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# Qualification Specification

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## CIOLQ Level 6 Diploma in Public Service Interpreting



Qualification Number 501/1250/8

Version August 2020

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## Introduction

CIOL Qualifications serves both professional linguists, providing the gold standard for translators and interpreters, recognised widely in the UK and around the world, as well as other linguists who may have a different primary role but who use their language(s) on a regular basis in their professional work.

The Diploma in Public Service Interpreting was first introduced in 1989 and demonstrates CIOL's commitment to language training for the workplace.

Linguists seeking recognition as an interpreter can take the Diploma in Public Service Interpreting which offers pathways in Law (English, Scottish and Northern Irish), Health and Local Government. The qualification provides candidates with important recognition and validation of their skills in these specialist areas and provides reassurance to employers, public bodies and those benefiting from the services of freelancers that the interpretation provided by qualified holders of the Diploma is of the highest professional standard.

## Regulation

The award is recognised by the Office of Qualifications and Examinations Regulation (Ofqual), the Council for Curriculum, Examinations and Assessment (CCEA) and Qualification Wales.

CIOL Qualifications Recognition Number RN5145.

## Qualification Information

### Qualification purpose

This qualification is aimed at career development for the following reasons:

- it gives confidence to users of public services living in communities where English is the second language
- it can be combined with parallel training for professional or vocational work in a work place based context and the public services in particular
- successful DPSI candidates can apply for registration on the National Register of Public Service Interpreters

### Qualification objective

The objective of the DPSI is to provide a nationally consistent standard of professionalism in interpreting in the context of the public services.

The qualification is likely to be of interest to public services staff requiring evidence of their language skills, those seeking accreditation of language knowledge in this specialist area for which they have no previous qualification, or those wishing to seek work within the public service areas in future.

## Qualification structure

<b>Qualification title</b>	CIOL Qualifications Level 6 Diploma in Public Service Interpreting
<b>Qualification number (QN)</b>	501/1250/8
<b>Total Qualification Time (TQT)</b>	440 minimum
<b>Guided Learning Hours (GLH)</b>	80 (hrs)
<b>Level</b>	6
<b>Credits</b>	44
<b>Core units</b>	Unit 01 Unit 02 Unit 03 Unit 04 Unit 05
<b>Assessment</b>	Oral and written
<b>Unit grading</b>	Distinction Merit Pass

## Achieving this qualification

There are five core mandatory units that comprise this qualification and all must be successfully achieved (mastery) to be awarded the CIOL Qualifications Level 6 Diploma in Public Service Interpreting.

Units	Level	TUT	GLH	Credit Value
Unit 01 – Interpret consecutively and simultaneously (whispered) in the Public Services context of: English Law (K/602/2328), Scottish Law (M/602/2413), Northern Irish Law (Y/506/1731), Health (M/602/2332), Local Government ( T/602/2333)	6	120	22	12
Unit 02 – Provide a sight translation into English in the Public Services context of: English Law (K/602/2393), Scottish Law (M/602/2413), Northern Irish Law (D/506/1732) Health (T/602/2395), Local Government (Y/602/2406)	6	70	13	7
Unit 03 – Provide a sight translation from English in the Public Services context of: English Law (D/602/2407), Scottish Law (M/602/2413), Northern Irish Law (H/506/1733) Health (D/602/2410), Local Government (H/602/2411)	6	70	13	7
Unit 4 – Translate into English in the Public Services context of: English Law (K/602/2412), Scottish Law (M/602/2413), Northern Irish Law (K/506/1734), Health (A/602/2432), Local Government (J/602/2434)	5	90	16	9
Unit 5 – Translate from English in the Public Services context of: English Law (Y/602/2437), Scottish Law (H/602/2439), Northern Irish Law (M/506/1735) Health (K/602/2443) Local Government (M/602/2444)	5	90	16	9
<b>Total</b>	<b>6</b>	<b>460</b>	<b>80</b>	<b>44</b>

The exam consists of five units. The units test candidates' knowledge and vocabulary in both English and their chosen Other Language. In order to provide a realistic level of assessment, each of the units is set in a practical context.

## Partial and full achievement of this qualification

Currently all units that comprise this qualification must be successfully completed within a five year period for candidates to be awarded the full qualification. As of January 2021, all new applicants will be required to complete the qualification within a three year period.

The three year full exam completion period would apply from the first year that a candidate receives a unit certificate. Therefore, once a candidate has received a 'pass' in any part of an exam, they have two more years to successfully complete all outstanding parts of the qualification.

Candidates successful in one or two units only will be awarded electronic unit certificates. DPSI candidates can take the units in any order.

## Regulated Qualifications Framework (RQF)

The DPSI is registered on the Regulated Qualifications Framework (RQF) at Level 6.

## Equivalencies

The DPSI (English Law) has three units which are equivalent to units of the DPI.

