



Course Information

**Level 6 Diploma in
Sign Language
Interpreting Studies
2016-2018**

Introduction

Welcome to the Level 6 Diploma in Sign Language Interpreting Studies. Thank you for choosing Deafness Support Network (DSN) to provide you with this training course.

Your aim is to demonstrate competence of interpreting theories and a diverse range of skills. This means that you will be able to work and/or train as an interpreter so that you are able to function with the high level standards expected.

This Diploma is a taught qualification rather than an NVQ and requires to achieve a set number of assessments/examinations and assignments in order to qualify and uses the National Occupational Standards in Interpreting (CILT, 2006), which defines competent performance in interpreting.

You will be awarded with an iBSL accredited qualification for Level 6 Diploma in Sign Language Interpreting after your successful completion of the nine units in total (seven mandatory units and two out of five optional units).

This pack contains important information about your qualification along with information to support the achievement of your qualification.

The **Diploma** aims to develop you with excelled breadth and depth of knowledge – students who flourish physically, intellectually, emotionally and ethically.

This Diploma is based on comprising theory of knowledge, creativity, activity, service and the extended essay. Through the Diploma core, this will reflect on the nature of knowledge, complete independent research and undertake a project that often involves community service.

With a diploma qualification the academic emphasis is placed on a more practical approach to learning.

Your qualification

The aim of this qualification is to promote underpinning knowledge, understanding of interpreting theories and a diverse range of skills required for those who are working and/or training as interpreters so that they are able to function with the high level standards expected of them.

The SKillsCfA, the UK standards setting organisation for languages, requires that you achieve language competencies in the languages which are intended to be used in your interpreting role(s) before embarking on this programme.

Diploma Structure and Units

To be awarded a Level 6 Diploma in Sign Language Interpreting Studies you must achieve nine units in total (seven mandatory units and two out of five optional units) in order to be awarded the full qualification.

The qualification has a total of 88 credits and the table below outlines the units that make up the Diploma.

Mandatory or Optional	Unit Title	Guided Learning Hours	Self directed learning hours	dedicated assessment time	Assessment How many
Mandatory INTA1	Principles & Theories Supporting the Practice of Interpreting	25	40	15	2
Mandatory INTA2	Interpret Using Technology	25	40	15	3
Mandatory INTA3	Work with Other Interpreters	25	40	15	2
Mandatory INTA4	Interpreting Linguistics Practice & Theory	25	40	15	2
Mandatory INTA5	Prepare for Interpreting Assignments	25	40	15	2
Mandatory INTA6	Perform Assignments as an Interpreter	40	160	40	5
Mandatory INTA7	Develop one's Performance as a Professional Interpreter	25	40	15	3
Optional INTA8	Interpret Using DeafBlind Communication	25	40	15	3
Optional INTA12	Translate Written English into Sign Language	25	40	15	3
Optional INTA13	Produce Written Language from a Signed Passage	25	40	15	3
Optional INTA14	Interpret between two signed languages	25	40	15	3
Optional INTA15	Interpret within the same Signed Language	25	40	15	3

What Delivery Methods will be used?

There will be a number of different delivery methods that will be used, these will give you the opportunity to experience first hand some of the different situations or scenarios that as an interpreter you may experience. These will include a trip to the theatre to witness how an interpreter would interpret a show, a visit to a police station to establish an understanding of the procedures and what would be expected of an interpreter. Also there will be many opportunities given to be involved in live scenarios, with the support of a qualified interpreter.

How do I achieve my Diploma?

To achieve your Diploma you are required to collect evidence in a coursework file. This may be either paper-based or an electronic file in an approved format. Achievement can be demonstrated through a variety of assessment or examination tasks, which may include written or signed essays. Wherever possible, particularly where you will be required to perform tasks, these will be work based. In order to achieve the required evidence it is strongly recommended that you register as a Trainee interpreter with the NRCPD at the beginning of the Diploma.

What will the duration of the course be?

This is a part time course, which will be approximately 10 hours per week over a two year period, this includes time for the classroom learning and also distance learning. This would include exercises such as, revision and self development.

What evidence needs to be included in my coursework?

The series of assessments, examinations, tasks, written or signed essays and online assessment may take place across a variety of evidence-generating locations. These include workplace activities, classroom activities, community activities and through private study, and these locations must be agreed with your teacher-Assessor. A large number of the assessments and tasks need to

be observed and you will either use your teacher-assessor for this, or some other suitably qualified person with the Teacher-Assessor approval.

