e.g.

- Complaining about a service received
- Negotiating a refund
- Taking something back to a shop
- Telephoning about an incorrect order or late delivery
- Someone complaining about a service you have given

These scenarios should be practised so learners can hear themselves being assertive in a safe environment and can evaluate their own performance.

Learners should discuss what challenging situations might arise in the context of community interpreting. They should consider examples of challenging scenarios in the context of community interpreting.

Listening skills

Learners need to analyse the different ways in which they might listen in various situations and how this might affect their future interpreting work. For interpreters this is broadly listening for specific information and for detail, listening for general information when 'summarising', listening for clues through intonation as to people's attitudes and feelings in order to interpret the whole message and to pre-empt any problems that may arise.

For example:

<https://www.teachingenglish.org.uk/article/inference>

Assessment Method

This unit is assessed by a portfolio of evidence.

APPENDIX 1

Summary Record of Achievement

Level 2 Certificate in Preparing for the Community Interpreting Role

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Introduction to working as a bilingual volunteer	2	3			
Practical elements of working as a bilingual volunteer (optional unit)	2	3			
English Language for Community Interpreters	2	4			
Understanding Public Services in the UK	2	3			
Assertiveness and Listening Skills for Community Interpreters	2	3			

Learner Name _____

Minimum Credit Value of Qualification 13

I confirm that the minimum number of credits at the appropriate level have been achieved in order for a claim for certification to be made. I can confirm that the credit has been achieved from the correct combination of mandatory units as specified within the Rules of Combination.

The evidence below has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Assessor Signature _____

Internal Verifier Signature (if sampled) _____

APPENDIX 2

Tracking Sheet

Introduction to working as a bilingual volunteer

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Give two examples of voluntary organisations in the local area which use bilingual volunteers				
1.2 Give two examples of statutory organisations in the local area which use bilingual volunteers				
1.3 Research the types of roles that bilingual volunteers could undertake in each of these organisations				
1.4 List and evaluate research sources used				
2.1 List the advantages and disadvantages for an organisation of using volunteers				
2.2 List the advantages and disadvantages for a bilingual volunteer when working for an organisation				
2.3 List the advantages and disadvantages for an organisation in having bilingual				
3.1 Describe an organisation which would be suitable for a bilingual volunteer				
3.2 Record the steps one would take to secure a voluntary placement in the chosen organisation				

Declaration of Authentication

Declaration by Learner:

I confirm that the evidence provided for assessment within these units is a result of my own work.

I understand that my work may be invalidated if I have submitted evidence that does not belong to me.

Signature of Learner _____ Date _____

Tracking Sheet

Practical elements of working as a bilingual volunteer (optional unit)

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Describe the steps which a bilingual volunteer would follow in order to obtain a placement with the chosen organisation				
1.2 Describe the induction process offered to new volunteers by the chosen organisation				
1.3 List the terms, conditions or agreements which would apply to a bilingual volunteer in the chosen organisation				
2.1 Describe the role of a bilingual volunteer in the chosen organisation				
2.2 List the main responsibilities of a bilingual volunteer in the chosen organisation				
2.3 Outline the tasks which would not be appropriate for the bilingual volunteer to deal with and explain the reasons for this				
2.4 Describe the support and supervision procedures for bilingual volunteers within the chosen organisation				
3.1 Describe the status and funding arrangements of the chosen organisation				
3.2 Describe the structure of the staffing and line management responsibilities within the chosen organisation				
3.3 Describe the services offered by the chosen organisation and the main target groups				
4.1 Identify own strengths and development needs as a bilingual volunteer in the chosen organisation				

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APPENDIX 2

Tracking Sheet

English Language for Community Interpreters

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Define the meaning of register				
1.2 Explain the significance of register to a community interpreter				
1.3 Compare register in English with that of the target language				
2.1 List language items which indicate formality, informality, politeness				
2.2 Use etymology to recognise vocabulary that indicates formality and informality				
2.3 Recognise a range of slang and colloquialisms and identify their more formal synonyms				
2.4 Recognise a range of phrasal verbs and idioms and their meanings including giving more formal synonyms				
3.1 Recognise and use inclusive language				
4.1 Recognise and use formal grammatical structures in English				
5.1 Identify and sequence the stages for summarising a text				
5.2 Summarise a short text				
5.3 Identify the stages of paraphrasing a text				
5.4 Paraphrase at least three short texts				
6.1 Describe plagiarism				
6.2 Identify at least two reasons why plagiarism should be avoided				

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APPENDIX 2

Tracking Sheet

Understanding Public Services in the UK

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Identify two situations in which the community interpreter might be asked to interpret for each of the following services: health, education, social services, immigration, housing and				
1.2 Identify the service provider in each case				
2.1 Define 'terminology' in the context of public services, giving examples				
2.2 Identify words which are public service terms as distinct from words which are everyday vocabulary items				
2.3 Give examples of abbreviations used in public services, saying what they stand for and how they would be used by a community interpreter				
2.4 Give examples of acronyms used in public services, saying what they stand for and how they would be used by a community interpreter				
3.1 Describe ways in which to research the meaning of public service terms				
3.2 Explain the advantages and disadvantages of each research method				
3.3 Define a given list of public service terms in English in own words				
3.4 Give two examples of difficulties that could arise when transferring meaning into another language				

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Tracking Sheet

Assertiveness and Listening Skills for Community Interpreters

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Define assertiveness				
1.2 Outline key factors in assertiveness including potential benefits				
1.3 Describe the importance of assertiveness for the work of a community interpreter				
1.4 Describe the attitudes and expectations relating to assertiveness in own culture				
2.1 Describe situations in which assertiveness skills might be needed within the context of community interpreting				
2.2 Demonstrate assertiveness skills in a range of simulated situations				
2.3 Reflect on own performance and feedback to others				
3.1 List different ways in which people listen				
3.2 Listen for specific information				
3.3 Listen for general information				
3.4 Listen for assumptions, inference and attitude within the context of community interpreting				

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Useful websites

www.ncvo.org.uk **National Council for Voluntary Organisations**

NCVO is the umbrella body for the voluntary and community sector in England. It provides advice and support for all aspects of volunteering on a wide range of topics and in a variety of formats.

www.gov.uk **Website for government services and information**

The website for all government departments and many agencies and public bodies have been merged into Gov.uk. This is the website to find government services and information.