Holders of the full DPSI (English Law) qualification who passed within 3 years prior to their applying for the DPI can use their equivalent units together with units 01 and 04 of the DPI to gain the DPI qualification, providing it is in the same language. Please see table below:

DPSI (English Law)			DPI		
Unit	Ref No:	Credit Value	Equivalent Unit	Ref No:	Credit Value
Unit 01: Interpret consecutively and simultaneously (whispered) in the Public Services context of English Law	K/602/2328	12	Unit 02: Interpret simultaneously (whispered) from English in a Police context	A/505/8224	7
Unit 03: Provide a Sight Translation from English in the Public Services context of English Law	D/602/2407	7	Unit 03: Provide a Sight Translation from English in a Police context	Y/505/8232	7
Unit 05: Translate from English in the Public Services context of English Law	Y/602/2437	9	Unit 05: Translate from English in a Police context	D/505/9088	9

Equivalencies should be applied for at the time of registration. Please contact [info.dpsi@ciol.org.uk](mailto:info.dpsi@ciol.org.uk) for more information.

## Entry requirement

This qualification is for those candidates aged 18+.

## Recommended level of linguistic proficiency and pre-requisites

The level of linguistic proficiency expected is that of the National Language Standards Level, first degree level. Candidates entering for the DPSI should speak two languages fluently (C1 level) – English and the Other Language – and be able to interpret (consecutively and simultaneously) and translate both into and out of English.

Candidates are expected to be familiar with procedures and specialist vocabulary relating to chosen pathway. These will be tested in all of the examination tasks both in English and the Other Language.

There are no set pre-requisites, however, regular attendance on a course is strongly recommended.

## Progression

The Diploma in Public Service Interpreting qualifies successful candidates to apply for:

- registration on the National Register of Public Service Interpreters (NRPSI)
- membership of Chartered Institute of Linguists
- work in public service interpreting through the Crown Commercial Service Language Services Framework Agreement

## Availability of the Diploma in Public Service Interpreting

The Diploma is awarded for English and Other Language or major dialect which has a written form and is used by speech communities in Britain. For availability of languages in a given session, candidates are advised to check with the relevant contact in their organisation.

## Language

CIOL Qualifications offer qualifications in a broad range of languages and at all times ensure consistency in level and standards across all languages.

The following languages have been offered in the Diploma in Public Services Interpreting, to date, paired with English:

Arabic (MSA), Bengali, Bulgarian, Cantonese (Traditional or Simplified Script), Czech, Dari, Farsi, French, German, Gujarati, Hungarian, Italian, Japanese, Kurdish (Sorani), Mandarin (Traditional or Simplified Script), Panjabi (Indian), Pashto, Polish, Portuguese (Brazilian), Portuguese (European), Romanian, Russian, Slovak, Somali, Spanish, Swahili, Tigrinya, Turkish, Urdu.

## Recognition of Prior Learning (RPL)

CIOL Qualifications do not operate RPL for this qualification.

## Assessment

### Focus

The qualification is set within a work related context in the five public service areas of English Law, Scottish Law, Northern Irish Law, Health and Local Government. Candidates must stipulate when registering in which of these pathways they wish to be examined. Candidates are examined in English and one language other than English. CIOL Qualifications reserves the right not to set an exam in a particular pathway or language.

Candidates should be familiar with and able to use the concepts and language appropriate to their chosen pathway. The exam tests the ability of candidates to communicate effectively at A-level standard in English and Other Language outside their own home and family in work-related areas.

### Assessment grading

Each unit attracts Pass, Merit or Distinction but the qualification grade overall will be a Pass.

## Unit format

**Level** – this positions the level of the unit within the Regulated Qualifications Framework (RQF).

**Credit value** – is the value given to the unit and the credit value is equal to the Total Qualification Time (TQT) divided by ten and rounded to the nearest whole number.

**Total Unit Time** – is the average amount of time it will take to complete the unit. This includes guided learning hours, practical and work-based learning, assessment preparation time and assessment time.

**About the unit** – gives a summary of the purpose of the unit.

**What you will learn** – details the knowledge and skills a candidate should cover.

**Learning outcomes** – set out what a candidate will know, understand or be able to do as a result of successful completion, including the standard required to achieve via assessment.

**Indicative content** – provides guidance on suggested curriculum coverage required to achieve the learning outcomes and assessment criteria.



## Units

<b>Unit 01: Interpret consecutively and simultaneously (whispered) in the public services</b>	
Core unit	
Level:	6
Unit Guided Learning Hours (GLH):	22
Total Unit Time (TUT):	120
Credit value:	12
Unit purpose and aim	

### About the unit

Public Service interpreting plays an important role in a range of different situations, where high level of concentration and ability to deal with sensitive issues is expected. Other important aspects of public service interpreting are accuracy of transferred information, the effectiveness of communication and transfer of spoken information between English and Other Language. These skills are important in the context of public service work because they enable interaction between various people where there is a need for transfer of spoken information, for example when assisting social workers, legal representatives and welfare officers.