You must provide evidence of your work in a minimum of two of the following domains:

- Business and the world of work (including Media)
- Education
- Health
- Local Government
- Community

Your evidence will include the following, depending on the unit:

- Observation reports
- Oral/written questions and answers
- Computer based-tasks
- Written or signed essays
- Witness statements
- Recorded evidence (audio & video)
- Case studies/assignments
- Other suitable supplementary evidence
- Final “Live” assessment in the presence of an ISBL External Examiner or Independent Assessor.

Can my colleagues provide my witness statements?

Yes, but it is essential to be a Witness of interpreting performances, such a person must have:

- Preferably a qualification and experience as an assessor in interpreting
- Sufficient expertise in language and interpreting to enable them to carry out assessment decisions
- Relevant experience of working as interpreters

- In-depth knowledge of the interpreting standards
- An understanding of what constitutes competence-based assessments

How will I be assessed?

The IBSL Level 6 Diploma in Sign Language Interpreting Studies is not an NVQ. Nonetheless, it is a vocational qualification and needs to have consistent and appropriate quality control in the assessment and marking process.

Due to this being classified as a taught qualification, the key people on the teaching programme are termed Teacher-Assessors. There may be more than one on the programme, with a Lead Teacher-Assessor. There may also be specialist assessors within the team who are not qualified teachers – they may have, for example, translation skills or skills more appropriate to certain units, e.g. linguistics, or may be interpreters supporting the Lead Teacher-Assessor.

For the teaching of this qualification, it is essential that the Teacher-Assessors should have occupational expertise. They must have:

- A qualification or training as an assessor or moderator
- Language and/or interpreting skills accredited to a minimum of Level 4
- Up to date knowledge of interpreting and/or language/specialist skills demonstrated by a record of continuous professional development
- Relevant experience of working as interpreters, translators or linguists
- In –depth knowledge of the interpreting standards
- An understanding of what constitutes competence-based assessments

How is my Knowledge and Understanding evidenced?

You will provide evidence to prove your skills, knowledge and understanding. Knowledge and understanding is not assessed separately but is contained in much of the assessment criteria, especially those which require written essays on principles, practices and theories.

However, there are some key criteria which apply throughout the qualification and all units. Without these key criteria, no person can effectively acquire the principles, knowledge and understanding required to qualify and perform as an interpreter.

These key criteria are:

- The languages in which you interpret, with the ability to function at Level 6 in your declared sign language, and if you choose the following options INTA8, INTA14 and/or INTA15, then you also need to demonstrate your ability to function at Level 6 in your declared second language.
- The process of interpreting from one language into another or between variations of the same signed language and how to overcome the impact of the differences between languages or language variations, including through sight translations.
- The cultures of the languages or language variations in which you interpret and their conventions for communication, and the implications of these aspects for the planning of the interpreting assignment.
- The use of register and the transfer from one language to another, or from one language variation to another.
- The various modes of interpreting, with particular regard to the consecutive and simultaneous modes.
- Techniques to anticipate the type and degree of difficulty of the assignment and the clients and the users' needs.
- Techniques to deliver effective communication between the source and target language or language variation users.
- Techniques to manage the process of communication, whether one-way or two-way, if it breaks down because:
 - a. You need to check the meaning

- b. The degree of complexity, technicality or emotional charge is beyond your ability to deal with it
 - c. The positioning of yourself and /or the users hinders communication
 - d. The conduct of the presenter (in a one-way task) or the audience within which you are interpreting (in a two-way task) prevents you from interpreting effectively
 - e. The speaker (or signer) is going to fast or too slowly
- The role of the interpreter and the principles of professional conduct/practice, specifically the need to:
 - a. Disclose any information, including conflict of interest which may make you unsuitable for ran assignment
 - b. Be impartial, maintain integrity and professionalism
 - c. Treat all information you receive in the course of your duties as confidential, unless required to disclose by law
 - d. Respect the ethics and working practices o other professions
- The domains in which you interpret and how to work with other professionals within you assignments, including how to communicate and work effectively within a team and achieve joint work objectives and performance measures.
- Techniques to compile and maintain glossaries using sources of general and specialist information to assist with assignments especially those with domain-specific terminology.
- Techniques to review, assess and analyse interpreting performances

My work involves confidential information, how can I use this as evidence?

In some situations, the work that you are involved with may include confidential information relating to your organisations service users. It may not be appropriate to include this information in your coursework.

If the evidence contains, for example, confidential customer information, this information could be removed from the discussion before it is submitted as evidence.