This unit focuses on testing basic linguistic and interpersonal skills needed, contextual knowledge, and the awareness of the role and responsibilities of the interpreter.

### What you will learn

In this unit you will develop skills in interpreting consecutively and simultaneously be able to facilitate communication between an English speaker and a speaker of Other Language utilising listening and speaking skills at the appropriate level and being aware of the applicable register.

### Learning Outcomes

- LO1: Be able to consecutively interpret between English and Other language with accuracy, completeness and coherence
- LO2: Be able to deliver interpretation between English and another language smoothly and clearly, switching easily between languages and techniques with competence
- LO3: Be able to interpret between English and another language and vice versa using appropriate vocabulary, grammar and pronunciation.

BAND	LO1: Accuracy	LO2: Delivery	LO3: Language use
A	<b>Mark Range 10-12</b>	<b>Mark Range 10-12</b>	<b>Mark Range 10-12</b>
	The Candidate: <ul style="list-style-type: none"> <li>conveys sense of original message with complete accuracy</li> <li>transfers all information without omissions, additions, distortions</li> <li>demonstrates complete competence in conveying verbal content and familiarity with subject matter</li> </ul>	The Candidate: <ul style="list-style-type: none"> <li>demonstrates complete competence in language</li> <li>switches effortlessly between languages</li> <li>interprets clearly and smoothly</li> <li>reflects tone, emotion and non-verbal signs appropriate to situation</li> <li>displays courteous and confident manner and remains unobtrusive and impartial</li> <li>handles intercultural references correctly</li> <li>displays good management strategies intervening appropriately and only when necessary to clarify or ask for repetition or prevent breakdown of communication</li> </ul>	The Candidate: <ul style="list-style-type: none"> <li>demonstrates excellent command of grammar, syntax, vocabulary, specialist terminology, with minimum paraphrasing</li> <li>chooses language and register entirely appropriate to situation</li> <li>has clear, distinct pronunciation</li> <li>has accent which in no way affects ease of comprehension</li> </ul>
B	<b>Mark Range 7-9</b>	<b>Mark Range 7-9</b>	<b>Mark Range 7-9</b>
	The Candidate: <ul style="list-style-type: none"> <li>accurately conveys sense of original message</li> <li>makes only one or two minor omissions/ distortions not affecting correct transfer of information or complete comprehension</li> </ul>	The Candidate: <ul style="list-style-type: none"> <li>demonstrates good competence in languages</li> <li>switches easily between languages and interprets for most part clearly and smoothly</li> <li>reflects tone, emotion and non-verbal signals of interlocutors</li> <li>displays a courteous and confident manner, remains unobtrusive and impartial</li> <li>handles intercultural references correctly</li> <li>intervenes justifiably and appropriately</li> <li>makes occasional slip or sign of nervousness but not leading to communication problem</li> </ul>	The Candidate: <ul style="list-style-type: none"> <li>demonstrates good command of grammar, syntax, vocabulary, and specialist terminology</li> <li>paraphrases in clear, concise way, where appropriate</li> <li>chooses language, register largely appropriate to situation</li> <li>has clear, distinct pronunciation</li> <li>has accent which in no way or only occasionally affects ease of comprehension</li> </ul>
C	<b>Mark Range 4-6</b>	<b>Mark Range 4-6</b>	<b>Mark Range 4-6</b>
	The Candidate: <ul style="list-style-type: none"> <li>adequately conveys sense of original message</li> <li>makes no serious inaccuracies, omissions or distortions affecting comprehension or transfer of information</li> </ul>	The Candidate: <ul style="list-style-type: none"> <li>demonstrates adequate competence in language</li> <li>switches between languages without major problem</li> <li>shows some confidence while interpreting</li> <li>makes reasonable attempt to reflect suitable tone, emotion and demeanour</li> <li>displays manner, delivery and interventions, occasionally not completely appropriate, but not leading to irretrievable breakdown of communication</li> </ul>	The Candidate: <ul style="list-style-type: none"> <li>demonstrates adequate command of grammar, syntax, vocabulary and specialist terminology</li> <li>keeps paraphrasing to acceptable level</li> <li>may choose inappropriate language/register at times but not impairing overall transfer of information</li> <li>may occasionally evidence faulty pronunciation, pronounced accent but without impairing message</li> </ul>
D	<b>Mark Range 1-3</b>	<b>Mark Range 1-3</b>	<b>Mark Range 1-3</b>
	The Candidate: <ul style="list-style-type: none"> <li>does not, or only partially, convey sense of original message</li> <li>makes serious inaccuracies, omissions, distortions affecting comprehension and transfer of information</li> <li>demonstrates inadequate grasp of language and/or subject matter</li> </ul>	The Candidate: <ul style="list-style-type: none"> <li>demonstrates inadequate competence in languages</li> <li>has problems switching between languages</li> <li>lacks confidence and clarity</li> <li>does not attempt to reflect tone, emotion relevant to situation</li> <li>sounds flat and mechanical or too loud and overbearing</li> <li>fails to apply suitable management strategies, where appropriate, e.g. asking for repetition/clarification</li> <li>makes excessive requests for repetition/clarification</li> </ul>	The Candidate: <ul style="list-style-type: none"> <li>has inadequate command of grammar, syntax, vocabulary and specialist terminology</li> <li>uses excessive and inaccurate paraphrasing which distorts meaning</li> <li>uses register which prevents successful transfer of message</li> <li>has a strong accent, intonation or stress patterns, making it difficult to understand meaning of message</li> </ul>

## Unit 02: Provide a sight translation into English in the public services

Core unit	
Level:	6
Unit Guided Learning Hours (GLH):	70
Total Unit Time (TUT):	13
Credit value:	7
Unit purpose and aim	

### About the unit

The ability to provide an oral translation of written material is necessary in many social services and court settings. Sight translation services help to remove obstacles to justice, facilitating victims, suspects, or patients. This unit focuses on testing basic linguistic skills and contextual knowledge needed to give an oral translation at sight.

These skills are important in the context of Public Service work because they enable interaction between various people where there is a need for oral transfer of written information, for example when reading an official document to someone such as a doctor's report.

### What you will learn

You will deliver clear and precise oral translation at sight of a written text of a formal nature from Other Language into English for an English-speaking audience to take appropriate action based on the translated document.

### Learning Outcomes

- LO1: Be able to convey written information orally from Other Language into English with completeness
- LO2: Be able to convey written information orally from Other Language into English with accuracy and appropriateness
- LO3: Be able to convey written information orally from Other Language into English with fluency and clear and distinct pronunciation

## Assessment marking criteria – Unit 02

BAND	LO1: Completeness	LO2: Accuracy & Appropriateness	LO3: Fluency & Pronunciation
<b>A</b>	<b>Mark Range 10-12</b>	<b>Mark Range 10-12</b>	<b>Mark Range 10-12</b>
	The Candidate: <ul style="list-style-type: none"> <li>demonstrates the ability to faultlessly and accurately convey the sense of the original message</li> <li>transfers all information without omissions, additions or distortions within the allotted time</li> </ul>	The Candidate: <ul style="list-style-type: none"> <li>demonstrates the ability to translate the passage with great accuracy and clarity, with appropriate paraphrasing where necessary</li> <li>displays a very good knowledge/use of the language (including vocabulary/specialist terminology, register and context)</li> </ul>	The Candidate: <ul style="list-style-type: none"> <li>demonstrates a very good command of the language</li> <li>delivers the translation fluently</li> <li>displays a very clear and distinct pronunciation and a good accent which facilitate comprehension</li> </ul>
<b>B</b>	<b>Mark Range 7-9</b>	<b>Mark Range 7-9</b>	<b>Mark Range 7-9</b>
	The Candidate: <ul style="list-style-type: none"> <li>demonstrates the ability to accurately convey the sense of the original message</li> <li>makes only a few minor slips which do not hamper comprehension</li> </ul>	The Candidate: <ul style="list-style-type: none"> <li>demonstrates the ability to translate the passage with satisfactory accuracy and clarity, with occasional paraphrasing, where necessary</li> <li>displays a good knowledge/use of the language (including vocabulary/specialist terminology, register and context)</li> </ul>	The Candidate: <ul style="list-style-type: none"> <li>demonstrates a good command of the language</li> <li>delivers the translation fluently and accurately, apart from some minor lapses</li> <li>displays for the most part a clear and distinct pronunciation and accent which do not affect ease of comprehension</li> </ul>
<b>C</b>	<b>Mark Range 4-6</b>	<b>Mark Range 4-6</b>	<b>Mark Range 4-6</b>
	The Candidate: <ul style="list-style-type: none"> <li>demonstrates the ability to adequately convey the sense of the original message</li> <li>makes no serious omissions, inaccuracies or distortions in the transfer of information which will lead to misunderstandings</li> </ul>	The Candidate: <ul style="list-style-type: none"> <li>demonstrates an adequate ability to translate the passage accurately and clearly</li> <li>keeps paraphrasing to an acceptable level without distorting the meaning</li> <li>may make several errors but the intended meaning can be discerned without too much difficulty</li> <li>displays adequate knowledge/use of vocabulary, specialist terminology, register and context</li> </ul>	The Candidate: <ul style="list-style-type: none"> <li>demonstrates an adequate command of the language</li> <li>may display some faults and hesitation which may hamper the flow of the translation</li> <li>may occasionally display faulty pronunciation and a pronounced accent but these will not impede meaning</li> </ul>
<b>D</b>	<b>Mark Range 1-3</b>	<b>Mark Range 1-3</b>	<b>Mark Range 1-3</b>
	The Candidate: <ul style="list-style-type: none"> <li>demonstrates an inadequate grasp of the language and/or subject matter and does not adequately convey the sense of the original message</li> <li>makes serious omissions and/or distortions preventing comprehension</li> </ul>	The Candidate: <ul style="list-style-type: none"> <li>lacks the ability to translate the passage with sufficient accuracy/clarity</li> <li>uses excessive and inaccurate paraphrasing which distorts the meaning</li> <li>makes too many errors</li> <li>produces a translation which is not always coherent, and the intended meaning is only partially conveyed</li> <li>displays poor knowledge/use of vocabulary, specialist terminology and context</li> <li>makes excessive requests for repetition/clarification</li> </ul>	The Candidate: <ul style="list-style-type: none"> <li>demonstrates an inadequate command of the language for the required task</li> <li>makes a considerable number of errors which hamper the flow of the translation</li> <li>displays faulty pronunciation and/or a strong accent which make it difficult or impossible for the intended listener to discern the meaning</li> </ul>