Helpful Hints

When collecting evidence, the following will help you:

- **Start by thinking about what activities you do in your current role** and match these to the units.
- **Identify evidence that you could gather naturally** while carrying out your everyday work and cross reference these to as many performance criteria (standard) and knowledge requirements as possible (either within the same unit or across other units).
- Apply a single piece of **evidence** to as many units as possible. This is not only economical in terms of collecting evidence, but it also gives a more holistic, or rounded, picture of your competence.
- **Go for quality rather than quantity.** Well chosen pieces of evidence can count for much more than a vast amount of evidence which only loosely applies.
- **Mix the types of evidence you offer.** A good mixture containing some observation of practice, some products of your work, some witness reports, leads to a more streamlined, better-balanced approach which is more convincing to your assessor.

About Deafness Support Network

Deafness Support Network (founded in 1976 as the Cheshire Deaf Society) provides a wide range of support and services for deaf, deafened and hard of hearing people in Cheshire, Halton, Warrington and the surrounding area.

There are as many as 90,000 people in Cheshire, Halton and Warrington - ten per cent of the population - who have a significant hearing loss.

As a registered training centre, our training team will provide the delivery of British Sign Language.

For further information regarding the services provided by Deafness Support Network please look at the website www.dsnonline.co.uk.

Course Material and Equipment

To aid your learning you can access the computers, videos and DVDs.

Books, Videotapes

British Deaf History Society have resources available to use – please note these are for use within their library only and cannot be taken away. You can also buy resources from them if you wish.

You can also find on web page which are:

www.forestbookshop.com

www.signstation.org

www.bslzone.co.uk

Language Support/Additional Support Sessions

All students who have specific disabilities (i.e. deafness, severe visual impairment, dyslexia etc.) are entitled to extra tutorials and assessment time if they have been assessed under DDA guidelines.

If any student has not been assessed, please inform your tutor immediately. This is extremely important as no additional support will be available in assessments or examinations without assessment. The onus is on the student!

Deaf Club - Community Learning

The philosophy is that all students should experience Deaf Community life on a regular basis through contact in Deaf centres or other places where Deaf people meet. (Some Deaf centres have Sign Clubs for students). You will benefit from this experience through improving your BSL skills. Warrington Deaf Club every Wednesday night which you are welcome to make the most of.

Fees & Progression Policy

The course fee is £5,200 including assessments and mentor sessions. It should be noted that fees are set and charged for each course for each year.

Course fees are non-refundable; however, fees will automatically be refunded if the course is cancelled.

Banter, Jokes and Humour

It is important to remember that learning BSL is supposed to be fun! Part of Deaf culture is the telling of jokes and stories. Deaf culture has its own humour, any jokes used are not meant to be offensive to candidates. If any student finds that the banter, jokes and humorous dialogue is offensive or upsetting, please raise the matter with the staff member concerned at a private moment or with the course leaders.

Change of personal information

Any changes in personal information, address, phone number, email address etc., please contact Lisa Birtles on lbirtles@dsnonline.co.uk with the information so your details can be updated, this is important as we will post out your certificate and contact you via email or text with results.

Complaint Procedure

We hope you enjoy the course and do not have any complaints but if you do: please see below our procedure.

If you are not satisfied with any conduct and it is necessary to go through our **appeals** procedure, the process is:

Appeals Procedure:

Students may wish to receive support in making an appeal (eg writer or interpreter). This support is available by speaking to your Internal Verifier.

Purpose:

To provide a structure for a student to appeal.

Note:

Where external bodies specify an appeals procedure, this will take precedence over the DSN procedure. Otherwise, the following procedure will apply.

The procedure is authorised by the Executive Management Team in DSN

Procedure:

Responsibility	Task	Requirements/Standards
Candidate	Discuss complaint in first instance with your tutor	
Hannah Wilson	Review complaint, consulting as necessary with colleagues	Respond within 14 days
Candidate	If not satisfied, discuss complaint with Lisa Birtles	
Lisa Birtles	Investigate, consulting as necessary with colleagues	Respond within 14 days on Assessment Appeal form
Candidate	If not satisfied write formally to Michelle Simpson	
Michelle Simpson	Respond to candidate within 5 working days	

Candidate	Candidates who are dissatisfied with this process may, if they wish contact the awarding body
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Equal Opportunities for students

All of us at Deafness Support Network want your time spent here to be enjoyable, positive, and free from any form of discrimination. We know how important your decision to come to this course is to you and we want to work together with you to achieve the results you want.

We will do our best to ensure you are not discriminated against directly or indirectly because of your gender, race, sexual orientation, nationality, your religion and beliefs, political beliefs, employment status, social class, caste, age, size, health, disability or marital status. We are totally opposed to any form of discrimination and will take disciplinary action if discrimination takes place.

Discrimination may affect your ability to take part on an equal basis with others – we at the DSN will do our best to prevent anything that stops you achieving your goals.

Health and Safety Policy

DSN recognises the importance of the health and safety of centre staff and visitors.