## Unit 03: Provide a sight translation from English in the public services

Core unit	
Level:	6
Unit Guided Learning Hours (GLH):	70
Total Unit Time (TUT):	13
Credit value:	7
Unit purpose and aim	

### About the unit

The ability to provide an oral translation of written material is necessary in many social services and court settings. Sight translation services help to remove obstacles to justice, facilitating victims, suspects, or patients. This unit focuses on testing basic linguistic skills and contextual knowledge needed to give an oral translation at sight.

These skills are important in the context of Public Service work because they enable interaction between various people where there is a need for oral transfer of written information, for example when reading an official document to someone such as a court order.

### What you will learn

You will be able to orally translate at sight accurately and completely a written communication of a semi-formal text, such as regulations, instructions or official correspondence into Other Language. This will enable an Other Language speaking audience to take appropriate action based on the translated document.

### Learning Outcomes

- LO1: Be able to convey written information orally from English into Other Language with completeness
- LO2: Be able to convey written information orally from English into Other Language with accuracy and appropriateness
- LO3: Be able to convey written information orally from English into Other Language with fluency and clear and distinct pronunciation

## Assessment marking criteria – Unit 03

BAND	LO1: Completeness	LO2: Accuracy & Appropriateness	LO3: Fluency & Pronunciation
<b>A</b>	<b>Mark Range 10-12</b>	<b>Mark Range 10-12</b>	<b>Mark Range 10-12</b>
	The Candidate: <ul style="list-style-type: none"> <li>demonstrates the ability to faultlessly and accurately convey the sense of the original message</li> <li>transfers all information without omissions, additions or distortions within the allotted time</li> </ul>	The Candidate: <ul style="list-style-type: none"> <li>demonstrates the ability to translate the passage with great accuracy and clarity, with appropriate paraphrasing where necessary</li> <li>displays a very good knowledge/use of the language (including vocabulary/specialist terminology, register and context)</li> </ul>	The Candidate: <ul style="list-style-type: none"> <li>demonstrates a very good command of the language</li> <li>delivers the translation fluently</li> <li>displays a very clear and distinct pronunciation and a good accent which facilitate comprehension</li> </ul>
<b>B</b>	<b>Mark Range 7-9</b>	<b>Mark Range 7-9</b>	<b>Mark Range 7-9</b>
	The Candidate: <ul style="list-style-type: none"> <li>demonstrates the ability to accurately convey the sense of the original message</li> <li>makes only a few minor slips which do not hamper comprehension</li> </ul>	The Candidate: <ul style="list-style-type: none"> <li>demonstrates the ability to translate the passage with satisfactory accuracy and clarity, with occasional paraphrasing, where necessary</li> <li>displays a good knowledge/use of the language (including vocabulary/specialist terminology, register and context)</li> </ul>	The Candidate: <ul style="list-style-type: none"> <li>demonstrates a good command of the language</li> <li>delivers the translation fluently and accurately, apart from some minor lapses</li> <li>displays for the most part a clear and distinct pronunciation and accent which do not affect ease of comprehension</li> </ul>
<b>C</b>	<b>Mark Range 4-6</b>	<b>Mark Range 4-6</b>	<b>Mark Range 4-6</b>
	The Candidate: <ul style="list-style-type: none"> <li>demonstrates the ability to adequately convey the sense of the original message</li> <li>makes no serious omissions, inaccuracies or distortions in the transfer of information which will lead to misunderstandings</li> </ul>	The Candidate: <ul style="list-style-type: none"> <li>demonstrates an adequate ability to translate the passage accurately and clearly</li> <li>keeps paraphrasing to an acceptable level without distorting the meaning</li> <li>may make several errors but the intended meaning can be discerned without too much difficulty</li> <li>displays adequate knowledge/use of vocabulary, specialist terminology, register and context</li> </ul>	The Candidate: <ul style="list-style-type: none"> <li>demonstrates an adequate command of the language</li> <li>may display some faults and hesitation which may hamper the flow of the translation</li> <li>may occasionally display faulty pronunciation and a pronounced accent but these will not impede meaning</li> </ul>
<b>D</b>	<b>Mark Range 1-3</b>	<b>Mark Range 1-3</b>	<b>Mark Range 1-3</b>
	The Candidate: <ul style="list-style-type: none"> <li>demonstrates an inadequate grasp of the language and/or subject matter and does not adequately convey the sense of the original message</li> <li>makes serious omissions and/or distortions preventing comprehension</li> </ul>	The Candidate: <ul style="list-style-type: none"> <li>lacks the ability to translate the passage with sufficient accuracy/clarity</li> <li>uses excessive and inaccurate paraphrasing which distorts the meaning</li> <li>makes too many errors</li> <li>produces a translation which is not always coherent, and the intended meaning is only partially conveyed</li> <li>displays poor knowledge/use of vocabulary, specialist terminology and context</li> </ul>	The Candidate: <ul style="list-style-type: none"> <li>demonstrates an inadequate command of the language for the required task</li> <li>makes a considerable number of errors which hamper the flow of the translation</li> <li>displays faulty pronunciation and/or a strong accent which make it difficult or impossible for the intended listener to discern the meaning</li> </ul>

## Unit 04: Translate into English in the public services

Core unit	
Level:	5
Unit Guided Learning Hours (GLH):	90
Total Unit Time (TUT):	16
Credit value:	9
Unit purpose and aim	

### About the unit

Today linguists have a critical role to play in helping the public services to reach most vulnerable members of society and to inform them of their rights. Public service translation requires a high standard of written language transfer and understanding of social issues, legal procedures and/ or health service structure. Without good translation skills successful court interviews would not take place and the quality of an investigation could be compromised.

This written translation unit tests the candidates' ability to transfer content from Other Language within context in into English, within the Public Services area. This is an important skill that provides reassurance to employers, public bodies and those benefiting from the services according to the particular task requested.

### What you will learn

You will produce a translation from your native language into English, from a text of a semi-formal nature such as regulations, instructions or official correspondence enabling the English audience to take appropriate action based on the translated document.

### Learning Outcomes

- LO1: Be able to convey an accurate translation of the source text without omissions, additions or distortions
- LO2: Be able to provide a text which reads like an authentic piece of writing in the target language with good coherence and sentence structure and linkages
- LO3: Be able to provide a well-presented text suitable for the intended purpose displaying good awareness of intercultural differences

BAND	LO1: Accuracy/Appropriateness of translated text	LO2: Cohesion, Coherence & Genre	LO3: Effectiveness of Communication
A	<b>Mark Range 10-12</b>	<b>Mark Range 10-12</b>	<b>Mark Range 10-12</b>
	The Candidate: <ul style="list-style-type: none"> <li>conveys information with complete accuracy without omissions, additions or distortions</li> <li>shows excellent use of vocabulary throughout</li> <li>uses excellent grammatical/syntactical constructions</li> <li>displays faultless spelling, accentuation/use of diacritics, faultless punctuation</li> <li>has excellent knowledge of specialist terminology with minimum paraphrasing</li> </ul>	The Candidate: <ul style="list-style-type: none"> <li>provides text which conforms fully to the conventions of the relevant genre</li> <li>uses cohesive devices which are completely appropriate</li> <li>provides text which facilitates a completely coherent reading</li> </ul>	The Candidate: <ul style="list-style-type: none"> <li>provides text which enables reader to act entirely appropriately on the basis of the translation</li> <li>displays excellent presentation and legibility</li> <li>displays excellent use of style and register</li> <li>shows excellent awareness of intercultural differences and handles these consistently well</li> </ul>
B	<b>Mark Range 7-9</b>	<b>Mark Range 7-9</b>	<b>Mark Range 7-9</b>
	The Candidate: <ul style="list-style-type: none"> <li>conveys information accurately with only a few minor errors</li> <li>transfers information without serious omissions or distortions</li> <li>shows good use of vocabulary</li> <li>uses sound grammatical/syntactical constructions</li> <li>displays good spelling, careful accentuation/use of diacritics/punctuation</li> <li>has good knowledge of specialist terminology, paraphrasing in clear, concise way where necessary</li> </ul>	The Candidate: <ul style="list-style-type: none"> <li>provides text which generally conforms well to the conventions of the relevant genre</li> <li>makes generally good use of cohesive devices</li> <li>provides text which facilitates generally a good coherent reading</li> </ul>	The Candidate: <ul style="list-style-type: none"> <li>provides text which enables reader to act appropriately on the basis of the translation</li> <li>displays good presentation and legibility</li> <li>displays good style and register with only minor errors</li> <li>shows good awareness of intercultural differences and handles these well</li> </ul>