DSN will abide by legal responsibilities in relation to health and safety issues. It is important that both centre staff and visitors take reasonable care for the health and safety of themselves and others provided by guidelines by DSN policies and procedures.

Risks in DSN are assessed by the following procedure:

1. Look for hazards.
2. Decide who might be harmed and why.

3. Evaluate the risks arising from the hazards and decide whether existing precautions are adequate or whether more should be done.
4. Consider removing the hazard or controlling it so as to remove risk.
5. Record findings and inform relevant parties (centre staff and visitors)
6. Review assessment at fixed intervals and in any case when major changes are made.

Malpractice Policy

Your Tutor encourages all your own study and research and advises you to avoid cheating, plagiarism (copying another person's work or resource materials) or failing follow instructions.

Also if you suspect malpractice by a DSN Centre or tutor you should report it immediately to the DSN Lead Co-ordinator.

For more information please see below.

Access and Fair Assessment Policy

DSN has a duty to ensure that the integrity of our qualifications, units and assessment is maintained at all times. At the same time the lead co-ordinator and tutors have a duty to ensure that the rights of individual learners to access qualifications, units and assessment in a way most appropriate for your individual needs are upheld. Disability and equal opportunity legislation and the regulatory criteria give support and guidance to awarding organisations and centre in creating an inclusive assessment process.

For more information please see below.

General Information about the Awarding Bodies and the Tutors/Assessors

DSN always endeavour to use appropriately qualified tutors to run the courses. Awarding bodies regularly check to ensure we are fulfilling their requirements of provision and assessment. All DSN staff will have appropriate qualification and experience to teach our qualifications, and have competence in the subject

matter of the qualifications, assessment procedures and language(s) used for assessment.

The importance of appointing well-trained and qualified teachers speaks for itself. Those who seek a career in working with deaf people – interpreters, communication support workers, teachers and social workers, for example – all require a high level of skill from their teachers.

Our tutors / Assessors will regularly attend any training events held by the awarding bodies to help teachers understand the qualification specification and the assessment process.

DSN Policies and Procedures

Listed below are the DSN policies that you may, at some time, wish to read. They are available from all front of house offices.

- Complaints
- Equal & diversity
- Harassment
- Health and Safety
- Data Protection
- disciplinary
- Disability statement
- Payment of fees
- Respectable usage of the network
- Malpractice Policy for Learners
- Learner Access and Fair Assessment

Dates: (2016/2017)

(Fridays 11am-7pm and Saturdays 9am-1pm)

1. Friday 30th September 2016
2. Saturday 1st October 2016
3. Friday 11th November 2016
4. Saturday 12th November 2016
5. Friday 2nd December 2016
6. Saturday 3rd December 2016
7. Friday 6th January 2017
8. Saturday 7th January 2017
9. Friday 3rd February 2017
10. Saturday 4th February 2017
11. Friday 3rd March 2017
12. Saturday 4th March 2017
13. Friday 28th April 2017
14. Saturday 29th April 2017
15. Friday 12th May 2017
16. Saturday 13th May 2017
17. Friday 9th June 2017
18. Saturday 10th June 2017
19. Friday 7th July 2017
20. Saturday 8th July 2017

Dates: (2017/2018)

(Fridays 11am-7pm and Saturdays 9am-1pm)

1. Friday 8th September 2017
2. Saturday 9th September 2017
3. Friday 13th October 2017
4. Saturday 14th October 2017
5. Friday 10th November 2017
6. Saturday 11th November 2017
7. Friday 8th December 2017
8. Saturday 9th December 2017
9. Friday 19th January 2018
10. Saturday 20th January 2018
11. Friday 2nd February 2018
12. Saturday 3rd February 2018
13. Friday 2nd March 2018
14. Saturday 3rd March 2018
15. Friday 13th April 2018
16. Saturday 14th April 2018
17. Friday 11th May 2018
18. Saturday 12th May 2018
19. Friday 8th June 2018
20. Saturday 9th June 2018
21. Friday 6th July 2018
22. Saturday 7th July 2018

The current training team includes:-

Lisa Birtles (Teacher & Course Administrator)

Hannah Wilson (Teacher/Assessor & Lead Coordinator)

Michelle Simpson (Supported Living Executive/Community Assistant Director)

If any contact with them is necessary, it must be made through Deafness Support Network on the following telephone numbers or addresses:

Deafness Support Network, Stepping Stones, Weir Street, Northwich, Cheshire, CW9 5HL

Tel. No. 01606 330633

Email: lbirtles@dsnonline.co.uk

These are the details to contact if you are unable to make any class or session – please contact Hannah Wilson.