C	<b>Mark Range 4-6</b>	<b>Mark Range 4-6</b>	<b>Mark Range 4-6</b>
	The Candidate: <ul style="list-style-type: none"> <li>makes some inaccuracies but not leading to misunderstandings</li> <li>adequately conveys content</li> <li>makes minor omissions/distortions but not leading to misunderstandings</li> <li>makes adequate use of vocabulary</li> <li>uses adequate grammatical/syntactical constructions</li> <li>displays no major faults in spelling, accentuation, diacritics, punctuation</li> <li>has adequate knowledge of specialist terminology with paraphrasing kept to an acceptable level</li> </ul>	The Candidate: <ul style="list-style-type: none"> <li>provides text which conforms adequately to the conventions of the relevant genre</li> <li>makes adequate use of cohesive devices</li> <li>provides text which adequately facilitates a coherent reading</li> </ul>	The Candidate: <ul style="list-style-type: none"> <li>provides text which adequately enables reader to act appropriately on the basis of the translation</li> <li>displays adequate presentation and legibility</li> <li>displays adequate style and register</li> <li>shows adequate awareness of intercultural differences in an acceptable manner</li> </ul>
D	<b>Mark Range 0-3</b>	<b>Mark Range 0-3</b>	<b>Mark Range 0-3</b>
	The Candidate: <ul style="list-style-type: none"> <li>makes inaccuracies leading to misunderstandings</li> <li>inadequately conveys content, makes serious omissions/distortions</li> <li>has inadequate command of vocabulary, grammar and syntax</li> <li>displays considerable number of technical faults: spelling, punctuation, accentuation, diacritics</li> <li>has inadequate knowledge of specialist terminology and/or excessive and inaccurate paraphrasing</li> </ul>	The Candidate: <ul style="list-style-type: none"> <li>provides text which does not conform to the conventions of the relevant genre</li> <li>uses inadequate cohesive devices</li> <li>provides text which does not adequately facilitate a coherent reading</li> </ul>	The Candidate: <ul style="list-style-type: none"> <li>provides text unfit for the purpose of enabling reader to act on the basis of the translation</li> <li>displays poor presentation and legibility</li> <li>displays inappropriate style/register</li> <li>shows lack of awareness of intercultural differences and handles these badly</li> </ul>



## Unit 05: Translate from English in the public services

Core unit	
Level:	5
Unit Guided Learning Hours (GLH):	90
Total Unit Time (TUT):	16
Credit value:	9
Unit purpose and aim	

### About the unit

Today linguists have a critical role to play in helping the public services to reach most vulnerable members of society and to inform them of their rights. Public service translation requires a high standard of written language transfer and understanding of social issues, legal procedures and/ or health service structure. Without good translation skills successful court interviews would not take place and the quality of an investigation could be compromised.

This written translation unit tests the candidates' ability to transfer content from English into Other Language, within the Public Services area. This is an important skill that provides reassurance to employers, public bodies and those benefiting from the services according to the particular task requested.

### What you will learn

You will be able to produce translation from English into your target language from a text of a semi-formal nature such as regulations, instructions or official correspondence. You will demonstrate ability to transfer content into a comprehensible and acceptable form.

### Learning Outcomes

- LO1: Be able to convey an accurate translation of the source text without omissions, additions or distortions
- LO2: Be able to produce translation which conveys the original message with coherence, appropriate sentence structures and linkages
- LO3: Be able to produce legible text suitable for the intended purpose which conveys meaning, and accuracy whilst displaying good awareness of intercultural differences

BAND	LO1: Accuracy/Appropriateness of translated text	LO2: Cohesion, Coherence & Genre	LO3: Effectiveness of Communication
A	<b>Mark Range 10-12</b>	<b>Mark Range 10-12</b>	<b>Mark Range 10-12</b>
	The Candidate: <ul style="list-style-type: none"> <li>conveys information with complete accuracy without omissions, additions or distortions</li> <li>shows excellent use of vocabulary throughout</li> <li>uses excellent grammatical/syntactical constructions</li> <li>displays faultless spelling, accentuation/use of diacritics, faultless punctuation</li> <li>has excellent knowledge of specialist terminology with minimum paraphrasing</li> </ul>	The Candidate: <ul style="list-style-type: none"> <li>provides text which conforms fully to the conventions of the relevant genre</li> <li>uses cohesive devices which are completely appropriate</li> <li>provides text which facilitates a completely coherent reading</li> </ul>	The Candidate: <ul style="list-style-type: none"> <li>provides text which enables reader to act entirely appropriately on the basis of the translation</li> <li>displays excellent presentation and legibility</li> <li>displays excellent use of style and register</li> <li>shows excellent awareness of intercultural differences and handles these consistently well</li> </ul>
B	<b>Mark Range 7-9</b>	<b>Mark Range 7-9</b>	<b>Mark Range 7-9</b>
	The Candidate: <ul style="list-style-type: none"> <li>conveys information accurately with only a few minor errors</li> <li>transfers information without serious omissions or distortions</li> <li>shows good use of vocabulary</li> <li>uses sound grammatical/syntactical constructions</li> <li>displays good spelling, careful accentuation/use of diacritics/punctuation</li> <li>has good knowledge of specialist terminology, paraphrasing in clear, concise way where necessary</li> </ul>	The Candidate: <ul style="list-style-type: none"> <li>provides text which generally conforms well to the conventions of the relevant genre</li> <li>makes generally good use of cohesive devices</li> <li>provides text which facilitates generally a good coherent reading</li> </ul>	The Candidate: <ul style="list-style-type: none"> <li>provides text which enables reader to act appropriately on the basis of the translation</li> <li>displays good presentation and legibility</li> <li>displays good style and register with only minor errors</li> <li>shows good awareness of intercultural differences and handles these well</li> </ul>
C	<b>Mark Range 4-6</b>	<b>Mark Range 4-6</b>	<b>Mark Range 4-6</b>
	The Candidate: <ul style="list-style-type: none"> <li>makes some inaccuracies but not leading to misunderstandings</li> <li>adequately conveys content</li> <li>makes minor omissions/distortions but not leading to misunderstandings</li> <li>makes adequate use of vocabulary</li> <li>uses adequate grammatical/syntactical constructions</li> <li>displays no major faults in spelling, accentuation, diacritics, punctuation</li> <li>has adequate knowledge of specialist terminology with paraphrasing kept to an acceptable level</li> </ul>	The Candidate: <ul style="list-style-type: none"> <li>provides text which conforms adequately to the conventions of the relevant genre</li> <li>makes adequate use of cohesive devices</li> <li>provides text which adequately facilitates a coherent reading</li> </ul>	The Candidate: <ul style="list-style-type: none"> <li>provides text which adequately enables reader to act appropriately on the basis of the translation</li> <li>displays adequate presentation and legibility</li> <li>displays adequate style and register</li> <li>shows adequate awareness of intercultural differences in an acceptable manner</li> </ul>
D	<b>Mark Range 0-3</b>	<b>Mark Range 0-3</b>	<b>Mark Range 0-3</b>
	The Candidate: <ul style="list-style-type: none"> <li>makes inaccuracies leading to misunderstandings</li> <li>inadequately conveys content, makes serious omissions/distortions</li> <li>has inadequate command of vocabulary, grammar and syntax</li> <li>displays considerable number of technical faults: spelling, punctuation, accentuation, diacritics</li> <li>has inadequate knowledge of specialist terminology and/or excessive and inaccurate paraphrasing</li> </ul>	The Candidate: <ul style="list-style-type: none"> <li>provides text which does not conform to the conventions of the relevant genre</li> <li>uses inadequate cohesive devices</li> <li>provides text which does not adequately facilitate a coherent reading</li> </ul>	The Candidate: <ul style="list-style-type: none"> <li>provides text unfit for the purpose of enabling reader to act on the basis of the translation</li> <li>displays poor presentation and legibility</li> <li>displays inappropriate style/register</li> <li>shows lack of awareness of intercultural differences and handles these badly</li> </ul>

## Exam resources

Use of reference materials in the examination

Candidates **are** allowed to use dictionaries, glossaries and any other reference material in the written exam, units 04 and 05.

### Definitions

**Dictionary** Any general bilingual or monolingual dictionary. Any specialised dictionary (**no textbooks**)

**Glossaries** Any published glossary. Any word bank produced by candidates (must be in hard copy format capable of being examined by invigilators).

**Other reference** Reference material in particular for languages which material are poor in dictionaries, either bilingual or monolingual. This does not include course material supplied by tutors. The use of encyclopaedias is allowed.

All of the above may be used in hard copy format only. Electronic dictionaries and devices for storing information in any form whatsoever are **not** allowed.

### Past Papers and other examination literature.

A sample paper order form is also available from CIOL by emailing [info.dpi@ciol.org.uk](mailto:info.dpi@ciol.org.uk) or may be downloaded from [www.ciol.org.uk](http://www.ciol.org.uk). An English only sample paper is available to download from our website.